

SOCIAL SCIENCE AND HUMANITIES

Manuscript info:

Received November 4, 2018., Accepted November 17, 2018., Published November 30, 2018.

**FOREIGN LANGUAGE STUDIES IN UZBEKISTAN AND
THEIR IMPACT ON CHINESE LANGUAGE**

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<http://dx.doi.org/10.26739/2573-5616-2018-12-11>

Abstract: The article deals with the changes in the field of education in Uzbekistan and decrees and resolutions about the improvement of foreign language studies and the relationships between Uzbekistan and China. In addition, attention for learning Chinese language and differences in teaching methods of foreign languages has been studied.

Key word: Chinese language, foreign language, Oriental languages, teacher-led approach, learning process, memorisation, direct instruction, repetition, student engagement, critical thinking, pronunciation character, Uzbek audience.

Recommended citation: Dusbaev Azizjon. FOREIGN LANGUAGE STUDIES IN UZBEKISTAN AND THEIR IMPACT ON CHINESE LANGUAGE. 11-12. American Journal of Research P. 114-118 (2018).

Today we need for people who can communicate in multiple languages. Using common languages become more important in areas such as trade, tourism, international relations, technology, media, and science. Today in our country we have great changes in both language learning and teaching process. In recent years radical reforms have been made in the process of studying foreign languages, and special decrees and orders of the government have been adopted. This has expanded the scope of work in this area, and has made significant progress in teaching and researching foreign languages.

As the first president of the Republic of Uzbekistan I.A.

Karimov mentioned that in his report: "The main objective of all our reforms in the field of economic policy is the individual. Therefore the task of education, the task of rising up a new generation capable of national renaissance will remain the prerogative of the state and constitute a priority".

Very useful and actual phrase is written in the National Program of Personnel training: "The National Program of Personnel Training corresponds to provisions of the Decree of the Republic of Uzbekistan about Education". This program is enlarged on the bases of analysis of national experience, proceeding from the world

achievements in the system of education and oriented on building of new staff generation with high common.

Under the guidance of the first President Islam Karimov a special attention is paid to formation of harmoniously developed, highly educated, modern thinking generation, able to take responsibility for the fate of the Homeland. On December 10, 2012 the first President of the Republic of Uzbekistan Islam Karimov signed the resolution "On measures to further improvement of the foreign language learning system".

It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and The National Program of Personnel Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community has been created.

However, analysis of the current system of organizing language learning shows that learning standards, curriculum and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education was mainly conducted in traditional methods. That's why, on April 20, 2017, President of the Republic of Uzbekistan Sh. M. Mirziyoyev signed a decree PR 2909 "On measures to further development of "higher

educational system". In this decree he mentioned about using and learning new and effective methods of teaching FL and in order to improve this process sending teachers for foreign countries for improving their professional skills.

Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required. Also it is envisaged that university modules, especially in technical and international areas, will be offered in English and other foreign languages at higher education institutions. This document serves as an important guideline in development of new textbooks for teaching foreign languages, introduction of advanced teaching methods using modern pedagogical and information-communication technologies, education of a new generation to foreign languages, cardinal improvement of the system of training of specialists, fluent in these languages, creation of conditions and opportunities for wide use of information resources by pupils.

After the independence of our country, the relations in the socio-economic, cultural and educational spheres rose to a qualitatively new level. Speaking about this, the Academy of Sciences of Uzbekistan and China signed an agreement on mutual cooperation in various years, as the first President of Uzbekistan Islam Karimov said: "Uzbekistan is

at the forefront of the twenty-first century: threats to security, stability and development". Creation of the Chinese Cultural Center in Tashkent, the establishment of Kamoliddin Behzod Statue in Chanchun, exchange of students between the two countries, and many other examples.

Relations between the two countries have a history of several millennia. Located in the center of the Great Silk Road, the territory of our homeland has given the basis for the development of trade relations, especially in the era of expansion of horizons. Nowadays, the demand for Oriental languages is growing among Uzbek youth. Today, foreign language teaching and research is rapidly developing. It is reported that Chinese language is taught in 3500 institutes and universities around the world. Confucius centers are established in more than 30 countries, including Uzbekistan. Teaching Chinese language in our country is based on strong scientific and pedagogical tools.

