



METHODICAL RECOMMENDATIONS ON TEACHING CHINESE HIEROGLYPHS

Siddikova Marguba Ilkhomjon kizi

PhD, a Senior Teacher of the University of World Economy and Diplomacy

ABSTRACT	KEYWORDS
<p>In the recent years, the development of digital technology, the writing of letters, correspondence and various documents on a computer has created many conveniences in entering Chinese hieroglyphs on a computer or phone, it is no longer necessary to write hieroglyphs which are entered one by one in “pinyin” (Latinbased scripts). In fact, electronic or Internet dictionaries are widely used in the process of language learning. This, in turn, deteriorates the study of hieroglyphs and, moreover, written literacy.</p>	

INTRODUCTION

The hieroglyphs are one of the biggest challenges for foreigners learning Chinese. According to some information, at the elementary level, students spend up to 80% of their study time on learning hieroglyphs, this may also include classroom activities and independent work.

It is necessary to admit the fact that until today, an effective system for the formation of lexical skills of written speech in Chinese has not yet been made up. Memorization based solely on memory by writing hieroglyphic symbols over and over again can hardly be considered a sufficiently effective way.

The experience shows that the main **mistakes** in teaching hieroglyphs among Chinese language teachers are often made for the following reasons:

- In the process of memorizing a hieroglyph, sufficient attention is not paid to small differences in the writing of hieroglyphs that are similar (in writing, but not in meaning)
- Carelessness is allowed when the sequence of elements is broken, this in turn leads to the memory of the broken symbol.

Preliminary Rules:

✓ When teaching Chinese writing, first of all, it is necessary to explain in details how important the sequence of drawings (that is the order of writing) in hieroglyphs is. The sequence of drawings in hieroglyphs is written as follows:

1. The hieroglyphic component is written from top to bottom.
2. The hieroglyphic component is written from left to right.
3. First, horizontal lines are written, then vertical lines, then loops. However, if there is a horizontal line below the above horizontal and vertical lines and it does not intersect with the upper vertical line, the lower horizontal line is written after the upper vertical line.

4. First, the elements of the inner contour are written, then the elements of the outer contour are written. A horizontal drawing closing the contour is written at the end.
5. The left side of the curves is written first, then the right side.

The main elements of hieroglyphs are as follows:

- ✓ It should not be demanded to copy a whole hieroglyph at once. First, it is necessary to write



down how to write that hieroglyph by dividing it into parts. For example, the word 我 wo (I) should be explained in the following order, and the teacher should not be lazy:

