

НАПРЯМ 2.



**КУЛЬТУРОЛОГІЧНИЙ ЧИННИК
У ВИМІРІ ВИВЧЕННЯ
ІНОЗЕМНОЇ МОВИ**

THE CULTURAL DIMENSION OF CHINESE LEARNING

Zhang Licong

*PhD student of Education and Educational Science,
Ternopil Volodymyr Hnatiuk National Pedagogical University
Ternopil, Ukraine*

The cultural dimension of Chinese learning is a very important research field, which involves the profound connection between language and culture. Chinese is not only a tool for communication, but also a carrier and way of dissemination of Chinese culture. Language and culture are interdependent, influence each other, and develop together. [3, p.7]

We try to explore it from the following three aspects:

1. The relationship between language and culture

1.1 Language is the carrier of culture: Chinese carries the way of thinking, social psychology, and values of the Chinese nation. For example, idioms, proverbs, poems, etc. are rich in cultural connotations.

1.2 Language is the way of dissemination of culture: Through Chinese, Chinese culture is inherited and disseminated. For example, ancient documents and modern media all convey cultural information through Chinese.

1.3 Language and culture restrict each other: With the development of society, Chinese is also changing. The emergence of new words and the elimination of old words reflect the changes in culture. For example, the emergence of Internet terms reflects the fast pace and diversity of modern society.[4, p.2]

2. The cultural dimension of Chinese learning

2.1 Language structure culture: The grammatical structure of Chinese reflects the way of thinking of Chinese people. For example, Chinese focuses on "meaning", emphasizing the meaning relationship within the language rather than formal signs.[2,

p.3]

2.2 Semantic culture: Chinese vocabulary contains many culturally specific concepts and values. For example, words such as "filial piety" and "harmony" reflect the core values of traditional Chinese culture.

2.3 Pragmatic culture: Chinese communication rules and cultural conventions are also important learning content. For example, addressing, greeting, thanking, etc. have specific cultural backgrounds and usage scenarios.[1, p.2]

3. Cultural factors in teaching Chinese as a foreign language

In teaching Chinese as a foreign language, cultural teaching is an indispensable part. The teaching content should reflect the three principles of language, communication, and external:

3.1 Language principle: content that is closely related to language learning and use and reflects the characteristics of Chinese culture.

3.2 Communication principle: cultural knowledge necessary for cultivating cross-cultural language communication skills.

3.3 External principle: cultural content for the actual needs of foreign learners.

Conclusion. Learning Chinese is not just learning a language, but also understanding and experiencing a national culture. By deeply understanding the cultural dimensions of Chinese, learners can better master Chinese and be more handy in cross-cultural communication.

REFERENCES

1. Guo Xi. (2004). On "Chinese Language", Journal of the School of Chinese Language and Literature, Jinan University.
2. Liu Yingkai. (2024). Analysis of the Difficulties of Learning Chinese, Shanghai East China Normal University Press.
3. Li Yuming. (2015). "One Belt, One Road Needs Language Paving the Way", People's Daily, September.
4. Zhou Haiqing. (2016). "Research and Development Trends of Greater Chinese Language", Journal of Chinese Language.

ЛІНГВОКРАЇНОЗНАВЧИЙ КОМПОНЕНТ ЯК ВАЖЛИВИЙ МЕТОДИЧНИЙ АСПЕКТ У ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ

Боднар А.А.

*студентка факультету філології і журналістики
Тернопільського національного педагогічного університету
імені Володимира Гнатюка*

Науковий керівник: Коновальчук С.А.

*Кандидат педагогічних наук
Тернопільський національний педагогічний університет
імені Володимира Гнатюка*