

UDC 81'243:811.161.2

DOI <https://doi.org/10.24919/2308-4863/79-2-37>

Khrystyna OSIDACH,

orcid.org/0000-0001-7586-5250

*Lecturer at the Department of Foreign Languages
National University "Lviv Polytechnic"
(Lviv, Ukraine) khosidach@gmail.com*

Serhiy YAREMCHUK,

orcid.org/0000-0002-5648-7466

*Lecturer at the Department of Foreign Languages
National University "Lviv Polytechnic"
(Lviv, Ukraine) kochanyja@gmail.com*

THE MAIN ASPECTS OF TEACHING UKRAINIAN AS A FOREIGN LANGUAGE TO CHINESE STUDENTS AT THE ELEMENTARY LEVEL (A1–A2 LEVEL)

The article deals with the peculiarities of studying Ukrainian as a foreign language by Chinese students. In particular, the differences between the Ukrainian and Chinese language systems at various levels (phonetic, word-forming, lexical and syntactic) are considered, as a result, considerable attention is paid to the peculiarities of writing, cultural traditions, etc. Methods of improving the quality of education of this category of students are proposed.

The purpose of this article is to study the essence of studying Ukrainian as a foreign language by Chinese students at the initial stage, namely at the A1–A2 level, in a higher educational institution.

It is worth mentioning that paying tribute to the scientific achievements of the world's scientific predecessors. It was found that the identification and research of new methods for the essence of learning the Ukrainian language as a foreign language by foreign students remains an important task. What determined the choice of topic.

It should be noted that the practice of studying Ukrainian as a foreign language by Chinese students confirms and demonstrates the need for simultaneous involvement of speaking, reading and writing. This combination reduces the time a foreign student spends on mastering the initial level of language proficiency.

Also, the conducted comparative study of the Chinese and Ukrainian languages confirms that it can be effective in solving various linguistic-methodical tasks. Taking into account future difficulties in language learning, the teacher can with a high probability predict and avoid them.

It is important to pay special attention to the fact that the modern professional-oriented approach to learning the Ukrainian language involves the development of foreign language communicative competence of Chinese students in specific professional, business and scientific fields. The training of foreign students consists in the formation of communicative competences and skills that will allow them to make effective professional contacts in the Ukrainian language in various situations in the future.

Key words: *Ukrainian language as a foreign language, Chinese students, elementary level of language learning, higher educational institution.*

Христина ОСІДАЧ,

orcid.org/0000-0001-7586-5250

*викладач кафедри іноземних мов
Національного університету «Львівська політехніка»
(Львів, Україна) khosidach@gmail.com*

Сергій ЯРЕМЧУК,

orcid.org/0000-0002-5648-7466

*викладач кафедри іноземних мов
Національного університету «Львівська політехніка»
(Львів, Україна) kochanyja@gmail.com*

ОСНОВНІ АСПЕКТИ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ КИТАЙСЬКИХ СТУДЕНТІВ НА ПОЧАТКОВОМУ РІВНІ (A1–A2)

У статті йдеться про особливості вивчення української мови як іноземної китайськими студентами. Зокрема, розглядаються відмінності систем української та китайської мов на різних рівнях (фонетичному, словотворчому, лексичному та синтаксичному), як наслідок, значна увага приділена особливостям письма, культурним традиціям тощо. Запропоновано методи підвищення якості навчання цієї категорії студентів.

Метою цієї статті є дослідження сутності вивчення української мови як іноземної китайськими студентами на початковому етапі, а саме на рівні А1–А2, у вищому навчальному закладі.

Варто задати, що віддаючи належне науковим здобуткам світових наукових попередників, було виявлено, що важливим завданням залишається визначення та дослідження нових методів на сутність вивчення української мови як іноземної студентами-іноземцями. Що й обумовило вибір теми.

Слід зазначити, що практика вивчення української мови як іноземної китайськими студентами підтверджує і демонструє необхідність паралельного залучення говоріння, читання та письма. Таке поєднання скорочує час, який студент-іноземець витрачає на освоєння початкового рівня володіння мовою.

Також, проведене порівняльне вивчення китайської та української мов підтверджує, що воно може бути результативним у вирішенні різноманітних лінгвометодичних завдань. Беручи до уваги майбутні труднощі у вивченні мови, викладач може з великою ймовірністю їх передбачити та уникнути.

Важливо особливу увагу звернути на те, що сучасний професійно-орієнтований підхід до вивчення української мови передбачає розвиток іншомовної комунікативної компетентності китайських студентів у конкретних професійних, ділових та наукових галузях. Підготовка студентів-іноземців полягає у формуванні комунікативних компетенцій і навичок, які дозволять їм у майбутньому здійснювати ефективні професійні контакти українською мовою в різних ситуаціях.

Ключові слова: українська мова як іноземна, китайські студенти, початковий рівень вивчення мови, вищий навчальний заклад.

Introduction. Language is one of the main characteristics of a nation. It depends on many factors, including the history of the people and the structure of social consciousness, from culture to socially organized society, which in turn gives rise to the peculiarities of characters of national languages.