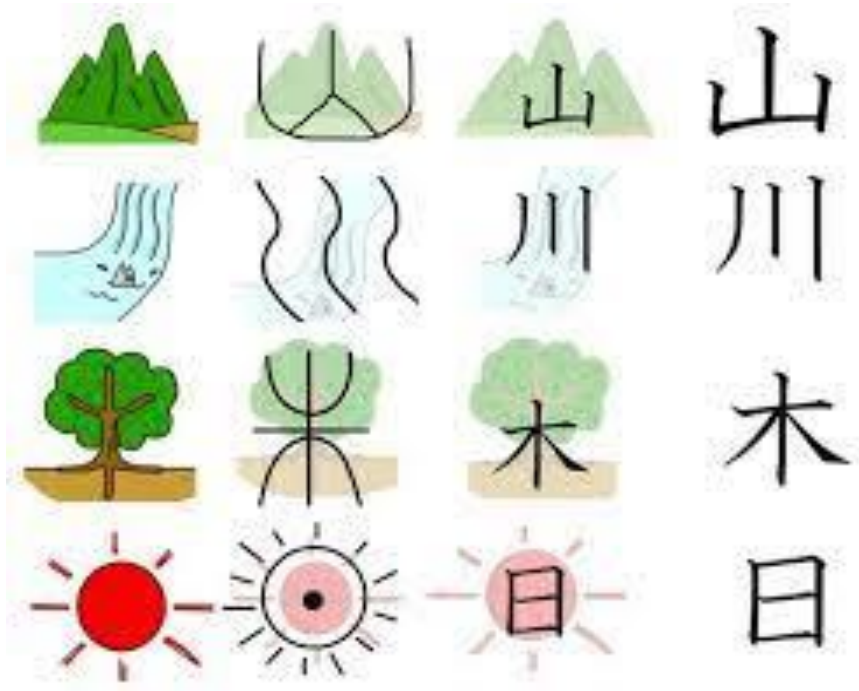


- ✓ At the beginning of the lessons, it is necessary to show the keys that form the basis of hieroglyphs and give an explanation to them.
- ✓ When hieroglyphic keys are given to students for memorization, it is not suggested to give them all for memorization. At first, it is necessary to separate 10-15 keys that are used most often and give them for memorization. As not all the keys of hieroglyphs are used constantly, and after the student memorizes it, it may take a long time before he learns by heart the hieroglyph composed with that key, and this key may even forgotten. In addition, the large number of keys and their distribution at once can make the student panic and lose his/her interest.

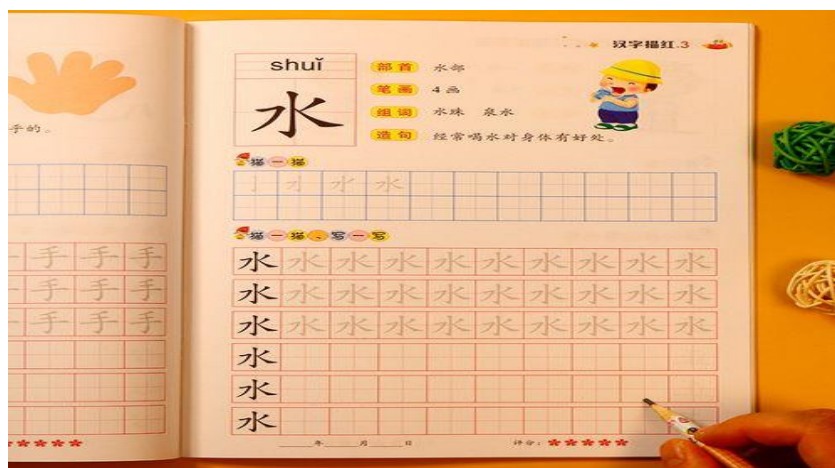
The following methods can be used in teaching Chinese hieroglyphs

1. Demonstration methods:

- Writing on the board or show on the screen.
- Showing through cards
- Using slide shows or multimedia animations
- Showing by dictation (writing to the student and explaining his mistake)
- Displaying drawings and sequences of elements.
- Showing the ancient writings, that is, the pictographic writings of China. For example, pictographic inscriptions of sun, moon, tree, mountain, water, field, door, river hieroglyphs are shown below:



- Using the copybooks for handwriting. In the early stages of learning Chinese, using special copybooks will make it easier to remember how to write Chinese words.
- Writing in the air with hand movements. Writing by following the sequence of drawings of hieroglyphs in the air with finger movements without using paper and pen. This activity can be used by the teacher while explaining. Also, through movement, students guess which hieroglyph is. This method helps to remember the sequence of drawings.



4. Explaining the hieroglyphs composed of the elements learned in parts. For example:

- the hieroglyph 尘 chen 小 xiao small is composed of and va 土 tu soil hieroglyphs. As small soil means dust.
- the hieroglyph 休 xiu is made up of the hieroglyphs human and tree.
- A person near a tree means resting.
- the hieroglyph 看 kan is composed of the hieroglyphs 手 shou hand and 目 mu eye, and means an eye under the hand which is seeing, looking.
- the hieroglyph 宿舍 sushe dormitory can be explained as a roof and
- a human key, which is in turn interpreted as hundreds of people under the roof.

5. The method of making a new hieroglyph by adding one element. In this way, the teacher gives the student several hieroglyphs and they have to find a new hieroglyph by adding a drawing. For example, from the hieroglyphs 大 da (big), 口 (mouth), 王 (king), 十 (ten), one can make the ones such as 天 (day), 太(too much), 日(day), 玉(jade), 土 (soil), 干 (dry) and other.

6. The method of finding the difference between similar hieroglyphs. There are many similar looking hieroglyphs in Chinese. For example, students have to find the difference between hieroglyphs such as 买, 卖, 花, 化, 华, 来, 莱, 管, 官, 馆 and give definition to their drawings.

