



Modern Approaches in Teaching Chinese

Sodiqova Shirin

Associate Professor, Oriental University, Uzbekistan

Xasanova Shaxzoda

Teacher of Oriental University, Uzbekistan

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Abstract: Innovative approaches to improving the effectiveness of Chinese language teaching are about continuing scientific and practical research to develop further Chinese language teaching methods based on distance learning opportunities and theoretical research, as well as conducting in-depth study on the teaching of Chinese, its theoretical problems, teaching as a second language, the development of distance learning, and the problems of literary translation.

Keywords: Chinese language, innovative approaches, distance learning, language teaching methods, problems of literary translation.

Introduction: The use of innovative methods based on modern approaches in teaching Chinese is of great importance. In particular, the communicative approach, task-based learning, and interactive teaching methods based on technology are yielding effective results.

As a theoretical issue, the Chinese language differs from other languages in its morphological and syntactic aspects. An in-depth study of its lexicographic, phonological, and semantic aspects is important from the point of view of linguistics. In addition, the dialectology and writing system of the Chinese language should also be theoretically analyzed.

Problems of teaching Chinese as a second language

The main problems in teaching Chinese as a second language are related to the mastery of pronunciation, grammatical rules, and hieroglyphs. It is also necessary to develop methods to increase students' speech activity, create a language environment and overcome linguistic difficulties.

Problems of distance learning in teaching Chinese and

ways to develop it

Technical and pedagogical problems arise in learning Chinese through distance learning. The main problems include the quality of the Internet, the lack of interactive materials, and the problems of effective communication between the teacher and the student. To solve these problems, it is necessary to use modern platforms, the use of artificial intelligence, and the improvement of the virtual learning environment.

Literary translation and critical issues in teaching Chinese

Linguistic and cultural characteristics should be taken into account when translating Chinese literature. In the translation process, it is necessary to pay attention to preserving the meaning and style rather than literal translation. Also, through critical analysis of translations, it is determined how much they correspond to the original text.

Translation of Chinese Literature and Critical Problems

When translating Chinese literature, it is necessary to pay attention to the following factors:

- Taking into account linguistic and cultural characteristics;
- In the translation process, preserving the meaning and style rather than literal translation.
- Studying how much they correspond to the original text through critical analysis of translations.

Linguistic and cultural characteristics play an important role in the translation process from Chinese to Uzbek. This process requires not only literal translation, but also the correct transmission of the content and context of the text. Let's consider linguistic and cultural characteristics in more detail.

Linguistic characteristics

Different grammar and syntax:

- Chinese is an analytical language in which word order is important. In Uzbek, the word order is freer, and grammatical meaning is expressed through more suffixes.

- For example, sentences in Chinese are usually in SVO (subject–verb–object) order:

- 他吃饭了 (Tā chīfàn le) → "He ate meal."

In Uzbek, the SOV (Subject – Object – Verb) order is typical: He ate the food.

Semantic and phonetic properties of hieroglyphs - in Chinese, each hieroglyph carries its own semantic load and can sometimes have several meanings; when translating into Uzbek, it is important to determine what meaning these hieroglyphs give a specific

context.

Pronunciation and tone system - Chinese is a tonal language, and the same sound can have different meanings in different tones; since there is no such tonality in Uzbek, the contextual meaning of these tones is taken into account during the translation process.

Alternative words and phrases - some words and phrases in Chinese do not have a direct alternative in Uzbek; For example, 加油 (Jiāyóu) - means "Double fuel", but is actd in an encouraging sense, such as "Move!", "Good luck!"

Cultural characteristics

Traditional concepts and metaphors - ancient philosophical and religious concepts are often used in Chinese. For example, 阴阳 (Yīn yáng) - the concept of "Yin and Yang" requires additional explanation in Uzbek.

Symbolic meaning of numbers - in Chinese culture, numbers have an important symbolic meaning:

- 8 (八 bā) - a lucky, wealth-bringing number

- 4 (四 sì) - an unlucky number due to its similarity to the word for death (死 sǐ).

These concepts do not exist directly in Uzbek, so they may require explanation in translation.

Chinese customs and social norms - Chinese often require formal and respectful forms. For example, the word nín (您) - "You" (form of respect) is different from the simple form nǐ (你) - "you".

Uzbek also has formal and informal forms of address, but it is not as strict as Chinese.

Cultural concepts such as holidays and historical events - Chinese New Year, Chunjie Festival - are not directly understood in Uzbek and require explanation.

Conclusion

1. To increase the effectiveness of Chinese language teaching, it is necessary to solve problems based on innovative approaches, distance learning opportunities and theoretical research. In the future, it is necessary to continue scientific and practical research to further develop Chinese language teaching methods.

2. It is necessary to conduct in-depth research on the problems of teaching Chinese, studying its theoretical problems, teaching it as a second language, developing distance learning and translating literature. Scientific approaches should be proposed on these issues and specific recommendations should be developed to improve the educational process.

3. It is necessary to take into account linguistic and cultural differences in the process of translating from Chinese into Uzbek. Direct translation can sometimes distort the meaning, so the translator must understand

the context correctly and, if necessary, provide additional explanations to convey the translation accurately.

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