
АКТУАЛЬНІ ПИТАННЯ ЛІНГВОДИДАКТИКИ
[CURRENT ISSUES IN LINGUODIDACTICS]

УДК 378.091.3:811.581'243:159.923.35(=581) (=16)

Стаття надійшла до редакції [Article received] – 28.06..2020 р.

Перевірено на плагіат [Checked for plagiarism] – 03.07.2020 р.

Оригінальність тексту [The originality of the text] – 97.54 %

<http://doi.org/10.17721/2663-6530.2020.38.08>

ВІДМІННОСТІ КИТАЙСЬКОЇ І СЛОВ'ЯНСЬКОЇ КУЛЬТУРИ У
ВИКЛАДАННІ КИТАЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ В УКРАЇНІ

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Викладання китайської мови як іноземної є не лише мовним, але й культурним вченням. Для викладачів, навчальні об'єкти – це іноземці, які мають різний культурний досвід. Для учнів це- соціальне культурне спілкування. Є багато відмінностей між китайською та слов'янською культурами, які мають великий вплив на вивчення мов. Тобто вчителям потрібно враховувати відмінності та вживати дієвих заходів, щоб допомогти студентам України освоїти китайську мову.

Мова є носієм культури, а сама мова також є важливою частиною культури. "Викладання китайської мови як іноземної" – це і викладання мови, і своєрідне вчення культури. Єдність викладання мови та викладання культури є найбільш фундаментальною характеристикою викладання китайської мови як

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PROBLEMS OF SEMANTICS, PRAGMATICS AND COGNITIVE LINGUISTICS
[PROBLEMY SEMANTYKY, PRAHMATYKY TA KOHNITYVNOI LINGVISTYKY]

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іноземної. Основною та метою навчання китайської мови як іноземної є виховання у студентів комунікативної компетенції китайською мовою. Для студентів, рідна мова яких не є китайською, ця комунікативна компетенція китайською мовою є крос-культурною здатністю спілкування.

Система споріднених термінів представляє традиційну культуру будь-якої нації і відображає історичне накопичення різних назв, відповідно представляють різну мовну культуру.

Терміни споріднення, як основний словник у тісній формі національної мовної системи, відносно стабільний, що відображає суспільне життя націй, культурні традиції, національну психологію тощо.

Хоча між етнічним та національним явищем є схожість, але подібне не означає точно однакове, є певна різниця для виявлення цих ключових спорідненостей.

***Ключові слова:** китайські споріднені терміни, бар'єри культурної комунікації, китайська та російська мова. Викладання китайської мови як іноземної. Культурне порівняння та переклад.*

CHINESE AND SLAVIC CULTURE DIFFERENCES FOR CHINESE LANGUAGE TEACHING IN UKRAINE

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Teaching Chinese as foreign language is not only a language teaching, but also a cultural teaching. To teachers, the teaching objects are foreigners who have different cultural backgrounds. To learners, it is a social cultural communication. There are lots

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of differences between Chinese and Slavic cultures, which have great impact on language learners. That is to say, teachers need to consider the differences and adopt effective measures to help Ukraine students grasp Chinese.

Language is the carrier of culture, and language itself is also an important part of culture. "Teaching Chinese as a Foreign Language" is both a language teaching and a kind of cultural teaching. The unity of language teaching and cultural teaching is the most fundamental characteristic of teaching Chinese as a foreign language. The core and purpose of teaching Chinese as a foreign language is to cultivate students' communicative competence in Chinese. For students whose native language is non-Chinese, this communicative competence in Chinese is a cross-cultural communication ability.

The system of kinship terms represents the traditional culture of any nation and reflect the historical accumulation of different titles, respectively, represent different language culture.

Kinship terms, as a basic vocabulary in a tight form of the national language system, relatively stable, reflecting a social life of nations, cultural traditions, national psychology and so on.

Although there are similarities between ethnic and national phenomenon, but similar does not mean exactly the same, there are some difference to identify those key kinship.

Key words: *Chinese Kinship terms, Cultural Communication barriers, Chinese and Russian language. Teaching Chinese as foreign language. Cultural Comparison and Translation.*

Text.

There is a great difference in culture between Chinese and Slavic languages. This has a great influence on the Ukrainian students' learning Chinese. For example, many students will have an interlanguage bias in Chinese learning due to the role of mother language acquisition. The impact of ethnic cultures has caused various psychological barriers that do not suit Chinese communication. Therefore, in the teaching of Chinese

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as a foreign language, the teachers of Chinese as a foreign language understand the cultural background of students as comprehensively as possible, accurately grasp the students' various cultural and psychological reactions in Chinese learning and interpersonal communication, and properly take effective measures to help students avoid weaknesses. Chinese and Russian languages have different cultural backgrounds, and cultural differences must be reflected in their respective languages. A word, a sentence, a concept, in most cases can find complete equivalence in another language, referring to the same thing or the same concept. But sometimes it is not always the same, that is, the literal meaning is the same, but its extension, symbolism is not the same or completely contrary.

