

## THE QUESTION OF TEACHING CHINESE GRAMMAR AT THE INITIAL STAGE

Pak Ksenia Evgenievna

Chinese teacher of Samarkand State Institute of Foreign Languages

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### ABSTRACT

This article discusses the features of teaching Chinese grammar to students at the initial stage, the importance of teaching the grammatical aspect is noted, the results of the study are reflected, as well as on the basis of the research done and the generalization of scientific materials, recommendations for teaching and forming grammatical skills are developed.

**Keywords:** *Chinese language, grammar teaching, teaching methods, grammatical structures, grammatical skills.*

### INTRODUCTION

Uzbekistan and China have a long history of diplomatic relations since ancient times. At present, the states are strategic partners, and in order to maintain good diplomatic relations between states, one of the main priorities is a two-way communication process, which requires specialists to have a high level of knowledge of the Chinese language. This, in turn, is the goal of the country's language universities. To achieve this goal, the importance of the tasks in the learning process should be taken into account. One of the main tasks of teaching Chinese is the formation of grammatical skills in students at the initial stage of learning.

Grammar is one of the important aspects of learning a foreign language. When teaching a foreign language, the correct use of grammatical structures is the key to further learning. Without grammar, the existence of any language is unthinkable.

According to the Chinese scholar Lu Shu Xiang, grammar is the rules for constructing speech. Grammar is not interested in the meanings of individual words, except for a small number of units related to the construction of speech. [5, 267]

Theoretical information on the grammar of the Chinese language takes an important place in the system of teaching the Chinese language, they form the basic idea of how the grammatical system of the Chinese language is arranged. The topical issue in the universities of the Republic of Uzbekistan is that the grammar of the Chinese language is taught as a theoretical discipline, which in turn complicates the process of mastering grammatical structures by students at the initial stage.

To solve some problems and questions that arise in the course of teaching Chinese grammar to students of philology, as well as to provide methodological assistance to teachers, various information about the features and methods of teaching Chinese grammar was summarized, and guidelines for teaching a foreign Chinese language were developed. students of language universities.

### MATERIALS AND METHODS OF RESEARCH

During the research work on the topic, the works of Western and Chinese methodologists and linguists were considered. In order to generalize the various theories and provisions presented in the scientific works of sinologists, such methods as search and descriptive, including the method of observation and generalization, were used. The method of analysis made it possible to draw important and reasonable conclusions, namely, to

identify the features of the grammar of the Chinese language and the methods of teaching it to students of philology.

During the stage of formation and development of the Chinese language, the main attention was paid to phonetics, vocabulary and hieroglyphics, while there were relatively fewer scientific works on grammar.

It should be noted domestic scientists who have devoted their works to the problems of methods of teaching foreign languages, these are the works of G. Bakieva, T. Sattarov, J. Jalolov, M. Djusupova, L. Akhmedova, S. Nazarova, D. Juraev, L. Shasaidova and others.

A significant contribution to the development of Chinese grammar was made by such scientists as Karimov A., Kiryukhina L., Demina N., Lyu Shu Siang, Li Szin Si, Den Shuo Usin, Lu Venhua.

Kiryukhina L.V. in his scientific work "Grammar Studies in Chinese" covers the issues of the formation of grammar in Chinese linguistics. [3]

A huge contribution to the development of grammatical theory was made by Lu Shu Xiang, in his work "Essays on the Grammar of the Chinese Language", he gives an explanation of individual phenomena characteristic of Chinese grammar. [6] Another Chinese linguist Zhang Yunping, in his book Comparative Grammar of Russian and Chinese, compares the grammatical features of the two languages. [8]

One of the contemporaries of Chinese linguistics, the Taiwanese linguist Den Shousin, in his writings describes in detail grammatical phenomena, and also draws parallels between Chinese and foreign languages. "Pedagogical Grammar of the Chinese Language" contributed to the development of teaching activities, and also facilitated the study of the grammatical features of the Chinese language abroad. [10]

Liu Venhua in his scientific article notes that the choice of the object of grammar and the definition of the main criteria are based on whether they reflect the features of Chinese grammar and whether they are aimed at solving the difficulties of foreigners studying Chinese. [11]

In the course of the analysis of scientific works, on the basis of data from various studies, the stages of the formation of grammar in Chinese linguistics were studied, and the characteristic features of the grammatical system were summarized. An important task was to identify the methods of pedagogical grammar in the process of teaching Chinese to students - philologists, taking into account the characteristic features of the grammatical structure of the language being studied.

