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K. D. Ushynsky**

Harbin Engineering University

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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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调查分析乌克兰汉语教学中的音变难点

声调是汉语区别于其他语言的重要标志之一，也是对外汉语教学中公认的难点和重点，变调更是难点中的难点。语流音变是音节项链发生的语音变化现象，主要是连读音节，即连着念的音节，其音素声调等有时会发生变化。本文主要谈的是对外汉语教学初期出现的变调。经过仔细观察不难发现乌克兰学生在汉语学习初期，汉语声调变调是他们很大的难点和障碍。如果不及时指导和纠正，就很容易形成洋腔洋调。本文将着重阐述 1 汉语教材中初级课们出现的音变现象。2 调查乌克兰当地学生在学习过程中常见的困难。3 分析解决音变难点。

在任何一种语言学习的过程中，文化认同感和归属感都是极其重要的，对于学习动力的提高和学习效果的影响都是巨大的，而在学习初期不重视语音语调的培养，导致后期的洋腔洋调会极大程度的影响一个学生的学习动力和交流欲望，就好比中国的英语推广，在学习过程中，不仅追求语音的准确，甚至有专门辅导英音和美音的机构，这并不是无用功，相反，这能为学生打下牢固的地区语言基础，为将来更深入的学习提供一个良好的铺垫。

关键词: 变调规律，教学难点

“一和“不”变调的规律分析

变调又称为连接变调，即是将声调变化之方法使用于字词音节并合上的处理，是指在语流中，由于相连音节的影响，使某个音节本来的声调发生

变化，变调是一种自然的音变现象，对语言的表达没有影响。例如“美”“好”连着念，听起来像是“没好”，但我们仍知道表达的是美好的意思。

语流音变是普通话中的自然现象。汉语是有声调的语言，汉语声调和语调的升降曲降，大量语词的轻重格式搭配，组词造句的较大灵活性，语流中语音的各种交替，以及人们对语言的约定俗成，使语音中的一些因素自然要发生变化。学习普通话必须掌握音变规律。如果只掌握了单个音节的读音而不掌握音变，那还不能算学好了普通话。掌握了语流音变，语音自然会和谐而不变扭。

“一”的本调是第一声，它的变调在《成功之路起步篇》中主要包含以下三种情况：1 单念，或者在词句末尾，或者表示数字时念原调一声。2 在四声音节前读二声，例如“一定”。3 在非四声音节前读为四声，例如“一些”、“一盒”、“一起”。“不”的变调在书中有两种情况：1 单念，或者在词句末尾，或者在非四声音节前均念原调四声，例如“不吃”、“不忙”。“不敢”。2 在四声音节前读为二声，例如“不是”。

仔细分析可以发现，“一”和“不”的音变规律还是很强的，两个字除了本调不一样，“一”作为量词有序数词和基数词的独特性之外，变调规律基本上是一致的，这也是教材编写中将这两个语言点放在相邻两课的原因之一吧，学会了“不”的变调再来学习“一”的变调就可以举一反三了。

“一”和“不”变调的教学难点

“一”和“不”两个字，对于国外学生而言，尤其是乌克兰学生，汉语学习中最难的部分是汉字，每个音对应相应的汉字，甚至相同读音的汉字有好几个，第二难的就是声调，在学习初期，很多的学生为了记住更多的词，他们会自动忽略每个词的音调，统一念做一声，虽然“省时省事”，但是在深入汉语学习以后就很难纠正，而音变作为声调的一部分更是给他们的记忆增添了极大的困难。

“一”和“不”变调的教学策略

“一”“不”变调有规律可循，人们把这些规律编成口诀。例如：1 读本调（1）单用，句末读本调：一、二、三。不，我偏不。（2）“一”做序数词用读本调：第一，一班教室。2 放在词中要轻读：看一看，走一走。3 去声前面变阳平：一对，一会儿。不累，不睡。4 非去声前读去声：一人，一杯。不能，不走。在教学过程中我们要坚持实用性、实践性、趣味性与其他因素结合的教学原则，从汉语的实际运用出发进行语音教学，把语音教学融汇到会话中去，从会话入手，从会话中分解语音要素，把语音练习和会话联系起来，最终再归结到会话。关于语音教学的几种课堂技巧，在变调教学的过程中也可以运用：1 演示法：通过直观手段而不是教师讲解来体现语音部位、发音方法。2 对比法：通过对比汉语语音与学生母语语音在发音方法、部位等的不同来抓住关键，解决难点。3 夸张法：通过适当的夸张和清晰的发音，造成视听形象的优势，突破难点。4 手势法：教师借助手势辅助，用形象的提示方法帮助学生发好音。学生要学好音调，必须经历几个阶段，在初级阶段，学习者首先是模仿，每一个词都要先模仿，模仿对了，通过模仿找到具体的发音方法和技巧，在不断的练习和纠正中逐渐趋向于和目的语接近，最终达到目的。然后是记忆，记住正确的方法，只有这样，在以后的发音中才会得心应手。声调是一个音节必不可少的部分，每一个音节都有一个声调，每一个词都有一个固定的声调，在记住一个词的同时，也要记住这个词的声调。最后通过反复练习，使学生发出正确的声调。

继续追踪学生的语音变调情况，搜集调查样本，不断寻求更有效的方法改善变调不准确的问题。

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DIFFICULTIES IN TEACHING CHINESE TO THE UKRAINIAN STUDENTS

Tone is one of the important symbols of Chinese which is different from other languages. It is also the difficulty and focus of recognition in teaching Chinese as a foreign language. Voice is connected with the phonetic changes within a syllable. This article is devoted to the problems of the differentiation which arise at the elementary stage of teaching Chinese as a foreign language. The Chinese tone is difficult for the Ukrainian students and course obstacles in understanding Chinese words. If not timely guided and corrected, it is easy to form a foreign tone. The tasks to be solved are: 1) the correct choice of Chinese textbooks on phonetic phenomena; 2) to investigate the difficulties of local students in Ukraine during their learning process; 3) to analyze students' difficulties in differentiating sounds.

In any language learning process, cultural identity and sense of belonging are extremely important. For the improvement of students' learning motivation the cultivation of intonation, accurate pronunciation are extremely important. It can set a solid for students' further study of the Chinese language.

***Key words:** teaching difficulties, tone, intonation, Ukrainian students, Chinese.*