

МЕТОДОЛОГИЧЕСКАЯ ОСНОВА ПРЕПОДАВАНИЯ КИТАЙСКОГО ЯЗЫКА



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***Аннотация:** В статье рассматривается методика преподавания китайского языка, которая является одним из актуальных вопросов. Изучение иностранного языка популярно среди молодежи. В настоящее время китайский язык преподается во многих колледжах и университетах Казахстана. Но вопрос методики преподавания китайского языка все еще развивается и сравнительно мало исследован. Использование современных технологий в обучении важно для изучающих язык. В статье также подчеркивается важность обучения четырем видам речевой деятельности вместе с комплексным методом обучения при обучении китайскому языку.*

***Ключевые слова:** методика, китайский язык, принципы, коммуникативный, практический, урок, иероглифы, лексика, грамматика.*

METHODOLOGICAL PRINCIPLES OF TEACHING CHINESE LANGUAGE

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***Annotation.** The article deals with the methodology of teaching the Chinese language which is one of the actual issues. Studying a foreign language is becoming increasingly popular among young people. Currently, Chinese is taught in many colleges and universities in Kazakhstan. Nevertheless, the problem of the methodology of teaching the Chinese language is still in development and remains relatively little studied. The use of modern technologies in teaching is becoming increasingly important for language learners. The article also highlights the importance of teaching the four types of speech activities simultaneously with a comprehensive teaching method while teaching Chinese.*

***Key words:** methodology, Chinese language, principles, communicative, practical, lesson, hieroglyph, vocabulary, grammar*

In the modern world, knowledge of a foreign language is an integral element of successful human development in any field of activity. Therefore, the number of people studying foreign languages is actively growing. It is obvious that there are enough specialists in the labor market who speak European languages, but the situation with Chinese is completely different. The relevance of the Chinese direction is currently due to the strengthening of China's position on the world stage in the field of politics, economics and culture, there is an increase in the number of sinologists.

Despite the fact that Chinese is currently taught in many colleges and universities in Kazakhstan, the problem of teaching methods is still developing and remains relatively little studied. The use of modern technologies in teaching is becoming increasingly important for language learners.

In the traditional method of teaching Chinese, they were aimed at forming a language system, i.e. language competence, thanks to which specialists with high linguistic training were trained.

However, this method turned out to be weak in training specialists who are able to communicate fluently in Chinese. Currently, the main goal of language learning is a communicative and linguistic orientation, so the question of mastering the language system has moved to the second stage or has reached a state that is solved

independently. The communicative direction considers in a new way the question of the relationship between linguistic and communicative-linguistic activity, where the goal is that a graduate philologist has mastered both competencies.

In recent years, communicative principles of teaching Chinese to students have been widely introduced. Thanks to the communicative approach, it became possible to accurately determine the purpose of learning, methods and means of achieving it, increase the effectiveness of language activities, and systematize learning methods. The level of practical knowledge of the language by students increased as usual, during which skills such as listening, speaking and appropriate actions were developed, which made it possible to communicate fluently in Chinese.

The development of modern technologies organizes distance learning as a promising form of using audio and video cassettes, using a computer and learning a language in the educational process. Along with the advent of new teaching methods, the problem of creating an optimal and universal teaching method has often been discussed.

In practice, it has been proved that it is necessary to develop the conversational side of the language comprehensively in close connection with other types of speech.

Taking into account the relationship between language and speech, a comprehensive teaching method is always in the leading place in practical classes. According to comprehensive method which focuses on the use of language phenomena and the formation of skills, the vocabulary and grammar are taught in parallel. Simultaneously the main efforts will be directed at developing the student's ability to speak.

It is important to connect Chinese language teaching with national culture. Without national cultural education, it is impossible to achieve full communicative ability, therefore, at any stage of training, any interview should be structured taking into account the national characteristics of the Chinese language.

To achieve this goal, the Chinese language teacher is required to have knowledge about the cultural characteristics of the country of China. Materials focused on regional studies used in practical classes must be in a modern, original form that has educational value, include various topics close to the specialty that the student is receiving, and must also provide information about various aspects of life in Chinese society.

Currently, in the country's higher educational institutions, special attention is paid to the training of economists, diplomats, specialists in international relations, and cultural experts who simultaneously speak a foreign language. Students studying in this specialty need to acquire qualifications so that they can conduct interviews with native speakers, expanding their vocabulary.

Presently, special attention is paid to the training of economists, diplomats, specialists in international relations, and cultural experts who simultaneously speak a foreign language in the country's universities. Students studying in this specialty

need to acquire qualifications so that they can conduct interviews with native speakers, expanding their vocabulary. However, given that in faculties that train such specialties, the number of hours allocated to the language is half as much as in faculties that train philologists, special teaching aids should be prepared and used. The language material in such textbooks gives priority to professional orientation. In addition, in these supplementary textbooks, all texts, dialogues, exercises and additional materials should be consistent with the topics in the vocational curriculum and reflect the reality of the Chinese country.

