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TEACHING CHINESE DIALECTS AS A PEDAGOGICAL PROBLEM

The article justifies the relevance of studying the problem of Chinese dialects language education in primary school.

Key words: standard Chinese; Chinese dialects; language education.

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ОБУЧЕНИЕ КИТАЙСКИМ ДИАЛЕКТАМ КАК ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА

В статье обосновывается актуальность изучения проблемы обучения диалектам китайского языка в начальной школе.

Ключевые слова: стандартный китайский язык; китайские диалекты; языковое образование.

Introduction. China has a vast territory, a large population, and many kinds of languages. Up to now, the history and culture of China continues. However, Standard Chinese had long been in common usage. This trend maybe led to some dialects die out, at last to simplify the language.

In fact, Chinese dialects and standard Chinese are important communication tools for modern people. In essence, standard Chinese is formed through processing and standardization based on Chinese dialect, which is the source of standard Chinese. For example, we have studied classical Chinese since primary school. In fact, the expressions of dialects in many areas are very similar to classical Chinese. In teaching, making full use of these dialect resources is conducive to enhance the effect of learning and grasp the connotation of Chinese more comprehensively.

At present, although some colleges and universities have set up elective courses of Chinese dialect, there is a serious lack of Chinese dialect education in primary and secondary schools. Chinese dialect is a very important language resource and a very important material for language research. Therefore, it is necessary to study the teaching conditions and characteristics of Chinese dialects and bring this course into primary schools and widely usage.

Main part. Modern Chinese has the distinction between standard Chinese and Chinese dialects. Different regions have different cultures and languages. The Constitution of the People's Republic of China provides for the use of standard Chinese as the common language in China. According to statistics, there are at least 1.5 billion people in the world who use standard Chinese, accounting for 20% of the world's total population.

There are 55 national minorities in China. The Constitution and other legislative acts of the country not only define the equality of all nationalities, but also clearly state that the state provides assistance to national minorities and areas of national autonomy in the development of the economy, culture, etc., honors their national traditions and customs of social life. This is the root cause of the long-term close unity and cooperation of all the nationalities of China. The state invariably respects and guarantees the right of national minorities to use and develop their national languages and scripts. On June 19, 1991, the State Council approved and sent out the "Notice for the Report on the Further Improvement of Activities Concerning the Languages and Writings of National Minorities", which contains a requirement to strengthen the legal framework for the use of national languages, its proper standardization and information support, in order to promote the development of translation, publishing, educational, information activities, radio and television broadcasting, cinematography, the systematization of old publications, to advance

scientific research in the field of national languages, cooperation and exchange of experience, as well as the training of relevant personnel. In this conditions the organization of the teaching the Chinese dialects in elementary school is a relevant problem for scientific research [1].

Chinese dialects are also called local dialects, and different dialects are in their specific regions. It is not another language independent of the Chinese nation, but only a language used in some parts of China. Chinese dialects have been formed gradually after a long process of evolution. There are many factors that form Chinese dialects, including social, historical, and geographical factors, such as population migration and geographical barriers. There are also factors of the language itself, such as the mutual contact between languages, which influence each other.

The differences between Chinese dialects are manifested in phonetics, vocabulary, grammar, etc., among which phonetics are particularly prominent. Many Chinese linguists believe that most dialects and common languages have certain corresponding laws in terms of phonetics, as well as many similarities in terms of vocabulary and grammar, so they are not independent languages.

Chinese dialects are living fossils of culture. It is one of the local cultures and an important part of the national culture. Chinese folklore expert Mr. Niu Guodong believes that the promotion of standard Chinese may have a certain impact on the Chinese dialect. The formation and continuation of language is a process of thousands of years. The purpose of promoting the use of standard Chinese is to promote the use of the same communication tool, not to replace the Chinese dialect as the only language.

Standard Chinese is formed on the basis of Chinese dialects through processing and standardization, and is the basis of Standard Chinese. We have been learning classical Chinese since elementary school. In fact, dialect expressions in many regions are very similar to classical Chinese. For example, the biggest feature of Shanxi dialect is to retain the tones of classical Chinese, and these tones have very complex changes. It has important reference value for Chinese classical literature research, human civilization evolution, archaeology and other fields. It can be seen that the Chinese dialect is a kind of cultural carrier, which carries a large amount of cultural information accumulated by a nation in the long-term historical process, and has important protection value.

Chinese dialect is the life of literary language. There are always a large number of dialects in literary works. From a microscopic point of view, it can not only better express the characters' characteristics, but also make the works more authentic. From a macro point of view, it can reflect the living habits and social development characteristics of people in different regions. Many famous writers have said that literature is a combination of words drawn from real life and higher than life. In elementary school textbooks, we have studied many works of Mr. Lu Xun, and some of them use dialects. It is a tool that can help readers to enter the literary mood. It depicts the tasks in the articles more concretely and expresses feelings in a more subtle way.

