

Research and Teaching Application of Polyphonics in Chinese as a Foreign Language

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Abstract: As an important part of modern Chinese as a foreign language, polyphonics are more and more widely used in teaching Chinese as a foreign language. The so-called polyphonic character means that a Chinese character has at least two or more pronunciations, but different pronunciations have different meanings, usages and parts of speech. The whole thinking of Chinese polyphonics pays attention to the syntactic structure and has complex shape, sound and meaning, which is a difficult knowledge for learners of Chinese as a second language at present. At present, in order to help Chinese learners to better and faster master the application of polyphonics, many Chinese scholars have made a lot of research achievements in various aspects such as the ontology of polyphonics. In this paper, the research status of Chinese polyphonics, textbook analysis, classroom teaching, acquisition and teaching strategies are discussed.

1. Present situation and significance of polyphonics research in Chinese as a foreign language

1.1 Research status of polyphonics in Chinese as a foreign language

Chinese characters are mainly composed of three aspects: form, meaning and sound. There are relatively many books and related materials on the study of form and meaning. Most of them evolved from some ancient shapes into characters, and people gave some characters meaning mainly through the shape of characters in the later period. However, the study of pronunciation is mainly colloquial and tends to the rhyme of the ancient Han Dynasty, so there are few research materials on "pronunciation" in modern Chinese. It mainly includes two aspects: the collation standard of polyphonics and the source causes. Through the sorting, induction and classification of polyphonics, the source causes of polyphonics can be analyzed, which has guiding suggestions and methods for the application of classroom teaching.

1.2 The research significance of polyphonics in Chinese as a foreign language

Along with the continuous improvement of our country's position in the global scope and growing influence, influence in the world is increasingly remarkable. Chinese is moving forward as our teaching cause of Chinese as a foreign language [1]. All countries and regions in the world are carrying out Chinese teaching activities. For such a good opportunity, as a teacher or researcher of teaching Chinese as a foreign language, more should face the international, committed to teaching

and research Chinese as a foreign language. According to statistics, Chinese learners at the beginning of learning stage are taught by pinyin teaching, and common letter spelling and pronunciation are not strange to them. The pronunciation that really brings confusion to them is not Chinese, and polyphonics is more prominent, in order to bring more valuable reference materials and more and better theoretical guidance for those who are engaged in relevant teaching work in the later period, to enhance the scope of use and influence of Chinese learner in the world.

2. The source and cause analysis of Chinese polyphonics

2.1 The mutual application of Mandarin pronunciation and dialect intonation

In China, Putonghua is mainly based on Beijing pronunciation, while the basic dialect is based on the northern dialect, and typical modern vernacular works are used as the grammatical norms. Because of the vast territory in the north of our country, there are some phonetic differences between areas, dialects are not the same, vocabulary standards and phonetic standards are also astronomically different, which is bound to lead to some words to save the pronunciation. For example, the original dialect of "Bai" in Guangxi Baise is to read "bo", but because textbooks and major media are called Mandarin "Bai", with the passage of time and habits, more and more people use "Bai" instead of "bo". This is the same word or word has both the local sound and the presence of Mandarin performance [2].

2.2 The continuous evolution of Chinese characters themselves

In order to make it easier for people to learn and use, the National Language Center has simplified the number of Chinese characters and simplified the strokes of Chinese characters, using homophones or similar sounds in the process. Secondly, homomorphic words form homophones. In order to enrich the number of words, people often make different words or words with different pronunciation. It is inevitable that the font will have coincidence, but its meaning, part of speech and morpheme are completely different [3]. Heterogeneous characters are made up of more than two characters. The meanings and sounds expressed by the conductor characters are basically the same, but their glyphs are not different. For example: mining and mining, "mining" can be expressed or take, extract and other meanings. And "CAI" has the meaning of official liao. After "CAI" assumes the meaning of "CAI", it has become a polyphonic character.

2.3 The coexistence of traditional pronunciation and present pronunciation of words

In the course of the development of Chinese language, the evolution of characters and phonetics is very fast, and there are specific phonetic and writing systems in each different period. With the different speed of development and evolution, the pronunciation of the same character will change in different periods, some retain its traditional pronunciation, and some may have evolved into the current pronunciation.

2.4 Polyphonics caused by false excuses, falsification or extension

When we record a word in language, we use the same or similar word to express a way of using a word that does not fit well with the word. This is often called a pseudonym. Falsification refers to a method of expression in which another character is used to replace the original character or the common character according to the temporary relation of the homophone. This situation is widely used in modern Chinese classical Chinese at present. And the extension is essentially different from

the false, false, it is an original word based on the association effect and leads to a certain relationship of the new meaning of the word, mainly manifested in the change of tone, such as good, da and so on.