For years, Uzbekistan has been trying to move away from the teacher-led approach in favour of student-focused methods. Rather than acting as an authority figure, western teachers take the role of 'facilitator', guiding students through the learning process.

As we know, western teaching methods view students as contributors rather than recipients and focus on group interaction. Students are key participants in the

learning process and are encouraged to ask questions and challenge ideas and concepts. Though exam success is remains important, methods focus more on in-depth understanding and the development of creative and critical thinking skills. Therefore, there is a bias for student-centred activities that involve group discussion, problem solving and thinking outside the box. This method equips students with knowledge and skills useful in an academic and non-academic setting.

On the other hand, the Chinese deem exam success to be of utmost importance. They view memorisation as a route to understanding and believe the most effective way of achieving this is through direct instruction. They believe that students learn best by memorising information supplied through repetition and note-taking. Teachers therefore use a systematic approach to planning and delivering information-packed lessons to students who passively receive information. Focusing almost entirely on the teacher, this approach requires few classroom resources and allows for little to no student engagement. Therefore, students passively receive information from the teacher and rarely engage in group activities or challenge the knowledge provided. Consequently, there is little room for students to develop the skills viewed as important in the West. But, both methods have their strengths and weakness and it's hard to say which is best.

The student-led approach used in the West arguably equips learners with better critical thinking and problem-solving skills, useful in both an academic and non-academic sense. Learners of this method develop a better-rounded skillset, though evidence suggests they retain far less information than their Chinese counterparts.

China's strict education system and widespread respect for teachers encourages behaviour that most in the West can only dream of. Though classroom management remains important, it consumes far less time, allowing the Chinese teacher to focus on delivering the lesson. When compared to the notoriously bad behaviour in some western countries, the advantages of the teacher-led approach become apparent.

Though, Chinese teaching methods consistently produce outstanding academic results in certain subject areas. Chinese students usually excel in science and maths, while their western counterparts in those that require creativity and critical thinking. Culture and societal beliefs undoubtedly influence teaching methods; however it's certain that both systems could learn a lot from one another.

But, while working with lexical units of the Chinese language, there are difficulties of a pronunciation character, which are explained by the difference in phonetic systems of two languages. The Chinese language has four tones, each

syllable or morpheme has its own specific tonality, and most often the interference occurs when the Chinese words are pronounced by students of the Uzbek audience. Incorrectly set tones at the initial stage of learning Chinese have a negative effect on the pronunciation of students, in addition, on the difficulties in recognizing the words heard by students. In the process of interference, the skills of the native language are transferred to Chinese speech; the Chinese speech of Uzbek students is slower than that of native speakers of Chinese.

E.M. Akhunzyanov emphasizes that interference is "a change in the structure or elements of the structure of one language under the influence of another, and it does not matter whether it is a native, native language for the speaker, or a second language, since interference can occur in both directions"

According to point of view V.M. Mokienko, "when preparing for classes, the teacher must bear in mind the students' native language - the implicit use of this knowledge is key to combating interference and by using cases of positive transfer".

Significant difficulties arise from the difference in the written system of the Uzbek and Chinese languages. The Chinese language has an ideographic script, as well as a large number of homophones, homographs, which are most often recognized in the phrase or in the context (东西 is a thing; 东西 is west-east).

Chinese language has a rich phraseological vocabulary that describes the traditions, customs, history and culture of the people. The content of the national component of idioms, the connection with the mythical world, as well as the need for a tour of history through various legends to understand its essence, leads to certain difficulties for students in mastering this lexical layer of the Chinese language. For example, the phraseologism 方龙入海 - with the direct translation means 'to send a dragon into the sea', however, based on the Uzbek cultural traditions in which the mythical hero dragon is very rare, students will not be able to understand the original meaning of this phraseologies.

We believe that the development of new ideas about the structure of the lexical unit of the Chinese language among students learning Chinese is an integral part of the learning process, it is necessary to form new concepts in this language without resorting to the use of direct translation.

Thus, the analysis of the errors listed above will help identify the most characteristic lexical and semantic difficulties encountered by students, thereby explaining the nature of lexical errors that will be taken into account when developing a complex of lexical exercises aimed at improving foreign language lexical competence of students learning Chinese.

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