HOMO RES SACRA

ՀԱՅ-ՌՈՒՍԱԿԱՆ (ՍԼԱՎՈՆԱԿԱՆ)
ՀԱՄԱԼՍԱՐԱՆ

ԿՈՆՖՈՒՑԻԱԿԱՆ ԸՆԹԵՐՑՈՒՄՆԵՐ ՀՌՀ-ում

Գիտական հոդվածների ժողովածու

ՀԱՏՈՐ III

Կազմող և պատասխանատու խմբագիր՝
Պատմական գիտությունների դոկտոր,
Հայ-Ռուսական (Սլավոնական) Համալսարանի
Համաշխարհային պատմության և արտասահմանյան
տարածաշրջանային հետազոտությունների ամբիոնի վարիչ,
ՀՀ ԳԱԱ պատմության ինստիտուտի առաջատար գիտաշխատող
Մարգարյան Երվանդ Հրանտի

Երևան
ՀՌՀ Հրատարակչություն
2022

КОНФУЦИАНСКИЕ ЧТЕНИЯ В РАУ

Сборник научных статей

ТОМ III

Печатается по решению Редакционно-издательского совета РАУ

В сборнике представлены материалы международной синологической конференции «Конфуцианские чтения в РАУ», состоявшейся в Российско-Армянском университете. Статьи отражают современные тенденции в развитии относительно молодой научной дисциплины – зарубежного регионоведения и китаеведения в частности. Регионоведение – интегральная социогуманитарная дисциплина, основанная на взаимодействии дисциплин, каждая из которых имеет свой предмет и методы исследования. Данный сборник статей – характерный пример междисциплинарной кооперации, имеющей целью комплексное изучение Китая, попытка понять его прошлое, настоящее и будущее.

Сборник адресован научным работникам, преподавателям, аспирантам и студентам, а также широкому кругу читателей, интересующихся теоретическими и макросоциологическими вопросами китаистики и зарубежного регионоведения.

СОДЕРЖАНИЕ

Раздел V. Молодые исследователи

POLITICAL TEXT: METHODS AND PRACTICE OF TEACHING

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ABSTRACT

This article discusses some of the features of teaching socio-political texts at Saint- Petersburg State University, highlights the sources of such texts and the principles of their selection. In addition, the article highlights the main stages of working with socio-political text in the lecture room. One of the topics of this article are the main difficulties that students face when studying such texts and to which the teacher should pay special attention during practical classes.

Keywords: Chinese language, socio-political text, Chinese grammar, linguodidactics, constructions, methods of teaching.

Translation of social and political texts is a part of the program of Chinese language course taught at the Department of Chinese philology of the SPBU. It is introduced in the first semester of the third course, when students return from China after language immersion. By this moment, they already have a large extent of both active and passive knowledge and vocabulary, which allows at least to save the time for search of unknown words.

The subject of the course is represented by newspaper texts, speeches of the head and top officials of China and political documents. The materials are usually taken from web versions of the leading newspapers "Renmin Ribao", "Guangming Ribao", as well as from news portals – such as, for example, the Xinhua News Agency's website. Choice of a social and political text is important, but involves certain difficulties. The majority of modern textbooks do not meet the objectives of such course.

Therefore, due to unavailability of appropriate textbooks, we have to use articles from Internet. First, because the most up-to-date information can be found there; second, they provide a wide range of social and political texts. The fact that virtually all major newspapers and magazines have web versions in the Internet facilitates the task.

Topics of such texts are political systems and government structure, elections, visits, meetings, negotiations, agreements, the UN Charter, environment, globalization, terrorism, Russia and NATO, nuclear disarmament, dangerous diseases, natural disasters, economic relations, as well as any other topic related to the current political situation in the world. Political texts (especially in case of selection of articles by various authors on the same topic – for example, coverage of a state leader's visit to another country) are full of clichés and lexical and grammatical constructions. These elements are mastered best using exactly such texts, since here they are found in various versions and upon multiple repetitions, they become 'hardwired' in students' heads.

Lessons are usually arranged according to the following pattern:

1. Reading the text aloud – sentence by sentence, sequentially. First, this facilitates remembering the way characters should be read; second, trains pronunciation.

There is an opinion that reading newspaper texts aloud is a waste of time, but the teaching experience evidences that students who don't read texts aloud are all too often unable to correlate characters to their pronunciation. Moreover, when students read a sentence, it is possible to see if they make mistakes in translation judging from the way they split it intonationally and the way they read individual words.

2. Translation of read sentences along with analysis of all encountered patterns and constructions.

Sentences structure and repeating constructions play the most important role in political text translation – therefore, after translation we proceed as follows:

3. Singling out repeating patterns and constructions.

4. Repetition of previously learnt constructions and patterns (dictations, interpreting from Russian to Chinese and from Chinese to Russian).

Students employ various memorization techniques – of which the best, according to their own comments, is making cards with characters and their transcription (if required) on one side and translation on the other. There are different applications for mobile phones which can help to make cards, like Intelli, Anki, Flashcards+ and so on.

