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## On current state of teaching vocabulary in higher educational establishments in Republic of Uzbekistan

**Abstract.** The question of teaching vocabulary of the Chinese language in Universities of the Republic of Uzbekistan is considered in the article. Particularly, the author based on the results of the questionnaire survey among the teachers of Chinese language of Universities and students of Chinese studies, which made an analysis and offered her vision on solving the problem of development foreign language lexical competencies of students of the Republic of Uzbekistan with using modern pedagogical technologies.

**Keywords and expressions:** vocabulary, Chinese language, the technology of development of critical thinking through reading and writing, competence, method, symantization.

**Аннотация.** Мақолада Ўзбекистон Республикаси ОТМларида хитой тили лексикасини ўргатиш масаласининг бугунги ҳолати ёритиб берилган. Филолог талабалардаги инновацион таълим технологияларини қўллаш орқали чет тили лексик компетенциясини такомиллаштириш масаласи таҳлил қилинган ва муаллифнинг қарашлари берилган.

**Таянч сўз ва иборалар:** лексика, хитой тили, ўқиш ва ёзиш орқали танқидий фикрлашни ривожлантириш технологияси, компетенция, метод.

**Аннотация.** В статье отражаются вопросы современного состояния обучения лексики китайского языка в вузах Республики Узбекистан. Произведен анализ и дано авторское видение по проблеме совершенствования иноязычной лексической компетенции у студентов филологов с применением инновационных образовательных технологий.

**Опорные слова и выражения:** лексика, китайский язык, технология развития критического мышления через чтение и письмо, компетенция, метод.

**Introduction:** Considerable interest to the question of teaching of lexical stages as one of the aspect of speech activity it was always in the centre of attention of teaching method of foreign language as science in whole. First of all, it relates with lexica is the most open and dynamic, interruptedly enriching system, due to intensive influence of other languages. This process is very important in period of globalization and integration of nations of the world. When the word lists of foreign languages interruptedly enrich, the words take on new meaning and forms. We think in these conditions it is necessary to improve teaching methods and technologies in process of formations of foreign vocabulary competence of the students which learn Chinese language as basic in these conditions.

Increasing and widening of mutual cooperation in many fields between Republic of Uzbekistan and China set tasks to train sinologists. In 2014 the decree №2228 which was accepted by the First President of the Republic of Uzbekistan about opening Sinology department in Tashkent State University of Oriental Studies got a strong impulse of development of sinology in the Republic of Uzbekistan. In this



decree emphasized that training of high qualified sinologists with fluent Chinese language must be based on adoption of advanced methods of teaching with using of modern pedagogical and information-communication technologies<sup>1</sup>.

So, with the aim of receiving of objective picture of teaching vocabulary of Chinese language to the students, and also to test the level and degree of contentment of cognitive need of students sinologists of the Republic of Uzbekistan. This survey was carried out in two stages: the first stage was carried out among the teachers of Chinese language, second stage among the students-philologists, which learn Chinese language as primary. Besides, surveys which was carried out among the teachers of Chinese language contained from two block was aimed to the generalization of their experience, but the second to the frequency using of technology of development of critical thinking through reading and writing.

**Literature:** Uzbek methodologist J. Jalalov examined the concept “lexica” from linguistic and psychological point of view. The author examined features of semantization lexical singularities. The question of selection of lexicon and the criteria’s of selection are realised methodological organization of lexica and also methodological classification (typology) of lexica<sup>2</sup>.

In scientific works of I. V. Kochergin the question of teaching of lexica of Chinese language exams are in close connection with such concept as hieroglyph and word. From his point of view to master lexica of Chinese language is a mastering with connection and relations between hieroglyph and word<sup>3</sup>.

**Methodology/Questioning of the teachers/The first block:**

The first block of questions of the first stage was appealed to generalization work experience of the teachers of Chinese language in Universities of the Republic of Uzbekistan in aspect of researching problem, which divides on one’s part into two blocks and includes following questions:

1. How long you are working as a teacher of Chinese language?
2. Which kind of teaching aids you are using in Chinese language lessons?
3. How many new lexicons do you give to the students at one lesson?
4. How many new lexicons allow introducing by studying program at one lesson?
5. To what, from your point of view, should be pay attention in explanation of new lexicons of Chinese language?
6. What kind of difficulties do students have during formation of foreign lexical competence?
7. What do you understand by lexical competence?
8. What kind of traditional method do you use in formation of lexical competence?
9. What kind of modern methods do you use in formation lexical competence?
10. What kind of exercises do you use for consolidation of passed lexicons?