The differences in language and culture between Chinese and Russian are expressed in the following aspects:

1. There are vacancies in some Chinese and Russian words. Due to the differences in lifestyles, eating habits, ways of thinking, values, social systems, religious beliefs, and customs of the Chinese and Ukrainian people, some words in Chinese are not available in Russian, such in food area, “汤圆tangyuan”, “馒头mantou, Chinese steamed bun”, “米粉mifen, Rice noodles”, etc., in the words of house, “小区xiaoqu”, “胡同hutong” The vocabularies affected by the political system are the “全国人民代表大会National People's Congress,” “四个现代化four modernizations,” and “一带一路 Один пояс и один путь.” Words influenced by customs, such as “除夕” “压岁钱” “龙舟,” etc. There are also many idioms, colloquialisms, and proverbs that are unique to the Chinese language. They are also vocabulary categories, such as “滥竽充数 increase the number of people”, “画蛇添足add to the paintings,” “说曹操，曹操到said Cao Cao, and Cao Cao arrive.” None of these words correspond directly to Russian translations.

Second, the difference in greetings

(1) The appellation system of Chinese-Russian appellation differs greatly in the appellation system between Chinese and Russian, and there are many vacancies. Chinese names for strangers include “大哥big brother”, “大姐big sister”, “大娘

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grandmother”, “师傅master”, etc. The above words in Russian cannot be used as address words; as many Chinese relatives' appellations are in accordance with the relatives of fathers and mothers, respectively. In relation to the division, such as the males of Chinese fathers, there are “伯父uncle,” “叔父uncle,” “姑父uncle,” and “爷爷grandfather,” and the males of the mother family include “外公mother's father,” “舅父mother's brother,” and “姨夫coward.” This illustrates the importance of family life in Chinese culture. There are obvious differences between patrilineal, maternal, and relatives. The composition and social role of relatives is also quite different from Slavic culture. In Russian language, father's and mother's family members have the same title. Differences in Chinese-Russian kinship terms have caused vacancies such as "aunt姑姑," "婶婶aunt," "伯母aunt," "外婆grandmother," "外公grandfather," and other terms there is no words in Russian.;

In addition, Chinese often refers to the other's surname, such as "小赵Little Zhao", "老刘Old Liu", etc., but in Russian, it is generally used to call the other's name, and it is impolite to call the surname.

(II) Differences between Chinese and Russian chills and farewell languages In Chinese, familiar people meet and greet can ask questions about what the other person is doing or is doing, such as “where are you going” “you are off work” “you have eaten” etc. These conditions are all non-realistic. The Chinese feel normal and do not concern personal privacy. The Slavs may think that they are interfering with freedom and are disgusted. Slavic people often use greetings when they meet: “Здравствуйте! (你好!)” “Доброе утро! (早上好)” and various greetings in the same meaning. In the Chinese farewell language, there are phrases like “slow walking”, “going well”, and “will not get away”, and there is no corresponding expression in Russian.

Third, the differences in politeness guidelines between China and Russia cause communication obstacles

The politeness standards in Chinese culture emphasize degrading oneself and uplifting others. The language of the two parties strives to make the two parties harmonious, and to maximize the benefits of others in morality, language, and behavior.

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The Slavs are independent, highlight individual and personal values, and promote personal self-confidence and seeking truth from facts. Different cultural psychology and manners often affect each other's communication. If the words that are considered highly polite in Chinese culture are brought into Russian conversation, it may affect the smooth progress of communication. For example, when praised by others, the Chinese people have first devalued themselves and used the words "哪里nali, 还差的远呢hai cha de yuan ne". The Slavs would find it difficult to understand such speech acts. When they are praised, they will be very happy and say thank you.

IV. Cultural differences in the symbolic meaning of words Due to the different cultural traditions and customs of China and Russia, some words in Russian and Chinese have the same meaning but different symbolic meanings.

