

Круглый стол
«ПЕДАГОГИЧЕСКИЙ ДИСКУРС В ЯЗЫКОВОМ ОБРАЗОВАНИИ»

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DESIGN OF EXERCISES SETS IN TEACHING CHINESE VOCABULARY
TO BELARUSIAN STUDENTS IN THE INTERCULTURAL CONTEXT

A lot of teachers of Chinese as a foreign language, especially inexperienced ones, think that after teaching the meaning of a word to their students, the latter will naturally master the word, but this is actually far from enough. In fact, we teach students the meaning of a word, which is only one way, and the ultimate goal is to let students know how to use the word, which is the aim of vocabulary teaching. The importance of teaching vocabulary is obvious. Because language is fundamentally a combination of vocabulary, phonics is a synthesis of the specific pronunciation of words, and grammar is a generalisation of the specific usage of words, without vocabulary there is no language. The effectiveness of vocabulary teaching has a direct impact on students' overall Chinese language proficiency. Chinese vocabulary varies in usage depending on its cultural connotations, so it is important to take note of the cultural differences and idiomatic expressions implied behind the literal meanings of different words in vocabulary teaching, and to link word meanings with cultural knowledge to help students understand the target language more accurately and deeply on the one hand, and to enrich their understanding of the culture of the target language on the other, making language learning more interesting. For example, Chinese vocabulary has a completely different cultural association in Western language systems. A common example is the animal word *dragon*, which the Chinese consider to be auspicious and a symbol of the emperor. The Han Chinese also refer to themselves as the "heirs of the dragon" and feel that the dragon is a noble animal with omnipotent and magical powers. However, in Western culture, the *dragon* is an evil animal, similar to a crocodile, with a mouth that breathes fire, so it represents a culture of evil and disaster and is rarely used to describe people. Colour words also have cultural connotations, so the cultural connotations are even more varied. Often discussed are terms such as *red*, which in China means revolution and celebration, while in the West it is a symbol of violence and danger.

The ideal method of teaching under intercultural communication is not a simple matter. When the differences between two cultures are too great, it is not ideal to conduct direct teaching activities in both cultures. It is undoubtedly a translation exercise and what the students learn is only the result of mechanical memorisation. They are ignorant of the historical origins and development of Chinese vocabulary, including the usage of the Chinese characters and phrases that make it up. As a Chinese language teacher, you must understand one thing when teaching Chinese vocabulary to your students. The translation method should only be used as a supplementary teaching method because Chinese is a pictographic script, unlike other systems of alphabetic languages. Often, a stroke and a part of a capital contain other meanings. Each Chinese word broken down into Chinese characters has its own meaning, and before you tell the students directly what they mean in that phrase, you must tell them the individual meaning of each Chinese character that makes up the vocabulary.