



## The Role of Mnemotechnic Method in Teaching Japanese Language Hieroglyphs

**Lutfilloyeva Faxriniso Maxmudovna**

Doctor of Philosophy (PhD) in Pedagogical Sciences, Associate professor  
Samarkand State Institute of Foreign Languages (Uzbekistan)

**Abstract.** Today, in the teaching of the Japanese language, special attention is paid to the problem of depicting hieroglyphs in the form of images (with instructions) using computer simulation models based on the mnemonic scheme. The article describes the issues of providing the Japanese language and Japanese hieroglyphs, which are considered important in teaching, to the student through computer and simulation technologies, to make the teaching process more effective and interesting.

**Key words:** pedagogical technologies, computer and simulation technologies, Japanese language, Japanese hieroglyphs, modern teaching methods, forms and tools, technologies.

### Introduction

Scientific research on Japanese language teaching methods and teaching Japanese language to foreigners is being conducted. In particular, for Uzbek students, the formation of morphemic units related to the reading type of Japanese hieroglyphs in the foreign language system in a figurative manner in the national context, and the methodology of teaching using computer simulation models based on mnemonics is one of the important issues today.

The problem of creating a computer simulation model that can reveal the meaning of each hieroglyph on the basis of a logical narrative scheme of Japanese language hieroglyphs and conducting experiments is set.

### Literature Analysis

Currently, three main directions can be distinguished in the practice of teaching hieroglyphs [2; p.2]. These are:

1. Academic approach. It is important to note who has conducted research on theoretically based teaching methods.

2. Holistic approach. According to this method, N. Kitani, N Erofeeva, M. Rowley, Dj. Heisig, K. Henshall, Yo. The Kawaguchis conducted their own research. The result of this method is also important, because hieroglyphic learners will perceive each hieroglyph as a symbol with full semantic meaning through this method.

3. Structural analysis. Proponents of this method are A. Tollini, M. Flagherty, M. Noguti, Dj. Kess, Yu. Miyamoto, W. Smolensky, A. Researchers like Talyshkhanov are considered. The uniqueness of this methodology is that each hieroglyph is analyzed with a synthetic-analytical approach.

One of the scientists who conducted research on learning Japanese using computer and simulation technologies, N. Nagata, H. Nara, K. Hatasa, I. Hideaki, S. Tomizawa, K. Matsumoto, M.



Endo, N. Lin, Sh. Kajita, K. Mase, N. Haristiani, D.B. Firmasyakh, S. Librenjak, K. Vukovich, Z. Dovdan, P. Tael, T. Hammond and others can be cited [5; 6-8 b].

### **Methods Of Research**

Of these scientific research methods, work was mainly carried out according to the second holistic approach method. It is considered appropriate to form morphemic skills in a figurative way in teaching Japanese hieroglyphs. Because each hieroglyphic word includes several morphemic units. It is this situation that can create a great obstacle for a student to master the existing hieroglyphs in the Japanese language.

Therefore, in order to create a method of easy understanding of the existing hieroglyphic word, it is considered one of the effective methods to convey it to the student based on the creation of a mnemonic story using a computer simulation model.

### **Results**

It should be noted that the issue of using computer technologies in learning the Japanese language has been given special attention. For example, E.E. Voytishek's dissertation ("The Place of Intellectual Card Games in the Traditional Spiritual Culture of Japan") studied the issue of teaching Japanese using card games [6;38 b].

Since recent days, the writing system of the Japanese language has been considered as a separate research topic in the methodology of teaching the Japanese language. According to many researchers (S. Mayumi, J. Majima, K. Samimi, M. Tabuse, etc.), the formation of the writing system studied at the initial stage of the Japanese language as an aspect of language teaching and the formation of skills for the two existing alphabets and hieroglyphic writing in the language , overcoming the psychological barrier is a very important stage.

Practice shows that the biggest obstacle in learning Japanese is hieroglyphs. Because Japanese hieroglyphs have a complex multi-level structure. It embodies the ideographic and morphemic expression of the lexical unit. It is for this reason that learning the hieroglyphs of the Japanese language creates many complications in the learning process. The learning process should be organized in such a way that the inherent difficulties in the Japanese language writing system should not negatively affect the student's enthusiasm for learning the language at the elementary level. Otherwise, the emergence of an insurmountable obstacle in the process of language learning due to the complexity of the new language's lexicon, writing methods, and psychological perception may cause a complicated situation. Lack of understanding of the psychological characteristics of hieroglyphs in the process of studying the Japanese writing system reduces the effectiveness of learning the hieroglyphic material and reduces the motivation to adopt the Japanese language as a single language system.

### **Conclusions**

In conclusion, it can be said that the Japanese language is considered as one of the most complex languages among the world's languages, and its complexity is determined by the presence of hieroglyphic words in the language, and it was determined that there is a need to improve the skills of the effective teaching system of hieroglyphic words. One of the important factors of training



qualified personnel is to improve the quality and efficiency of education. Modern methods, forms and tools of teaching, game technologies, problem-based teaching, in particular, methods of independent education play an important role in improving the quality and efficiency of education. This requires conducting scientific and pedagogical research on improving the methods of developing independent educational content for the process of training future specialists in higher educational institutions.

This indicates that it is one of the most urgent topics in the process of training future specialists in higher educational institutions, developing the content of independent education, and conducting scientific and pedagogical research.

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