## RESULTS

Based on the results of the analysis of the scientific works of foreign and Chinese linguists, the following important points can be noted that should be taken into account when teaching Chinese grammar to students at the initial stage.

Modern Chinese is an isolated language, and its grammatical system is formed on a strict word order, as well as on the structure of function words. This is the biggest difference between Chinese and Indo-European languages, which rely on morphological changes as their main grammatical device. Another equally important distinguishing feature of the Chinese language from the Indo-European ones is that the Chinese language is based on a sense of language, on a subconscious and intuitive level, while the Indo-European languages are

logical and rational. "The concept of "sense of language" is voluminous and difficult to define. It is quite obvious that the study of a foreign language is faster for those who are able to see behind the particular facts of the language the guiding force of its internal logic. It is here, in this combination of the particular and the general, that the rational beginning of the phenomenon under consideration is contained - the feeling of language. This rational principle is nothing more than a set of some theoretical information that reflects the most significant differences between the native and studied languages and allows one to adapt thinking to the structure of the new language" [4, 17].

According to A.A. Karimov highlights grammatical phenomena that are common to Chinese and Uzbek:

- word forms are formed by adding unambiguous affixes;
- affixes are attached to the stem, which without them can act as an independent word;
- affixes form a chain
- when connecting affixes, the stem does not undergo any phonetic changes;
- there is a group design, i.e. some affixes can refer to a number of words.

The main feature of the Uzbek language agglutination is that it is used to express syntactic relations between words in a sentence. [14]

In the teaching of Chinese, two types of grammar have historically developed: theoretical grammar and pedagogical grammar. [13.97]

The concept of "pedagogical grammar" was introduced in 1966 by the famous American linguist N. Chomsky. [9]

Pedagogical (practical) grammar is opposed to theoretical grammar and is intended for teaching native and non-native languages. It relies not only on linguistic theory, but also on psychology, pedagogy and methodology. [5, 205]

Chomsky in his work argued that the explanation of grammatical phenomena, and, consequently, the formulation of the rules depend on the native language of the students, their age, conditions, etc. Depending on these factors, both the formulation of the rules and indications of their application. In other words, pedagogical grammar is a transformed linguistic grammar under the influence of the above factors. [9, 207]

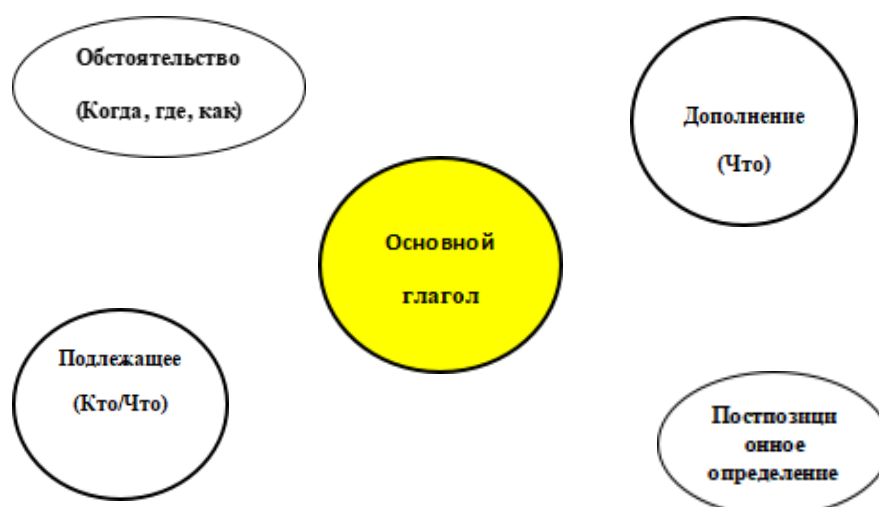
Theoretical grammar is a generalization and summary of a large number of speech phenomena. It is mainly intended for native speakers who do not usually rely on this theoretical knowledge when speaking or writing an essay. So, in the process of applying pedagogical grammar, the provisions of theoretical grammar are checked. Therefore, teaching grammar students who study Chinese as the main foreign language does not consist in explaining grammatical phenomena and rules, but in teaching students to correctly use the studied grammar in the process of forming speech skills, to teach how to combine words into sentences, and how to transform sentences into essays. To overcome the difficulties faced by students and in the future to avoid

mistakes in oral and written speech, one should rely on pedagogical grammar. Here the main task of the teacher is to transform grammar into a more accessible and easy-to-understand discipline. An equally important role is played by teaching aids and teaching materials that contribute to the rapid and effective assimilation of grammatical material.

