

Re-discussion on the Strategies and Difficulties in Teaching Chinese Characters to Foreigners

-- Guided by the Theory of "Liu Shu"

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Abstract

The teaching of Chinese characters as a foreign language should be aimed at the characteristics and difficulties of foreign students in learning Chinese characters. According to the characteristics of Chinese characters different from pinyin characters, effective methods suitable for Chinese character teaching should be designed according to their internal structure and laws. Xu Shen's "Liu Shu" theory systematically explained the rules of Chinese character creation. We can classify Chinese characters according to their creation methods, find the best teaching methods according to the characteristics of different categories, and combine the development and development of Chinese characters. History, fully demonstrate the rationale for the internal structure of Chinese characters to students, deepen their knowledge and understanding of Chinese characters, increase the interest of Chinese characters, and ultimately improve the efficiency of our Chinese character teaching.

Keywords

"Liu Shu"; Strategy; Difficulty.

1. Introduction

In the teaching of Chinese as a foreign language, the teaching of Chinese characters is one of the most difficult and most easily overlooked links. After several years of study, foreign students can communicate fluently in Chinese. But in the HSK test, their writing level of Chinese characters is far from the level of practical language application. "The most obvious reason is the difficulty of Chinese characters." [1] This also shows that under the principle of "character-based", we should increase the importance of Chinese character teaching in teaching Chinese as a foreign language. At the same time, the teaching of Chinese characters for foreigners should be based on the characteristics and difficulties of foreign students in learning Chinese characters, and adopt teaching methods suitable for foreign students.

The current teaching of Chinese characters for foreigners often starts from the structure. However, foreign students don't know anything about Chinese characters. Simply teaching Chinese character strokes, parts, stroke order and combination of parts, as well as monotonous and mechanical repetitive exercises, will not only not achieve corresponding teaching results, but will greatly reduce the interest of Chinese character teaching. . Under the guidance of the "Liu Shu" theory, we can make full use of the characteristics of Chinese characters, adopt corresponding teaching methods, improve the interest of Chinese characters, deepen the understanding of Chinese characters culture by overseas students, and promote the teaching of Chinese characters.

Different brain mechanisms in word processing are one of the difficulties for foreign students in learning Chinese. Especially students from Europe and the United States. For the processing

of Pinyin characters, only the operation of the left brain is often required. Therefore, foreign students who use Pinyin characters as their mother tongue are used to using the left brain when processing characters. When the brain processes Chinese characters, it needs the left and right brains to work together. This requires that learners who use pinyin characters as their mother tongue must establish a brain mechanism for the left and right brains to process text information together. In addition, each Chinese character not only has its fixed strokes and stroke order, but also has strong internal laws. Because of the unique flat square structure of Chinese characters, we can regard each Chinese character as a picture, and the human brain can easily understand the picture. Form a complete visual image. For such visual images, the brain's processing power is very strong and the storage time of such visual images in the brain is relatively long. Therefore, in the teaching of Chinese characters as a foreign language, we must design effective methods suitable for Chinese character teaching based on the unique characteristics of Chinese characters different from pinyin characters, according to their internal structure and rules, rather than simply teaching strokes and radicals.

2. " Liu Shu " and the Teaching of Chinese Characters to Foreigners

Chinese characters originated from pictorial characters, so the rationale of Chinese characters is inherent. Of course, modern Chinese characters are different from early ancient characters. The pictorial characters that "see the form and know the meaning" in the writing period are not modern Chinese characters. The official changes, regularization and simplification in the evolution of Chinese characters have greatly reduced the rationale of Chinese characters, and the text symbols have become more and more abstract. But the rationale of Chinese characters still exists. It is still of great significance to apply the rationale of Chinese characters to the teaching of Chinese characters as a foreign language.

Xu Shen's "Liu Shu" theory explains the changing laws and composition of Chinese characters, which strongly illustrates the rationale of Chinese characters. The rationale of pictographic characters, knowing characters, and referring to things can be clearly seen through the evolution of Chinese characters, while the rationale of Xingshengzi can be directly seen from the shape next to the Xingshengzi.

Xu Shen put forward "Liushu" in "Shuowenjiezi", systematically explained the rules of Chinese character creation, and proposed "xiangxing", "huiyi", "zhishi", "xingsheng", "zhuanzhu" six ways of making characters. [2] Among them, the "Liu Shu" cannot be simply regarded as the method of making characters. The first four: pictogram, pointing, knowing, and pictophony are the method of making characters, while transcripts and false borrowings are the use of characters.

