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K. D. Ushynsky**

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The third issue of the materials represented by the Ukrainian and Chinese scholars are dedicated to acute issues of General and Contrastive Linguistics within the Chinese, English, Ukrainian and Russian languages; linguodidactic problems of teaching native and foreign languages within polycultural educational space; peculiarities of cross-cultural communication in geopolitical space alongside with educational aspects of professional training of future specialists under conditions of multicultural environment.

The given articles may be of use to researchers, graduate students, postgraduates and practising teachers who are interested in various aspects of Sinology, Cross-cultural Communication, Pedagogics and Psychology.

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董月

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浅谈对外汉语语音教学

W.F.麦基在《语言教学分析》中指出：“在学生练习口头表达之前，重要的是使他们形成语言的发音。这点最好在一开始就做到，因为学生每学一个词都会加深他的发音习惯。如果他一旦形成了错误的发音，将极难纠正。即使能纠正，也是很费时间的。如果最初他就能正确发音，那么在整个教学过程中他说的每句话都将有助于形成良好的发音习惯。”因此，语音教学是对外汉语教学的基础，在汉语教学特别是初级汉语教学中应占有重要位置。教师只有对汉语语音的发音原理及特点有充分的认识，在对外汉语语音教学中教学设计、课程设置等方面才能有的放矢，提升汉语语音教学的质量。本文将着重阐述：1. 汉语语音的特点；2. 对外汉语语音教学的原则和方法；3. 对外汉语语音教学的几个问题。共同探讨、寻求有效的对外汉语语音教学方法是本文的写作目的。

关键词：对外汉语，语音教学，教学方法

对外汉语语音教学不同于对外汉语中的词汇、语法、修辞等教学。汉语语音有没有复辅音、元音占优势、有可区别意义的声调的特点。作为对外汉语教学的首要环节，语音教学有着比较复杂的特点，比如学生在学习过程中容易产生声调偏误、读音的偏差以及容易形成中介语音却无法跨越中介语音达到目的语音的掌握，即造成所谓的“洋腔洋调”。而以上这些特点都是由汉语的语音性质所决定的。我们在对外汉语语音教学过程中应遵循针对性、

科学性、趣味性、实践性、对比性、直观性、启发性、发音教学与韵律教学相结合、合理运用语音理论知识、贯穿始终等原则。

对外汉语语音教学的内容具体包括：汉语拼音方案、声韵母、声调与语调、儿化与轻声。各部分相环相扣，在教学中应注意结合学生的个体差异来使用恰当的教学方法，如常见的图示法、演示法、对比法、夸张法等。图示法是指教学借助挂图或直接通过画图的方式来辅助教学；演示法可同图示法结合使用，以达到更加直观的效果；对比法是选取学生母语、其熟悉的外语（包括汉语本身）作为参照物，帮助学生对汉语发音的领悟更加清晰深刻；夸张法是运用夸张板书、夸大口形、延长音程、增大音量、加强音高对比等夸张的手法，扩大音与音、调与调之间的差别，帮助学生理解和模仿汉语的发音。对外汉语语音教学方法多种多样，各种方法之间相互贯通、相辅相成。由于篇幅限制，本文不在此一一列举，也不进行具体的讲述分析了。教师可根据学生的情况在教学条件允许的条件下灵活选择运用，同时也鼓励创新。切实有效地帮助学生提高汉语发音水平。

在对外汉语语音教学中，教师只有在遵循对外汉语语音教学的原则、采用合适的教学方法的基础上，认识到语音教学的重要性、重视音素教学法、坚持语音教学的连贯性、恰当纠错，才能从根本上帮助外国学生提高汉语语音掌握水平，提升对汉语学习的兴趣。

然而，目前在对外汉语语音教学中还存在一些问题：

一、对语音教学重要性认识不足。

现在有越来越多的外国人学习汉语，但是发音好的人却不多见。这是因为人们对语音教学重视不够，体现在专门语音课的缺失或语音教学阶段时间太短。目前据本文作者个人的教学经验及对部分同行的调查了解到，大部分孔子学院及教学点主要以综合汉语课为主，教师担心若过多纠正发音可能会耽误原先设定的教学进度，而对学生的发音错误一带而过甚至根本不予纠正。汉语教师认为语言能够达到进行交际的目的即可，而忽视语音教学。但汉

