SOME ASPECTS OF CHINESE TEACHING AND DIFFICULTIES OF THE FIRST MONTH LEARNING IN PRIMARY SCHOOL

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Abstract. The article is devoted to analyses of Chinese teaching difficulties of the first learning month in primary school in Kazan city. Investigation took part in Kazan schools in primary classes. It was counted how many characters pupils could learn in one month and checked their residual knowledge. The article speaks about children adaptation to Chinese language. We maintain cultural and linguistic specifics of Chinese language in teaching process, speak about importance of motivation of primary school pupils. The paper arguing that culture and language cannot be separated from each other, discussing why children of preschool age are even easier to adapt to the structures of the new language. The study put forward principles that important at the early stage: transparency, clarity, accessibility, practicality (applicability). The material that given at the initial stage of training should be very simple and extremely accessible explained. We concludining that at the initial stage, having two hours a week it is not worth taking more than 5-6 characters in the first month, as the students’ mind gets used to a new form of writing and culture. Speech Apparatus adapts to unusual phonetics. An important aspect that we highlighted in the teaching process is that the material studied should be adapted to the realities of our life and applicable in practice.

Key words: education, Chinese characters, sinology, teaching difficulties, primary school, children adaptation, Chinese teaching.
1. INTRODUCTION

At present, it has become very popular to write articles on the methods of teaching Chinese. There is a sharp question about the shortage of specialists who could lead the Chinese in schools. In our system of general education, there are mandatory qualification requirements for teachers. Specialists should have a pedagogical education. However, in Kazan, people who are striving to work in the school, with knowledge of the Chinese language, we will speak honestly, little, to be more precise, practically none. It is especially important to have pedagogical skills for people working in primary classes. The main task of the teacher at the initial stage is not just to introduce the language, but also to instill a love for it and to create a motivational field for its further study.

Language is the carrier of culture and, at the same time, an indispensable part of culture: culture and language cannot be separated from each other. I believe culture is a crucial concept in language teaching, so that the integration of cultural awareness and understanding into language teaching is therefore very essential. In a certain sense language learning is culture learning. Exposure to culture will in turn inspire students' interest in learning the language as well (Vladivostok: Publishing House, 2010).

“The organs of the body are relatively uniform around the world, but the way in which each culture talks about them is distinct” (Bańka, 2013) [10]. The bigger knowledge of the other language cultural background, the better the overall understanding and translation of culture-oriented elements (Demina, 2006). In connection with the globalization and expansion of economic contacts with China, more and more specialists are demanding with knowledge of Chinese, and with mastering the methodology of teaching Chinese. Naturally, the earlier a person begins to learn Chinese, the faster and easier he adapts to the structure of the language, to its characteristics, to phonetics, to culture. Why children of preschool age are even easier to adapt to the structures of the new language.

2. MATERIALS AND METHODS

The Chinese language has its specific in teaching. In our study, we would like to disclose the specifics of teaching Chinese in the primary classes, relying on practical data obtained in the teaching process in schools in the Kazan city. We counted how many primary school students could remember the characters in a month, and how much is the percentage of "survival" of their knowledge. A very important factor in our study is the number of hours of language in schools. We will also talk about ways of further improvement of the educational system in the study of the Chinese language, the desired number of hours, the technical basis. Our research was that we were studying groups of second-grade students who had just started to learn Chinese.

We have calculated the number of characters, which students of lower grades (not included in the first class) can master in a month. We also counted how many characters remained in the memory of pupils in a month. It should be noted that the study groups learn Chinese 2 hours a week.

3. RESULTS

Thus, having 5-6 people in the group and systematically mastering the material at the initial stage, 5 characters were learned by the children for a month. Nevertheless, here we would like to emphasize that by examining different groups of children we now represent the average index. Some groups went a little more, others a little less. We found out that 70% of the children could read these characters, that is, they knew how they were pronounced, but not all 70% knew the translation of the 5 characters. Only 20% of children could read and translate these characters. Only 10% of children could write, read and translate at the end of the final month. The characters studied were constantly in the process of development. 80% of children could read and translate 3-4 characters. However, unfortunately, at the initial stage the child's brain is not ready to quickly perceive and remember the writing of characters, so this chat was the most difficult for the researched. We found 2% of children who easily adapted to the Chinese language, without the help of the teacher repeated the hieroglyphics, and prescribed their homes.