Of course, in the teaching of Chinese characters to foreigners, we don't need to go into how to define the "Liu Shu" or how to classify the configuration of Chinese characters. This is of little significance to our teaching. We can't simply apply the traditional "Liu Shu" theory simply and rigidly. We should design scientific and effective teaching methods based on the actual teaching situation and inject more skills into the teaching of Chinese characters.

The form, sound, and meaning of Chinese characters are not independent but unified, so the teaching of Chinese characters should also be a unified teaching of form, sound, and meaning. We must make full use of the characteristics of Chinese characters, classify Chinese characters in "Liu Shu", and fully demonstrate the rationale for the internal structure of Chinese characters to students according to the characteristics of different classifications. Let students know what they are and why they are better. On the basis of existing theories, analyze Chinese characters, find the best entry point, combine the development and history of Chinese characters, reveal the internal rationale of Chinese characters, and deepen students' understanding of Chinese characters. Recognition and understanding can help students learn the shape, sound and

meaning of Chinese characters, maximize students' interest, and improve the efficiency of our Chinese character teaching.

3. "Liu Shu" and the Teaching of Chinese Characters to Foreigners

3.1. The Teaching Method of Xiangxingzi

Hieroglyphs are the strongest in the "Liu Shu". Of course, the glyphs of some hieroglyphs can no longer see their original intentions. However, most of the Xiangxingzi can still be understood by the ancients through their evolution. Pictograms are the most primitive way of making characters. The font comes from pictures. Although there are not many hieroglyphs in modern Chinese characters, Chinese characters originated from Xiangxingzi, and Xiangxingzi were the earliest Xiangxingzi. Its importance speaks for itself. At the same time, under the spirit of "people-oriented" character creation, it vividly reflects the ancient Chinese ancestors' understanding of heaven and earth, people, good and evil, beauty and ugliness, production and life, etc., which is of great help to overseas students to understand Chinese culture. In the teaching of Chinese characters as a foreign language, we believe that Xiangxingzi are the basis of Chinese character teaching. At the same time, many Xiangxingzi are commonly used characters, and these Xiangxingzi are often very important radicals and constitute an important part of Xingshengzi. Based on the above considerations, we believe that the following methods can be used in teaching:

3.1.1 Graphical teaching method

International students are very troubled by the structure and strokes of Chinese characters. In order to eliminate the fear of foreign students to the greatest extent, we should make full use of the characteristics of Xiangxingzi. Hieroglyphs are the earliest pictorial characters. Ancient ancestors used pictures to record things in their eyes to express things in the real world. Each hieroglyph is like a picture. Because of the characteristics of pictographic characters, we can use pictures in teaching Chinese characters as a foreign language. The pictures intuitively and vividly show the meaning of the Chinese characters they are learning. They can not only arouse the interest of students, but also tell them that in the evolution of Chinese characters, the wisdom of ancient Chinese ancestors precipitated by Chinese characters will make students more interested in Chinese culture. . The teaching sequence of the graphic teaching method is relatively flexible. First of all, the pictures we show are quite flexible. This picture can be any picture related to the Chinese characters spoken, such as pictures of unearthed cultural relics, pictures of historical figures, cartoon pictures, and so on. Secondly, when teaching hieroglyphic characters, teachers must tell students the evolution process of the Chinese characters that they are talking about, that is, the evolution process of bone inscriptions-bronze inscriptions-small seal-regular script. In this session, according to the image shown in the picture, the teacher outlines the initial shape of the oracle bone inscriptions, and students will easily understand the meaning of the word. Once again, the teacher will explain the process of its evolution into modern Chinese characters, which can easily help students remember the shape of modern Chinese characters and let them know why this Chinese character is written in this way. Finally, the teacher tells the students the pronunciation of the Chinese character, so that the form, sound, and meaning can be well combined. At the same time, words and phrases that are suitable for the student's level and related to the Chinese characters spoken as well as related Chinese characters with the spoken Chinese characters as the radical should be given. These Chinese characters are best learned or well understood by the students. This not only helps students understand the Chinese characters they are learning, but also allows them to memorize more Chinese characters. Enhance their confidence in learning Chinese characters. Of course, for Chinese beginners, the teacher's explanation should be supplemented with corresponding English annotations. E.g:

人: people

The Chinese ancestors constructed the word man based on the profile image of a standing male. "人" is used as a radical, called a single side or a single standing person, to indicate a person.

For foreign students at the elementary level of Chinese, appropriate English annotations are very necessary.

Such as the English annotation of the word "人":

The ancestors of the Chinese people constructed the word "人" according to the profile of a standing man. Using "人" as a component, called "the single personcomponent", meaning a person.