语的声调具有区别意义的作用，如果汉语学习者自身语音基础不牢固，混淆声调，很容易造成理解错误或表达时产生歧义，影响其日后听力水平和口语交际能力的提高。因此在对外汉语教学过程中，语音教学部分尤为重要。

二、偏重语流教学法而忽视音素教学法。

汉语教师在课堂上偏重句型操练，强调学生对语法点和句型的掌握而忽视对单个音节或声母、韵母、声调的纠音操练或点到为止。音素教学固然枯燥，但单音是句子的基础，发音基本功夯实，汉语学习的道路才能越走越远。

三、语音教学缺乏连贯性。

有的教师，尤其是中高级汉语课的教师，由于自身教学任务繁重所以担心若过多纠正发音可能会耽误教学进度，而对学生的发音错误一带而过甚至根本不予纠正。第二语言学习是个长期的过程，每个阶段的汉语教师都应该注意纠正学生的发音。

四、纠错方法不恰当。

在汉语语音教学中，纠错是有效提高学生发音的重要手段。但是，如果纠错方法不当，可能收效甚微：纠错点到为止不出效果；纠错过分会打击学生自信；学生练习活动时避免纠正以免干扰学生思维；纠错不能机械领读，要指出学生出错的是声母、韵母还是声调。

五、汉语拼音过迟退出初级汉语教材。

初级汉语课教材一般从拼音教学开始。这本无可厚非。但大部分教材，比如本文作者所任教的乌克兰国际人文大学（МГУ）一年级正在使用的汉语教材《博雅汉语初级起步篇 1》，整本教材全部三十课的课文部分都有汉语拼音标注，在学生学习课文的过程中，学生实际上很难自主忽视拼音部分，这就造成了学生过度依赖拼音，无论对课文发音（尤其是声调）的练习还是对汉字字形的记忆都起到负面作用。笔者建议同行在编写汉语教材时，对课文部分的汉语拼音标注随着学生学习内容的加深而逐步删减至完全不出现。

此外，对外汉语语音教学的具体内容本身仍有待完善。《汉语拼音方案》颁布已超过五十年，在对外汉语教学中的重要功能，一是用来进行语音教学，二是为汉字标注发音。对外汉语教学离不开《汉语拼音方案》，它可能是历史上各种为汉语设计的拼音系统中的最佳方案，同时也是对外国人教汉语语音的最佳工具。然而，以笔者浅见，对外汉语语音教学的内容本身仍存在不完善之处。如《汉语拼音方案》规定对汉字“二”的汉语拼音标注：èr，并不能准确读出实际的发音，实际发音应标为：àr。基本的汉语拼音标注规则的准确性存在问题，不利于激发学生对汉语学习的热情。此问题多年以来一直未能得到解决。教师在教学过程中应注意帮助学生明确发音。

语音是语言的物质外壳，是学习一门语言的“门面”。学习任何一种语言，特别是第二语言，都须在语音上下功夫。“语音的本身、语音的质地就是发音，发音不对，文法（即语法）就不对，词汇就不对”（赵元任 1982）。可以说，在二语学习中，语音是整个学习过程的基础。培养正确的发音习惯，对学习者日后口语表达能力和听辨能力的提高至关重要。因此，教师只有对语音教学重视起来并遵循语音教学原则、运用合适的教学方法，才能从根本上帮助外国学生掌握汉语语音的发音原理并能正确发音，提高汉语水平。

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ON TEACHING CHINESE AS A FOREIGN LANGUAGE

W. F. McKee pointed out in the "Language Teaching Analysis" that "it is important to make them form a language before students practice verbal expression, which is best done at the beginning, because students tend to learn one by one. If he / she were able to correct his/ her pronunciation, it would be very time-consuming to correct it, even if he / she could correct it in a proper way, it would help to form good pronunciation habits". Therefore, voice teaching is the basis of teaching Chinese as a foreign language. Only teachers have the full understanding of the pronunciation principle and characteristics of Chinese phonetics and can improve the quality of Chinese phonetics teaching as well as a curriculum of Chinese as a foreign language. This author focuses on: 1) the characteristics of Chinese phonetics; 2) the principles and methods of phonetics teaching in Chinese as a foreign language; 3) several problems in teaching Chinese as a foreign language. The aim of the article is to explore and seek effective methods of teaching Chinese as a foreign language.

Key words: *foreign language, phonetics teaching, teaching methods.*