

INTERACTIVE METHOD OF TEACHING OF PASSIVE VOICE IN JAPANESE LANGUAGE IN UZBEKISTAN

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ABSTRACT

Objectives: This study aims to explore the teaching methodologies for instructing first-year students at the Tashkent State Institute of Oriental Studies in the acquisition of the Japanese passive voice. The research focuses on the four distinct purposes of the passive voice in Japanese—"target passive" (対象受身), "tentative passive" (視点受身), "damaging passive" (被害受身), and "profitable passive" (恩恵受身)—using the "Minnano Nihongo" textbook as the primary instructional material.

Methods: The research involved a pedagogical analysis of the instructional approach to teaching the passive voice in Japanese. Lessons were conducted using examples from the "Minnano Nihongo" textbook, which were analyzed to illustrate the unique characteristics and functions of the Japanese passive voice. Students' comprehension was assessed through tests, focusing on grammatical disparities between Uzbek and Japanese, and the understanding of the four passive voice functions.

Results: The analysis revealed that 58.3% of first-year Uzbek students answered questions on the passive voice correctly. Over 50% of the students could differentiate between polite speech verb forms, passive voice, and modal verb forms. These findings suggest that comprehension of the passive voice is significantly influenced by both linguistic differences between Uzbek and Japanese and the understanding of the specific functions of the Japanese passive voice.

Conclusion: To enhance students' understanding and assimilation of the Japanese passive voice, interactive teaching methods and flexible lesson plans are recommended. Incorporating a communicative approach and adapting teaching materials dynamically can further improve comprehension and application of this grammatical category.

Keywords: passive voice, respectful form, possible form, intransitive verb transitive verb, teaching material, teaching method, Uzbek translation, Sustainable Development Goals (SDGs).

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1 INTRODUCTION

It is anticipated that as the number of people learning Japanese in Uzbekistan rises, so will the difficulties and inquiries that each person has about the language. Acquiring passivity is among them. According to a study, learners of Japanese who were intermediate to advanced in skill could not learn passive Japanese, nor could beginners (Tanaka 1996).

In reference to the form of passive expression, Teramura [1982] states that passive means, in essence, that the subject of the action or action—that is, the source of the movement—is not the main character when the subject of the action or action acts on something else. has to have specific morphological, syntactic, and semantic characteristics in order to be grammatically recognized as a passive voice. is an expression that describes a situation where the object receiving the movement and the destination of the movement are the main characters. "In Japanese, when a particular situation arises, the speaker verbalizes the emotional changes that have taken place inside of them as a result of that situation and gets very attached to the current state of the conversation, according to Ikegami [2009]. Take care of. The way in which the speaker expresses verbally the emotional shifts that have taken place within them is said to be passive in Japanese when the situation that has emerged is not favorable to them. Passive sentences in Japanese generally indicate that the subject has been impacted or influenced by the actions of others. "[Teramura, 1982, P. 86-90.

In general, passive unresistant rulings express that the subject was directly affected by the action, and circular unresistant rulings express that the subject was laterally affected by the action.



In the study conducted in this study, the system of tutoring Japanese to first- time scholars of the Uzbek language group at the Tashkent State University of Oriental Studies using the " Minna no Nihongo" text was delved .

It's known that the verb form of some unresistant rulings can be formed by adding a suffix to the 1st base of the 1st group verb or by adding a suffix to the 1st base of the 2nd group verb. Masu.

This study analyzes through tests and questionnaires that similar verb forms indicate one of the four meanings of the language passive, possible, transitive, and honorific, and examines the substance of unresistant rulings. Also explained to the scholars during the session, giving exemplifications from the below text, these exemplifications are to consider unresistant expressions from the perspective given to demonstrate the peculiarity of the " passive voice".

2 ANALIZ

2.1 JAPANESE PASSIVE FUNCTION

There are many studies on the Japanese passive. For example, Yamada (1908), Matsushita (1930), Mikami (1972), Inoue (1976), Okutsu (1983), Takahashi (1985), Masuoka (1987, 2000), Eto (1990), Takami (1995). and so on. Based on the results of these previous studies, this presentation classifies passive functions into the following four types:

- 1) Description of the object of action (hereinafter referred to as "object passive");
- 2) Unification of viewpoints (hereinafter referred to as "perspective passive");
- 3) Revealing the meaning of damage and inconvenience (hereinafter referred to as "victimization");
- 4) Manifesting the meaning of grace (hereinafter referred to as "benefit passive").

