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МРНТИ 378.016

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## EXPLORING A FEW PROBLEMS ENCOUNTERED BY KAZAKH STUDENTS IN LEARNING CHINESE SPECIAL QUESTIONS

### Abstract

In view of the unsolved problems arising in the process of learning the Chinese language in Kazakhstan, especially the most important part of studying the structure of sentences in the language, that is, the most difficult part for students who are familiar with Chinese grammar. After several years of teaching experience, students seem to have mastered the special interrogative sentences and written and oral use that often appear in life. To further increase the effectiveness of teaching in the future educational process and reduce the number of unnecessary mistakes in the sentence and the process of speech, students decided to conduct research and control their daily work. It was analyzed that the mistakes are often done by students when doing exercises and explain the reasons.

**Keywords:** chinese, kazakh language; special interrogative sentences; interrogative words; analysis of biases

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## ҚЫТАЙ ТІЛІН ОҚЫТУ ПРОЦЕСІНДЕ «АРНАЙЫ СҰРАУЛЫ СӨЙЛЕМДІ» ҮЙРЕНУ БАРЫСЫНДА ҚАЗАҚСТАНДЫҚ СТУДЕНТТЕРДЕ КЕЗДЕСЕТІН МӘСЕЛЕЛЕР

*Аңдатпа*

Қазақстандағы қытай тілін оқыту процесінде туындайтын мәселелерді ескере отырып, әсіресе тілдегі сөйлемдердің құрылымын зерттеудің ең маңызды бөлігі, қытай грамматикасын жақсы білетін студенттер үшін ең қиын бөлім. Бірнеше жылдық педагогикалық тәжірибеден кейін, студенттер өмірде жиі кездесетін арнайы сұраулы сөйлемдерді жазбаша және ауызша қолдануды меңгерген сияқты. Болашақ білім беру үдерісінде оқытудың тиімділігін одан әрі арттыру және сөйлем мен сөйлеу барысында орын алатын қателіктер санын азайту үшін студенттерге зерттеу жұмыстарын жүргізіп, күнделікті жұмыстарын бақылау арқылы қателіктер көбінесе студенттердің жаттығулар жасау кезінде және себептерін түсіндіру арқылы «арнайы сұраулы сөйлемге» талдау.

**Түйін сөздер:** қытай тілі; Қазақ тілі; арнайы сұраулы сөйлемдер; сұраулы сөздер; қателіктерді талдау

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## НЕКОТОРЫЕ ПРОБЛЕМЫ, С КОТОРЫМИ СТАЛКИВАЮТСЯ КАЗАХСТАНСКИЕ СТУДЕНТЫ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ КИТАЙСКИХ «СПЕЦИАЛЬНЫХ ВОПРОСОВ»

*Аннотация*

Ввиду нерешенных проблем, возникающих в процессе изучения китайского языка в Казахстане, особенно важна часть изучения структуры предложений на языке, то есть самая сложная часть для студентов, знакомых с китайской грамматикой. После нескольких лет преподавательского опыта студенты, усвоили специальные вопросительные предложения, а также письменные и устные речи, которые часто встречаются в жизни. Чтобы еще больше повысить эффективность обучения в будущем учебном процессе и уменьшить количество ненужных ошибок в предложении и процессе речи, студенты решили проводить исследования и контролировать свою повседневную работу. Было проанализировано, что ошибки часто допускают студенты при выполнении упражнений, и объяснены причины.

**Ключевые слова:** китайский; Казахский язык; специальные вопросительные предложения; вопросительные слова; анализ предубеждений

