

SPECIFIC ASPECTS OF TEACHING THE UZBEKI LANGUAGE FOR THE CHINESE

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Abstract: The article talks about the specific phonetic, lexical, orthoepic and grammatical features of teaching Uzbek as a foreign language to the Chinese. In language teaching, comments are made about the linguistic and cultural characteristics of both languages.

Key words: Uzbek language as a foreign language, phonetic, lexical and grammatical structure of Uzbek language, phonetic, lexical and grammatical structure of Chinese language, linguistic culture.

The Uzbek language is the native language of the Uzbek people, who make up the absolute majority of the population of the Republic of Uzbekistan. This is an important factor in the unity and integrity of Uzbekistan and the cohesion of society. Ensuring the comprehensive development of the Uzbek language, which is a means of expressing the national culture and identity of the Uzbek people, consistently and fully realizing the potential of this language as a state language, and promoting its use in various countries of the world is an important task [3, 83].

Learning a language is a very complex process. It is manifested by a person's interest or need to learn another foreign language along with learning their native language. There is ample observation and research on the acquisition and development of a second language in humans. They emphasize that the information collected in the process of learning a language makes it possible to understand that language is an integral structural apparatus, and that there are general and specific laws between different languages. This is suitable not only for learning a language within one language family, but also for the process of learning different foreign languages.

In particular, the uniqueness of learning the Uzbek language by Chinese students studying Russian and Central Asian languages at the Central University of Nations, located in Beijing, People's Republic of China, is of particular importance. In the process of teaching the Uzbek language to Chinese students, we observed that, as in the process of ontogenesis, the structure of the language is acquired on the basis of a certain system. After mastering the correct pronunciation of individual vowel sounds in the Uzbek language, the remaining vowels can be correctly expressed in speech. In the speech of Chinese students, certain difficulties were observed with the pronunciation of such consonants as *r, j, z, g, q, g'*, as well as with the use



of vowels “o” and “o’”, they usually change them in pronunciation. To overcome this, we focused on practicing vowels and consonants separately, and then through various exercises on combining vowels and consonants into words, we were encouraged to repeat tongue twisters to develop speech [1, 142].

It is known that the Uzbek language, in its morphological structure, belongs to the group of agglutinative languages, and the Chinese language belongs to the group of amorphous languages. Amorphous languages are languages that do not have affixes, and grammatical relationships between words are expressed by conjunctions or auxiliary words. Agglutinative languages are languages in which word formation and form formation occur through agglutination (the formation of a new word or word form without changing the basis of word formation or form formation) [2, 13].

Phonetic, lexical and grammatical points that are easily and quickly expressed in the speech of Chinese students of the Uzbek language are the following:

- easily pronounces the vowels a, e, u;
- correctly pronounces plosives and voiced sounds such as b, d, t, m, p, n, compared to other consonants;
- easily understands the meaning of acquired lexical units of the Uzbek language (avtomat (such as machine), ruchka (pen), telefon (telephone), universitet (university), kompyuter (computer)) in his native language;

It appears that, regardless of language structure, Chinese students do not find it difficult to accept and internalize common phonetic and lexical rules for both languages.

At the same time, the following difficulties are observed in the speech activity of Chinese students studying the Uzbek language:

- they find it difficult to pronounce the vowels o, o’, i correctly;
- based on the phonetic system of both languages, some sounds, for example, the sounds r, g, c, ch, f in the Uzbek language are difficult to pronounce, and distortion of these sounds is observed;
- in the speech activity of Chinese students, due to the peculiarities of the Chinese language, the most common case is a violation of tonality (it is known that pronouncing words in Chinese in certain tones (tones) serves to distinguish their meanings);
- it is comparatively more difficult to assimilate words that express specific national-cultural meanings of the Uzbek language, since this concept is far from its national-cultural thinking.

It is known that the process of learning a second language is very similar to the ontogenesis of a child’s speech, and he acquires the language from the natural environment. Because there is no specific language reserve in the child’s mind for learning by comparison and making rules. As a result, the child has no other opportunity to learn the language. Today, many methodological linguists rely on this argument and note that it is necessary to study a foreign language in the same way, that is, as the child masters his native language, textbooks and manuals are created based on this strategy. Of course, without denying that this approach has its positive effect, I would also like to note that in the minds of adults, unlike a child learning a language for the first time, the reserve of a certain language (or languages) is preserved, and the skills of comparison and comparison are formed and developed training. Children learn their native language to the best of their abilities. So why don’t adults also take advantage of all the opportunities that they have (abilities that children do not yet have)? A child learns a language naturally, and no matter what method he uses to learn it, an adult realizes that he is



learning a new language. This means that the process of learning and mastering a language in adults goes in parallel, and, in our opinion, it is advisable to effectively use a methodology based on grammar (formulas) and making it possible to compare and study the native language and the target language [4, 5].

As we have seen, achieving good Uzbek language proficiency among Chinese students can be achieved through hard work, tireless research and the use of advanced teaching methods. Full mastery of the grammatical structure of a language is more clearly realized in the social, cultural, historical, political and economic environment in which the users of this language live. Therefore, it is natural that in this form the common and unique features of the speech of the Chinese studying the Uzbek language appear.

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