A Study of Chinese Character Teaching in the Context of Chinese International Education

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Abstract. The study of Chinese character is a science of Chinese character ontology, which focuses on the form of Chinese characters. Some scholars put forward the theory of Chinese character configuration, its core content is “according to a certain rationale constitute and the development of the law to explore the shape of Chinese characters, including individual character composition model and the overall structure of Chinese characters contained in the law”. It is intended to be used as a theoretical guide for the teaching of Chinese characters in foreign languages and to try to solve the problems encountered in the teaching process.

Introduction

As a kind of visual symbols for Chinese records, Chinese characters have a very long history and are the oldest ideographs still widely used. With the use of Chinese characters, the study of Chinese characters as the object of study of Chinese characters has been going on for thousands of years. From the "History of Zhou", to the Eastern Han Xu Shen's "Shuowen Jiezi", until in recent years many scholars to explore the ancient text of a large number of results, were given to the sustainable development of Chinese characters and laid a solid foundation.

"Chinese characters teaching" This name probably appeared in 1999 or so, that is "based on the characteristics of Chinese characters ontology how to make the first language is not Chinese learners to master the text as a record of Chinese, and explore the learning rules, analysis of its in Learning process problems, in order to achieve the goal of helping learners to improve learning efficiency, the ultimate flexibility to master Chinese characters " [1]In the teaching of Chinese as a foreign language, the difficulty of teaching Chinese characters always exists. In order to deal with this problem, the International Chinese Teaching Association and the Chinese Teachers' Association of France jointly held the International Symposium on Teaching Chinese Characters and Chinese Characters. Many scholars have carried out a deep research on this problem. For the reasons for the emergence of the problem, the views of scholars there are some differences, summarized below:

(1) Most scholars point out that the major difficulty of Chinese characters learning is that Chinese characters have their own unique characteristics, and their phonetic characters are different. Chen Ji pointed out that the difficulty of learning Chinese characters is due to "Chinese characters and their recording language features and phonetic text there is a big difference". [2]Zhou Xiaobing point of view, Chinese characters with a subjective and objective difficulty of learning two levels of factors. In this, the Chinese character itself is the result of ideographic characteristics of Chinese characters difficult to learn in the objective dimensions of factors. Because "Chinese characters have the inherent generation, structure and other characteristics of three-dimensional and so are the alphabet and text are essentially different.[3]"In fact, the two types of text system itself is the difference caused by the difficulty of Chinese characters learning the fundamental factors.

(2) Some scholars point of view: the second language is an important factor leading to the difficulty of learning Chinese characters. Including learners and mother tongue learners in the cognitive form, knowledge framework, cultural environment and other levels of difference. Xu Jiashen's point of view: foreign people in the study of Chinese characters, do not have the Chinese as the first language has the advantage. First, they do not speak Chinese; second, the learners' mother tongue habits for the negative effects of the formation of Chinese characters; third, the lack
of or do not have the Han culture background knowledge; fourth, the lack of the overall concept of Chinese characters.

(3) Based on the teaching of Chinese characters, the important factor that leads to the difficulty of Chinese characters learning is that the cognition of the uniqueness of Chinese characters is not sufficient. Lu Bisong pointed out that not according to the characteristics of Chinese characters and the law of teaching Chinese characters is the result of the difficulty of learning Chinese characters an important factor.

All in all, the Chinese character teaching difficult factors too numerous to mention, far more than the above three. Therefore, the scholars of the teaching Chinese as a foreign language have carried out a lot of research on this problem in an attempt to find out the fundamental factors. Shi Dingguo is equivalent to "the report on the teaching of Chinese characters," summed up the difficulty of learning Chinese characters in the four factors, among them, "font distress" is the most important factor. The results show that, compared with the phonetic and word meaning of Chinese characters, the problem of Chinese characters is more difficult for foreigners to master. The research report on the teaching of Chinese characters also shows that the problems in the course of learning Chinese characters by foreigners are mainly concentrated in the aspects of Chinese characters. Sun Qing-shun and Zhang Peng-peng explored the errors in the writing of Chinese characters from fifty African students, collected seven hundred and fifty incorrect Chinese characters in the dictation test. The statistics show that the Chinese characters with the wrong glyphs occupy the whole typos Eighty-three percent, the rest for the sound near words, "shaped wrong word" much more than "sound near word." Therefore, we can see that the shape of foreign students in the expansion of Chinese characters to learn when the important issues to be faced. Jiang Xin 33 will be the first language is the Pinyin text of the students as the object of inquiry, analysis of their writing errors. The data show that the main effect of Chinese characters errors is very prominent, and the proportion of glyph errors is much higher than the proportion of phonological errors. This indicates that, in the early stage of Chinese characters learning, the similarity error rate of Chinese characters is much higher than that of similar pronunciation errors, which is mainly caused by the confusion of Chinese characters.[4]Jiang Xin 's inquiry data again shows that the teaching of Chinese characters in the teaching of Chinese characters has a very critical role.