Commonly used words when giving "person" as radicals are as follows:

你: You

他: He (on behalf of) he; him

For Chinese beginners, it is necessary to show the shape of the character "人" and its evolution. The character "人" will not only appear in many basic vocabulary, such as: woman, man, people, British, Chinese, etc. . And it can help international students to learn and memorize elementary Chinese characters that use them as radicals, such as: he, men, you, two, and so on. At the same time, we also clearly showed the interesting Chinese character culture and the intentions of Chinese ancestors to make characters in front of the students. The Chinese culture contained in the strokes and sweeps of the word "人" is also on paper.

3.1.2 association teaching method

The pictograph teaching method is the main method of pictograph teaching, but some Xiangxingzi are more suitable for the use of association teaching method. International students from different countries in the world have different characteristics in their mother tongue. However, Xiangxingzi like Xiangxingzi are very easy to understand, and their reactions in the human brain are similar. Using the idea of joint, we can allow international students to draw out the original form of Chinese characters through their own observation and imagination of things, and tell them that the image they draw is similar or is the original shape of Chinese characters. This will eliminate students' fear of Chinese characters, and at the same time give students a sense of accomplishment that they feel that Chinese characters are actually quite simple.

Teachers can use the graphic method described above to help students understand the Chinese characters more vividly and intuitively. This will help guide international students from non-Chinese character cultural circles to understand the nature of Chinese characters and their strokes.

For example: 心: heart

The ancient Chinese "心" is the pictogram of the heart. In modern Chinese characters, "心" can form a character independently. When used as a radical, it can be written at the bottom of a character, as "心", called the bottom of the word heart; it can also be written on the left side of the character called the bottom of the heart. Both can represent things related to people's mental activities.

List words related to "heart":

Be careful, worry, rest assured, caring, patient.

3.2. The Teaching Method of Huiyizi

From the definition of Huiyizi, we know that Huiyizi are basically words with new meanings composed of two or more components. In the teaching of Chinese characters for foreigners, the teaching of knowing characters mainly focuses on how to make students understand the

meaning of the new characters after the two components are combined. Here we mainly adopt the following methods:

3.2.1 Comprehensive demonstration method

Teachers can vividly show the meaning of Chinese characters through action demonstration.

For example: the knowing word "有". Holding a piece of meat in one hand means "possession." This Chinese character teacher can easily demonstrate with some props. Of course, we said that a comprehension character is a combination of two or more components, so in order for students to better understand each component, we can explain the relevant parts when explaining the comprehension character.

For example, when explaining "有", you can first explain the hieroglyphic character "肉" related to this character. The explanation method of Xiangxingzi has been discussed before.

The original meaning of "肉" is animal meat, and the shape of the oracle bone inscriptions is like cut into large pieces of meat. "肉" is used as a radical. It is often written on the left side of a character or under the character. Later, its radical is the same as "月", which is "rou yue bian".

In the subsequent teaching of Xingshengzi, some Xingshengzi, such as: feet, legs, clothes, face, dirty, off, moon, fat, skin, etc., are all related to "flesh", and there is also the writing of "flesh next to the moon" Under the Chinese characters such as: back, stomach, etc., the explanation of this pictophonetic character will help international students to remember more Chinese characters.

After explaining the individual parts, it will be easier for students to understand the meaning of the Chinese characters demonstrated by the teacher.

At the same time, words related to its meaning are given, such as:

Interesting somewhat interesting

3.2.2 Graphical method

We say that the teaching of Xiangxingzi mainly uses graphic methods. Here, this method can also be used in the teaching of Huiyizi.

For example: the Huiyizi "休" and "森". When explaining, it's best to first introduce the hieroglyph "木" to the students

Mu 木

In the oracle bone inscriptions, the image of "木" is a tree with roots below, branches above, and poles in the middle.

The original meaning of "木" is tree. According to the original meaning of "木", it can help students understand some of the words related to "wood"-some meaning characters, meaning characters and Xingshengzi.

Now we are returning to the interpretive words "休" and "森" we explained.

According to the oracle bone inscriptions, we can clearly see that "休" means resting with the back of the tree. Words related to this are:

休息 To rest

退休 To retire

3.2.3 Object law

We can use some objects to help us teach understanding Chinese characters.

E.g. "笔"

In ancient times, the barrel of the brush was made of bamboo, so it was made from bamboo.

The teacher holds the writing brush in his hand, so that through the physical object, he can clearly show the students the rationale of the word "笔".

At the same time, giving the small seal shape of "笔" can vividly show the intention of "pen". In this way, students can easily understand the modern glyph of "Pen".

