

PECULIARITIES OF TEACHING CHINESE HIEROGLYPHS

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Abstract: *this article explores the intricacies and challenges of learning the Chinese language, particularly for foreigners. It delves into the complexity of Chinese characters, the phonetic nuances of tones, and the unique features of the Chinese writing system. Additionally, the article discusses the historical context of efforts to facilitate Chinese language learning, such as the creation of a phonetic alphabet and hieroglyph simplification. Furthermore, it highlights the limitations of traditional foreign language teaching methods in the context of Chinese learning and emphasizes the need for innovative approaches to address these challenges.*

Keywords: *chinese language, hieroglyphs, tones, simplified, traditional.*

The Chinese language has over 400 different types of syllable words. These words are said in different tones, and thus their number reaches 1000. In Chinese, the same sound can have up to 40 different meanings for a word. The Chinese alphabet consists of more than 50,000 characters, of which 5-8 thousand are in active use. Learning the hieroglyphs is a key step in learning Chinese [1, p.147].

In the 60s of the last century, the government of the People's Republic of China, with the advice of scientists, decided to prepare a special project so that foreigners could learn Chinese easily and quickly. In 1958, at the 5th session of the 1st National People's Congress of China, a phonetic alphabet for reading hieroglyphs was created based on Latin letters, and the writing of hieroglyphs was simplified, that is, the number of hieroglyphs was reduced and lines were simplified so that hieroglyphs could be written quickly and easily, so that they would be easy to remember [1, p.151].

The number of hieroglyphs used in spoken language is more than 3500, and a separate hieroglyph is used for each morpheme in the word. Chinese has 36 vowels (syllabic consonants) and 21 consonants (initial consonants) [2, p.12].

Today, only simplified hieroglyphs are used in traditional writing, while full hieroglyphs are used in printing ancient literary sources.

Foreigners face some challenges when learning Chinese. It is not advisable to use traditional foreign language teaching methods when teaching Chinese. Because those methods are effective in teaching alphabetic languages. But they cannot be used because of the existence of Chinese hieroglyphs and symbols.

First, the hieroglyphic images do not represent the phonetic pronunciation of the word. Therefore, while teaching Chinese writing, reading, writing, and speaking skills cannot be developed at the same time. If it is required to learn hieroglyphic writing along with spoken language, it is not easy for Chinese language learners to master the pronunciation of the sounds.

There are several ways to teach hieroglyphs. Some linguists reiterate that learning hieroglyphs depends on being able to decipher their keys. But when teaching hieroglyphs, it is effective to use the simple to difficult principle.

Second, Chinese characters are composed of a certain number of similar components, which are arranged in a certain pattern. The Chinese writing system has a single component system.

Third, Chinese characters perform a word-forming service. The word is formed from hieroglyphs. In other words, each hieroglyph represents a separate word.

If Chinese learners know the meaning of the hieroglyph, they can read the word. Therefore, the more hieroglyphs are studied, the more words can be learned. One of the first prerequisites for learning Chinese is to memorize a large number of characters.

In the first stage of Chinese language learning, it is suitable for students to study in two areas: written and spoken.

Using the transcription of Chinese characters in conversation lessons helps to master the writing of characters and quickly learn to speak Chinese.

Teaching Chinese characters requires special methods and techniques. First, students need to be introduced to the formation of hieroglyphs. Second, only after mastering a large number of hieroglyphs students can they develop reading and writing skills. However, according to some scholars, since a lot of time is spent on learning hieroglyphics, it is not considered advisable to postpone learning the formation of writing and reading skills.

The emergence of different views on the methods and types of teaching Chinese writing has led to many studies on the methodology of teaching Chinese hieroglyphs. Therefore, multifaceted approaches to this problem have emerged. But most of them were devoted to teaching Chinese children to write [3]. Because they are intended for native speakers of Chinese, that is, those who can understand and speak them, they cannot be used for those learning Chinese as a foreign language.

It should be noted that writing hieroglyphs correctly is the same as writing the letters of the Turkmen alphabet correctly. In elementary school, the alphabet is taught first. It shows where the letters should start and how they should end. In the Workbooks, the writing of the letters is marked with lines and is taught to the student by writing it on his own hand. The same is true in Chinese. For example: When the word 水shuǐ (shuwei) is written in hieroglyphs, first the common straight line is written, then the part on the left, then the part on the

right. There are three lines in total. Each hieroglyph must be written correctly. Lines must be correctly counted.



In dictionaries, hieroglyphs can often be found by line. If the line of hieroglyphs is long or short, the required hieroglyph cannot be found. Correctly counting the lines of hieroglyphs is the main demand for their correct writing.

In addition, as a result of scientific and technical progress, interactive methods, innovative technologies, new programs, electronic and multimedia devices appeared. Appropriate use of such methods, types and resources makes the learning process more effective.

In the modern methodology, there are several types of interactive methods of teaching languages: discussion, case method, question-answer method, project method, "good job", dilemma, systematization and others [3]. They help language learners to develop their logical thinking, activate their speaking skills, teach them to justify their ideas, and encourage them to find solutions to problems. This gives them emotional motivation for further research, and inspires them to do certain things. Thus, interactive methods allow students to think creatively, approach the problem in a unique way and solve it independently; ensures that he expresses his point of view in a justified manner; it develops the skills of tolerance, politeness, kindness, listening to the opinions of others, and cooperation with them.

Interactive methods are also very important in teaching Chinese hieroglyphs. Their appropriate use helps students master Chinese hieroglyphs. As mentioned above, Chinese language learners should first have an understanding of the formation of hieroglyphs. Then a teacher has to teach how the hieroglyphs are formed.

For example:

In ancient times, the Chinese character  is considered the DAY. Then this hieroglyph was gradually simplified so that it could be written beautifully and easily, and it was transformed into the shape of , that is, it changed from a circle shape to a rectangle, and the circle point became a line.

Reference

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2. Yip, Po-Ching; Rimmington, Don. Chinese: A Comprehensive Grammar. Routledge, 2004. 10-14 p.
3. [Electronic Resource]. URL: www.zdic.net