The teaching exploration in this paper is only limited to a small part of the whole teaching system, that is how to make the part of the ontology of Chinese characters - the relationship between the sound and the meaning given by the characters and language, so that students can accurately grasp the glyphs, As well as the relationship between glyph and phonetic, meaning one by one correspondence, the two goals are complementary, only the formation of accurate glyphs, to be able to carry voice, semantic; On the contrary, only master the relevant pronunciation, semantics, can we grasp the basis of glyph configuration. Therefore, this paper based on two levels to deal with the problem. First, the analysis of the shape of the external composition of materials: strokes, parts, structures and other aspects of the existence of laws, so that students master the objective elements of Chinese characters; Second, the analysis of different forms of one-to-one correspondence of Chinese characters, meaning, Students understand why the glyphs of Chinese characters so internal factors, do not need to be bound by external form, its understanding is no longer on the surface.

The Theory of Chinese Character Configuration

Chinese character configuration theory "to explore the form of Chinese characters in accordance with a certain theoretical basis for the composition and development of the law, including a single character configuration model and the overall structure of Chinese characters contained in the law."[5]Mr. Wang Ning will structure a function as a foothold, according to the structural elements of Chinese characters - components (also known as components) in the composition of Chinese characters when the show a different meaning, the components are divided into four categories: table, table And the eleven categories of Chinese characters are summarized according to the types of first-order components. Moreover, in the development of Chinese characters, some of the components
of the loss of the structure of the function, taking into account this point, there have been signs components. The whole Chinese character configuration system has five types of component types, thirteen types of forms, which roughly include all the ancient and modern Chinese characters.

**On the Connotation of Ideology**

Ideally, the ideogram should be acted upon as a separate word, and could be used alone in speech, such as "person", "day", and so on. Such characters have an independent meaning, as part of the formation of phonetic characters when it can bring its meaning into the whole word, in the whole word with the ideographic effect. However, due to evolving, the relationship between the meaning of the independent character before and the meaning of the symbol as part of the component will change, making the composition of the more complicated.

Common ideals usually have a strong ability to form words, has a prominent feature of the system, such as "**outline**" in the "hand (inch)", 166 words, "water" composed of 140 Chinese characters, "mouth" "composed of 106 Chinese characters, in addition to the number of words among the top ten there are" wood "," people "," heart ", etc., constitute more than fifty words. The meaning of such common meanings is generally widely recognized, the popularity of teaching is high, we should emphasize whether the ranking of the word ranking is at the forefront, but also can show the function of the other signs of the role. Such as:

- **Page**
  - The part of the head or the head of a word are:
    - Award, "**Shuo Wen page Ministry**": "awarded, the bulk also." That is the head is relatively large; top, that is, the top of the head; Top, the head; Title, "**Shuo Wen page Ministry**": "mention, the amount also." That is, the forehead, forehead in the face of the top, so the material extends to the top or front, such as the paper "title", "title" etc; Neck, "**Shuo Wen page Ministry**": "neck, head and neck also." The initial meaning of the front of the neck, such as "cut throat turn", knife cut the location of the inevitable for the front; Item, "**Shuo Wen page Ministry**": "items, head after also." That is, after the head part, such as the current "necklace", are the original meaning; Collar, "**Shuo Wen page Ministry**": "collar, items also." The earliest meaning for the neck, after the whole refers to the entire neck, such as "leader", because the head and neck of the critical position and extended to the part of the organization of important leaders of meaning; Shall, "**Shuo Wen page Ministry**": "shall, facial hair also." The beard attached to the face.

- Finger action words are:
  - Dayton, "**Shuo Wen page Ministry**": "Dayton, under the first also." Duan Jucai Note: "press as the first Dayton also." Is the meaning of kowtow; Gu, "said the text of the Department of the page": "Gu, also as also." Is the meaning of "look back", the behavior in showing the meaning of care, so to shop, purchase goods called "customers", that is, to take care of this shop business guests, customers to this shop is "patronize" or "patronage"; Tremble, "**Shuo Wen page Ministry**": "flutter, head variable also." Duan Jucai Note: "Extended to where the variable said.