3.3. Teaching Methods of Zhishizi

There are not many zhishizi, but the teaching of zhishizi is a very important part of the teaching of foreign Chinese characters. Of course, we don't need to ask international students to tell us what refers to things and what are Xiangxingzi. zhishizi can help international students who are new to Chinese characters understand the intention of making Chinese characters. So as to help them learn more Chinese characters.

We have already talked about the teaching method of Xiangxingzi, so in the teaching of the meaning of the word, we only need to add the content of the component teaching method in the teaching process of the Xiangxingzi. In the teaching process of Xiangxingzi, the structure of Xiangxingzi can be explained first, and then combined with the component teaching method to explain the combined and variants of the referents.

Combining refers to things is to add different refers to things on the basis of own Xiangxingzi to express abstract concepts that some hieroglyphs cannot express. It can be said that the word "combined" refers to an extension of hieroglyphics.

For example: indicator "end", "本"

"一" is added to the top of "木", "末" means "treetop", because it is a treetop, "末" means "last". like:

周末 Weekend

From the perspective of the oracle bone inscriptions, it means adding a sign under the wood to indicate the bottom of the number-the root. Later, the word "root" was connected with the root to form a polysyllabic word. Original, original, basic and other meanings.

3.4. Teaching Methods of Xingshengzi

3.4.1 Comprehensive method

The most important feature of Xingshengzi is the phonological and meaning connection between the syllable characters and the radicals. Therefore, in the explanation, the explanation of the radicals and syllable characters still needs to rely on the methods used in the previous pictographic characters, interpretive characters and referential characters.

Example: Bei 贝

Oracle and gold characters are shaped like seashells. Shells are produced on the seashore and are not easy to obtain. The ancients regarded shells as treasures. Therefore, in ancient times, shells were used as currency and decorations. Therefore, the characters with "贝" as the radical were mostly related to money, treasures, decorations or trade goods. In the last years of the Shang Dynasty, King Zhou Wen was imprisoned by the king. In order to rescue King Wen, the minister of the State of Zhou Taidian sent people to the sea to collect sea shells, and gave it to the king as a gift. The king was very happy, so he sent King Wen. Let go. This story shows that in the Shang Dynasty, shellfish was a precious gift.

The shell of Oracle is very vivid, just like a shell. Xiao Zhuan modified this character to make it look more like a character. But it doesn't look like the real thing anymore. Because of its special status, most of the characters composed of shells are related to money or precious meanings. "贝" is usually written on the left or below the word. When teaching the following Xingshengzi, students' understanding of the oracle form of "贝" will help them understand the meaning of the following Chinese characters. like:

Expensive purchase of goods, greed, poor, poor

Expensive tuition fees department store purchase wealth greedy funds poverty

Waste shop assistant shopping center get rich greed resource poverty

At the same time, the vivid Chinese character stories related to "贝" can also increase the interest and cultural connotation of Chinese characters.

3.4.2 system induction

Among the Xingshengzi, there are many Xingshengzi with "t" as the form side. At this time, we can summarize this type of Chinese characters. So that students can remember. Of course, if the component used as the radical is originally a pictograph, then we can use the pictograph teaching method discussed above for this. like:

食 : Food

The upper side is like a cover, and the lower side is the food in the utensil. The original meaning is to eat. "食" is used as a radical. It can be written on the left or right of a character. When used on the left of a character, it is simplified to "饣" and is called "shizibian".

First, let's understand the words related to "food": (depending on the level of the student)

Food diet

At this time, the teacher can summarize the Xingshengzi related to "饣".

For example: rice, restaurant, full, hungry, wringing, cake, steamed bun, restaurant, etc.

4. Difficulties and Application Strategies of Chinese Character Teaching with the Theory of "Liu Shu"

4.1. Difficulties and Strategies in Teaching Xiangxingzi

First of all, for international students from non-Chinese character cultural circles, although the pictographic features of hieroglyphs make it easier to understand, Chinese culture is different from theirs. The same thing, the glyphs displayed in the eyes of the Chinese ancestors are incomprehensible in foreign cultures. In addition, the glyphs of hieroglyphs will always more or less add to the subjective imagination of ancient Chinese ancestors, so we must fully consider the differences in thinking caused by cultural differences in the explanation process. Secondly, the strokes of modern Chinese characters are very different from the original pictorial Chinese characters. We show the pictorial oracle bone inscriptions to allow students to better understand the meaning of the Chinese characters. However, do not let the oracle bone inscriptions affect the students' writing of modern Chinese characters. This requires the teacher to grasp the key points in the explanation process, and be targeted, not only emphasize the oracle bone inscriptions while ignoring the writing rules of modern Chinese characters.

