

一起学习汉语吧!

Let's Learn Chinese Together!

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从学汉语的学生突然变成了汉语教师

2015年,一个普通的秋季早晨,我们在大学上汉语课,差不多下课的时候,老师突然问我们:“有没有人想去高中当汉语老师?”一听到老师的这句话,同学一下子就停止讨论刚才学完的课文,沉默不语。老师又说:“我们要一个志愿者。需要什么帮助的话,我们的教研室都会帮助找教材,也会帮助设计教学方案。”突然我们听到了某人的声音:“好的,我要做”。其他同学轻松地缓了一口气,我呢,惊奇地发现那个声音是我的……就这样,我就开始了汉语老师的职业。

从2015到2016年,我在明斯克23学校上汉语课。那是白俄罗斯历史最悠久的学校之一,建立于1936年。学校不太大,一共有440个学生(包括小学、中学和高中),

其中有45%从小学开始学习汉语。

教差不多200个学生汉语,你们觉得应该有几位老师?答案是:只有两位!其中只有一位说汉语说得还可以。我的大学老师之所以让我去那所学校教汉语,是因为他们缺乏好的老师。但是10年前,如果汉语老师想在白俄罗斯小学、中学或者高中找工作,很难。因为2011年白俄罗斯只有1所中学开了汉语课,2018年这个数字达到了6所,所以越来越多的学校积极地寻找汉语老师,甚至不看老师的专业背景。这是为什么呢?

为什么学习汉语?

我教的是从6到9年级学生,每个班都有差不多12-13个人。因为人数较少,我在讲台上站着就可以很明显地看出每个学生的表情,也能看出每个学生的特点。比如说,每个班都有几个孩子每次上课都是一脸茫然,我讲什么他们都听不明白。那是因为他们还不太清楚到底为什么要学习汉语,所以学习动机也不稳定;也会有几位“100分追求者”,对他们来说学习汉语相当于做什么运动,成绩为主,其他都不重要;当然也有几位“十万个为什么”,主要是初中生,无论我讲的是语法还是文化,他们都很好奇,使劲儿地问为什么。那些孩子都看过成龙的动作片,所以他们觉得每个中国人都会功夫,甚至会飞起来(这个我其实自己也不太确定,谁知道……)。印象最深的是一位女同学,她叫雅娜,是8年级班的小太阳:每次作业都全对,而且课外常常自己学习,不懂的下课跑来问我;无论安排什么文化活动,比如中秋节、春节、端午节等等的活动,她都是第一个报名的。她的声音虽然很小,但是好听,朗读课文的时候连最喜欢发脾气学生都不敢闹。她

听力和口语都很好，但是汉字记不住，也写不好。有一次，她的汉字作业一片“红海洋”，我吃惊地看到她看了看脸上居然还带着微笑。我不满意地心想：“这什么态度啊！”但是寒假之后突然发现她的汉字书写好多了。问她，她只是微笑着说：“没有什么特别的，我只做了些练习”。后来我才知道，寒假的时候她每天练习写汉字，一天就写完一本本子……我问她：“你为了学习汉语付出了那么多力气，为什么呢？”她认真地看着我回答：“爸爸妈妈告诉我，学会汉语以后会有很多机会。”

近几年，白俄罗斯的父母和老师们都认为：学汉语人数增加的趋势和中白工业园有直接关系，而且这个趋势将来还会更火。中白工业园成立于2012年，是根据中白政府间的协议建立的，位于首都明斯克州。2014年第一家中国公司华为公司进入了工业园区。2018年，华为公司在中白工业园开设了联合创新中心，同年白俄罗斯职员数量达到了200多人。2018年华为在白俄罗斯开了第二家旗舰店，在市中心的很多高楼可以看到华为广告。此外还有其他许多公司。比如2015年中兴公司给我工作的那所学校设计了高科技汉语课堂，2017和2018年则成为明斯克孔子学院节日赞助者之一。

“洋（俄）腔洋（俄）调”学汉语

下面我想分享一下我教汉语过程中遇到的有趣问题。

首先，我想先说说关于语音的一些问题。开始学习最简单的元音的时候，我的学生努力地跟着我读：a, i, u, o…但是到了e这个元音，学生们的苦恼开始了。白俄语语音系统没有e这个元音，但是字母表有一些相似的字母，所以一看到e学生就读[je]或者[ə]。最后，我们通过无数的练习克服了这个阻碍。但是语音挑战还没结束：接下来我们遇到了“uo”这个韵母。俄语和白俄语偶尔可以遇到u和o结合起来的音节，所以对孩子来说辅音“uo”这样的音节是一个噩梦。他们不会读tuo，而读to；不会读luo，而读lo。这些个毛病虽然不太严重，但是将会对学生将来的学习增添麻烦。所以有时候我们要花费一两节课一直练习同样的音节。