<sup>1</sup> Lex.uz. Collection of the laws Of the Republic of Uzbekistan, 2014, №36. – P. 453.

<sup>2</sup> Jalalov J. Chet til o`qitish metodikasi. – T., 2012. – P. 145–169.

<sup>3</sup> Kochergin I. V. The essay of methodology of teaching of Chinese language. Scientific edition M. Muravey, 2000. – P. 160.



11. Do you think that the level of mastering vocabulary of the students which you teach satisfy the norms stipulated by State Educational Standards and study programme?

Second block:

The purpose of second block of questions of the first stage questioning the teachers for revealing efficiency and frequency of using of technologies of development of critical thinking through reading and writing at the Chinese language lessons:

1. What is the technology of development of critical thinking through reading and writing?
2. Do you use the technology of development of critical thinking through reading and writing?
3. What kind of problems do you have when you use technology of development critical thinking through reading and writing?
4. What kind of stages consist of the technology of development of critical thinking through reading and writing?
5. What is the aim of technology of development of critical thinking through reading and writing?
6. What kind of methods of technology of development of critical thinking through reading and writing do you know?
7. What kind of methods do you use in technology of critical thinking through reading and writing?
8. What do you think, is technology of development of critical thinking through reading and writing effective in formation lexical competence for students who learn Chinese language?
9. What do you think are lexical exercises effective in books which you use? (Give proof please).

**Questioning of the students:** Second stage of the questioning carried out among 1–4 year students of Chinese studies of philological department, the aim of carrying out of this questioning for determining the level and degree satisfaction of cognitive need in learning foreign lexicon of Chinese language, it includes the following questions:

1. How long do you learn Chinese language?
2. What is your HSK level, in case if you pass it (the system of testing the level of mastering of Chinese language which was accepted in 1990 in China).
3. What is your level of mastering Chinese language must be according to CEFR?
4. What is your degree of mastering of Chinese language?
5. How many new words do you learn at Chinese language lesson?
6. What kind of problem do you have in learning of Chinese language?
7. What is lexicon?
8. What kind of exercises and tasks do you use at classroom with teacher for consolidation lexicon of past lesson?
9. What do you think which kind of exercises (tasks) from your point of view more effective for remembering new words?



10. Please depict the present differences between word, morpheme and hieroglyph?
11. Why it is hard to remember Chinese words?
12. Can you learn by yourself Chinese words? What do you need?
13. Which kind of method is more effective for you for learning the new lexicon?
14. Which kind of methods do your teachers use for learning the new lexicon?
15. Can you define active and passive lexicon? Prove it please.
16. Which kind of modern pedagogical technology do your teacher use at the lesson?
17. Did your teacher use at the lesson of Chinese language technology of development of critical thinking through the reading and writing?
18. If yes. Do you think is technology of development of critical thinking through reading and writing effective?
19. If yes. Wherein effectiveness of technology of development of critical thinking through reading and writing in learning of Chinese language?

**Results/The results of questioning of the teachers:**

Therefore the result of questioning by first block of questions among the teachers of Chinese language in Universities of the Republic of Uzbekistan revealed:

- Vast majority of the teachers of Chinese language have more then 10–15 years of length of teaching experience, but most of the teachers have no less 5 year length of service.
- The main teaching aids which used at Chinese language lessons: “The new practical course of Chinese language edited by Lyu Syun (新实用汉语课本)<sup>1</sup>, “The course of Chinese language” (汉语教程)<sup>2</sup>, “New object” (新目标)<sup>3</sup>, etc.
- During explanation of the lexical, most informant pay attention to the orthography of hieroglyph, symantics, word usage and using of the new words in the sentence, some of them think, that introduction of the new lexical of learning language must be in close relation with culture and lifestyle of the country.
- From their point of view the number of introducing lexical at the lesson depends from the level of the students, initial stage should not exceed 10 words, middle and advanced stages neither more 20–25 words.
- Mostly the students which learn new lexical have problem with pronunciation, word usage in the sentence, doubt wrongness invalidation of using the word, idiom, and have problem with using of synonyms, neologisms and homonyms.
- At Chinese lessons in process of formation of lexical competence teachers of the Universities of the Republic of Uzbekistan use as traditional as modern methods. They are lectures, seminars, auditions, retelling, exposition, demonstration method, multimedia, translation, interactive, role-playing game, presentation and etc.

