

УДК 811.161.2'342

FORMATION OF CHINESE STUDENTS' PERCEPTIVE AND RECEPTIVE SKILLS DURING THE UKRAINIAN LANGUAGE TEACHING

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The article deals with the need to form the perceptive and receptive basis skills during the Ukrainian language teaching of foreign students at the ABC stage, since these skills are the foundation for the development of all types of speech activity. The authors have analyzed some problems faced by both Chinese students and teachers of Ukrainian as a foreign language, including those related to the perception peculiarity of the Ukrainian language by the Chinese students. In order to understand the causes of difficulties for students from China during the learning of the Ukrainian language, some differences between the Ukrainian and Chinese languages related to their origin, sound system, and writing have been considered. Special attention is focused on the differences observed in the phonetics of the two languages, in particular in the system of vowel and consonant sounds and the structure of syllables, because differences in the writing system and syllable structure, as well as the presence or absence of certain sounds in the languages are the cause of those difficulties and mistakes, which Chinese students can have while they are perceiving and pronouncing the Ukrainian sounds. In this article some most common pronunciation and accent mistakes in the Chinese students' speech are analyzed, the causes of these mistakes are indicated, and also some ways to prevent their occurrence are offered: explaining the difference in the formation of problem sounds, using auxiliary sounds, fixing speech units in the written form, which contributes to the consolidation in the students' memory of formed listening and pronunciation skills and the creation of sound-letter correspondences. The authors have proved the extreme importance of teaching foreigners who study the Ukrainian language the phonetic aspect of speech, because not only the success of learning the material and the psychological comfort of studying in a group with Ukrainian-speaking students depends on how well-formed auditory and speaking abilities and skills are, but also in general the quality of the acquired education.

Key words: perceptive and receptive skills, types of speech activity, phonetics of the Ukrainian and Chinese languages, system of vowel and consonant sounds, structure of syllables, speech mistakes.

DOI:

Formulation of the problem. As it is known, the formation of the perceptual (auditory) and receptive (speech) basis is the foundation for the development of all types of speech activity.

The opinion about the leading role of hearing in the development of speech is put forward by I. M. Sechenov, who believes that speech sounds are articulated in words under the control of hearing, while “a certain association of sensations caused by the action of the vocal muscles and auditory sensations of one's own voice is created in the brain” [6 : 51–52]. Therefore, without developing the ability of hearing to distinguish and select the sounds that make up words, it is impossible to master the language. Until auditory control is developed, foreign language will be perceived as a jumble of sounds. This point of view

is also held by E. I. Passov, who believes that first you have to listen to the sound that needs to be mastered several times, because this is the only way to create the necessary sound image in the mind, which becomes the basis of the correct pronunciation [3 : 165].

Analysis of recent researches and publications. Nowadays, in the methodology of teaching the Ukrainian as a foreign language, the systems of continuous improvement of listening and speaking skills are being developed, which are implemented at all stages of education. Modern linguists believe that the methodical model of mastering Ukrainian pronunciation by foreign students should be ensured by the continuity of the educational process: from the systematic formation of primary perceptive and receptive skills to their conscious use in the language practice. The learning of phonetic aspect of the language is extremely important for all foreigners who are learning the Ukrainian language, but for Chinese students, the formation of stable pronunciation skills is the cornerstone [1; 2; 4; 5].

Purpose and tasks. In order to find out the causes of Chinese students' difficulties in perceiving and reproducing Ukrainian oral speech, it is necessary to consider the differences between the Ukrainian and Chinese languages related to their origin, sound system and writing, analyze the mistakes that are most often found in the speech of students from China, and offer some ways to prevent the occurrence of mistakes.

Presenting main material. Learning any foreign language begins with the presentation of its graphic and phonetic systems. In the process of working with Chinese students, teachers of Ukrainian as a foreign language face various problems, including those related to the peculiarity of the perception of the Ukrainian language by the Chinese audience.

It is not surprising that it is difficult for Chinese students to learn the Ukrainian language, because our languages differ in their origins, sound and writing systems, as they belong to different language groups: Ukrainian belongs to Indo-European, Chinese belongs to Sino-Tibetan.

There are 9 dialect groups in the modern Chinese language. The dialects of 6 groups are common in the coastal and central areas and are used on about a quarter of China's territory, and are spoken by a third of the country's population. Dialects differ phonetically, lexically, and partially grammatically. Although the basics of their grammar and vocabulary are the same, these differences make cross-dialect communication difficult. These groups differ from each other and from the northern dialects spoken by most Chinese as much as French differs from Italian.