汉字是我们第二个大的挑战。按照白俄罗斯教育部的规则，语言课上必须用横格本子，而且字母一定要有倾斜。小学时候写字母没有倾斜的话老师一定会扣分。所以上汉语课的时候学生也努力地给我写了“倾斜的”汉字。而且，因为教育部的那个规则，汉语老师到现在还不可以让学生在田字格本练习写字。

另外，汉字有“钩”的笔画（如竖钩、斜钩等等）

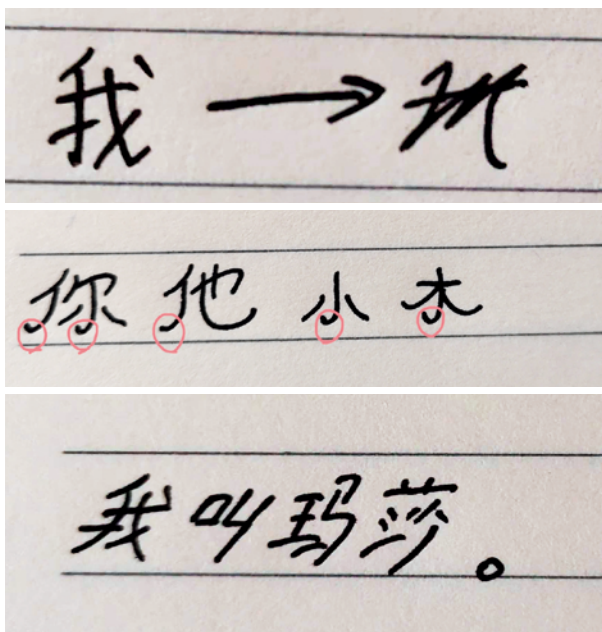
也受到了小学俄语字帖的影响。如果我们仔细地看一下俄语字母的字帖，我们就发现：实际上这些字母的笔画是很平滑的，有很多圆形的结构。所以我的学生写的“钩”经常是圆圆的。

还有一位同学，很不喜欢写“我”这个字，对他来说这个笔顺特别难。那么，为了写简单一点，这个学生把“我”写成了和俄语字母Ж差不多的形状，让我非常吃惊。

提到汉字的结构呢，一些初级水平的白俄罗斯学生经常会把一个汉字写成两个：如“你好”他们会写成“你女子”。还有一次我在查看学生的作业，突然看到“第三鱼羊”这个词组，看了几遍都猜不出什么意思，难道这是我教的？后来我终于明白，原来他想写的是“地三鲜”……

如上，我和我的学生们一起克服了不少困难，接受了不少挑战。教学过程中不只有老师教导学生，而且通过对犯错的学生的分析，老师也可以掌握不少有意思的信息，从而提升自己。这就是孔子说的“教学相长”吧。

正因为有了这么难得的教学经历，使我明确并且坚定了攻读汉语国际教育硕士的目标。2018年9月，我作为中国政府奖学金学生来到上海，开始我的硕士学习历程。我的愿望是顺利完成三年的专业学习，成为一名真正的高水准的汉语教师，带领更多的白俄罗斯中小学生学习汉语，抓住“一带一路”倡议带来的人生发展机遇。





Students learning Chinese suddenly became Chinese teachers

On an ordinary autumn morning in 2015, we were taking Chinese classes at the university. At about the end of the class, the teacher suddenly asked us: “Does anyone want to go to high school to be a Chinese teacher?” The students stopped talking about the text and became silent. The teacher also said, “We want a volunteer. If you need any help, our teaching and research office will help find textbooks and help design teaching plans.” Suddenly we heard someone's voice: “OK, I'll do it.” The other classmates took a sigh of relief easily. As for me, I was surprised to find that the voice was mine ... just like that, I started my career as a Chinese teacher.

From 2015 to 2016, I took Chinese classes at Minsk 23 School. It was one of the most historic schools in Belarus, founded in 1936. The school is not too big: there are a total of 440 students (this includes elementary, middle and high school), 45% of whom started learning Chinese from elementary school.

In order to Teach almost 200 students Chinese, how many teachers do you think there should be? The answer is: only two! Only one of them speaks Chinese well. The reason why my college teachers asked me to teach Chinese in that school was because they lacked good teachers. But 10 years ago, it was difficult for a Chinese teacher to find a job in a

Belarusian elementary, middle or high school. Since only one middle school in Belarus offered Chinese classes in 2011, the number reached 6 in 2018, so more and more schools are actively looking for Chinese teachers without even looking at their professional backgrounds. Why is this?

Why learn Chinese?