**Introduction.** Each country has its own native language. A long history has formed the language of social development. The formation of language is a special symbol of the progress of human civilization. Language has gradually produced the mark of representing the country through long-term social development[1]. Chinese is a Sino-Tibetan language, Kazakh is an Altai Kupchak, and Kazakh is a typical language, although there is no necessary connection between Kazakh and Chinese.[2] But why using multiple languages Chinese can attract students from all over the world to learn Chinese? Why do students from different countries to study Chinese in China? Why has China developed rapidly in a short time? Because Chinese is the language of an economic power, proficient in Chinese will only promote the friendly development of China and Kazakhstan. How to learn Chinese well? First of all, it was said that Chinese grammar is the most difficult to learn. Secondly, the Chinese sentence pattern is also very complicated. One of them is the special interrogative sentence in the interrogative questions. Some interrogative questions in Kazakhstan have special sentence patterns. The special interrogative questions in Kazakhstan are affixed to form interrogative words, and also include interrogative question intonation and interrogative auxiliary words. There is no specific classification of question forms in Chinese. There are interrogative pronouns in Chinese interrogative questions: "Who, what, where, how much, how, how, how" and "more". How to answer special questions Aiming at this problem, the grammatical commonality of the two languages is analyzed, and the similarities and differences are based on this research.

In the article "Investigation on the Negative Usage of Interrogative Pronouns", Liu Chenjie pointed out that in addition to the inquiry, the arbitrage and the imaginary, the interrogative pronoun has an important usage, which is urgently used to indicate negation in the rhetorical question. [3] In the article, "how" is taken as an example. According to the language in which it appears, the classification examines the "how +AD+VP" is used to indicate the syntactic environment, semantics and function of the negative, and the syntactic and subjective factors from the rhetorical question. The perspective of the analysis represents a negative meaning.

Li SuJin's "Idioms of the Interrogative Pronouns" is summarized in the study of interrogative pronouns: the interrogative pronoun "who" in the article focuses on the basic usage of "who" and the sentences that can be used as a sentence parts, focus

on the "who" counter-question, arbitrage, imaginary finger, object preposition, combination phrase and other special use of species. [4] Wu Yaqing's pointed of view "Study on trait interrogative sentences" (1999) explains the concept of special interrogative sentences in English. [5] The special questions in English are characterized by the words "WH" that are special interrogative sentences, the relationship between WH-words and quantifiers. Their logical movement relationships, their functional characteristics, and so on. Yan and Ni Lan put forward in the article "Review of Interrogative Pronouns": The study of the category of doubts has long been a hot topic in the field of linguistics. [6] These studies all involve the description of interrogative pronouns. Chen Min's "Language Input Frequency and Children's Trait Question Acquisition Order" 2008, in this article, mainly through the mother language (talking Mandarin) dialogue with the son) and the child's speech (speaking English) and the mother's dialogue in the trait question Quantitative analysis, after research, found that there is a certain relationship between the acquisition order of children's trait questions and the frequency of language input in English and Chinese.[7]

Yang Huimin wrote the article "Inter-language Study of Qualitative Interrogative Sentences".[8] According to the functional linguistics of rituals, it shows the differences in the order of Chinese and English traits and how they are produced. Through reviewing the above history and current situation, it is concluded that the specific interrogative sentences in Kazakh and Chinese have not been specifically studied, and the relationship between the two has not been pointed out. Therefore, this article will give many examples to compare and study the problems in this aspect. In Kazakh it is not as obvious as in Chinese. It is only done by adding affixes, such as: -MA, -ME, -BA, -BE, -PA, -PE, -SHA, -SHE, and -GOI, -KOI, -AO, -EU, auxiliary words as A, CIRA, BILAR, SHIGAR, KAITEDI, BILEMIN, etc? Such interrogative voices are formed and composed of interrogative tones; in the process of teaching Chinese as a foreign language, there are many problems worthy of study. Kazakh students need a solid foundation for learning Chinese well. Yang Huimin wrote the article "Inter-language Study of Qualitative Interrogative Sentences". According to the functional linguistics of rituals, it shows the differences in the order of Chinese and English traits and how they are produced. Through reviewing the above history and current situation, it is concluded that the specific interrogative sentences in Kazakh and Chinese have not been specifically studied, and the relationship between the two has not been pointed out. [9] Therefore, this article will give many examples to compare and study the problems in this aspect. It is not as obvious in Kazakh as Chinese. It is only done by adding affixes, such as: -MA, -ME, -BA, -BE, -PA, -PE, -SHA, -SHE, and -GOI, -KOI, -AO, -EU, auxiliary words as A, CIRA, BILAR, SHIGAR, KAITEDI, BILEMIN, etc? Such interrogative voices are formed and composed of interrogative tones; in the process of teaching Chinese as a foreign language, there are many problems worthy of study. Kazakh students need a solid foundation for learning Chinese well.