In addition, there are three subgroups of northern dialects: the northern, which includes the dialect of Beijing, southern and central, which are spoken, for example, in the cities of Nanjing and Chongqing. These dialects vary about as much as English in the US and Australia, and in most cases are mutually understandable.

The means of communication between speakers of different dialects in China is the national language, based on the dialect of Beijing, Putonghua, which lexical, grammatical and phonetic systems are normative. But regardless of the fact that all Chinese supposedly possess this normative language, the success of their mastering the phonetic system of the Ukrainian language depends on the region of their permanent residence. As our experience of working with Chinese students shows, residents of the southern territories of China have the greatest difficulties in pronouncing Ukrainian words.

Chinese writing is known to be hieroglyphic. Each hieroglyph is a word-grapheme, it corresponds to a syllable as a minimal meaningful pronunciation unit. In Ukrainian and Chinese, syllables are determined by vowels. However, the Chinese language, unlike

Ukrainian, is vocal: in the Ukrainian language there are 6 vowel sounds and 10 letters that convey vowel sounds, and in Chinese there are 35 vowel sounds, and 24 of them are diphthongs and triphthongs. The articulation of Chinese vowel sounds is more tense, which makes it difficult for students to pronounce Ukrainian vowel sounds correctly.

Ukrainian vowels are divided into two groups: 1) *a, e, u, o, y*, which give hardness to preceding consonants; 2) vowel sounds, which in written speech correspond to the letters *є, і, ї, ю, я*, which indicate the softness of prepositional consonants. In Chinese, vowels do not perform such functions.

The Chinese have much more difficulty pronouncing consonant sounds.

Some Ukrainian consonants are very similar to Chinese ones, and therefore their formation in the speech stream does not cause any problems for students: *м-м, н-н, с-с, ф-ф, х-х, ц-ц, ш-ш*. But the pronunciation of sounds that are absent in the Chinese language (*б, г, д, р, щ, й, ч*) is a big problem for them. For example, it is difficult for Chinese students to pronounce the syllable *чу* (*чудовий, чуйний*), they mix both sounds [p] and [л] (*галний, гултожиток* instead of *гарний, гуртожиток*) in both oral and written speech, as well as [б] і [п], [г] і [к] [д] і [т] (*груба* instead of *група, Бегін* instead of *Пекін* etc.)

In the Ukrainian language, there are 32 consonant sounds (22 hard and 10 soft), among which 9 pairs are distinguished by hardness and softness. In the Chinese language there are 21 consonant sounds and there is no such differentiation and softening of consonant sounds does not exist. That is why the Chinese do not distinguish between Ukrainian soft and hard consonants: they perceive the words *тин* and *тінь* in the same way.

In the Ukrainian language, depending on the presence of voice, we distinguish between voiced consonants, in which the noise prevails over the voice, and voiceless ones, that are pronounced only with the help of noise. Since there is no such difference in the Chinese language, students perceive the Ukrainian consonants [д] – [т], [б] – [п] equally and, as a result, do not distinguish between words like *там* and *дам, бив* and *пив*.

In Chinese, plosive consonants form pairs based on a different principle: the presence or absence of aspiration. Ukrainians do not distinguish between these pairs. The Chinese often reproduce the Ukrainian sounds [п], [т], [к] incorrectly precisely under the influence of the sounds of their native language, which are pronounced with a strong exhalation and with an additional x-like noise at the end of the consonant.

The Ukrainian and Chinese languages differ not only in the number of sounds and the peculiarities of their pronunciation, but also in the structure of syllables.

Syllables of the Ukrainian language can contain from 1 to 7 sounds, while the sequence of sounds in them is free and varied: any sound can be at the beginning, in the middle or at the end of a syllable. The number of sounds in a Chinese syllable does not exceed 4.

In Chinese, a syllable has two main structural elements, each of which has its own specific place: the consonant part (initial) is located at the beginning of the syllable, the vowel part (final) – at the end. In a Chinese syllable, it is impossible to combine consonants, as in Ukrainian (*приїжджати, здрастуйте*), because the initial is no more than one consonant sound, but the norm is to combine vowels, which cannot be in the syllables of the Ukrainian language. Also, the independence of each syllable in a word ensures the absence in Chinese of such a phenomenon as vowel reduction, which is one of the features of Ukrainian.

