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STUDY ON THE VALUE OF CHINESE TEXTBOOKS AND CURRICULUM DEVELOPMENT FOR DUNGAN NATIONALITY IN CENTRAL ASIA

Abstract

Dungan language is the mother tongue of Dungan people in Central Asia, which originates from the northwestern dialect of Chinese. The author believes that the teaching of Chinese for the Dungan people in Central Asia should be different from the teaching of Chinese as a foreign language for ordinary foreigners. We need to pay full attention to the role of Dungan Language, and to develop characteristic textbooks and curriculum by making use of the connection between Dungan Language and the northwestern dialect of modern Chinese. This paper sorts out the fruitful comparative research results between Dungan Language and modern Chinese northwestern dialect in recent years, which are the theoretical basis for the development of Chinese textbooks and curriculum with Dungan characteristics. In addition, the characteristic Chinese language textbooks and curriculum development of Dungan nationality have the value and significance of linguistics, pedagogy and political science. The author has made a detailed discussion on them.

Key words: Dungan language, Northwestern Dialect, textbook, curriculum, Chinese language, mother tongue, development, nationality, teaching.

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БОРБОРДУК АЗИЯДАГЫ ДУНГАН ӨЗГӨЧӨЛҮГҮНӨ ЭЭ КЫТАЙ ТИЛИ ОКУУ КИТЕПТЕРИНИН ЖАНА САБАКТАРЫН ИШТЕП ЧЫГУУНУН БААЛУУЛУГУ ЖӨНҮНДӨ ИЗИЛДӨӨ

Кыскача мазмуну

Дунган тили — Орто Азия дагы дунган элинин эне тили, ал түндүк-батыш кытай диалектисинен келип чыккан. Автор Борбордук Азиядагы дунган элдерине кытай тилин окутуу менен катардагычет элдик терге кытай тилин четтил катары окутуудан айырмаланышы керек деп эсептейт. Дунган тилинин ролуна толук көңүл буруу керек, ошондой эле дунган тилинин тилин үйрөтүү зарыл. Дунган тили менен азыркы Кытай дьнтүндүк-батыш диалектилеринин ортосундагы байланышты колдонууга көңүл буруп мүнөздүү окуу материалдарын жана курстарын иштеп чыгуу тийиш. Бул макалада акыркы жылдардагы дунган тили менен азыркы Кытайдын түндүк-батыш диалектисинин ортосундагы жемийштүү салыштырма, изилдөөлөрдүн натыйжалары берилген. Бул жыйынтыктар Дунганга мүнөздүү кытай окуу материалдарын жана окуу программасын иштеп чыгуу үчүн теориялык негиз болуп саналат. Мындан тышкары, дунган улутуна мүнөздүү кытай окуу материалдарын жана окуу программаларын иштеп чыгуу тил илиминин, педагогиканын жана саясат таануунун баалуулугуна жана маанисинеээ, автор аларды кеңири талкуулаган.

Түйүндүү сөздөр: Дунган тили; Түндүк-Батыш диалекти; окуу китептери; сабактар, Кытай тили, эне тили, өнүгүү, улут, окутуу.

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ИССЛЕДОВАНИЕ ЦЕННОСТИ РАЗРАБОТКИ УЧЕБНИКОВ И УРОКОВ ПО КИТАЙСКОМУ ЯЗЫКУ ДЛЯ ДУНГАНСКИХ УЧАЩИХСЯ ЦЕНТРАЛЬНОЙ АЗИИ

Аннотация

Дунганский язык является родным языком народа дунган в Центральной Азии, происходит от

северо-западного китайского диалекта. Автор считает, что преподавание китайского языка для дунганского народа в Центральной Азии должно отличаться от преподавания китайского языка как иностранного для простых иностранцев, необходимо уделить полное внимание роли дунганского языка, обратить внимание на использование связи между дунганским языком и современными китайскими северо-западными диалектами для разработки учебников и уроков со спецификой. В данной статье подводятся итоги плодотворных сравнительных исследований дунганского языка и современного северо-западного китайского диалекта последние годы, которые являются теоретической основой разработки учебников и уроков по китайскому языку для дунганских учащихся. Кроме того, разработка учебников и уроков по китайскому языку для дунганских учащихся имеет ценность и значимость для языкознания, педагогики и политологии, на их автор подробно останавливается в данной статье.