A foreign student who has started studying a foreign language in a linguistic environment should learn it not just as a new code, a new way of expressing thoughts, but also as a source of evidence about the national culture of the people.

A difficult task also faces the teacher of a foreign language. In our case, Ukrainian as a foreign language. The modern stage of the development of the methodology of teaching Ukrainian as a foreign language is characterized by the search for ways to optimize the learning process, the implementation of certain conditions of the learning option, and the search for the most effective methods of work in each specific audience.

In our opinion, working with a contingent of Chinese students requires the teacher of the Ukrainian language to improve the effectiveness of teaching and remove difficulties when presenting new educational material, to possess the necessary minimum of information about the history, traditions, culture, and mentality of the peoples of China. It is important to know about the differences, commonality, or absence of some phenomena in the system of two languages: Ukrainian and Chinese.

The reasons that make the process of learning the Ukrainian language more difficult are hidden in the typological distinction between the two languages, and in some specific phenomena of phonetics, grammar, and syntax, where they can either differ from similar phenomena in both languages or be absent in one of them. This applies, in particular, to syntax,

which in the Chinese language is represented by a defined order of words and function words, while in the Ukrainian language, it is mainly represented by fusional means. It causes difficulties for Chinese students and the assimilation of such phenomena in the Ukrainian language as form and word formation.

No less important when working with the Chinese contingent is the consideration of national and psychological features that manifest themselves in the process of learning the Ukrainian language at the initial stage of its study.

The purpose of this article is to study the essence of studying Ukrainian as a foreign language by Chinese students at the initial stage, namely at the A1–A2 level, in a higher educational institution.

Presenting main material. Chinese and Ukrainian languages are not related. This dissimilarity is clearly manifested primarily at the phonetic level. Difficulties in developing Ukrainian language articulation skills for Chinese students can be overcome with the help of descriptive, comparative, and instrumental methods.

In the first stage of language learning, difficulties arise when learning Ukrainian phonemes such as [д'], [т'], [п], [г]. Since Chinese speech is not characterized by soft sounds, it is difficult to pronounce, "catch" the articulation of these phonemes. The trembling sound [p] is completely absent in the Chinese language. There are two unusual features at once, when articulating a phoneme [г], such as the pharyngeal character that differentiates Ukrainian phonemes [г], [х], as well as sonority, which is absent in the Chinese language, which is often forgotten by Chinese students.

Therefore, when teaching Chinese students the Ukrainian language as a foreign language, one should pay attention to soft consonants, softened consonant variants, the specific phonemes of the Ukrainian language [п], [г], pairs of unvoiced and voiced [б] –

[п]; [д] – [т]; [г] – [к], as well as affricates [дж], [дз]. It is difficult to learn exactly those sounds that have analogues in the Chinese language, because they are difficult to follow due to this similarity (Ма Яньфей, 2009: 182–183).

Today, there are two writing systems in the world: phonetic and hieroglyphic. Hieroglyphic writing in its pure form was preserved only in China. It is significantly different from phonetic writing, in which each sign is a letter denoting a sound. That is, phonetically writing records the sound side of words.

The text written in hieroglyphs can be perceived visually, only with the eyes, without knowing how to pronounce the words written in hieroglyphs. A person who knows hieroglyphic writing cannot write down the sound of a word, which meaning is unknown to him, just as the person is unable to read a hieroglyph if he does not know what the word denotes. Hieroglyphs are divided into six categories: pictorial, physical, ideographic, modified, borrowed, and phonetic.

The 6th category is of special interest. Its hieroglyphs have a peculiar structure: one part is related to the meaning of the word, and the second indicates its pronunciation and is called "phonetic". Recently, there are more than 1,000 such phonetics, but the most used of them are 850. In most cases, phonetics convey only an approximate reading of words. It is practically necessary to learn the reading and meaning of each hieroglyph. It is difficult to use hieroglyphs to convey the pronunciation of geographic names, names, and surnames: for example, the words «Київ», «Шевченко» sound in hieroglyphic writing as «Цзі фу», «Ши фу цзін ке» (Дем'янюк, 2011: 157).

It is worth mentioning that the Chinese writing system does not know "heading" characters. They are all the same size and are written in a row, without spaces between words. Writing together and separately is not a problem for students who are used to alphabetic writing, but it is a difficult task for Chinese students to understand. That is why microdictations and a specially selected system of exercises for mastering the skills of the written Ukrainian language are relevant in the process of teaching Chinese citizens (Дем'янюк, 2011: 158).

Additional difficulties in learning the Ukrainian language and special disciplines arise since the Chinese language does not have an international layer of vocabulary (which in some technical sub-languages makes up 35–55% of the entire sphere of terms). It should be noted that there are no such words as "телевізор", "система", "фото", etc. Thus, there are no conventional designations such as "параграф", "плюс", "мінус" etc., but there are their etymological

tracings. The meaning of the word is revealed through an explanatory translation when tracing a foreign word. That is, such words can only reflect the semantic structure of the foreign word. Each hieroglyphic sign represents a monosyllabic word or a significant part of a polysyllabic word, and in literal translation, it will have the following form:

Hieroglyphs:	Ukrainian translation:
дивитися + даль+ лінза –	бінокль
сам + приходити + вода + труба –	водопровід
електрика + дивитися + апарат –	телевізор

The Chinese linguist Zhou Zumo considers such tracing to be an important way of perceiving foreign vocabulary in the Chinese language. This is why difficulties arise in teaching the scientific style of speaking the Ukrainian language and special disciplines. If for other categories of students (except Arabs who do not speak the intermediate language) international words are understandable without semanticization, then Chinese students need to make a lot of effort to learn these words (Дем'янюк, 2011: 158).