2.5 Polyphonics resulting from word and speech sounds

Character pronunciation and pronunciation is one of the special phenomena in Chinese. The pronunciation used in reading and reading is called character pronunciation, also known as text reading or classical Chinese pronunciation; And the speech used in daily speech, called speech, also known as white reading or white speech[4]. These two kinds of characters are mainly due to the influence of different regional dialects in different periods, resulting in different levels of phonetic evolution. In the final analysis, character pronunciation is the deposition of the historical form of Chinese phonetic evolution on the synchronic level. There are also a few character pronunciation characters in Mandarin, such as "give", "key", "peel" and so on.

3. Present situation and strategies of polyphonic classroom teaching

3.1 Current situation of polyphonic classroom teaching of Chinese as a foreign language

As one of the most difficult knowledge points in teaching Chinese as a foreign language, polyphonics is very important and one of the difficulties to be overcome for both teachers and learners. For the teachers, the teaching methods and methods have a great impact on the learning effect of the acquired students, and polyphonics also have their own learning difficulties. Polyphonics is a word with many sounds and meanings [5]. It is difficult for foreign students to recognize and master its correct pronunciation, so teachers play an important role in the classroom teaching of polyphonics as a foreign language. According to a statistical table on the cognition of foreign students on the acquisition of polyphonics, as high as 90% of the acquisition students think that the teacher should take polyphonics as the focus of classroom teaching and timely organize the Chinese textbook stage is very necessary. Some teaching teachers have different views on the teaching methods of polyphonics.

① Teachers adopt different standards and norms in the teaching of polyphonics. Some teachers may only explain the pronunciation of polyphonics, while some pay more attention to the usage, expression meaning and part of speech, which leads to the difference in the degree of mastery.

② They do not pay enough attention to the basic pronunciation of polyphonics, and do not correct pronunciation errors in time. They think that it will not affect the use and communication in daily application, which confuses the learner how to correctly distinguish polyphonics, making them unable to correctly acquire them.

③ Teachers rely too much on the textbook and follow the steps. For polyphonic phonetic items outside the textbook, they rarely actively analyze and explain them. More often, they just walk through them step by step and simply memorize their use methods.

④ Teachers pay different attention to the teaching of polyphonics. In order not to give too much learning pressure and psychological burden to the primary learners, some teachers put emphasis on the teaching of phonetics and the teaching of key grammar. Of course, some teachers think that the learning of polyphonics should start from basic Chinese learning, only master the use of polyphonics, then it is easier to learn other Chinese knowledge.

3.2 Suggestions and strategies for teaching polyphonics as a foreign language

It is an unchangeable fact that the number of polyphonics in modern Chinese is large and the

structure of the relationship between form, sound and meaning is intricate. The teaching of polyphonics has always been a difficult problem for learners or teachers, but it is also an indispensable part [6]. To learn polyphonics well, learners should pay more attention, summarize and summarize in the process of learning and receiving lessons, make adequate preparations before class, listen carefully in class, do more relevant exercises after class, communicate with teachers when encountering problems, dare to use them, etc. The teacher's teaching is also the key to the learner's learning, as long as the teacher uses the correct guidance method and effective teaching method, in order to let the learner better grasp the application.

① Pay attention to the basic teaching of polyphonics and improve teaching skills

(a) Pay attention to the basic teaching of polyphonics. Phonetics teaching is the basic key to learn polyphonics well. Phonetics and language ability development is an indispensable relationship. Only by mastering accurate pronunciation, can we express ideas better and more accurately and achieve certain expression purposes. In the basic teaching, we can take the rhymes of polyphonics and other phonological items as basic practice materials for students to distinguish and imitate.

(b) Improve the interest and comprehensibility of polysyllabic materials. In the daily teaching tasks, we can find more games or activities related to polyphonics, such as designing guessing games according to the characteristics of polyphonics, and we can also liven up the classroom atmosphere through "tongue twisters" games.

(c) Timely organize polyphonics in teaching materials by stages. The teacher can arrange the polyphonics involved in each volume periodically or irregularly, so that the learner can preview them in advance, which is convenient for learning and can help them better summarize. The arrangement of words and sentences can help learners to master the pronunciation and meaning of polyphonics and its use in a specific environment more intuitively[7]. Meanwhile, it can also reduce the mistakes caused by the unupdated teaching materials in the learning process, which is conducive to improving the efficiency of learners in mastering the use of polyphonics.