Ключевые слова: Дунганский язык, северо-западный диалект, учебник, урок, Китайский язык, родной язык, развитие, национальность, преподавание.

The Belt and Road Initiative promotes the interaction and interchanges of Eurasia, more and more Dungan adolescents in Central Asia have chosen to study Chinese or even study abroad in China. The development of characteristic Chinese language textbooks and curriculum for this group of Dungan adolescents possesses an important value and significance.

1. Dungan and Dungan language

«Dungan» is the legal name given by the Soviet government to the Hui people who moved to Central Asia from China. After independence, Central Asian countries continued to use this name. Dungan Language is the mother tongue of the Dungan ethnic Chinese in Central Asia. It originates from the Chinese dialect in Northwest China. For more than a hundred years, Dungan Language has been continuously influenced by Russian, Kazakh, Kyrgyz and other languages in Central Asia, and finally formed an extraterritorial variant of Chinese dialect. Dungan Language can be subdivided into Gansu dialect and Shaanxi dialect. The standard Dungan Language is based on Gansu dialect and the pronunciation of Gansu dialect is the standard pronunciation. The Sokuluk dialect of Kyrgyzstan is the representative of this standard Dungan Language.

Dungan students who master Dungan language have natural advantages in Chinese language learning. Compared with other Central Asian students, they can quickly master the skill of listening and speaking in Chinese. Therefore, starting from the nature of Dungan language as an extraterritorial variant of Chinese northwestern dialect, this paper selects the representative language similarities between Dungan language and northwestern dialect, and refers to the methods and paths of learning Mandarin by people in northwestern dialect areas of China. The development of corresponding curriculum and textbooks can help Dungan students quickly perceive Chinese, master listening and speaking skills, help them improve their Chinese level, establish learning confidence and enhance learning motivation.

2. The theoretical basis of characteristic textbooks and curriculum development

The theoretical basis for the development of characteristic Chinese language textbooks and curriculum for the Dungan ethnic group in Central Asia is based on the comparative study of Dungan language and Chinese northwestern dialect. The specific performance is the comparative description of Dungan Gansu dialect, Shaanxi dialect and modern Chinese Gansu dialect, Shaanxi dialect and Xinjiang dialect. The description can be subdivided into a comprehensive or single systematic comparative description of pronunciation, vocabulary and grammar and a special comparative

description of a language element.

A comprehensive and systematic comparison of phonetics, vocabulary and grammar is described in Professor Lin Tao 's Research on Shaanxi Hui Dialect in Central Asia [1]. The book uses modern linguistic description methods to describe the phonetic system, homophone list, classified vocabulary and grammatical characteristics of the Shaanxi dialect of the Hui people in Central Asia in detail, and also compares it with the modern Xi'an dialect. Professor Lin ' s An Investigation on Dungan Language[2] also describes in detail the same and similar phonetic vocabulary and grammatical features of Dungan, Gansu and Shaanxi dialects.

The comparative description of a single system is Professor Liu Lili's Comparison of Core Words and Characteristic Words in Three Dialects of the Same Origin and Different Regions. [3] This paper compares Dungan dialect with Xinjiang Yanqi dialect and Shaanxi Guanzhong dialect which are their sources, and analyzes the retention of core words and characteristic words in the three dialects. Zhang Pan's analysis of Analysis of lexical features of Dungan language [4] reveals the particularity of the vocabularies in Dungan language through concise comparison of the similarities and differences between Dungan language and Shaanxi dialect. Xingyu, a graduate student of Beijing Language and Culture University whose master's dissertation A Study on the Phonetics of Dungan Shaanxi Dialect [5] compares the phonetic features of Dungan dialect with those of modern Xi'an dialect from a historical perspective with the phonetic system of Qieyun as the reference system. Professor Lin Tao 's Comparison of Dungan Language with Beijing Dialect and Northwestern Dialect [6] describes in detail the similarities between Dungan Language and Northwestern Dialect at the phonetic and lexical levels in the form of a list. For example, both initials have Turbid fricative between lips and teeth [v], finals 's diphthongs how a tendency of monophthongization existing, and the two sets of Syllable final Nasals are mixed. Both called ' Milky Way ' as ' Tianhe ' and ' cow ' as ' milk cow '.