- The words of the state of the finger are:
  - Are, the page header, will look like a head crooked person; Trouble, "**Shuo Wen page Ministry**": "annoying, hot headache also." Head of a fire, then the inevitable headache, anxiety; Shun, "Shuo Wen page Ministry": "Shun, from the page also."

- Refers to the word and the head contour similar things are:
  - Stubborn, neither the top of the wood for processing; Star, "said the text of the Department of the page": "stars, small head also." That is similar to the round head of the granular things.

- "**Outline**" in the "page" of the number of characters is 22 words, "Ying", "pre", "frequency" out of the other words can be the same as the symbolic system and the maximum use of its ideographic effect. The composition of the messy Chinese characters meaningful connection of the word, it has two types of utility, first, according to the meaning of clues to identify Chinese characters better than mechanical identification, and second, to enable students to establish Chinese characters are justified. Concept, will not have the Chinese character is only a monotonous symbol accumulation or accumulation of cognition.
Part of the Chinese characters after the division of the theoretical basis and the word there is a conflict, if the division in accordance with the body, by the rationale of its destruction, resulting in marking components. Although some of the Chinese characters can not be identified from the external contour to highlight the signs can be divided, no way to split it into separate parts, but still retains a clear structure arguments, some even have a very strong ability to link, if Only as a result of the non-independence of the body as a mark, the meaning of glyphs will have a very large waste of information is not conducive to the mastery of Chinese characters.

For example: "flag", "brigade", "family" and other words, if only in accordance with the separation of the physical segmentation, then its original "flag" meaning completely lost, become a symbol, to master the word sense can not be formed Any help. "Flag" as phonetic, semi-tone than half way in terms of theoretical basis for higher, and can "flag" meaning extended to the "brigade", "family." "Brigade", like people in its. "Family!", such as the flag below gathered the vector, the flag is to gather all the things, the vector is used to destroy the enemy thing, the two combined, representing the same clan of people gathered in its combat. Clues, through the figures, compared to independent, mechanical memory, there are outstanding advantages in terms of number.

There are "Bing", "and", "thing", "wife", "contention", "Jun", "Li", "Su" and other words "hand" shape changes, Hold things. Things, interpretation is different, but with the meaning of hand-held is very clear; wife, hand holding the woman's hair, on behalf of women as their spouse; on the other hand, Jun, on from the Yin, holding hands on behalf of the owner has the right to express orders to release; Li, hand from behind to hold; Su, "Shuo Wen fortunate Ministry": "Fortunately, in the deep, trembling also."

### On the Teaching of Sound Symbol

Compared with the meaning of Professor and learning, the voice of the professor and learning more difficult. Difficult reasons are mainly the following two.

First, the loss of Chinese characters in the process of development of the loss continued, however, such loss is not as good as the general continued to make up for the symbol, and then difficult to reconstruct, tone function continued to decrease.

Second, the voice of the professor and the order of learning is no way to wishful character in general, first of all teaching basic part of the sound, and then extend it. This type of teaching in the ideology of teaching ideals, but there are prominent in the voice of the teaching defects. Therefore, it can be seen that the teaching and learning of the phonetic symbol can not be carried out in a way that the basic part is taught first, and then extended to the combined word by its composition.

We can implement the strategy is based on the nature of the different voice, the use of a wide range of forms of teaching and learning.

First, the frequent use of the frequency of sound is also the same or the same word and can be taught before the word first, and then give the same pronunciation of the whole word, not the same pronunciation of the whole word should be taken to the system Expand teaching and learning.

Second, the sound is often used less frequently than the word is also in the whole word or outside, and all the use of the system to start teaching and learning. There are some differences between the phonetic symbol and the symbolic system. It is not through a series of words, but a group of phonetic characters based on the same phonetic symbol directly linked.

### Conclusion

We introduce the theory of Chinese characters into Chinese characters teaching, not to reject other theories or teaching methods, because you want to adopt a theory to deal with all the problems is impossible. We try to use the theory of structure as a framework, linking cognitive psychology, Chinese culture and other related disciplines, together with the sound Chinese characters teaching this object, to make its due contribution to teaching Chinese as a foreign language.
References


