ФОНЕТИЧНИ ЙЕРОГЛИФИ И ПРЕПОДАВАНЕТО НА КИТАЙСКИ ЕЗИК КАТО ЧУЖД

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PHONETIC CHARACTERS AND TEACHING CHINESE TO SPEAKERS OF OTHER LANGUAGES

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Abstract: The teaching of phonetic characters is an important teaching point in teaching Chinese as a foreign language. The unique structure of the phonetic characters has brought benefits to the teaching of Chinese characters, but also has many drawbacks. Based on the results of previous studies, this paper explores the basic principles and teaching methods of the teaching of phonetic characters, and tries to provide reference for the teaching law of phonetic characters.

Key words: phonetic characters; teaching Chinese to speakers of other languages; semantic parts; phonetic parts

1. Introduction

Characters have always been one of the greatest difficulties in learning Chinese as a foreign language. Most students of alphabetic writing mother tongue think that Chinese characters are difficult to remember, write and even recognize. The characters in Chinese are an important carrier of our national culture and have rich cultural connotations. If the characters are not well-learned, it will affect students' whole learning progress.

We can say that the problem has objective factors, but if the teaching method is scientific and appropriate, Chinese characters can be learned easily and in an interesting way.

2. Phonetic characters

The Chinese writing system consists of characters, using picture symbols. Normally there are three parts: semantic part, phonetic part and mark. Semantic and phonetic parts are the most commonly used, which form phonetic characters, the most common structure in Chinese characters. This phenomenon can be traced back to the Spring and Autumn Period and the Warring States Period.

In the course of the development and evolution of Chinese characters, the pronunciation, shape and meaning of characters have changed more or less, but the structure of phonetic characters has been retained and has been expanding its influence: from about 20 percent to about 90 percent, it indicates that the phonetic characters have become the mainstream of the development of Chinese characters.

The structure of phonetic characters is limited and relatively stable. Learning it is relatively easy and highly efficient, so it can be used as a breakthrough in Chinese character learning. The induction and analysis of phonetic characters can not only help students to recognize the shape of characters, but also help students understand the relationship between the shape, pronunciation and meaning of characters. After learning a certain number of Chinese characters, it can also be used to classify and read Chinese characters by the symbols, and guide students to connect the learned characters in series, learn from the past and deepen their impression, which is of great help to the learning.

(1) Semantic parts

Most of the original Chinese characters are pictures of things. Then they developed into semantic parts. Just as the left part of the forest, tree means "wood". The upper part of the grass, means "grass". And the left part of the sea, lake, river means "water". So learning the semantic parts runs through learning of all Chinese characters. That leaves the key of learning phonetic characters is the phonetic part.

(2) Phonetic parts

During the thousands of years, Chinese language went through a series of evolution, including characters, grammar, and pronunciation. Thus many phonetic parts can not accurately show the original pronunciation. According to the former researches, the effective phonetic rate of modern Chinese characters is 30%. And there are two main types:

a. Directly mark the pronunciation

These phonetic parts can fully represent the pronunciation or partially represent. Take *qing* as an example, the phonetic part *qing* '青' means "green", and when we add different semantic parts on it, it can turn into '清' "clear", '蜻'

dragonfly and '鲭' mackerel，or please '请', emotion '情', sunny '晴'，and '精' precise, '睛' eye.

b. Indirectly analogize the pronunciation

It means we cannot get pronunciation information directly by the phonetic parts, but according to experiences, the characters with the same phonetic parts share the similar pronunciation. For example, '者' is pronounced 'zhe', when we add some semantic parts it can become blocking '堵', gambling '赌', stare '睹'. Although their pronunciation is far from 'zhe', but they all are read 'du'.

Understanding phonetic parts is of great help to students' reading and writing. Recognizing a single word can help students to read out many other similar characters. When writing Chinese characters, they can quickly determine the phonetic parts according to their pronunciation, and then add the other parts according to their meanings.

c. Not relate to pronunciation at all

But at the same time, the pronunciation of many characters is not related to the phonetic parts at all. We should also pay attention to them. Even Chinese people sometimes mispronounce characters because exaggerated the function of phonetic parts. If foreign students make mistakes in the pronunciation at the beginning, they will have a rigid impression, and it will be very difficult to correct later. Therefore, when it comes to teaching the phonetic characters, the teacher must be clear that the phonetic parts in modern Chinese are essentially different from the alphabetic languages. We not only need to teach the useful phonetic parts, but also need to distinguish the ones that don't have phonetic function anymore.

3. Teaching principles for phonetic characters

We should follow a few principles:

(1) Graduality

The teaching should follow the principle from easy to difficult, according to the students' learning situation at different stages, to determine the next stage of teaching tasks. It can be embodied in from strokes to parts, then to whole characters. Also from the most common characters to less common characters.

(2) Systematicness

Chinese characters are systematic in structure, thus when teaching we should also follow systematic principles. The phonetic characters can be taught in the three categories we just divided, and each of the categories can be subdivided into several more subcategories. Embody the systematicness and regularity of the phonetic characters. While combining the pronunciation and the meaning.

(3) Interest

As I mentioned in the beginning, when it comes to character learning, students always feel it difficult and boring. Therefore, we must pay more attention to the principle of interest. Use a variety of teaching tools, as well as multimedia means to stimulate students' interest in learning. Add classroom activities, set up games, and so on.

4. Teaching methods for phonetic characters

Also there are a few methods we can use, like

(1) Enumeration

Take a certain semantic part or a phonetic part as a start, then carry out a certain amount of examples.

(2) Drawing method

This method can be used for semantic parts learning, as many semantic parts evolved from paintings.

5. Conclusions

Last but not least, the teaching of phonetic characters is helpful for the learning of Chinese as a foreign language, but during the teaching, we must emphasize practicality and operability. As long as it is good for students to understand the meaning of characters, or remember the shape and pronunciation, we can use them. On the other hand, if it is not conducive to our teaching, in order to avoid the increasing difficulty in students' learning, we must abandon them. Scientifically select teaching content to help students learn quickly. Combine theory with practice and use it flexibly, so that good teaching results can be achieved.

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