The grammar of the Chinese language, like any other language, has its own features that are identical in structure. Accordingly, the grammar of the Chinese language has few similar grammatical phenomena with other foreign languages. In the process of learning Chinese at the initial stage, students need to understand the importance of word order in order to avoid mistakes in sentence construction and to understand that Chinese sentence structure is not built according to the rules of their native language.

Thus, in the process of teaching Chinese grammar, one of the first tasks of the teacher at the initial stage is to teach students the word order. According to Chinese Methodists, sentences with verbal predicates are used as the basis for the systematic study of Chinese grammar and form an idea of Chinese sentence structure. The structure with verbal predicates is as follows: “sentences with verbal predicates → sentences with a predicate expressed by an adjective → sentences with a predicate expressed by a noun → sentences with a double object → sentences with a compound verbal predicate → a sequentially connected sentence → an existential sentence → an expressive sentence”, in parallel, according to the specified order, for a more detailed study of the components of the sentence, it is necessary to introduce parts of speech such as “verb, noun, adjective → adverb → prepositions → function words” and sentence members “subject, predicate, object → circumstance → definition → post-positional definition of the predicate”. There is a consistent relationship between these elements of grammar. Thus, a sentence with a verb-predicate belongs to the category of well-known ones, then you can introduce secondary members of the sentence before the verb-predicate, such as a circumstance expressed by an adverb.

How these various components of a sentence are arranged in the construction of sentences is an important content of learning Chinese grammar. In this situation, a sentence structure template with a verbal predicate can be used to help students understand and parse word order in Chinese with examples. (Pic.1)



Pic.1 Basic structure of the Chinese proposal

The use by the author of the method described above, developed by Chinese Methodist linguists, showed the effectiveness of teaching grammar to students in practice. Observation showed that students learn grammatical phenomena faster when they see a pattern of sentence structure. This allows them to quickly understand the word order in a Chinese sentence and quickly abstract from their usual word order in their native language.

Based on the studied materials and work experience, the author makes the following recommendations: At the initial stage of learning Chinese, students should be encouraged and led to more listening and speaking, reading and writing, this will help to develop a sense of the language.

Teachers should not give theoretical information and get too carried away with explaining grammar rules, leaving no time for the practical part of the lesson. In addition, teachers should correctly correct, explain and practice the elimination of grammatical errors in speech and sentences, without depriving students of interest and enthusiasm.

The main focus of grammar teaching should be on students actually understanding and learning how to speak correctly. Practical tasks are proposed to be performed until students master the grammatical rule and learn how to correctly use one or another grammatical construction in oral and written speech.

To check the assimilation of the material, it is recommended to use a test method, since in the process of teaching grammar, it is this method that helps to develop grammatical skills and helps to identify the level of assimilation of the material covered.

## CONCLUSION

Thus, based on the results of the study, we can say that the grammatical aspect occupies one of the main positions in teaching the Chinese language, and it is the formation of grammatical skills at the initial stage among students that is one of the important aspects of communicative competence. The assimilation of grammatical phenomena by students is possible only with the teaching of grammatical structure and grammatical constructions, as well as the ability to apply them in practice.

Harmonious orientation to each student in the process of mastering the grammatical aspect of the Chinese language, in case of difficulties or grammatical errors, the support of the teacher is necessary, taking into account his intellectual abilities, knowledge and emotions. [15]

Based on the practice of teaching Chinese grammar, it should be noted that the most effective method is the method of teaching sentence structures, as well as the communicative teaching method, which help teachers in solving various kinds of problems and make the learning process easier, and also help students acquire grammatical skills and understand the scope of their use. At the same time, teaching the grammatical aspect of speech activity should take place in close connection with the culture and way of life of the Chinese nation, examples should reflect the life and national traditions of the people of the language being studied. [17]

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