A special comparative study of Dungan dialect and northwestern dialect has yielded fruitful results, most of which focuses on vocabulary. Taking Three masters's dissertations of Xinjiang University in 2017 as examples : Zhang Yue's Research on Auxiliary Words of Dungan Language Based on Small Corpus [7], Li Tan's Research on Adverbs of Dungan Language Based on Small Corpus [8] and Geng Hongli 's Research on Conjunctions of Dungan Language Based on Small Corpus [9]. All the three dissertations are on the basis of a small corpus of Dungan language, a type of vocabulary

is selected respectively in Dungan language to compare and describe with Lanzhou dialect, Xi'an dialect, Xining dialect, Yinchuan dialect and Urumqi dialect, and to explore the origin of a certain kind of vocabulary of Dungan language northwestern dialects is discussed. The materials are vivid and rich, and the description is comprehensive and detailed.

In addition, Professor Hai Feng also demonstrated the relationship between Dungan and Northwestern dialects from the perspective of literature. In her journal *Historical Imprints of Some Vocabulary of Hui Dialect in Northwestern China and Dungan Dialect in Central Asia* [10], she compared some Arabic and Persian loanwords from the 'Miscellaneous Words in Hui huiguan' in the Ming Dynasty's classics with the languages now used by the Hui ethnic group in Northwest China and the Dungan ethnic group in Central Asia, which illustrating the circulation relationship between the special vocabulary of modern Hui dialect in Northwestern China and Dungan dialect in Central Asia and Hui dialect in Ming Dynasty, the influence of historical classics on modern Hui dialect in Northwestern China and Dungan dialect in Central Asia as well.

A special comparative study of grammar is professor Haifeng's Analysis of 'Ba N Bu V' sentence pattern in Donggan language [11] in which selecting a common grammatical point 'Ba' sentence, analysing the sentence pattern of 'ba N bu V' in Dungan language, compares it with similar sentence patterns in Northwestern dialect and modern Chinese, and explores the development of this sentence pattern in Dungan language and its influencing factors.

The research on Chinese acquisition of Dungan students in the field of international Chinese education mostly focuses on Chinese acquisition errors caused by negative transfer of Dungan language. In the course of the study, the role and influence of the northwestern dialect were rarely considered, and the convention of dialect conversion was not used to interfere in advance.

In summary, the comparative research results of Dungan language and Chinese northwestern dialect are mostly focused on descriptions, and the theoretical research is obviously insufficient. The research results have not been applied to the practice of Chinese international teaching.

3. The Value and Significance of Characteristic Chinese language textbooks and Curriculum Development

To promote the 'Belt and Road' construction and strengthen language ties. The «the Belt and Road» initiative aims to deepen and consolidate the close contacts between China and Central Asian countries and promote the prosperity and development of Central Asia. The Dungan people in Central Asia and the people in Northwestern China could share one same language. Their mother tongue, Dungan dialect, comes from Gansu dialect, Shaanxi dialect and Xinjiang dialect. Making full use of the regional advantages of language connectivity and developing Chinese language textbooks and curriculum for Dungan students from the perspective of cross-border dialects will help establish language and cultural ties, strengthen the language ties between the Dungan group and China, and promote the Belt and Road Initiative to be discussed, built and shared.

Improving the efficiency of Chinese teaching and optimizing Chinese learning strategies. Chinese teachers should take full account of the students' national and cultural background when facing the Dungan students, and use the materials of Dungan language and the comparison

between Dungan language and northwestern dialect to improve teaching efficiency. The mother tongue of the Dungan nationality comes from the northwestern dialect of Chinese. Learning Mandarin from the Dungan language can learn from the existing experience of dialect conversion Mandarin, and can obtain better emotional experience in the learning process, which is the optimal path of learning. It can be said that the Dungan language is the natural mother tongue advantage of Dungan students to learn Chinese. If this advantage is abandoned, to learn Chinese through Russian, Kazakh or Kyrgyz language and other second languages is seeking far and neglecting what lies close at hand.

Enriching multilingual textbook and curriculum resources to improve the overseas Chinese language education system. Chinese language textbooks and curriculum resources written in Dungan language in Central Asia are scarce, and there are few official publications. Most of the textbooks and curriculum systems for Dungan students in China are universal textbooks and curriculum for international students. There are few Chinese language textbooks and curriculum for international students in Central Asia, even rarer for Dungan students. Even in schools with a large number of Dungan students form the regular classes, the Chinese language textbooks used are only Russian annotated versions of general textbooks, and the courses offered are the same as those for ordinary students. In this case, the development of Dungan language characteristics of Chinese language textbooks and curriculum can enrich multilingual Chinese language textbooks and curriculum resources.

