

《漢語800字》教學探討

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摘要

中國國家漢語國際推廣領導小組辦公室在《國際漢語教學通用課程大綱》(2008)以附錄形式登載的《常用漢字800字表》是漢語作為第二語言教學中漢字教學的參考依據。漢語教師應以“根據漢字造字原理,注重形、音、義相結合”為教學原則,對常用漢字的概況有總體的把握。

“800字”中有160餘字仍可借助溯形辨義的方法講解,針對形義聯繫的不同類型,可使用直觀釋義、局部溯形、拓展助讀等不同角度實施教學,其餘大部分常用漢字也可通過表意、表音部件的歸納尋找利於教學的途徑。本文類聚了800字中最常見的表意部件18個及其歸屬字約350個,統計了90個形聲字與其聲符在現代漢語中的聲韻關係,並簡要分析了漢字多音多義的形成原因。在以上幾方面分析的基礎上,本文也提出了一些相應的教學建議。

關鍵詞

漢字 表意部件 表音部件 教學建議

Abstract

<List of 800 Chinese Characters>, as an appendix of <International Curriculum for Chinese Language Education> by the Office of Chinese Language Council International (2008), has offered a basis for teaching characters in teaching Chinese as the second language. Chinese language teachers should follow the principle of “According to conventions of Chinese characters construction, and combine the forms, sounds and meanings of characters”, and have comprehensive observation for the 800 Chinese characters.

There are more than 160 characters among the 800s can be explained by tracing back to ancient forms. Teachers have some options of teaching methods according to the different types of characters. For other characters which can not be explained by forms directly, we should look for effective teaching methods by analysis of the ideographic components and phonetic components. This essay has collected about 350 characters with 18 common ideographic components, and has analyzed the difference between phonetic components and sounds of 90 characters in Modern Chinese. In addition, we have briefly analyzed the causes of characters which have varied pronunciations. Meanwhile we have provided some suggestions of teaching.

Key words

Chinese character ; ideographic component ; phonetic component ; Suggestion of teaching ;

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