Children well perceive the information "clichéd", that is, they learn the whole phrase well without separating or analyzing its parts. Therefore, we are facing with another difficulty. Students, learning the phrase, cannot always divide it into parts and isolate the word if they do not know its sound or translation separately. We have already mentioned earlier that children are not inclined to a conscious
analysis of the language, they analyze and cognize the world around them.

Psychologists have proved that the ability to consciously analyze a language comes much later[8]. The fact is that in elementary school children are only beginning to learn the structure of their language, so they do not have the accumulated experience because of which it would be possible to make inferences. Up to 8 years, the analysis of the language structure in the child occurs involuntarily, and therefore it does not need to learn grammatical structures. In the period of 8-9 years, when the sensitive period of speech formation lasts, the child easily and involuntarily learns any speech information, including a foreign language, but does not analyze it structurally. Learning Chinese stimulates the emergence of conscious skills of analysis and synthesis at all levels of the language. However, the explanations of grammatical structures in their pure form and the emphasis on them do not lead to success at the initial stage.

In general, in school, children do not have a clear motivation for studying this or that subject. Therefore, in addition to tasks related to the study of language, the teacher faces with the question of stimulating the motivational field [9; 10]. Simply put, teacher should interest the child with the Chinese language, its structure and characteristics, which is not an easy task. Since the Chinese language, although it has a specific writing, that from the first time attracts, and then repels many students, due to the complexity of memorization. Therefore, the teacher in the primary classes very often resorts with various kinds of games, which, of course, significantly shortens the hours of lessons that are devoted to the strict study of the characters, grammar and speech.

A special writing, tonality and phonetic structure complicate the whole process of teaching [7]. Our speech apparatus is not accustomed to pronouncing (although the younger a child, the faster his speech apparatus adapts to articulation) our brain is not accustomed to remember and perceive writing at this rate. That it is necessary to teach our consciousness and our memory to work in a special way. This process is faster with children, but due to weak motivation, at the same time it is necessary to work on awakening the interest.

The function of games is to form a positive attitude towards language. The child has the impression that learning Chinese is fun, it is interesting, and it is informative. In addition, one more important role of games is to diversify the forms of studying and reproducing linguistic material, to play the same material in different forms.

For example, psychologists say that for a stable memorization of a word or construction a child needs to repeat it about 60 times on average. Mechanical repetition does not always give the desired results, therefore the same word or situation of communication should arise in different forms. In addition, the game can achieve a bias angle: language is no longer an object of study, but a tool, an instrument, which it must be in a natural environment. Children understand that language can be used as a tool.

Introduction to Chinese begins with several items at once; this is the supply of phonetics with tones and the representation of writing, the replenishment of vocabulary and cultural characteristics. Language is primarily a manifestation of the cultural and mental characteristics of a nation. Moreover, to learn the language, you need to study culture of the country. As for the first class, in our opinion, this amount of information and especially the written language is difficult to perceive, then we suggest not taking writing as an end in itself. It is possible to study several characters, study the names of animals and flowers. Children do not perceive abstract concepts, so it is necessary to use more names of objects of the surrounding world, animals, etc. In the first grade, the process of prescribing and memorizing the characters is more complicated because, it is also not recommended to give homework. It is not possible for two hours a week, without homework to learn some decent amount of characters.

Every child is a "clean sheet". The adult is harder to adapt to languages because he has accumulated a certain amount of fuss. All that we find in life we consider through the prism of our experience. All people are different, that is why it is easier for someone to study the language, and for someone is more difficult. However, children are not burdened with unnecessary information, which could be disruptive in the learning of new knowledge. The methodology of Chinese teaching is also developing every year more and more. Not only the teaching aids, but also the ways of teaching, are being perfected.