In addition, short-term training and summer / winter camp projects are important components of overseas study projects in China, which are conducive to expanding the impact of Chinese education and attracting high-quality students. At present, the research and development of Chinese language textbooks and curriculum for short-term projects in China has not received attention. The short-term project time is generally 10-15 days. In such a short period of time, Dungan language is undoubtedly a good medium for Dungan students to form a preliminary understanding of Chinese and to generate interest and interest in Chinese culture. We can hold a short-term project for the Dungan ethnic group of Central Asia in China in the northwest region. Taking advantage of the same root of the Dungan language and the northwestern dialect of Chinese, we can use the same or similar vocabulary of the northwestern dialect and the Dungan language to design the course content and cultural practice, so that students can quickly feel the closeness of language and culture and stimulate their interest in learning. The development of Chinese language textbooks and curriculum of this distinctive short-term project can not only enrich the textbooks and curriculum resources, but also help to promote the construction of the whole Chinese education system, making it more complete and perfect.

To expand the vision of international Chinese language teachers and serve the talent training strategy. In international communication, if the communicator knows or understands each other's mother tongue, it is very helpful to narrow the psychological distance and enhance the effect of communication. Since the Belt and Road Initiative was put forward, China has paid more and more attention to the cultivation of non-common language talents, but it mainly focuses on the field of specialized language translation. The author believes that teachers engaged in Chinese international

education should also be included in the category of language talent cultivation. Practitioners should properly master the mother tongue of the teaching objects, which will not only help to innovate teaching methods and optimize teaching models, but also expand the cultural vision of teachers themselves and enhance their intercultural communication ability. The development of Dungan characteristics textbooks and curriculum provides a way for Chinese teachers to learn Dungan language, especially teachers who master the northwestern dialect. They can quickly understand Dungan language and Dungan culture.

4. Conclusion

2022 is the special year that China and five Central Asian countries have established diplomatic relations for 30 years. China will establish a multi-dimensional and interactive opportunity and cultural exchange pattern and increase the number of Central Asian students and seminars.

In the past 10 years, a large number of Dungan youth have come to China to study. This three cities Urumqi, Lanzhou and Xi'an in the northwest region have attracted a large number of Dungan students. With the help of Dungan language, these students have quickly mastered Chinese language. After graduation, they have played an important role in bridging China and their countries with their unique language and cultural background.

In view of this, based on the connection between Dungan language and northwestern dialect, it is of great linguistic, educational and political value and significance to develop characteristic Chinese language textbooks and curriculum for Dungan people. It is hoped that relevant experts and scholars in Central Asia and China will pay attention to it and put it into practice as soon as possible.

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ЛЬЮИС КЭРОЛДУН “АЛИСАНЫН КЫЗЫКТАР ӨЛКӨСҮНДӨГҮ УКМУШТУУ ОКУЯЛАРЫ” ЧЫГАРМАСЫНЫН ЛИНГВОСТИЛИСТИКАЛЫК АНАЛИЗИ

Кыскача мазмуну

Макалада “Алисанын кызыктар өлкөсүндөгү укмуштуу окуялары” чыгармасын кыргыз тилине которуудагы лингвостилистикалык көйгөйлөрү анализделет. Бизге белгилүү болгондой көпчүлүк лингвистердин салыштырма типологиясы тармагынын изилдөөсүнө кызыктар мунун себебинен лингвистикалык илимий изилдөөдө кыргыз тилине которулган чыгармалардын дагы орду чоң экени талашсыз. Ал эми бул сунушталган макалада “Алисанын кызыктар өлкөсүндөгү укмуштуу окуялары” жомогунун лингвостилистикалык анализи жүргүзүлүп, чыгармадагы стилистикалык көркөм сөз каражаттары жана аларды которуудагы өзгөчөлүктөрүн, англис жана кыргыз тилинин которуудагы лексико-семантикалык көйгөйлөрүн ачууга багытталган, себеби ар бир өлкөнүн, улуттун жомоктору маданий өзгөчөлүктөрүнөн улам адабий чыгармалары өзгөчө өңүттө берилери талашсыз. Ушундан улам жомокто колдонулган лексико-стилистикалык көркөм сөз каражаттарынын которуудагы өзгөчөлүктөрү сөзсүз түрдө эске алынат. Бул ма-