Working out intonation constructions does not cause great difficulties, because the intonation of a simple Chinese sentence built according to the scheme "subject – predicate – object" can be called low, persuasive – medium, interrogative – high.

The founder of Chinese linguistics, Ma Jianzhong, linguist Wang Li, and others believe that by themselves, Chinese words do not at first glance belong to any part of speech, but in a sentence, any Chinese word can be assigned to a certain part of speech based on context. Therefore, the belonging of a word to a part of speech is a characteristic that a word acquires only in the composition of a sentence.

In the Chinese language, a clear word order is observed, which regulates the relationship between words. According to this, the subject is in the first place, the predicate is in the second, the object is in the third, any meaning is always in front of the signified word.

It is always worth remembering this at the initial stage of learning, building sentences according to this model, avoiding inversion. Only when declension skills are formed, only when the student can easily relate any member of the sentence to its initial form, then it will be possible to use indirect word order in the sentence.

In further work, it is worth doing the following:

1) comparison of Ukrainian and Chinese speech in the aspect of teaching Chinese language to Ukrainian students;

2) exercises to practice identified sound combinations that are more difficult for Chinese students to perceive and learn;

3) take an x-ray film to compare Ukrainian and Chinese articulations (Ma Яньфей, 2009: 185).

Conclusion. The conducted comparison of language learning shows that it can be useful for solving many

linguistic and methodical tasks. Keeping in mind the future difficulties in the languages learned by the students, the teacher can find in advance such presentation techniques that can reduce these difficulties to a minimum.

BIBLIOGRAPHY

1. Груцяк В.І. Деякі особливості навчання китайських учнів на підготовчому відділенні для іноземних громадян. *Викладання мов у вищих навчальних закладах освіти*. 2015. Вип. 27. С. 16–24.
2. Дем'янюк А. А. Труднощі при вивченні китайськими студентами української мови. *Актуальні проблеми української лінгвістики: теорія і практика*. Випуск 23. К.: Видавництво Київського університету. 2011. С. 154–159.
3. Донченко Т. Вивчення фонетики української мови студентами-іноземцями. Теорія і практика викладання української мови як іноземної: збірник наукових праць. Львів: ЛНУ ім. Івана Франка. 2010. Вип. 5. С. 75–81.
4. Ма Яньфей. Порівняльна характеристика звуків українського та китайського мовлення в аспекті навчання китайських студентів української мови. *Studia Linguistica*. Випуск 3. 2009. С. 182–185.
5. Цісар Н. Українська мова як іноземна в китайській аудиторії. *Теорія і практика викладання української мови як іноземної*. 2014. Випуск 10. С. 214–219.

REFERENCES

1. Hrutsiak V.I. (2015) Deiaiki osoblyvosti navchannia kytais'kykh uchniv na pidhotovchomu viddilenni dlia inozemnykh hromadian [Some features of the education of Chinese students at the preparatory department for foreign citizens]. *Vykladannia mov u vyshchych navchalnykh zakladakh osvity*. Vyp. 27. S. 16–24. [in Ukrainian].
2. Demianiuk A. A. (2011) Trudnoshchi pry vyvchenni kytais'kymy studentamy ukrainskoi movy [Difficulties in learning the Ukrainian language by Chinese students]. *Aktualni problemy ukrainskoi linhvistyky: teoriia i praktyka*. Vypusk 23. K.: Vydavnytstvo Kyivskoho universytetu. S. 154–159. [in Ukrainian].
3. Donchenko T. (2010) Vyvchennia fonetyky ukrainskoi movy studentamy-inozemtsiamy [Study of the phonetics of the Ukrainian language by foreign students]. *Teoriia i praktyka vykladannia ukrainskoi movy yak inozemnoi: zbirnyk naukovykh prats*. Lviv: LNU im. Ivana Franka.. Vyp. 5. S. 75–81. [in Ukrainian].
4. Ma Yanfei (2009) Porivnialna kharakterystyka zvukiv ukrainskoho ta kytais'koho movlennia v aspekti navchannia kytais'kykh studentiv ukrainskoi movy [Comparative characteristics of the sounds of Ukrainian and Chinese speech in the aspect of teaching Chinese students of the Ukrainian language]. *Studia Linguistica*. Vypusk 3. S. 182–185. [in Ukrainian].
5. Tsisar N. (2014) Ukrainska mova yak inozemna v kytais'kii audytorii [Ukrainian as a foreign language in the Chinese audience]. *Teoriia i praktyka vykladannia ukrainskoi movy yak inozemnoi*. Vypusk 10. S. 214–219. [in Ukrainian].