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TIL, TARJIMA VA TA’LIM: GLOBAL KOMMUNIKATSIYA VA RAQAMLI INNOVATSIYALAR DAVRIDA YANGI YONDASHUVLAR

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TIL O‘QITISH METODIKASI VA RAQAMLI PEDAGOGIKA

Xitoy tilidagi ellipsisni o‘zbek auditoriyasida o‘qitish: pragmatik yondashuv

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ANNOTATSIYA

Maqolada o‘zbek tilida so‘zlashuvchi talabalarning xitoy tilidagi ellipsisni tushunish va qo‘llashda duch keladigan qiyinchiliklari ko‘rib chiqiladi hamda uni o‘qitishning pragmatik yondashuvi taklif etiladi. Tadqiqotning maqsadi — ikki tilda tushirib qoldirilgan unsurlarning qanday tiklanishini qiyosiy tahlil qilish orqali bu qiyinchiliklarni izohlash. Tadqiqot materiali sifatida xitoy tilidagi javobdagi ellipsis, to‘ldiruvchi ellipsisi va mavzu zanjiridagi ellipsis misollari hamda ularning o‘zbekcha muqobillari olindi; asosiy usullar — qiyosiy va diskursiv-pragmatik tahlil. Asosiy qiyinchilik grammatikaning o‘zida emas, balki tiklanish mexanizmida ekani ko‘rsatiladi. Birinchi va ikkinchi shaxsda o‘zbek tili tushirib qoldirilgan egani fe’lning shaxs qo‘shimchasi orqali tiklaydi, xitoy tilida esa moslashuv yo‘q va tiklanish butunlay kontekst hamda mavzu uzluksizligiga tayanadi. Shu sababli o‘zbek o‘quvchilariga tushirib qoldirish g‘oyasining o‘zi tanish, biroq xitoy tili uni qaysi diskursiv sharoitda qo‘llashga yo‘l qo‘yishi yoki talab qilishi notanish. Talabalar nutqidagi ikki odatiy moyillik tavsiflanadi: olmoshlarni, ayniqsa 我 olmoshini, ortiqcha qo‘llash va mavzu almashganda unsurni tushirib qoldirish. Shu asosda to‘rtta o‘quv topshirig‘i taklif qilinadi: tiklash, qisqartirish, parallel o‘qish va mavzu zanjirini kuzatish. Natijalardan O‘zbekiston oliy ta’lim muassasalarida xitoy tilini chet til sifatida o‘qitishda foydalanish mumkin.

Kalit so‘zlar

ellipsis, nol anafora, mavzu zanjiri, xitoy tili chet til sifatida, o‘zbek tili, pragmatika

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Introduction

Ellipsis is one of the most frequent phenomena in spoken and written Chinese. Mandarin is commonly described as a discourse-oriented language in which subjects and objects are freely omitted once their reference is clear from the context [4], [3]. In the theory of cohesion, ellipsis is treated as one of the main devices that bind a text together: an omitted element is understood through what has already been said [1]. For Chinese, this mechanism has been studied in detail in research on zero anaphora, which showed that the choice between a noun, a pronoun and a zero form depends on the structure of the discourse [5].

For a learner, this creates a paradox. The grammar of Chinese is often called simple, yet texts written by learners frequently sound unnatural precisely because of how they handle omission. The aim of this paper is to explain the difficulties of Uzbek-speaking learners through a contrastive analysis of how Chinese and Uzbek make omitted elements recoverable, and to propose classroom tasks based on this analysis.

Material and methods

The material of the study consists of examples of three types of ellipsis in Chinese — answer ellipsis, object ellipsis and topic-chain ellipsis — taken from typical spoken and narrative contexts, together with their Uzbek counterparts. Observations of learner texts were used to formulate hypotheses about typical difficulties. Contrastive analysis was applied to compare the grammatical means that make omission possible in the two

languages, and discourse-pragmatic analysis to describe the conditions under which omission is appropriate: topic continuity, shared knowledge and the recoverability of the omitted element [6].

Results and discussion

Two ways of recovering omitted elements

Uzbek, like Chinese, allows the subject to be dropped, but the two languages recover it in different ways. In the first and second person, Uzbek recovers the omitted subject from the personal ending of the verb. In «Kecha bozorga bordim, olma oldim» the ending -dim signals the first person, so the pronoun «men» is redundant. Here Uzbek ellipsis is licensed morphologically. In the third person singular the ending is zero (keldi), and Uzbek, like Chinese, relies on context [2].