First, permit to speak about the "object passive". Yamada [1908:380] recognizes passive expressions as expressions of "announcement" and



distinguishes Japanese passive phrases depending on whether the recipient feels passive or whether it is merely observed from the perspective of an observer. It is further divided into two elements. In any case, it can be said that passive is used to explain the state of the recipient.

Inoue [1976] states that the object of the passive is the object affected by action, and he points out that the passive has the meaning, more or less, that "the object is influenced or applied". In addition, Masuoka [1987, 2000] classifies the passive as "promoting passive sentences" and "demoting passive sentences", and "promoting passive sentences" have the functions of "foregrounding passivity" and "explaining attribute statements". In other words, whether it is a "promotional passive sentence" or a "demoting passive sentence", from the moment you use the passive sentence without choosing an active sentence, you should focus on the recipient, rather than the actor, and how the recipient will act. I think it's an expression that expresses how it's done.

Please refer to (1) below.

Example (1): 例（１）：「法隆寺は 607 年に建てられました。」

"Horyuji Temple was built in 607."

In case (1), it does not matter who built Horyuji, but the passive is used to refer to Horyuji (the object of the action of "building"). This is the basic function of *ukemi*, and I believe that *ukemi* always includes this function.

Next, I will talk about "perspective passiveness". I will leave it to him to think about the passive function at the discourse level. One study reported that when the same character appears in a conversation, Japanese people use the passive voice to maintain unity of perspective [Takeda 2005]. He defined unification of perspective as not changing the subject once it is established unless necessary (Okutsu 1983; Takahashi 1985; Eto 1990). When the characters in the sentences before and after are the same, and the object of the action is included as a character in either (or both) sentences, it is easier to understand if the viewpoints of those sentences are the same, so passive is used. Please refer to the following (3).

Example (2): 例：「先生に呼ばれたので、会いに行った。」

"My teacher called me, so I went to see him."



In example (2), if you say, "My teacher called me, so I went to see him," it would be considered an unnatural Japanese discourse structure. When the same person is both the subject of an action and the object of the action, it is natural to use the viewpoint passive to describe the action.

Finally, I will talk about "passive victimization" and "passive benefit". Matsushita [1930] divided ``actual passiveness"4 into ``simple passiveness" and ``interested passiveness" from a semantic aspect. As the name suggests, "interest-driven" means having an interest in one's actions. Mikami [1972] divides the Japanese passive into ``decent passive" and ``hata- nuisance passive" and states that ``decent passive" can be either a boon or a nuisance depending on the meaning of the verb. There is. In other words, depending on the meaning of the verb, the affected subject's feeling of harm or benefit is expressed. Please refer to (3) and (4) below.

Example (4) 例：私は宿題を持ってくるのを忘れて、先生に叱られた。
I forgot to bring my homework and was scolded by the teacher.

Example (5) 例：お母さんを手伝ったら、いい子だねと褒められた。

When I helped my mother, she praised me for being a good girl.

When verbs that include the meaning of damage and benefit, such as (4) and (5), are used passively, the meaning of damage and benefit becomes obvious, and the meaning that the speaker is receiving damage and benefit becomes apparent. strong. Furthermore, Takami [1995] violates the empathy relationship proposed by Kuno [1978] (it is easier for a speaker to bring his or her viewpoint closer to a human being than to an inanimate object).), it states that the sentence is eligible if it includes the meaning of damage or benefit as a result of the act, as in (4) and (5).

Example (6) 例：お金が泥棒に盗まれた。

Money was stolen by a thief.

Example (7) 例：この論文は、有名な先生に高く評価された。

This paper was highly praised by a famous teacher.

As in (6) and (7), by making the speaker passive even when the empathy relationship is violated, the speaker's sense of victimization or passive benefit is conveyed. For example, in the example of ``I was scolded by my teacher,"



we consider that ``victim passive'', ``viewpoint passive'', and ``object passive'' are all integrated. 5 When Japanese people use ukemi, they are thought to use the functions of these ukemi in an integrated manner, but when learners use ukemi, they use all the functions in a comprehensive manner. Do not mean. Andersen [1984] points out that learners first make a one-to-one connection between form and function. Based on this idea, when learning the passive form, students are unable to connect the passive form to several functions at the same time, and may be using it by connecting it to only one function.