I teach from 6th to 9th grade students and there are almost 12-13 people in each class. Because of the small number of people, standing on the podium I can clearly see the expression of each student, as well as the characteristics of each student. For example, there are a few children in each class, and each time they go to class, they are at a loss, and they don't understand what I say. That's because they don't know exactly why they want to learn Chinese, so their motivation for learning is also unstable. There will also be a few “100-point suitors”. For them, learning Chinese is equivalent to doing sports. To win is most important; of course, there are also several “100,000 Whys”, mainly junior high school students. No matter whether I'm talking about grammar or culture, they are very curious and ask why vigorously. Those children have watched Jackie Chan's action movies, so they feel that every Chinese person will work hard and even fly (I am actually not sure about this myself, who knows ...). What impressed me most was a female classmate. Her name was Yana, and

she was the little sun in the 8th grade class: every assignment was correct, and she often studied outside of class by herself, and came to ask me after class. For example, she is the first to sign up for Mid-Autumn Festival, Spring Festival, Dragon Boat Festival and so on. Although her voice is small, it sounds good. Even when she reads the text aloud, even the student who likes to lose her temper is afraid to make trouble. She has good listening and speaking skills, but she can't remember Chinese characters and can't write well. Once, her Chinese character assignment was a “red ocean.” I was surprised to see that she looked with a smile on her face. I was dissatisfied and thought, “What kind of attitude is it!” But after the winter vacation, I suddenly discovered that her writing of Chinese characters was much better. When I asked how she managed to do so, she just smiled and said, “Nothing special, I just did some exercises.” Later I learned that during the winter vacation, she practiced writing Chinese characters every day and finished writing a book a day ... I asked her: “You have put so much effort into learning Chinese, why?” She looked at me seriously and answered: “My parents told me that there will be many opportunities after learning Chinese.”

In recent years, parents and teachers of Belarus believe that the trend of increasing numbers of Chinese learners is directly related to the Sino-Belarus Industrial Park, and this trend will be even more fierce in the future. The China-Belarus Industrial Park was established in 2012 and was established according to an agreement between the governments of China and Belarus. It is located in the capital Minsk. In 2014, the first Chinese company, Huawei, entered the industrial park. In 2018, Huawei opened a joint innovation center in the China-Belarus Industrial Park. In the same year, the number of Belarusian employees reached more than 200. In 2018, Huawei opened its second flagship store in Belarus. Huawei ads can be seen in many high-rise buildings in the city center. There are many other companies. For example, ZTE designed high-tech Chinese classes for the school I worked with in 2015, and became one of the festival sponsors of the Confucius Institute in Minsk in 2017 and 2018.

Learning Chinese in a Foreign way

Now I would like to share some interesting problems I encountered in teaching Chinese.

First of all, I want to talk about some questions about speech. When I started to learn the simplest vowels, my students tried to read along with me: a, i, u, o ... But when it came to the e vowel, the students' distress began. The Belarusian phonetic system does not have the vowel e, but the alphabet has some similar letters, so students see [je] or [ɛ] whenever they see e. In the end, we overcome this obstacle with countless exercises. But the voice challenge is not over: next we meet the vowel “uo”. Russian and Belarusian can occasionally encounter syllables combined with u and o, so

for children, syllables like “uo” are a nightmare. They will not read tuo, but read to; they will not read luo, but read lo. Although these problems are not serious, they will cause trouble for students' future studies. So sometimes we spend one or two lessons practicing the same syllable all the time.

Chinese characters are our second biggest challenge. According to the rules of the Ministry of Education of Belarus, horizontal textbooks must be used in language classes, and letters must be inclined. Teachers will deduct points when writing letters in primary school without tilting. So the students also tried to write me “tilted” Chinese characters during the Chinese class. Moreover, because of the rules of the Ministry of Education, Chinese teachers are still not allowed to practice writing in Tian Zi Geben.

In addition, strokes with “hook” in Chinese characters (such as vertical hooks, oblique hooks, etc.) are also affected by primary school Russian copybooks. If we look closely at the copybook of Russian letters, we find that the strokes of these letters are actually very smooth and have many round structures. So the “hook” written by my students is often round.

Another classmate didn't like to write the character “我”. This stroke order was very difficult for him.

To keep things simple, the student wrote “I” in a shape similar to the Russian letter Ж, which surprised me very much.

When it comes to the structure of Chinese characters, some Belarus students at the elementary level often write one Chinese character in two: for example, “你好”, they will become “你女子”. Another time I was looking at the student's homework, and suddenly I saw the phrase “第三鲜”. I couldn't guess what it meant after reading it several times. Is this what I taught? Later, I finally realized that what he wanted to write was “地三鲜” ...

As above, I have overcome many difficulties and accepted many challenges with my students. In the teaching process, not only the teacher teaches his students, but also through analysis of the students' mistakes, the teacher can also grasp a lot of interesting information, thereby improving himself. This is what Confucius said about “excellent teaching.”

It is because of such a rare teaching experience that I have clearly and firmly established my goal of pursuing a master's degree in Chinese International Education. In September 2018, I came to Shanghai as a Chinese government scholarship student to begin my master's degree. My wish is to successfully complete three years of professional study, become a truly high-level Chinese teacher, lead more Belarus primary and secondary school students to learn Chinese, and seize the opportunities for life and development brought about by the Belt and Road Initiative.