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Kazakh is a typical type of adhesion in morphological structure. It belongs to the Kupčak language family of the Altaic Turkic language family. [12] Kazakh language classifies single and compound sentences according to sentence structure. The types of sentences include declarative sentences, interrogative sentences, imperative sentences, exclamatory sentences, etc. Discuss the relationship between Chinese and Kazakh special interrogative sentences, the types of errors that students produce while studying Chinese, analyze the errors, draw conclusions and find out the reasons and suggestions. [13] Kazakh Grammar Special Interrogative Suffixes are -MA, -ME; -BE, BE; -PA, -PE; -SHA, -SHE; Interrogative Auxiliary Words as -GOI, -KOI, -AO, -EO, -A, -SIRA, Interrogative Voice -BOLAR, -Sygar, -KAITEDI, -BILEMIN, interrogative pronouns such as -KIM, -KAIDA, -NE, -KASHAN, -KANDAI, -KAIDAN, -KAIDA, -NEGE instead of interrogative sentences for special questions, but how to compare and analysis of Chinese and the resulting errors, including grammar, semantics, and usage. In order to improve the quality of Chinese teaching, students should participate in writing and speed reading training. When learning Chinese, students in Kazakhstan are strictly required to master the principles of Chinese grammar, semantics and Chinese usage in a short period of time, and learn to speak complete Chinese with Chinese knowledge sentences to improve their oral expression.

### *Experiment*

#### **1. The type of misrepresentation of words in special interrogative sentences**

1) Misunderstanding of "Where, Which, Where(asking place), That" ("哪儿、哪、那儿、那"的误代)

- A. Where is Mary?
- B. When did they go to Shanghai?
- C. What about this book?
- D. When Dad is going home that day?

A. 玛丽是哪儿国人？

B. 她们哪天去上海？

C. 这本书那买？

D. 爸爸那天回家？

When Kazakh students begin to learn Chinese, they will first find it easy to speak Chinese and difficult to write Chinese characters. The reading of homophones in Chinese is a difficulty for students to master. These problems will affect the interest in learning Chinese. "Where, which and where(to ask place)" is the same as "kai da, kai, kaijer" in Kazakh. In Chinese, "where, where, where" have the same pronunciation, and their initials and endings are the same, but the pitch is different. For example, the pitch of the Chinese character "third sound (na)" is the fourth sound. Students cannot hear the changes in Chinese tones, and their pronunciation is easily confused. On one side, "那" before "哪" becomes a question word just like "which" before "that" becomes a question word.)

2) Mistakes of "how much" and "more"

A. How tall is this big tree?

B. How heavy is the elephant?

C. How much skinny are you?

2) “多少”和“多”的误代

A. 这棵大树多少高米？

B. 大象有多少重？

C. 你有多少瘦？

3) Mistakes of "how to", "how", and "why"

A. How did you not go to his house yesterday?

B. How do we go to the store?

C. What about Mary's Chinese studies?

3) “怎么样”、“怎么”、“为什么”的误代

A. 昨天你怎么样没去他家？

B. 我们去商店，怎么？

C. 玛丽的汉语学的怎么？

Students in Kazakhstan seem to have mastered the meanings of the special question words “how”, “how” and “why” in Chinese vocabulary, and also know how to use them. Especially in terms of grammar, there is a concept of confusion. For example, asking about the nature or state of things and the way they behave is different. Can you see the above sentence? A. How did you go to his house yesterday? The confusion between "how" and "why" in this sentence caused misunderstanding, B. We went to the store, what? And C. Mary's Chinese studies? About "how to" and "how" are reversed.

## 2. The type of mismatch between question words and contact verbs

1) Why are you?