2.2 EXAMPLES OF PASSIVE SENTENCES THAT APPEAR IN TEACHING MATERIALS: FUNCTIONS

In this presentation, I would like to refer to the research by Thawet Aiyaram [2009]. Sawet Aiyaram [2009] classified the passive example sentences that appeared in the ``Minna no Nihongo'' and ``Beginner'' teaching materials by function. Based on a framework that identifies one passive function, Table 1 of example sentences that appeared in the teaching materials represents the results. The numbers in parentheses at the bottom of each row in the table represent the frequency of occurrence of each function in the use of all passives.

Table 1

Frequency of passive appearance in teaching materials, appearance rate , function

Table 1. Frequency of passive appearance in teaching materials, appearance rate , function				
Contrastive passive	Perspective passive	Passive victim	Beneficiary	Total
93 (59.24)	12 (7.64)	42 (26.75)	10 (6.37)	157 (100)

As shown in these charts, there are many example sentences of ``victim passive'' and ``object passive'' in the teaching materials, but there are almost no example sentences of ``perspective passive'' and ``benefit passive.'' In particular, in the case of "benefit passive", it does not exceed 10% in any teaching material. There is a tendency to focus on presenting ``victim passive''



and ``object passive" in beginner's teaching materials. When introducing passives, ``Beginner" presents relatively many example sentences of ``damage passives," whereas ``Minna" seems to present relatively many example sentences of ``object passives." . However, based on the grammar explanation for Lesson 37, which introduces the ``minna" passive, it seems that they place emphasis on the ``victim passive".

2.3 ACQUISITION OF PASSIVE SENTENCES AND THE INFLUENCE OF TEACHING MATERIALS

The reasons for focusing on the "influence of teaching materials" are as follows. When learning basic grammar like passive, the presence of teaching materials is extremely important. This is because teachers teach based on the explanations and example sentences provided in the teaching materials, and learners read and try to understand the contents written in the teaching materials for review and examination purposes. Therefore, in elementary grammar, it is undeniable that learners depend on the teaching materials and are unconsciously influenced by them.

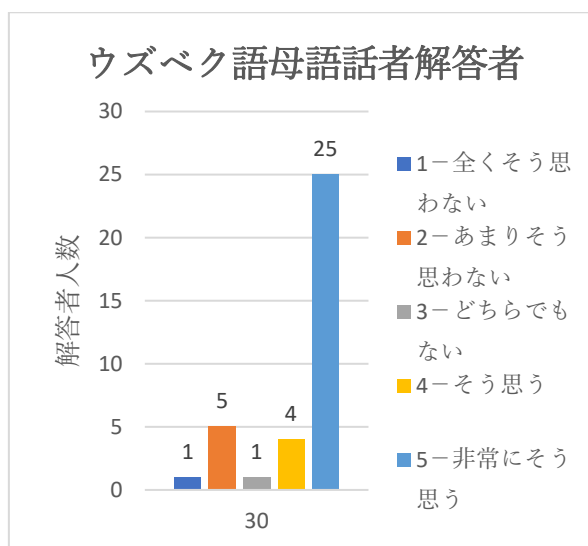
In other words, it is highly conceivable that native Uzbek language learners are influenced by the ``Minna no Nihongo" teaching materials and associate passive forms only with certain functions.

2.4 EXAMPLES OF LEARNER MISUSE

The test was created using example sentences that appeared in the ``Minna no Nihongo" materials used by the students during passive learning as a reference. Question 1 of the test is to find a sentence in which ``reru/areru" is used in the meaning of possible, passive, and respect, and question 2 is to translate the passive sentence into Uzbek.

Figure 1

The test indicates whether the test recognizes sentences that are used in the meanings of passive, possible, and respectful.



In the test, 14 native Uzbek speakers answered "4-Agree" and 15 chose "5-Strongly Agree." On the other hand, it can be seen that the most common choice among Japanese language learners was "5 - Strongly Agree" - 25 people.

On the other hand, the results showed that 58.3% of Uzbek native speakers answered the test correctly, indicating that the learners recognized the three meanings of the auxiliary verbs "eru" and "areru": passive, possible, and respectful. I can say that it is.

Using a test given to 35 Uzbek native speakers as data, we analyzed learners' misuse of the word, and found that some Uzbek learners had difficulty understanding the concept of passive. In other words, the following problems can be raised:

2.4.1 Learners could not understand who performed this action and who forced this action

例：a) 私は弟にパソコンを壊されました。

Men ukamning kompyuterini buzib qoydim.