4. DISCUSSIONS
The fact is that now in Kazan many schools introduce Chinese as an elective or as a paid service. There are, of course, schools where language taught as an object that goes to a higher education diploma. However, the number of hours that is allocated to Chinese is not more than three per week, mostly one or two.

Teaching is a purposeful action. Teaching any subject has its own specific goals. They are also the starting point. For embodying, the purpose is necessary to set competent tasks the realization of which, helps better to master the content of the subject and to select the optimal educational material.

Especially this need should be taken gently in the primary grades. When a child is only acquainted with the Chinese language, in order to correctly formulate the tasks, it is necessary clearly imagine what purposes are facing the teacher.

At the initial stage, it is important to use the principles:

- Transparency, clarity
- Accessibility
- Practicality (applicability)

The material that given at the initial stage of training should be very simple and extremely accessible explained. The students should use the principle "here and now", that is, everything should be practically applicable.

The characters are hampered by several difficulties for both children and adults:

- Our Russian people consciousness is not accustomed to perceive a drawing from a large number of components, like writing, and memory does not have learning tools to quickly memorize characters with more than 5 traits.
- No slope in writing
- No indication of reading in a character (picture)
- The order of writing dashes (this initially complicates the process, and then facilitates). The absence in Russian language of the requirements for the training of associative memory in two directions during the lexical replenishment of the stock of words (in Russian we associate the word and its sound with the meaning with some object or abstract phenomenon.) In Chinese, we associate the word and sounding with the value and with the image of the character, so that, memorizing is loaded from (two directions). This all requires not only small efforts, but also more time than if we talk about English or Russian.

The Kochergin I.V., Demina N.A., Korolevich N.V., Kovaleva Yu.Yu. discussed the methodology of teaching Chinese, some practical aspects of writing characters, however we have calculated the number of characters, which students of lower grades can master in a month (Kochergin, 2000) (Korolevich & Kovaleva, 2007) (Pellat, & Liu, 2010). We also counted how many characters remained in the memory of pupils in a month. It should be noted that the study groups learn Chinese 2 hours a week and such students situation has not observed before.

5. CONCLUSION

Often giving the child to the Chinese language or starting to introduce Chinese as an object in the school parents and school principals, without knowing the specifics, expecting from the children unbearable results. Therefore, now it is very important to enlighten citizens in the field of Oriental studies in general. If everyone understands the specifics of the language, this will facilitate the process of introducing the language as an inseparable subject of the school with the minimum necessary number of hours. In the first year of study in the second, third or fourth grades, we propose actively to include in the lesson the phonetics and characters from the very beginning in complex. In the second grade, children can already give their homework and, consequently, there are more opportunities to work out characters. In writing characters, homework plays a big role. It is necessary from the very beginning to form a culture of writing hieroglyphs. Students should understand that this is a written language.

Culture, mentality of the people, characterize features of the Chinese language. In connection with the above structural facts, we believe that two hours a week is not much, and if possible, more time is needed. It is also very important to tell parents about the structural features and what needs to be paid attention during the homework, as for children at the initial stage for a good result without parental control it is difficult.
For fully master of the material it is not enough to have one textbook. Very often, it is necessary to resort to game forms for increasing the motivational composition of children, and for mastering the culture and traditions of the language, which is being studying.

One can conclude from our research that at the initial stage, having two hours a week it is not worth taking more than 5-6 characters in the first month, as the students' mind gets used to a new form of writing and culture. Speech Apparatus adapts to unusual phonetics. An important aspect that we highlighted in the teaching process is that the material studied should be adapted to the realities of our life and applicable in practice. The adaptation period of course will be more than a month; however, the first month will be the most difficult period for teacher and children.

In addition, you can conclude that two hours a week for the eastern language is, of course, incredibly not enough. Without amplification of 2 hours a week by homework, independent work it will be difficult to achieve impressive results. Moreover, the entire load is accounted by the imagination, creativity and enthusiasm of the teacher.

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