(Abstract: Students' wrong sentence patterns in learning Chinese)

2) What?

3) Who?

4) What do you mean?

5) What is your grandfather's body?

6) What is your study?

1) 你这为什么？

2) 那什么？

3) 那谁？

4) 你的意思是怎么样？

5) 你爷爷的身体是怎么样？

6) 你学习是怎么样？

When learning Chinese, especially the use of contact verbs is biased because contact verbs in Kazakh usually appear in affixes. If these affixes can be omitted, the sentence is still a complete expression of a meaningful sentence. For example: the verb form is in Kazakh-bolsa, bolsam, bolsan. 3) Who? This sentence can be translated like this: OI (bolsa) kim? (Bolsa) in the sentence can be ignored. Students in Kazakhstan have not considered the omission in Chinese.

**The analysis of the errors of various types of interrogative words**

In the process of this paper, the mistakes accumulated in the homework, family exercises, classroom exercises, quizzes, and various exams arranged by the teachers in the normal Chinese language are also involved, and the tracking survey and the questionnaires involve “how much, how, which, why”. [14]The usage of "what, how to, how, when, where, where, where, and how" refers to the interrogative words in the type of bias. We conduct the investigation process to apply the errors in the application of various interrogative words. The statistics are as follows:

疑问词 Question words	多少 How much\ many	怎么 How to	哪 Which	为什么 why	什么 What	怎么样 How can	多 How much	什么时候 When	哪里/那里 Where	谁 Who	几 How much
项目数 number of items	4	3	5	3	10	8	8	3	6	7	5
偏误数 Number of errors	172	187	189	126	338	337	228	65	140	129	79
偏误率 Error rate	53%	43 %	39 %	38%	33%	31%	27%	20%	19%	17 %	13 %

Table №1. Statistical table of biases for each question word 对各疑问词语的偏误统计表格

From the order of the above-mentioned question words, we can see that the words with the least to the least are “how much, how, which, why, what, howcan, how many, when, where/where, who, how many” The highest rate is “how much” can reach 53%, then “how” and finally “several”. Its bias rate is 13%. Discussed separately below

The first thing we say about the question word:

1) That is, when interrogating a quantity word, the interrogative pronouns "how much", "several", "how much" are generally used for quantifiers greater than ten, and "several" is used for numbers less than ten.

How many miles does it take? You can reach the hot springs.

还走几里路？可以到达温泉。

This shows that less than ten miles, perhaps three to five miles away to reach the destination.

When you ask about the degree of things or things, you use the interrogative pronoun "too" to express, but add the adjectives "thick, thick, high, large, far, wide" to the suffix of "multi".

How old is your grandma this year?

In response to this sentence, ask the age of the old man, the "more + big" sentence pattern.

2) Use the interrogative pronouns "how to" and "how" to ask about things, the state, the way, and the nature of things.

How to use this kind of mobile phone?

这种手机怎么用？

The interrogative pronouns in the above sentences ask questions about their actions.

3) How is your relationship with children?你和小朋友的关系怎么样了？

The meaning of this sentence is the interrogative pronoun "how" to show how the relationship between the two.

4) If you want to know the specific interrogative pronoun “Where” in the same kind of things, you can combine with the quantifier or quantifier into interrogative pronouns to ask about time, place, things, people, things, etc., for several people in the same category or Things are pointed out in one or several of the choices. E.g:

A. When I boarded the mountain, I didn't know where the home was in?A.我登上高山时，不知道家在哪个方向了？

In this sentence, it is necessary to identify the specific location of the university, and choose between multiple directions in the southeast and northwest to determine the geographical location of Hubei University.

B. Which of the boys in your class is the highest? B.你们班里男生的个子，哪一位最高？

This sentence is to compare the characters to choose the specific, who is the highest?

5) When interrogating the geographical location, the interrogative pronouns "where" and "where" are used. There is a difference between the two. "General" is used for written language.

A. Where is my Chinese comprehensive book?

B. Where are you going tomorrow?

A. 我的汉语综合书在哪儿?

B. 明天你要去哪里?

6) Use the word "why" when asking questions or reasons for the cause or purpose of the question.