2.4.2 Despite the fact that it expresses the doer of action, Learners are confused about which particle to use: [に]、[によって]、「から」[ni], [by], or "kara"

例: b) 「源氏物語」は紫式部によって書かれました。

Genjj qissasi" Murasaki Shikibu tomonidan yozilgan.

2.4.3 Passive voice can be interpreted in many ways, so the Uzbek translation does not include the meaning of respect.

例: 先生は奥様を信頼されていた。

O qituvchi xotiniga ishongan edi. (Uzbek - x)

Ustoz ayoliga ishongan edilar. (Uzbek - o)

2.4.4 Learners cannot form the correct verb form in passive sentences

先生は私をほめました。 (Japanese - x)

Ustoz meni maqtadi. (Uzbek - o)

私は先生にほめられました。 (Japanese - o)

Men ustoz tomonidan maqtanildim. (Uzbek - x)

私は先生にほめられました。 (Japanese - o)

Ustoz meni maqtadi. (Uzbek - o)

2.4.5 Learners do not know which particle to use to express the doer of action [に]、[によって]、「から」 "ni", "by", or "kara"

2.4.5.1 Instruction method for 「れる」 「られる」 - "reru", "rareru"

- 1) Many learners cannot form the passive form of verbs correctly. Use tables to help students remember the affirmation and negation of polite and ordinary forms (written, unwritten, written, unwritten), and te form



(written) correctly. For example, have students use the words ``said" and ``eaten".

言われる。 → 言われない 言われます 言われるとき 言われれば 言われろ (言われよ)

● 食べられる。 → 食べられない 食べられます 食べられるとき 食べられれば 食べられろ (食べられよ)

It will be more effective if you extract only the parts in red and teach them in the form of a usage table.

- 2) 「れる」「られる」 - "Reru" and "Reraru" have the same grammatical form and express the meanings of initiative, possibility, passiveness, and respect. Therefore, learners tend to confuse the passive, possible form, and honorific form. It is advisable to create a test to check for the same and different parts of the passive sentence and have it:

テスト (案)

(氏名)

「れる・られる」は可能・受身・尊敬のどれですか。 可能 (a)、受身 (b)、尊敬 (c) を書いてください。

「課長は明日行けますか？」 ()

「課長は明日いらっしゃいますか？」 ()

「課長は明日行くことができますか？」 ()

「報告書をご覧になりましたか？」 ()

「報告書を見ることができましたか？」 ()

「報告書を誰かに見られませんでしたか？」 ()

「こちらのきのこ食べられますか？」 ()

「このきのこを召し上がりますか？」 ()

「このきのこを食べることができますか？」 ()

私は理事長の部屋に呼ばれた。()

理事長は私の名前を呼ばれた。()

私は兄に手紙を読まれてしまいました。()

田中さんはたばこがやめられません。()

社長は会社を辞められる前に、本を書かれました。()

鈴木先生は毎朝6時に来られます。()

タワポン君、明日朝、6時までに来られる？ ()

受身の文をウズベク語に訳してください。

1. フランスで昔の日本の絵が発見されました。

2. 私は弟にパソコンをこわされました。

3. 私は先生にほめられました。



4. 源氏物語は紫式部によって書かれました。
5. ビールは麦から作られます。
6. 先生は生徒に信頼されていた。
7. 先生は奥様を信頼されていた。

3 CONCLUSION

In this presentation, I described the teaching methods of Uzbek native speakers at Tashkent State University of Oriental Studies, focusing on the "Minna no Nihongo" textbook.

``Reru" and ``Rareru" are auxiliary verbs that are used in four meanings: passive, possible, spontaneous, and respectful, but they can be mistaken for passive words or words that indicate the meaning of possible. The results showed that 58.3% of Uzbek native speakers answered the test correctly, indicating that the learners recognized the three meanings of the auxiliary verbs ``eru" and ``areru": passive, possible, and respectful. I can say that.

In addition, the order of passives presented in the teaching materials, the pictures in the lesson introducing passives, and the example sentences of passives with the subject ``living matter" seem to make learners associate ``passive = damage." I was able to observe it. In other words, the rapid acquisition of ``victimization" is thought to be due not only to the influence of the mother tongue, but also to the ``influence of the teaching materials." Isn't it necessary to handle and verify all the teaching materials used by learners?

Even if something needs to be covered in class, it seems like one way to think about it is to teach with an emphasis on understanding.

In the acquisition of Japanese passive sentences, I think it is important to try to make the learners understand that ``Japanese passive sentences are not just for expressing damage." Conceivable.



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