Some researchers (Zhou Haizhong, Wang Ping) in the field of Chinese language learning point out that in language teaching, mastering dialects can make Chinese teaching more specific and authentic [2]. Learning dialects can also enable scholars to have a deeper understanding of the cultures of different regions of China. The use of Chinese dialect teaching can make scholars closer to life and experience the culture of different regions of China. For example, plays, folk songs and other artistic works use many dialects. Through the unique vocabulary, pronunciation, and tones, you can appreciate the stronger local cultural characteristics. Therefore, learning dialects can make scholars interested in learning and better feel cultural differences when standard Chinese is taught as a second language. Making full use of these dialect resources is conducive to improving the learning effect and grasping the connotation of Chinese more comprehensively.

At present, although some colleges and universities offer Chinese dialect elective courses, there is a serious lack of Chinese dialect education in primary and secondary schools. Primary school is the best period to build a language foundation, and it is also the most critical period for language learning. Integrating dialect education into basic education can achieve a more ideal language learning effect. In this regard, the school needs to optimize the educational process for mastering the skills of Chinese dialect. It is possible to solve the indicated problem by creating certain pedagogical conditions for the organization of Chinese dialect learning.

The integration of dialect teaching in basic education can be studied in depth in the following steps and ideas.

The first step is to use local dialects as teaching aids to make the knowledge shallow and improve the quality of teaching. We know that different regions use different dialects, so we can introduce local dialects in the classroom as teaching aids. For example, if students do not understand the material well and the textbook does not explain it clearly, we can use the dialects that students use every day to explain it, so that we can have a good classroom atmosphere and ease the boringness of teaching, and make teaching language lessons as easy to understand as everyday conversations.

The second step is to add the use of other regional dialects to increase the novelty of teaching and to arouse students' interest. Once students can adapt to the local use of local dialects as an aid to teaching, we can add the use of dialects from other regions. Dialects represent the historical development process of a region, and linking different local dialects with standard Chinese in teaching is good for understanding the ins and outs of knowledge, increasing students' desire to explore and better arousing their attention and interest.

The third step is to practice using a wide range of dialects from various regions. Introducing dialect examples for teaching can enhance students' understanding of the language and systematize their knowledge. We can make use of different media and take advantage of online information-based teaching to make up for the lack of classroom content and show different dialect cultures. For example, teachers choose a certain teaching content to provide students with appreciation of literary works, movie videos, opera audio, etc. This can deepen students' memory of knowledge, broaden their knowledge on the one hand, and lay the foundation for their flexible use on the other. By learning the

dialects in contrast to standard Chinese, students can have a deeper understanding of the laws of language, and such a learning method can be extended to other subjects to stimulate students' enthusiasm for learning.

Of course, it is equally important to improve the expertise of the teachers. The teaching team is an important factor in the construction of the curriculum. To improve the quality of the course, it is necessary to cultivate an always excellent teaching team. Teachers need to keep accumulating teaching experience and reforming teaching methods. Chinese dialects are very practical, so teachers should pay attention to combining theoretical knowledge and practical skills. For example, when teaching "vowel correction" and "rhyme correction" [3], we can compare the dialect with standard Chinese according to the characteristics of the dialect used by students, and give some facts about the dialect to understand and consolidate. Organize students to sort out the confusing sound rhymes and practice and use them more often. Teachers should pay attention to the follow-up and evaluation of the teaching process. This process is tracked by both the students and the teachers themselves. Regular summaries and evaluations should be conducted on the degree of dialect teaching use, the difficulty of teaching contents, and the degree of students' understanding. While improving the difficulty level of teaching according to students' different needs, teachers should also evaluate whether their own knowledge and skill levels are sufficient and whether their teaching methods are suitable for students. Teachers should pay attention to the diversity of examination methods. The assessment of students' mastery of knowledge should not be limited to one form, but should take various assessment methods according to different teaching contents. For example, oral and written tests can be used to assess pronunciation, seminars can be arranged for confusing knowledge, and literature or movie videos can be arranged to analyze vocabulary or grammar mastery. Teachers should also focus on academic and experiential research and discussion, strengthen learning and communication among teachers, and adopt forward teaching experiences to improve the quality of teaching.

Among mostly spread pedagogical means of using the dialect resources in modern Chinese courses are teaching the basic theories and fundamental knowledge of modern Chinese in combination with dialect knowledge. It can overcome the disconnect between theory and practice in modern Chinese classes, enliven the classroom atmosphere, increase interest in learning, correct one-sided cognition, deepen the understanding and comprehension of the basic laws of linguistics, improve comprehensive linguistic literacy, and enhance the comprehensive ability of language use.

Another pedagogical problem lies in teachers' competence for effectively recognizing the importance and the role of Chinese dialects in language teaching. The integration of dialects into the teaching of modern Chinese must be appropriate, timely, and in the right amount. The focus should be on Mandarin Chinese, and the dialects should be complementary, not overwhelming.

Conclusion. The development of certain pedagogical means for improving teachers' competence and literacy in Chinese dialects can influence the dialect education in primary schools. Teachers should learn the basic skills of dialect investigation, be familiar with the process and methods of dialect investigation, and gradually accumulate the dialects that students have acquired and are familiar with. Also the problem is to be solved how to stimulate students' interest, and use in their teaching active methods of language learning.

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