At ten o'clock in the evening, why are you still watching TV? 晚上十点了, 为什么你还在看电视?

From the above topic, you can find out why you are not sleeping.

7) When you use the interrogative pronoun "what" to ask questions in Chinese, you can also use it as a separate question to ask questions or things. On the other hand, the interrogative pronoun "what" can be used with many nouns to form question phrases, to ask questions about things or things in real life, and to replace specific interrogative pronouns with the same semantic function in sentences. E.g:

A. What is in this bag? A. 这个袋子里装的是什么?

From this sentence, it can be seen that the interrogative pronoun "what" is used alone, and the question is the thing.

B. The child is too young. He does not remember where his family lives? He can't remember where his family lives?

B. 孩子太小了, 他想不到他家住在什么地方?

Here we know the interrogative pronoun "what" and the noun "place", which can form interrogative phrases, ask questions in specific places, and equate to the interrogative pronoun "where."

C. Who are there in their family? C. 他们家族都有什么人?

The interrogative pronoun "what" and the noun "person" in this short phrase form the interrogative phrase. The question is the person, which is equivalent to the interrogative pronoun "who".

To ask questions about time, use the affix of the interrogative pronoun "what" plus the words "time" to form the interrogative pronoun "when".

"When did you still not go home?" Mom was furious on the phone.

From this sentence pattern, it can be understood that the speaker is asking for time.

8) Ask the question "who" in the sentence to ask questions about someone or someone. E.g:

(1) Looking at the twins, who is tall? (1) 你看那对双胞胎, 谁的个子高?

In this sentence, especially to ask "who" is tall, this is a question-singular form, this is a form of Special questions.

(2) Who is there in Mark's family? (2) 马克家里都有谁?

This sentence is for the Mark family, who said plural form

Due to the differences in the constituent elements and grammar between Chinese and Kazakh, students will encounter various types of errors when using special interrogative sentences. The difficulty is how to compare and analyze Chinese and the resulting errors, from grammar, semantics, usage. This paper mainly discusses the formation of special interrogative sentences. It is quoted in single sentences and complex sentences.

#### 4. Error analysis of interrogative words that are easily confused

The reason for the bias of the sentence is that in the special interrogative sentence, it is not possible to use the interrogative modal particle to help the word "?". The division of the Chinese interrogative modal particle is very strict. The interrogative auxiliary "?" is generally added to the sentence at the end of the statement. The purpose is to ask the event "yes" or "no" and ask the person answering the question to make a positive or negative answer to the event that the entire sentence asks. Generally, such mistakes will occur in the primary stage of the students. [15] This is because the students' knowledge of Chinese is not clear enough. Teachers should emphasize this grammar rule when they are teaching. Secondly, there is also the influence of the native language on students. [15] There are *ma, me, pa, pe, ba, be* similar to the Chinese interrogative modal words in the end of the question. There is no strict grammar rule for their use. However, according to the pronunciation, students may think that the Chinese interrogative modal words are the same as these words, and there is no strict difference, which leads to such errors.

Example of wrong sentence type 1:

Where is Mary?

Who has a few pens to lend to me?

Where is the color of the bicycle parked?

玛丽在哪儿怎么样?

谁有几支笔借给我用?

什么颜色的自行车停在哪儿?

It is not possible to use two or more interrogative pronouns in Chinese special interrogative sentences. The main reason for such errors is the influence of the mother tongue.

Example of wrong sentence type 2:

Who is a student at Hubei University?

What do you see?

Who is your Chinese?

谁是湖北大学的学生吗?

你看见什么吗?

谁叫你们中文吗?

Sample of wrong sentence type 3: What about your new laptop?

Did you watch the new movie yesterday?

Among the special Chinese interrogative sentences, there are no multiple interrogative modal particles at the end of the sentence. The reason for the occurrence of such errors is still not clear enough for the use of several interrogative modal particles in Chinese.

Sample of wrong sentence type 4:

What does this sentence say in Chinese?

What is he? He is Teacher Wang.