In Putonghua, not only sentences are differentiated by a certain intonation, but also

each stressed syllable is pronounced in a certain tone. In the Chinese language, there are 4 pronounced tones and one neutral tone: the first (1) is flat, the syllable is pronounced long and at the same height; the second (2) – rises from an average level to a high level; the third (3) – decreases, and then increases to the average level; the fourth (4) – falls from a high level to a low one; neutral tone – the syllable is pronounced very briefly and does not have an emphasized tone. The presence of four significant tones explains their inextricable connection with the meaning of the word – the same combination of sounds conveys different meanings depending on the tone in which it is pronounced: *yao (1) – across, yao (2) – swing, yao (3) – to bite, yao (4) – to want.*

As we can see, the phonetic systems of the Ukrainian and Chinese languages differ significantly. These differences in the writing system and the structure of the syllable, as well as the presence or absence of certain sounds in languages, are the causes of the difficulties and mistakes that Chinese students can make when they are perceiving and reproducing the Ukrainian language.

In the process of learning, Chinese students have to overcome significant difficulties, because their hearing is subordinated to the phonological system of their native language, and the elements of sound information, the rules of their analysis and synthesis in Chinese and Ukrainian do not match. Students cannot objectively assess the correctness of their pronunciation by ear and correct their mistakes. This shows that it is not enough to rely only on the natural control of speech, it is necessary to look for ways of additional control in the process of listening skills formation.

The initial steps in the process of listening skills formation should be perception and familiarization. These steps are absolutely necessary, because they allow to create the correct sound image, without which auditory control is impossible, because in order to learn speaking, you should first learn listening. Work on the formation of perception skills should precede work on the formation of pronunciation skills. In the process of this work, it is necessary to teach students to hear the difference between phonemes that are used or serve to distinguish meanings in the Chinese language, to practice speech movements to ensure the adequate production of non-native sounds and to consolidate the correct pronunciation of them.

So, the work on the formation of listening and speaking skills consists of two directions: the formation of phonetic hearing and the formation of correct pronunciation. That is why the combined training of hearing and speech organs is necessary, as well as attention training, which trains students to realize and remember the auditory impression as an effect of certain conscious and memorized speech movements. During the consolidation of listening skills, connections are formed that ensure understanding by ear and through text, reproduction with the help of a speech apparatus and reproduction on paper, that is, phonetics is a means of forming skills and abilities in all types of speech. Each of the types of speech activity based on psychophysiological differences has its own specifics and constitutes a complex set of skills and abilities that require a special system of exercises to master.

Here we present some of the most common pronunciation mistakes that Chinese students can make in their speech when they are mastering Ukrainian, and some exercises that can help avoid these disadvantages.

Most of the pronunciation difficulties are related to the reproduction of Ukrainian consonant sounds. As mentioned above, the Chinese language does not have voiceless or voiced, hard or soft consonants, so students often do not distinguish by ear words such as *там – дам, бив – пив* and write words with errors: *кника* instead of *книжа*, *каленттар*

instead of *календар* and others.

Let us give as examples a few simple exercises that can help students understand the difference in the articulation of voiceless and voiced consonants: 1) cover your ears with your palms and pronounce Ukrainian voiced consonants (for example б, д, з), during the pronunciation of which you hear a “ringing” in the ears, and then say the deaf sounds paired with them (п, т, с); 2) put your palm on your throat and say first voiced sounds (at the same time, you can feel the vibration of the vocal cords), and then – voiceless ones.

There are no vibrant sounds in the Chinese language, so the Ukrainian sound [p] is the most difficult for the Chinese. Mastering the correct pronunciation of this sound depends not only on the student’s abilities, but also on the capabilities of his articulatory apparatus. Learning to pronounce the sound [p] correctly is helped by auxiliary sounds: *дра, дро, дру* and others. However, it is necessary to warn the students that they consciously do not pronounce the extra sounds, otherwise we cannot avoid the meaningless sound of [p] at the beginning of the word (for example, *друба* instead of *руба*).

Since there are Ukrainian sound correspondences among numerous Chinese vowels, usually only the sound [и], which is absent in Chinese, causes some difficulties: at the initial stage, students do not distinguish between the sounds [и] and [і]. You can avoid mistakes in their pronunciation by explaining the articulation of these sounds and doing exercises like *сі – си, сирій – синій*.