(1) Symbolic meanings of some color words in Russian and Chinese are different. The color connotation and symbolic significance in Chinese culture are very rich. Compared with this, the symbolic meaning of color words in the Slavic culture is relatively direct. Generally, the concrete color of the objective things symbolizes some abstract cultural significance. For example, red红色, in the eyes of the Chinese people, is a symbol of celebration, success, auspiciousness, loyalty, and prosperity. Many words in the Chinese language, such as "红灯笼red lanterns," "红双喜double happiness," "红人red people," and "红火red fire," are related to the above meanings. In the Slavic culture, during the ancient Slavic period before the 16th century, people's understanding of red was "beautiful." By the time of Peter the Great, red had the meaning of red color. For example, the square in front of the Moscow Kremlin is called "Red Square," where "red" means "beautiful," and the entire phrase is translated as "a beautiful square." Red means that the meaning of "revolution" has been active before and after the October socialist revolution. Such as "Red Army", "Red Flag", "Red Zone", etc.; Slavs like flowers, especially red tulips, red roses and red carnations are often used to express hope and good wishes.

(2) The symbolic meanings of some animals in Russian and Chinese are different. Due to the different historical and cultural connotations of certain words in Russian and

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Chinese languages, that is, different cultural symbolic meanings, people will have different perceptions and associations, which will cause difficulties in communication. For example, in the eyes of the Slavs, "сопока (喜鹊)" has the symbolic meaning of "cheating on tongues, spreading the grapevine." However, the Chinese people have a special interest in the magpies, thinking that "the magpie twigs are called and happy events are coming". For another example, in the Slavic culture, "сова (猫头鹰)" is a symbol of wisdom, and in the Han culture, "owl" is a symbol of the dark forces.

Learning languages is for communication, and cultural background knowledge is the basis for communication. Lack of cultural background knowledge often results in the listener only knowing the meaning of the word literally and does not understand the potential meaning in the discourse, resulting in misunderstandings or misunderstandings. The purpose of communication. Therefore, if you want to learn a language well, you must understand the cultural background knowledge of the ethnic language in order to eliminate the cultural obstacles encountered in language learning and improve communication skills.

In order to eliminate the cultural barriers in learning a second language and avoid cultural conflicts, Chinese and Russian cultures are at a loss. In teaching Chinese to Ukrainian students, different teaching strategies should be adopted for this cultural difference.

Conclusion and teaching methods:

First of all, we must strengthen the awareness of cultural teaching in language teaching. For a long time, teachers used to only teach the language itself, but neglected to teach the cultural background contained in the language. The result is that the students think that they have mastered the language, but in the actual language communication, they find that the tool is used. It is not easy to learn, sometimes it can cause serious pragmatic cultural errors. This is because second language learners only learn linguistic knowledge, but do not learn to use language knowledge. Therefore, in addition to teaching traditional language basic skills in teaching Chinese as a foreign language, we must also strengthen the teaching of cultural factors. Because of the inseparability of language and culture, teachers are required to emphasize both the language form and

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the cultural attributes of language in teaching Chinese as a foreign language. They must also enhance cross-cultural awareness in teaching Chinese as a foreign language to improve teaching effectiveness.

Second, in cultural teaching, we must consider the level of Chinese culture and the level of foreign students themselves. Language teaching is based on regularity. Different stages and levels of students can accept different things. Therefore, when we are dealing with the content of cultural phenomena, we must fully consider the learning stage of the students and try to adapt the explanation and explanation of cultural phenomena to the language level of students. Since language teaching is from shallow to deep, from easy to difficult, whether it is about cultural differences or teaching about cultural characteristics, it should be gradual and gradual. For beginners, the speed should not be too fast, and the amount should not be too large. We must use physical objects and real scenes to teach as much as possible so that students can feel immersive and understand language phenomena that their mother tongue culture does not have. For those foreign students who are highly educated and have a certain Chinese foundation, the contents of cultural teaching can be broad and deep, and special Chinese cultural courses can be set up. In short, different teaching strategies are adopted for the different levels of learning of Chinese students.

Finally, we must handle the relationship between cultural teaching and language teaching. On the one hand, it is necessary to adapt to the needs of language teaching. Cultural knowledge teaching should be used for language teaching. Cultural teaching cannot be masterminded, and language teaching should be used as a means to spread cultural knowledge. On the other hand, it is appropriate to introduce cultural phenomena and their background knowledge. There are thousands of years of cultural history in China, and the knowledge background of cultural phenomena is also very rich. Accepting Chinese culture for foreign students is limited. Therefore, we must grasp the sense of proportion in teaching practice.

Language is the product of ethnic culture and the most important human communication tool. To do a good job teaching Chinese as a foreign language, attention needs to be paid to the cultural differences between Han and Slav. Language and culture

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are inseparable and complement each other. Combining the two organically will make teaching Chinese as a foreign language both interesting and effective. Combining language teaching with attention to the introduction of Chinese society, history, culture, and other national conditions will deepen students' understanding of the differences between the two cultures and enable them to gradually acquire the ability to compare cultures, improve their cultural qualities, and conduct appropriate language exchanges.

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