Who is your sister? My sister is a teacher.

What is the mouth of Mary's family? There are five people in the house of Mary.

这句话用中文什么说?

他是什么?他是王老师。

你妹妹是谁?我妹妹是老师。

玛丽家里有什么口人?玛丽家有5口人。

**Results and discussions.** The main reason for the above example mistake is that the function of the interrogative pronoun is not clear. Due to the influence of the mother tongue, mistakes will occur in the process of Chinese learning, which will affect students to master Chinese special interrogative questions correctly. For beginners and preparatory students, they must master the usage of Chinese vocabulary and apply the learned Chinese to real life in order to experience the charm of language. For example, in sentence 3, the student only knows that "teacher" is a name, but it is not clear that "teacher" is also a professional identity, and "who" asks an individual when questioning, not an identity or occupation, so this mistake will occur. In addition, there is no quantifier in Kazakh language, so it is difficult for students to understand the use of quantifiers. Secondly, the order of Chinese interrogative sentences is the same as that of declarative sentences, so sentence 4 is wrong. With a simple analogy, students add quantifiers to the question words like declarative sentences. In the teaching method, we pay attention to the mastery of the similarities and differences between the Chinese and Kazakh language.

**Conclusion.** Now the world is learning Chinese. If we compare it, China's status is improving. China's economy is developing rapidly. Many countries have established economic, cultural, technological and tourism cooperation with China. There are more than 2,500 languages in the world, many students learn Chinese as a foreign language. Higher education institutions in Kazakhstan have Chinese majors, as well as students who study Chinese as a second language. Learning a language requires a contextual environment. It is difficult for students to learn Chinese well without context. Students only learn Chinese in the classroom, and there is no environment for language exchange outside the classroom. It analyzes the pronunciation mistakes when learning Chinese, and finds out the reasons for such mistakes. In order to improve the Chinese level of Kazakh students, let Kazakh students adopt more listening, reading, speaking and oral practice learning methods, with accurate tone as a guide, master the basic knowledge of Chinese in a short time, and guide Kazakh students learning Chinese. Speaking Chinese should start with monosyllabic words, disyllabic words and intonation, focusing on explaining mistakes and causes, and teaching students how to use tonal rules to speak, write and express to achieve teaching purposes.

When students speak Chinese, it sounds almost correct. According to the basic requirements of Chinese, it is difficult for students to reach the standard Chinese level. Therefore, students will be affected by the Chinese learning process. In order to reduce the mistakes caused by the negative transfer of the mother tongue, first of all, find the common language phenomenon of Chinese and Kazakh from previous research papers, so that the learner's mother tongue has this language phenomenon, so as to find two languages. The connection between them, especially the indistinguishable tones in pronunciation. Therefore, it is relatively easy to accept and learn more convenient. There are many interrogative pronouns in Chinese, and most of them are found in Kazakh. For example, at the beginning of the textbook, who-ким, what-не, where-қайда, that-қай, which-қандай, why-неге and when-қашан should be grammatically described. You can then use simple Chinese one-on-one notes so that students can read the instructions at a glance. However, it is worth noting that some interrogative pronouns in Chinese and Kazakh are not in one-to-one correspondence. Although both languages have some interrogative pronouns, their meaning may overlap, but they can be used in their own language. There are other meanings besides layer meanings, so sometimes one-to-one translation is not a good method. This may cause misunderstandings and make it easier for learners to confuse mistakes. In textbooks, Chinese words are translated into Russian, and I think this method can better explain nouns, but it is not very good for other words. For students who have just started to learn Chinese and preparatory classes, learners will not grasp too many Chinese characters, but only rely on pinyin for recognition. They rely more on the pronunciation of letters in their native language. In this way, they are more prone to mispronunciation of special interrogative words, especially when they are

Chinese teachers during the teaching process. Students' ability to use language, learn the connection between the similarities and differences of special interrogative sentences in these two languages, let students compare Chinese and Kazakh, consolidate the most basic language knowledge, remind students of mistakes, and help them correct mistakes and avoid similar mistakes.

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