While teaching Chinese at secondary and higher educational institutions, it is necessary to take into account the age and psychological characteristics of students. A student of any age must not only understand and assimilate educational material, but also deeply assimilate it. To do this, educational material, exercises, teaching methods and techniques must correspond to the age, psychology, motivation and interests of the student.

For example, children aged 8-9 years are more interested in speaking than reading or writing, so primary schools focus on speaking. At this age, children develop good hearing skills, they remember what they heard better and try to reproduce what they heard as it is. Learning to write hieroglyphs is difficult for children of this age. This situation should be taken into account when selecting the lexical, grammatical, hieroglyphic minimum and when choosing teaching methods and techniques. When teaching elders at the initial stage, classes can be conducted using materials from different sources.

Adults often rely on logical memory rather than mechanical, and they have a stronger ability to remember what they see than to remember what they hear. They are good at remembering grammar as far as grammar is based on logic and rote memory plays a big role in remembering vocabulary.

It is better to represent linguistic phenomena by showing them, which is why adults ask to write things down because many adults have better vision than hearing.

The tasks that are set for the Chinese language teacher are: teaching language as a means of communication, i.e. developing the student's speaking, listening, reading and writing skills, teaching ways to assimilate knowledge, developing the ability to translate.

The next important issue in the methodology is the determination of the content of training, generalization of language material, which occupies an important place in the development of reading and speaking; the content of training can be divided into two parts::

- a) ability and qualifications corresponding to the purpose of training;
- b) speech materials that allow you to demonstrate the ability and skill.

As in other foreign languages, at the initial stage of teaching Chinese, full attention is paid to achieving the highest possible level of results with less volume and accumulating language material that can become the basis for subsequent stages.

Sound or graphic materials are not chosen selectively; it only needs to establish a certain period and order, and select vocabulary and grammatical structures and only then divide them into stages of learning.

When selecting a lexical minimum, the following conditions must be taken into account:

- 1) the lexical minimum should not exceed the limits established by the program;
- 2) the lexical minimum must be formed in such a way as to teach the student to correctly compose sentences and use words correctly.

Students must master all lexical units as part of the lexical minimum. To add a word to a particular lexical minimum, it must comply with the previous three principles.

Let's look at these principles separately:

1. The availability in use by the majority. The lexical minimum consists of words that, firstly, are often used in the everyday life of most people and in any field, secondly, they are extensive, and thirdly, they have high stylistic power, that is, these words are widely used in written and spoken language .

The frequency of use is directly related to the above principle, which some methodists have already begun to reject, but there is no reason to refuse. According to statistical studies, more than 4,000 words in any language make up 95 percent of the most commonly used vocabulary, and the results of such a study cannot be refuted.

2. The principle of comprehensive attachment. According to this principle, priority is given to words that can be combined with many words.

Usually, dictionaries show a pattern of combining words with other words, which is the task of determining the value of the vocabulary in the educational process within the selected minimum.

3. The presence of semantic value. Lexical units denoting concepts and phenomena that are often used in conducting interviews in Chinese are included in the verbal minimum according to this principle. Professional terminology is not taken at all. Although not often used in any language, there will be a group of lexical units necessary for conducting thematic lessons in a particular area. Such words are included in the lexical minimum only in cases where it is necessary.

In conclusion, each lexical unit included in the minimum must meet three principles: to be in public use, to be able to communicate widely, to be the name of concepts or phenomena that a student needs when interviewing in Chinese, reading literary texts.

4. be valuable in word formation. It is taken into account the formation of new words from a particular hieroglyph or the ability of one hieroglyph to serve as the basis for several hieroglyphs.

5. The compliance with the topic. The lexical units specified in the educational program are selected. According to this principle, we will consider the path of education for students within the framework of various topics. In the meantime, each

topic takes into account how much the student can interview, whether he can afford to conduct a conversation in accordance with the topic.

When selecting a lexical minimum, and one important principle – at the initial stage, it is necessary to consider the complete absence of a series of synonyms.

It is better that the lexical minimum includes concepts that can be transferred using the method of description with the help of other concepts. In the selection of lexical minions, it is advisable not to include special term words that are used only in a limited environment.

It is necessary to take into account the criteria based on the scientific basis, since in case of incorrect selection of the lexical minimum, it will contain lexical or phraseological units that are not used in the spoken language at all in writing textbooks and manuals, This, in turn, prevents students from using vocabulary automatically.

Methods of teaching the Chinese language are the main issues of language acquisition, the phonetics and hieroglyphics sections play a special role in learning the Chinese language. At the stages of teaching Chinese, when planning the purpose of the lesson, it is better to pay more attention to these issues.

To sum up, it should be noted that the most important principle of organizing classes when learning Chinese is the most active use of interactive learning resources, the use of various technical means during classroom lessons, as well as independent work of students. It is worth using special training sites, programs, electronic dictionaries, programs and applications.

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