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**PECULIARITIES OF THE CHINESE LANGUAGE PHONETICS
TEACHING DURING THE EARLY STAGES OF STUDYING**

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Peculiarities of the Chinese Language Phonetics Teaching During the Early Stages of Studying

The article describes some peculiarities of the Chinese language phonetics teaching during the early stages of training. Year by year the study of the Chinese language extends among the people all over the world, so its competent teaching is of interest of the large number of researchers. This paper analyzes the scientific works of Ukrainian, Russian and Chinese scientists, and on the basis of their researches the importance of mastering the articulation base in the beginning of learning a foreign language process is proved. During the early stages of learning Chinese particular attention should be paid to phonetic skills because of the complexity of its phonetic system and its unusualness for European languages speakers. The article demonstrates the features of Chinese phonetics compared with phonetics of Ukrainian and Russian languages, considers some difficulties faced by students and teachers during the learning process, describes some teaching Chinese phonetics method and offers solutions to common problems that arise during the early stages of studying Chinese.

Key words: articulation base, phonetic skills, syllable, tone.

During the studying of any foreign language the special attention should be paid to its phonetics. The correct mastering of foreign pronunciation involves the correct mastering of its specific articulation skills. Articulation skills of the native language are so usual and automated for its speaker that does not involve any efforts to control them. At the same time, to master a foreign language articulation base means to achieve pronunciation's automaticity and familiarity with a minimum of conscious control by the speaker. The difficulties of mastering of Chinese language articulation skills (to compare with European languages) are not only in the specific and unusual vowels and consonants, but also in the presence of melodic pitch variation while the pronunciation of syllables, i.e. tones.

Mastering a foreign language phonetics should occur during the early stages of studying. The development of phonetic skills is a major task for students and teachers in the learning process. That is why phonetics received considerable attention in science of our country and foreign countries. In particular, the features of the methods of teaching Chinese phonetics were studied and described by O. Alexakhin [1], N. Demina [2], T. Zadoenko [3], A. Kondrashevsky [4], V. Kurdumov [5], M. Rummyantseva [4], N. Speshnev [6] and others. The active international cooperation between the People's Republic of China and European countries led to the development of Chinese researches' interest to the problems of foreign students' phonetics teaching. The scientific works on the topic of Chinese language phonetics and phonology were published by Su Xu, Mao Shi Zheng, Sun De Jin, Lin Yan Wei, Wang Li, Cheng Jun Hua, Zhao Yuan Ren and others [7].

The urgency of this article is caused by the increasing number of people in our country who are learning Chinese. Unfortunately, a large number of teachers in our country do not pay enough attention to basic phonetic aspects of the Chinese language, so future specialists are faced the problem of misunderstanding in communication with native Chinese speakers, which complicates communication even on the assumption of sufficient grammatical and lexical skills. The existence of this shortcoming in the modern educational system could be explained by relatively recent emergence of interest in learning Chinese language, lack of Ukrainian language materials for teachers, and the lack of teachers' ability to communicate with the native speakers in order to improve their own language skills.

The purpose of our work is to highlight the peculiarities of the Chinese language phonetics teaching during the early stages of studying, which can become a starting platform for further researches in the field of pedagogy, methods of teaching foreign languages and linguistics.

Syllable is the basic unit of Chinese phonetics. Chinese syllable consists of three main components; each component covers a specific place in the structure of the syllable. These include: consonant part (located at the beginning of the syllable),

vowel part (located at the end of the syllable) and a tone – a special phenomenon that has no analogues in the majority of European languages [3, p. 6].

The Chinese sounds pronunciation often occurs by comparing them with the sounds of students' native language. There are sounds in Ukrainian and Russian languages that are identical or similar to the sounds of Chinese language. And vice versa, a lot of Chinese sounds are unparalleled in other languages.

Fixed articulation skills of their native language often prevent students from distinguishing and correct pronunciation of the foreign language's sounds. There is a paradox that sounds which are closed to the students' native language sounds are the most difficult to articulate. In this way, during the early stages of learning Chinese language teacher should always compare phonetic system of native and foreign language, indicate their similarities and differences, predict and correct students' mistakes in order to make accurate pronunciation usual from the beginning.

When formulating the foreign language pronunciation it is necessary to provide a harmonious transition from simple to complex, from the familiar to the unfamiliar sounds. The same principle should be followed while explaining some combination of sounds. Although the individual sounds mastering is the important aim to study a foreign language, but all work on language phonetic base should be focused not only on individual sounds, but also on syllables and words.

The experience of recent research in the field of teaching Chinese language shows that the main problem that arises among students learning Chinese is the tonal system of the language.

Tone is a melodious voice pattern with a help of certain pitch changes. It is realized in the form of raising or lowering the voice, which can be either unchanged (stable) or changed from one level to another. Tone performs a content-distinctive function, so the same words which pronounced with different tones could have different meaning [4, p. 17]. There are four tones in Chinese language.