(f) Pay attention to the effectiveness and science of the exercise. As a key and difficult point in teaching and learning polyphonics, it is very necessary to practice after class. Only relying on daily teaching and learning can not quickly master enough words. Of course, in the process of practice to pay attention to its effectiveness and scientific, blind repetition of practice not only can not bring good learning effect, may also have a counter-effect. Polyphonics should be reviewed regularly and systematically, input intensity should be improved appropriately, and short-term memory should be stored into long-term memory through effective output information.

② We should teach students according to their aptitude and strengthen comprehensive teaching

(a) Teaching students according to their aptitude. In the teaching of Chinese as a foreign language, we should adhere to the teaching principle of "teaching students according to their aptitude". Chinese learners may come from different countries all over the world, and they may have different degrees of acceptance in the learning of Chinese polyphonics. For example, English and American learners do not have the concept of four-tone intonation in their mother tongue, while Vietnamese learners have the concept of tone in their Vietnamese language[8]. For them, the acceptance of polyphonic intonation is not the same. Therefore, different teaching techniques should be adopted for learners of different nationalities and backgrounds, and the influence of learner's mother tongue on polyphonic learning should be considered.

(b) Comprehensive teaching. In view of the difficulty of learning polyphonics, teachers should give a more comprehensive description in the teaching of polyphonics, from the tone, meaning, part of speech and the meaning of expression and use of the situation. In the teaching process, teaching can be carried out according to the different characteristics of polyphonics. Different pronunciation should grasp the relationship between pronunciation and meaning[9]. Meanwhile, it is also necessary to strengthen the practice of some pronunciation items and polyphonics with less

difference in meaning, so that students can form a certain rational understanding of different pronunciation and meaning, and improve the correct utilization rate.

③ Improve teaching attention and combine various contexts

Professors play a leading role in teaching. Their knowledge, understanding, use and teaching of polyphonics, as well as their teaching methods and attitudes, all have a direct impact on learners' mastery of Chinese polyphonics, and are also an important bridge for learners to learn Chinese polyphonics well. In teaching, the professor should attach importance to the teaching of polyphonic characters, based on the shape, sound and meaning of polyphonic characters as the teaching basis, in detail each polyphonic character[10]. In order to enrich the actual use of polyphonics, professors can also simulate a variety of scenarios, but also describe the use of polyphonics, deepen the learner's mastery of polyphonics and the use of scenarios.

④ Combine various teaching techniques

In teaching, the professor should observe the learning environment of the learner according to the different acquisition characteristics of the learner, understand its process law, and adopt a variety of rich teaching methods, so that the use of "teaching" and "learning" can better match. For example, the contrast association method enables different learners to compare the pronunciation of polyphonics with their mother tongue, so as to obtain the continuation or new understanding of the pronunciation of polyphonics in the gap [11]. How to connect its pronunciation, meaning and use in teaching to improve the overall teaching effect. For the pronunciation of polyphonics, we can adopt the game method. By designing some games or stories related to polyphonics, the class can be enriched and interesting. Learners can also acquire knowledge from the game stories and improve the acquisition speed. In the use of polyphonics, we can use situational communication method, Chinese polyphonics learning, the most important function is communication. In the teaching process, the professor can introduce or design some specific scenes purposefully, so that the learner can use the acquired polyphonic knowledge to express, so that the learner can learn in communication and have a better understanding of the tone of each phonetic item and the use of the situation of the polyphonic word.

4. Conclusion

With the continuous growth of our national strength, the influence of Chinese is also continuously strengthened. More and more foreign Chinese habits want to learn Chinese as a secondary mother tongue. After the joint efforts of multi-generation Chinese researchers, research in the difficulty of polyphonic teaching is still in a steady rise. However, due to the characteristics of Chinese text, there is a certain difficulty in teaching or acquisition, and the learning of polyphonic characters plays an indispensable role in the acquisition of Chinese language. The acquisitioner can only overcome the expected results only by having a solid learning and clearing the purpose of learning, and to overcome the various problems in the process of the multi-word acquisition with a positive learning attitude. The professor focuses on the actual situation of the acquisition, strengthens the target orientation, teaches according to his aptitude, and formulates personalized learning plans and learning goals according to the situation of the talents, and enriches the classroom. At the same time, we will strengthen the teaching importance of multi-phonemic sections in foreign Chinese, and continuously summarize, induced, and organize it in order to provide reference for later reference and enrich the teaching experience of multi-tone characters.

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