Mistakes such as reading by syllables (usually only at the ABC stage of learning) and skipping syllables in complex words are also typical for Chinese students.

Since orthoepy is a set of pronunciation rules, we pay attention to errors related to stress. The causes of their occurrence in the Chinese students’ speech are the mobility of the accent in the Ukrainian language. Difficulties usually can occur during the formation of singular and plural forms of feminine nouns (*дівка – дівки, книга – книги*, but *чашка – чашки, книжка – книжки*) and neuter (*яблуко – яблука* але *вікно – вікна, місто – міста*).

We have noticed that working with audio recordings also gives a good result, when students first listen to recordings and then speak after the announcer.

Since the visual channel of perception prevails over the auditory and is the main one for Chinese students in obtaining and storing information, the basis for mastering and assimilating educational materials. In our opinion, one of the most effective ways to prevent the occurrence of mistakes in the speech of Chinese students is to fix language units in the written form. Written fixation contributes to the consolidation of formed listening and pronunciation skills in the memory of students and the creation of sound-letter correspondences.

Conclusions and perspectives. It is difficult to overestimate the importance of phonetics for the successful mastery of a foreign language, because when mastering perceptive and receptive skills, connections are formed that ensure understanding by ear and through a text, reproduction with the help of a speech apparatus and in the written form, that is, phonetics is a means of forming skills and abilities in all types of speech activity.

However, the phonetic course at the elementary level of the language proficiency forms an unstable system of auditory and pronunciation skills, which requires further automation and correction during the entire period of study of foreign students at higher educational establishments of Ukraine. The quality of the acquired education, the success of learning the material, and the psychological comfort of studying in a group with Ukrainian-speaking students depends on how firmly these skills are formed. That

is why the phonetic aspect of learning is so important for all foreigners who study the Ukrainian language, but for Chinese students, the formation of stable pronunciation skills is a cornerstone, because without a phonetic basis, further study of Ukrainian grammar is impossible.

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ФОРМУВАННЯ ПЕРЦЕПТИВНО-РЕЦЕПТИВНИХ НАВИЧОК У КИТАЙСЬКИХ СТУДЕНТІВ ПІД ЧАС НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ

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У статті йдеться про необхідність формування основ перцептивної та рецептивної бази під час навчання іноземних студентів української мови на початковому етапі, оскільки саме ці навички є фундаментом для розвитку всіх видів мовленнєвої діяльності. Авторами проаналізовано деякі проблеми, з якими стикаються як китайські студенти, так й викладачі української як іноземної, у тому числі пов'язаними з особливістю сприйняття китайською аудиторією української мови. Для розуміння причин виникнення труднощів у студентів з Китаю, розглянуто відмінності української та китайської мов, пов'язані з їхнім походженням, звуковою системою та писемністю. Особливу увагу сконцентровано на відмінностях, що спостерігаються у фонетиці двох мов, зокрема в системі голосних та приголосних звуків і будові складів, тому що розбіжності в системі письма та структурі складу, а також наявність або відсутність певних звуків у мовах є причиною тих труднощів і помилок, які виникають у китайських студентів при сприйнятті та відтворенні української мови. У статті аналізуються недоліки, найбільш поширені в мовленні китайських студентів і пов'язані з вимовою та наголосом, вказуються причини виникнення таких помилок, а також пропонуються деякі способи попередження їхньої появи: пояснення різниці в утворенні проблемних звуків, використання звуків-помічників, фіксація мовних одиниць у письмовій формі, що сприяє закріпленню в пам'яті студентів формованих навичок слухання та вимови і створенню звукобуквенних відповідностей. Автори доводять надзвичайну важливість навчання іноземців, які вивчають українську мову, фонетичному аспекту мовлення, тому що від того, наскільки міцно сформовані слухові та вимовні уміння й навички, залежить не тільки успішність засвоєння матеріалу і психологічна комфортність навчання в групі з україномовними студентами, але й загалом якість здобутої освіти.

Ключові слова: перцептивні та рецептивні навички, види мовленнєвої діяльності, фонетика української та китайської мов, система голосних і приголосних звуків, будова складів, мовленнєві помилки.

Стаття надійшла до редакції 03.08.2022

доопрацьована 08.08.2022

прийнята до друку 11.08.2022