7. The method of competition through writing on the board. Two students go to the board and write the new words there. Then they try to correct each other's mistakes. In such a situation, in order to use the time effectively, the students write the hieroglyphs and other students can read the texts with these words expressively until the ones, who are writing, complete what they are doing.

8. "Instant brainstorming" method. In this case, the teacher shows the hieroglyph to the students for 1-2 seconds and immediately covers it. After that, the student says the name of this hieroglyph and must say the names of its parts. Even if the hieroglyph has not yet been passed, he can tell the names of the familiar parts of it. The purpose is that the student's brain and eyes, knowing that they are given 1-2 seconds, will immediately activate more than ever, will try to look more intelligently and be motivated to remember it. For example:

- After showing the hieroglyph 念 nian for a few seconds, the student must say that it consists of the hieroglyphs 今 jin and 心 xin.
- hieroglyph 众 zhong is a multiple number of the human hieroglyph;
- hieroglyph 含 han consists of the keys such as today and mouth.

On implementing this method, it is more appropriate if the cards are divided into parts as follows:



9. Competition to make another hieroglyph from one hieroglyph. In this case, the teacher writes a simpler hieroglyph on the board. Students compete to see who can make the most new hieroglyphs from the written hieroglyphs. About 10 minutes will be given for this, in 10 minutes the students will tell themselves how many hieroglyphs they made. The 3 students who wrote the most will go to the blackboard and write down their hieroglyphs. Whoever has the fewest mistakes will be the winner. The teacher encourages the winner and supports them with applause. For example: the hieroglyph 木 mu (tree) is written, from which the students:

- 椅; 树; 柜; 植; 本; 未; 术; 杯; 杰; 模; 机; 杈; 朵; 样; 杏; 村; 菜; 材; 果; 林; 淋; 杭; 标; 查; 柔; 架; 柳; 某; 染; 柱; 样; 根; 案; 校; 桌; 柴; 核; 桥; 嗓; 榛; 桃; 框; 梯; 梳; 李; 梨; 森; 棋; 樱; 横; 相; 榴; 棕; 概; 椒; 橙; 极; 棍; 棒; 构; 板; 松; 枪; 梦; 檬...

This method can be timed by the teacher depending on the level of knowledge and ability of the students. The purpose of this method is that, first of all, students repeat the hieroglyphs they know, and in addition, it helps to strengthen memory and increase the speed of writing hieroglyphs.

10. Method of finding the mistake. In this case, the teacher writes a small text of about one paragraph on the board, and this text should contain several hieroglyphs. Students will have to find the mistakes and tell what the correct one would be. A similar exercise can also be performed on the text typed on the computer. Hieroglyphs with the same pronunciation can often be written on a computer in the way when one is written instead of another, and the student must find that mistake and say which hieroglyph should be in its place. For example:

- 同血们, 大家好! 卧室你们的导游, 我的名字叫玛丽。我闷明天要去的地方很圆, 所以请大家拿好雨伞、猫子、墨镜等需要的东西。我们要去的滴方很美, 所以一丁要带上照相机。我们名天早晨 7 点准是出发, 请不要迟到! 大家在学校南门对面几何, 如果找不到我们的公共汽车青给我打电话。我的收集号码是: 13286968888.

There are many mistakes in this text, and they are not highlighted. The teacher gives such a text to students or shows it on the board. Students will need to identify the following mistakes:

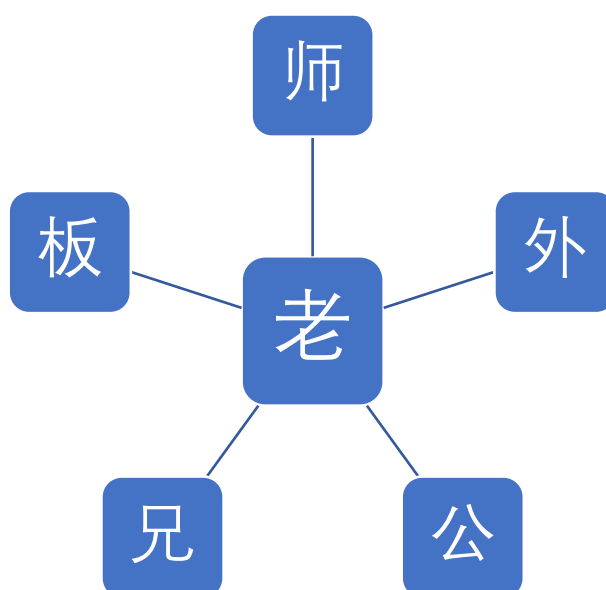
- 同血们, 大家好! 卧室你们的导游, 我的名字叫玛丽。我闷明天要去的地方很圆, 所以请大家拿好雨伞、猫子、墨镜等需要的东西。我们要去的滴方很美, 所以一丁要带上照相机。我们名天早晨 7 点准是出发, 请不要迟到! 大家在学校南门对面几何, 如果找不到我们的公共汽车青给我打电话。我的收集号码是: 13286968888.