<sup>1</sup> Lyu Syun. The new practical course of Chinese language // – Beijing: Beijing University of foreign language, 2011.

<sup>2</sup> The course of Chinese language. Yan Jijou. – Beijing: Beijing University of foreign languages, 2009.

<sup>3</sup> The new object. Chja Syoguan. – Beijing, 2004.



- In process of mastering of lexical material informants mostly prefer constructive, substitution, imitation, transformation methods, exercises, retelling and etc.
- Most respondents had problem asking question of the second block of the first stage questioning, in particular analyse had shown, that the teachers of Chinese language did not use at the lesson technology of development of critical thinking through reading and writing, therefore answers to the question which relates with this technology was not full.

Results of questioning of the students:

Therefore, the results of the questioning, which was carried out among the students-sinologists allow to define:

1. To the question of mastering Chinese language the most of the students answered “understand, but hard to express my mind orally”, most of them answered “I can speak”.
2. At the lesson the students learn 25–30 words. Less of them answered 40–50.
3. Most of the students have problem in learning lexical of Chinese language with combinatory of the words, word usage, homonymous, polysemanticism which is characteristic to Chinese language.
4. The students prefer meaningful learning associative remembering of lexical. There were no answers about mechanical learning of the word.
5. The most of the students master lexical of the past lesson at the auditorium with the teacher with using of written tasks, reading and speaking exercises.
6. From their view point, constructive, creative, translation tasks are the most effective for remembering the words.
7. Frequently, at the lessons of learning of the new lexical the teachers use original and translated methods, and also with using of antonyms and synonyms.
8. The students at the lesson of Chinese language learn foreign lexical with the help of interactive, playing and multimedia methods.
9. The most of the students gave negative answer to the question “Did your teacher use pedagogical technology of development of critical thinking through reading and writing?”

**Discussion:** The result of analysis of this questioning, allows to think, that the teachers of the Universities at lesson of Chinese language use different methods and techniques in process of formation of foreign lexical competence at students of Chinese studies. However, during questioning by us was reveal, that even skilled teacher of Chinese language do not use technology of development of critical thinking through reading and writing. Still in Universities the most part of time devotes for doing lexical tasks which are not related with technology of development of critical thinking through reading and writing, most of the lexical exercises not fully meant for to the active work of mind, do not form the skills of purposeful using of foreign words, does not improve the skill of mastered lexical knowledge, and analysing the facts and events, mainly it is work with ready texts and unproductive tasks in the form of retelling, answering to the questions with using of ready content of a texts and etc.



From our view point in process of formation lexical competence of students of Chinese studies, using of the technology of development of critical thinking through reading and writing within the scope of this technology will influence to the development such kind of skill like ability to organised and interdependent action with lexical singularities, also it is free operation with lexical singularity, with its graphical procedure, the rules of combination with other lexical singularities, pronunciation, the skill of using lexical from different sphere of life, ability of clear and correct expressing of mind, to have own opinion about different experience, ideas and view.

### **Conclusions:**

Therefore, the results of questioning which was carried out among the teachers of Chinese language of Universities and students of Chinese studies, prove necessity of improving the method of formation of foreign lexical competence of the students which learn Chinese language with using of technology of development of critical thinking through reading and writing, besides:

1) It is necessary to take into account psychological components of content of teaching of Chinese lexical, in particular, paradigmatic and syntagmatic relations of the words; 2) In process of mastering foreign words by the student of Chinese studies it is necessary to use intelligent memorization in contrast to mechanical memorization, we think, if to operate own mind to semantic of the word it happens meaningful memorization of the new words; 3) to call the things and events phenomenon of the learning foreign language, also using of foreign word in direct and in a figurative meaning; 4) using technology of development of critical thinking through reading and writing forms analytical skills, independent searching information, construction of logical chain, to take reasonable and grounded decision, to rise on level of concise competence of the student; 5) for mastering of lexical of Chinese language it is necessary to give etymology and possible lexical meaning of hieroglyphs, to inform the students about the main models of word formation in Chinese language.

**Acknowledgements:** Thanks to the teachers of sub department of Chinese language and literature of Tashkent State University of Oriental Studies, Uzbek state University of World Languages, Samarkand state Institute of foreign languages, and also to the students of above mentioned Universities.