Sometimes teachers do not pay much attention to Chinese tones. Focusing on correct pronunciation of vowels and consonants students often ignore simultaneous correct pronunciation of a certain kind of tone. Such an approach is invalid because

the wrong tone pronunciation is not only a serious phonetic mistake, but also a wrong sense of the word or even the whole sentence. For example, the word “pa” pronounced the second or third tone means “to climb up” or “to be afraid”, respectively.

There are several methods of explanation and teaching the Chinese language tonal system.

Chinese researcher Zhao Yuan Ren compared the Chinese tonal system with the stress of Russian language. The stress (like tone) can also affect on the meaning of the word. However, the tone and the stress are two fundamentally different phenomena. Russian and Ukrainian stress is pronounced by increasing or intonation emphasis of certain syllables in a word. Chinese tone is realized by changing the pitch of the syllable. Such differences cause difficulties while mastering the tonal system by students.

In order to facilitate the students’ work on Chinese tones, teacher must provide students with the theoretical basis to let them understand the nature of Chinese tonal system. In this case special tables and pictures with a graphical representation denoting the voice movement of each of the four tones can be used.

The other method offers to compare Chinese tones with musical notes [3, p. 18]. Thus, the melody of each tone can be presented by using musical instruments, special recordings or graphic images of the notes.

Another important aspect for successful mastery of Chinese phonetic is to overcome the feeling of embarrassment and confusion by students. The sounds of Chinese language are not usual for native Ukrainian and Russian speakers, so some of them may seem unusual and inconvenient to pronounce. Sometimes students are ashamed pronounce some loud tones because such increase of the intonation is not typical for everyday speech of native Ukrainian language speaker. To overcome this obstacle teacher from experience should demonstrate familiarity of these features in the Chinese language by himself. Moreover, audio and video examples of Chinese speech by its native speaker can be used during the lessons.

The early stages of study of any foreign language consist of phonetics, grammar and vocabulary. The sequence of learning also depends on these three points [7, p. 143]. Phonetic aspect is the most difficult but the most important component, because the proper speech is, first of all, the correct pronunciation.

Mispronunciation often results in grammatical and lexical mistakes. That is why the selection of phonetic materials during the early stages of studying must obey grammatical and lexical material.

Learning Chinese phonetics, especially during the early stages, requires considerable students' and teachers' efforts, but the correct phonetic base has a large impact on further studying. This is why the main goal during the early stages of learning Chinese has become the perfect mastery of phonetics and bringing correct pronunciation to automatism. This will facilitate further study, as will enable to focus on other important components of language.

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Пісклова Ю. А.

Особливості викладання фонетики китайської мови на початкових етапах навчання

У статті висвітлюються деякі особливості викладання китайської мови на початкових етапах навчання. З кожним роком вивчення китайської мови набуває поширення серед людей всього світу, тому грамотне її викладання викликає інтерес у великій кількості дослідників. У роботі проаналізовано наукові праці українських, російських та китайських вчених, та на основі їх досліджень обґрунтовується важливість оволодіння артикуляційною базою саме на початку процесу вивчення іноземної мови. На початкових етапах вивчення китайської мови фонетичним навичкам повинна приділятися особлива увага, що пов'язано зі складністю фонетичної системи цієї мови та її незвичністю для носіїв європейських мов. У роботі представлено характерні риси китайської фонетики у порівнянні із фонетикою української та російської мов, розглянуто поширені труднощі, з якими зустрічаються викладачі та студенти у процесі навчання, описано деякі методи викладання фонетики китайської мови та запропоновано шляхи вирішення найбільш поширених проблем, які найчастіше виникають у процесі викладання китайської мови студентам-початківцям.

Ключові слова: артикуляційна база, фонетичні навички, склад, тон.

Писклова Ю. А.

Особенности преподавания фонетики китайского языка на начальных этапах обучения

В статье освещаются некоторые особенности преподавания китайского языка на начальных этапах обучения. С каждым годом изучение китайского языка распространяется среди людей всего мира, поэтому грамотное его преподавание вызывает интерес у огромного количества исследователей. В работе проанализированы научные труды украинских, российских и китайских ученых, и на основе их исследований обосновывается важность овладения артикуляционной базой именно в начале процесса изучения иностранного языка. На начальных этапах изучения китайского языка особое внимание должно уделяться именно фонетическим навыкам, что связано со сложностью фонетической системы данного языка и ее непривычностью для носителей европейских языков. В работе представлены характерные черты китайской фонетики в сравнении с фонетикой украинского и русского языков, рассмотрены распространенные трудности, с которыми встречаются студенты и преподаватели в процессе обучения, описаны некоторые методы преподавания китайской фонетики и предложены решения часто встречающихся проблем, которые возникают в процессе преподавания китайского языка начинающим студентам.

Ключевые слова: артикуляционная база, фонетические навыки, слог, тон.

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