Chinese has no verbal agreement in any person: in 昨天去市场了，买了些苹果 nothing in the verb shows who went to the market. The listener recovers the subject from the situation and from the preceding discourse. Chinese ellipsis is therefore licensed pragmatically and textually rather than morphologically [5]. This is why the first person is the most sensitive point for Uzbek learners: they are used to the verb ending carrying the meaning «I», and when Chinese offers no ending, they feel the need to fill the gap with a pronoun.

Types of ellipsis relevant for teaching

Three types of Chinese ellipsis are most important for the classroom. They differ in how close they are to Uzbek and, as a result, in how difficult they are for learners (Table 1).

Type	Chinese example	Uzbek counterpart	Difficulty for learners
Answer ellipsis	你吃饭了吗？— 吃了。	Ovqatlandingmi? — Ovqatlandim.	Low: the structure is similar in both languages
Object ellipsis	这本书你看了吗？— 看了。	Bu kitobni o'qidingmi? — O'qidim.	Medium: learners tend to add the pronoun 它
Topic-chain ellipsis	他走进来，坐下，看了看四周。	U kirib keldi, o'tirdi, atrofga qaradi.	Medium to high: the Uzbek model is similar, but learners often repeat 他

Table 1. Types of Chinese ellipsis and their difficulty for Uzbek-speaking learners

Answer ellipsis is usually acquired without difficulty and can serve as a starting point. Object ellipsis causes more problems: the object is not repeated because it has already been established as the topic of the exchange, but learners tend to add 它, which is grammatical yet sounds heavy. Topic-chain ellipsis, in which one topic governs a series of clauses, is characteristic of Chinese narrative [5]. In the third person Uzbek uses a very similar model, so transfer should in principle help; nevertheless, learners often repeat 他 in every clause.

Typical difficulties

Classroom observation suggests two opposite tendencies. The first is overuse of pronouns: a learner writes 我昨天去市场，我买了苹果，我回家了，where each clause repeats 我. The text is grammatically correct but pragmatically marked — in Chinese, an unnecessary pronoun can sound emphatic or contrastive. A natural version would be 我昨天去了趟市场，买了些苹果就回家了. The second tendency is the opposite: omitting the subject when the referent changes, which makes the text ambiguous.

Both errors have one source: the learner has acquired the rule «the subject may be dropped» but not the discourse condition «only while the topic remains the same». In addition, many Uzbek learners study Chinese through Russian, a language in which subject omission is much more restricted, and this may explain why pronouns are repeated even in the third person, where the Uzbek model would suggest omission. This hypothesis requires verification on a corpus of learner texts.

Classroom tasks

On the basis of this analysis, four tasks are proposed.

1) **Restoration.** Learners receive a short Chinese dialogue and restore the omitted elements in brackets. This makes the hidden structure of the text visible and shows how much of the meaning is carried by the context.

2) **Reduction.** Learners take their own written text and remove pronouns that are already covered by the topic, explaining each deletion. The task moves attention from grammar to discourse.

3) **Parallel reading.** A Chinese text is read alongside its Uzbek translation. Learners mark the places where Uzbek uses a verb ending and Chinese uses nothing. This makes the contrast between morphological and pragmatic recovery explicit.

4) **Topic-chain tracking.** In a short narrative, learners connect each clause to its topic and identify the point where the topic changes and a new noun or pronoun becomes necessary.

Conclusion

The difficulty of Chinese ellipsis for Uzbek-speaking learners lies not in the fact of omission, which is familiar from their native language, but in the mechanism of recovery. In the first and second person the Uzbek verb ending tells the listener what has been omitted; in Chinese it is always the discourse. Teaching should therefore move from grammatical rules to the pragmatic conditions of omission: topic continuity, shared knowledge and the communicative effect of repeating or not repeating a pronoun. The proposed tasks are intended to develop exactly this discourse awareness. A promising direction for further research is a corpus study of learner texts that would test the hypothesis about Russian-mediated overuse of pronouns.

Foydalanilgan adabiyotlar

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