The purpose of this method is to increase the student's ability to quickly detect mistakes in a hieroglyphic text. Such exercises form the student's ability to notice the difference in writing even when the pronunciation is the same.

11. “生子开花” method. This method is one of the most used by Chinese teachers, in which a new hieroglyph is written on the blackboard and arrows are drawn around it in the shape of a flower, or you can also draw a flower shape and write on its leaves. Arrows may point inward or outward. Students will have to find and write words made up of written hieroglyphs. For example the following:



The following forms can also be used for students:



In this method, students can choose a form depending on their interests. This exercise helps students to learn hieroglyphs and increase their vocabulary.

12. The method of reading or listening to funny stories about hieroglyphics. The complexity and uniqueness of hieroglyphs is the cause of interesting events among Chinese language learners and hieroglyph users in general. Telling the learner funny stories related to hieroglyphs will ensure that particular hieroglyph remains in his memory. In this case, the teacher can read the funny story or teach the students by giving it in the form of a text. For example, the following ones can be used:

“很行”

有一天史密斯对老师说：“都说中国人很谦虚，我看才不是呢！”老师问为什么，他说：“您看，大街上到处写着：中国很行、中国人民很行、中国建设银行、中国农业很行、中国交通很行、中国工商银行……，这不是太骄傲了吗？”

13. Method of finding hieroglyphic riddles (猜字谜). Hieroglyphic riddles are traditional Chinese intellectual games. Usually during the holidays such as "Yuanxiao jie" and "Zhongqiu jie", people decorate houses and streets by placing riddles inside lanterns. They hold riddle-solving contests. Riddles are very effective in teaching Chinese, especially in teaching hieroglyphs. Given the limited

knowledge of the Chinese language and culture of the students, it is possible to choose riddles that are a little easier, simpler, and more interesting in content, and to use them in the lessons when learning Chinese as a foreign language. For example:

- 你有，他们也有，我没有。(You have it, they have it, I don't have it). Here, the words *you* the *they* have a *person* key, but the word “*I*” doesn't. Therefore, the answer is “人”，which means man.

- 天下无人。(There is no man under the sky). By removing the hieroglyph “人” (man) from the word “天” (heaven) the hieroglyph “二” (two) is generated, so the answer is “二” (two).

- 省一半，扔一半。(Keep half, throw half). If we consider the hieroglyph “省” in half and the hieroglyph “扔” in half, only the hieroglyph “抄” can be made. So the answer is the word “抄” (*to copy, to plagiarize*).

Learning hieroglyphs is a complex process which requires equal effort from the teacher and students. The information and recommendations collected above can be a convenient scheme plan for the teacher to form the necessary abilities and knowledge for learning hieroglyphs. It can be concluded that the presented methods and data:

First, it focuses on increasing students' interest in learning hieroglyphs.

Second, it helps to minimize the difficulties of the seemingly challenging process of learning Chinese writing.

Third, it creates the basis for increasing written literacy.

Fourth, it teaches hieroglyphs to be easily memorized and memorized.

Fifth, it helps to regularly revise and strengthen the learned hieroglyphs.

REFERENCES

1. ZhouJian. Hanyu ketang jiaoxue 325 li (周建。汉语课堂教学技巧 325 例).
2. <https://www.163.com/dy/article/F8GRUOPM053692JC.html>
3. https://studychinese.ru/kljuchi/#google_vignette
4. <http://www.prcba.com/news/5809.html>