A part of a lesson can be devoted to repeating highlighted words and constructions orally, because their

constant uttering advances memorization. Since most of the highlighted words and constructions are constantly repeated, they should be practices until they become automatic so that they 'jump out of memory' as if automatically.

Having practiced a sufficient amount of expressions and constructions, then the translation sentences from Russian to Chinese can be done in class. As a rule, it's better to give sentences of the same type with a single construction, but using the learned words:

The American President paid a state visit to China:
美国总统对华进行国事访问

The English Prime Minister paid an official visit to Russia:
英国首相对俄进行正式访问

The Premier of the State Council paid a three-day visit to America: 国务院总理对美进行为期三天的访问

In this case, the construction '*to pay a … vitit… to…*' 对…进行…访问 is practiced, but at the same time, we also remember the titles of the state leaders: the President, the Prime Minister (remembering the difference between premiers and prime ministers in monarchial 首相 and non-monarchial 总理 countries, as well), the Premier of the State Council, as well as the mini-construction '*X-day*' 为期三天的 – three-day, five-day, etc.

It is possible to select texts in traditional form occasionally. Students must be able to identify traditional characters (by the way, this helps students, when they read old classical texts).

In addition, translation of numbers – especially large ones like hundreds of thousands, millions, billions – can be practiced during lessons.

Yet another important part of the lessons is watching news on studied topics and learned vocabulary.

The main difficulties students face when translating social and political texts are:

1. Inaptitude for seeing constructions.

Let's consider, for example, this sentence:

会晤中，两国总理听取了中俄四个双边合作机制的工作汇报，并在会后见证两国政府和企业间经贸、投资、金融、民用核能、高科技、国界联检、教育、文化等领域20多项合作文件签署。[1]

(*During the meeting the Prime Ministers of both countries heard four working reports on the mechanisms of bilateral cooperation, after the meeting they witnessed the signing of cooperation documents in more than twenty areas, such as economic and trade cooperation between governments and enterprises, investment, financial coopera-tion, cooperation in the field of nuclear technology for peaceful purposes, high technology, joint inspections of state borders, education, culture, etc.*)

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[1] 中俄总理会晤何以放在圣彼得堡? 2016.

As a rule, students don't see this frame construction '*to witness signing*' 见证签署, so translation perplexes them, since they know only individual words separately: the verb 见证 means '*to be a witness*', whereas the verb (although in this case it acts as a noun) 签署 means '*to sign (signing)*'. Most don't even see this construction – therefore, are unable to translate the sentence at all. Some students manage to produce translation '*premiers of both countries became witnesses of signing of such-and-such documents*', but they cannot answer the question "If they became witnesses – means someone else was signing; so who was that?".

2. Inability to isolate interrelated elements.

我们敦促……美方信守奉行一个中国政策、遵守中美三个联合公报原则的承诺…。[2]
(*We insist that… the American part keeps its promise to adhere to the One China policy principle and the principal of respect to the three joint declarations…*)

One of the most common mistakes in newspaper texts translation is an attempt to translate in a linear, word-by-word way. The sentence on the slide represents a sort of a Russian nesting doll: one construction turns out to be hidden inside another. Students don't see that the word '*to strictly adhere*' 信守 relates not to the word 奉行 '*to (strictly) adhere to*' immediately following it (often students even think that these are two synonyms placed in a row), but to the noun 承诺

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[2] 特朗普同蔡英文通电话外交部发言人: 2016

'promise'. That is, we have here the construction 信守承诺–
'*to be faithful to one's promise, to keep one's promise*' that
hides inside itself another construction (the word 奉行 has
the object 原则 '*principle*' – '*adhereto the principle*') that in
turn tells about the nature of the principle.

3. Translation of official capacities and names of
organizations.

In process of translation, it is important to find
equivalents of organizations in native language because they
usually have established names that should be found and
rendered correctly ('canonically').

4. Translation of the newest terms that cannot be found
in dictionaries.

In fact, even experienced translators may face this
problem.

One of the course objectives is to solve these
difficulties, to develop the ability to overcome them.

In the process of study, multimedia equipment
(presentations, run of news items, etc.) is used.

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СОЦИАЛЬНО-ПОЛИТИЧЕСКИЙ ТЕКСТ: МЕТОДЫ И ПРАКТИКА ПРЕПОДАВАНИЯ

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АННОТАЦИЯ

В данной статье рассматриваются некоторые особенности преподавания общественно-политических текстов в Санкт-Петербургском государственном университете, выделяются источники текстов и принципы их отбора. Кроме того, в статье выделяются основные этапы работы с общественно-политическим текстом в аудитории. Одна из тем – это основные трудности, с которыми сталкиваются студенты при освоении подобных текстов и на которые преподаватель должен обратить особое внимание во время практических занятий.

Ключевые слова: китайский язык, общественно-политический текст, грамматика китайского языка, лингводидактика, конструкции, методы преподавания.