4.2. Difficulties and Strategies in the Teaching of Knowing Chinese Characters

Some knowing characters are difficult to distinguish from Xingshengzi, such as Chinese characters such as xiao, poor, fat, and room. When explaining these Chinese characters, the common characteristics of these two character creation methods should be combined at the same time. The method used when learning Xingshengzi can be used to explain the intent of making meaning characters, so that students can effectively master the Chinese characters being spoken. Xingshengzi are a method of making characters that are easier for international students to understand. Therefore, in the process of explaining, we must strengthen the meaning of this comprehensive character. Supplemented by the understanding of the words it constitutes, it will greatly reduce the ability of foreign students to master this type of character. The difficulty of the word.

4.3. Difficulties and Strategies in Teaching Referential Words

The teaching of zhishizi is closely related to the teaching of Xiangxingzi, so this requires us to properly add the related pictographic characters teaching in the teaching of zhishizi, and

explain the involved characters after students understand the Xiangxingzi. Of course, in this process, we need to pay attention to the fact that the meaning of the sign on the pictogram is relatively abstract, and there will be extended meanings in addition to the original meaning. This extended meaning is closely related to its original meaning. At this time, the teacher needs to explain in detail the meaning of the words referring to things. At the same time, teachers also need to point out the essential difference between pictographic characters and referential characters. The meaning of the pictograph glyphs is very direct, which is the simulation of objective things. The meaning of the word refers to things is more abstract. Therefore, in the teaching process, there must be a sequence of display, and at the same time, display the words related to the Chinese characters to deepen the students' understanding.

4.4. Difficulties and Strategies in Teaching Xingshengzi

It is easy for students to confuse the Xingshengzi they have learned or make mistakes or mistypes. This is mainly because it is easy for students to generalize the limited Chinese character components they have mastered according to the configuration law of Xingshengzi. This kind of error is most obvious when foreign students read Chinese characters. Students are often "literate but illiterate, read half of the word first". This kind of mistake often occurs in students who already have a certain foundation in Chinese. The most important reason is that they seem to know the Chinese characters but do not know them. After the unsound Chinese characters are memorized, if they encounter new Chinese characters, they will easily confuse these Chinese characters. Therefore, teachers must let students master the Xingshengzi, only in this way can they reduce the mistakes these students often make and help students expand their vocabulary. The teacher's strategy should be to emphasize repeatedly, deepen their understanding, and correct students who have made mistakes as soon as possible. As the proportion of Xingshengzi in modern Chinese characters is very large, our Chinese character teaching should still focus on Xingshengzi. There are two sides to things. Although Xingshengzi are a difficult point in Chinese character teaching, the pattern of Xingshengzi is easily accepted by international students. Therefore, in the initial stage of teaching Chinese characters to foreigners, teachers can use this advantage of Xingshengzi to strengthen the learning of Xingshengzi, which will not only enhance students' interest in learning Chinese characters, but also lay a solid foundation for more advanced Chinese character teaching. Of course, the massive input of Xingshengzi will also deepen the international students' understanding of Chinese culture and Chinese character culture, and stimulate students' interest in learning Chinese characters. "The unique shape of Chinese characters and the ancient oriental civilization it symbolizes are quite novel and attractive to Westerners." [3]

Of course, for foreigners, how many Chinese characters students learn is not our ultimate goal of teaching Chinese. We should pay more attention to how to improve students' interest and enthusiasm in learning Chinese characters. At this stage, students should be encouraged not to be anxious. Learning Chinese characters requires a process. You need to slowly understand the essence of each square character so that you can better master Chinese characters.

After clarifying the importance of Chinese characters, the theory of "Liu Shu" is used to reduce the unsuitable reaction of foreign students, especially those in the cultural circle of non-Chinese characters, when they switch from Pinyin to Chinese characters. The evolution of Chinese characters shown to students by teachers, that is, the evolution from oracle bones to modern Chinese characters, has a unique visual impact to deepen students' understanding of Chinese characters and Chinese character culture, thereby stimulating students' interest in learning Chinese characters. At the same time, the summarization of the radicals and common characters of Chinese characters can also increase students' understanding of the rationale of Chinese characters. Mr. Chen Yinque once said: "Every word explained is a cultural history." [4]The form, sound, and meaning of Chinese characters are closely combined to form the most

basic unit of Chinese. After students have mastered a certain number of Chinese characters, they will deepen their understanding of the internal laws of Chinese characters, so that the learning of Chinese characters is no longer a mechanical accumulation. Such a Chinese character teaching strategy will lay a solid foundation for students to learn more advanced Chinese characters.

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