

The Evolution of Chinese Word Meaning and Its Application in the Teaching of Chinese Vocabulary to Foreign Learners

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ABSTRACT

The evolution of Chinese word meaning is an extremely complex process and scholars are unable to decide what is right in terms of its evolution patterns and details. Therefore, as a foreign Chinese teacher, in the teaching of Chinese vocabulary to foreign learners, one should pay special attention to the development of the meaning of words and the course of development and evolution, flexibly and cleverly use some methods and techniques in teaching Chinese vocabulary to foreign learners, and use easy-to-understand expression to teach students, in order to achieve the best results of classroom teaching. This article selects some content related to the current state of research on the evolution of Chinese word meanings and the evolution of Chinese lexical meanings, in the hope of providing some effective methods in teaching Chinese vocabulary to foreign learners and solving some practical problems in teaching.

Keywords: Chinese word meaning, Chinese as a foreign language, Vocabulary teaching.

1. INTRODUCTION

In a series of discussions on the keyword "Chinese word meaning", "the evolution of word meaning" occupies a crucial central position. "The famous German linguist Paul summarized the evolution of the meaning of a word in his book *Prinzipien der Sprachgeschichte* into three forms: the generalization of the word meaning, the specialization of the word meaning, and the transference of the word meaning" [1]. Mr. Wang Li, one of the well-known founders of modern linguistics in China, also used this concept in his *Manuscript of Chinese History*. In addition, many literature books and materials that people learn, including the two influential language learning books, *Modern Chinese* and *Yuyanxue Gangyao*, also adopt the above viewpoint. Based on this, when teaching Chinese vocabulary to foreign learners, teachers should teach knowledge with clear goals and plans based on the current evolution

of Chinese word meaning, grasp the lexical connotation of ancient and modern Chinese, and make efforts to transform theoretical research results into practical teaching methods so that overseas students can improve their Chinese skills in the Chinese language class without losing their interest in seeking knowledge.

2. THE EVOLUTION CHARACTERISTICS OF CHINESE WORD MEANING

2.1 *The Inevitability of Word Meaning Development*

From the point of view of the generation of Chinese word meaning, the word meaning is people's classification of the material world and a generalization of its main distinguishing features. Human society is admittedly progressing as it moves forward. In today's era of rapid economic, political, and cultural development, new thoughts, new thinking, and new ideas of mankind emerge in endlessly, which makes it even more urgent that language must conform to the development trend of

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the new society. "Therefore, the development of word meaning is necessarily never-ending and ever-changing with the development of society, and cannot be seen as set in stone" [2]. For example, many words that appeared during the Cultural Revolution period, such as "intellectual youth going to the countryside", have not been used much nowadays with the end of the Cultural Revolution and social changes, showing that the development of word meaning is inevitable and develops along with the evolution of society.

2.2 *The Epochal Character of Word Meaning Development*

Language is closely related to the improvement of social living standards, and vocabulary, as the building material of language, is of course even more important. The change and development of Chinese word meaning is an objective fact that people can really feel. It is the most sensitive to the development of social change and development, and it also changes at the quickest speed, which can be said to be the initial manifestation of the change of time. It is true that the process of the development of the word meaning has innumerable links with the environment of the times. The word "子" can be used as an example. In ancient times, first, the word "子" refers to sons and daughters, such as "a man of Wei gets his daughter married"; second, it refers to a respectable name for men, such as "all classes of authors"; third, it refers to the first phase of Earthly Branches, namely "Zi Chou Yin Mao (子丑寅卯)"; fourth, it refers to the timekeeping, and "子时" means from 11 p.m. to 1 a.m., such as "子夜 (midnight)". In modern Chinese dictionaries, in addition to the above content, it also has the following meanings: "子" first refers to the son, such as "父子 (father and son)"; second, it refers to a general term for people, such as "学子 (student)"; third, it refers to animal eggs or plant seeds, such as "莲子 (lotus seeds)"; fourth, it refers to the young and immature, such as "子鸡 (young chicken under one year old)"; fifth, it refers to certain small subordinate things, such as "specific item (子目)". It has evolved into more word meanings. "During the Spring and Autumn Period and the Warring States Period, it also had the word meaning of being an honorific name for the master who founded a certain sect", such as 'Chuang Tzu', 'Hsun Tzu', 'Han Feizi' and so on. The meaning of this word is related to the social background of the time. Later, during the Emperor Wu of the Han

Dynasty, Dong Zhongshu proposed a ruling policy of 'banning from various schools of thought, venerating Confucianism only', and Confucianism became the orthodox and mainstream ideology of the grand unified culture. After hundreds of years of development, the special meaning of the word '子' gradually disappeared. It can be seen that the development and evolution of the word meaning has a distinct epochal character" [3].

3. THE EVOLUTION PATTERNS OF THE MEANING OF CHINESE VOCABULARY

From the synchronic and diachronic perspectives, the transformation and development of Chinese vocabulary can be said to be embodied in the emergence of new words and the demise of old words, the replacement of words, and the evolution of word meanings. "The evolutionary types of Chinese vocabulary meaning mainly include three types: the generalization of the word meaning, the specialization of the word meaning, and the transference of the word meaning" [4]. Actually, with the change of society and the change of human communication environment, the new conceptual words produced by the changes of many words that can adapt to the needs of the development of the new society are bound to gradually replace the old and ancient meanings of the words. This is an inevitable direction that cannot be ignored in the development of Chinese word meaning.

3.1 *The Generalization of the Word Meaning*

The generalization of the word meaning, in short, means that the content of the meaning of a Chinese word has changed from small to large, that is, the scope of the content that can be summarized and refer to after a word's meaning changes is much larger than before. Here are some examples for further explanation.

The word "健康" has expanded its meaning from "(human body) physiological function is normal without defects or diseases" to "things are in normal condition without defects", for example, "one's mind is healthy", "one's career is developing healthily", and "the article style and content are all healthy".

"江河" was originally two words, "江" meant "Yangtze River", and "河" meant "Yellow River".

Now "江" and "河" are connected together to refer to "river, water flow", such as "江河湖海 (rivers, lakes and seas)".

"腿" originally only referred to "the lower leg of human or animal", but its meaning has now been expanded to refer to "whole leg".

3.2 The Specialization of the Word Meaning

The specialization of the word meaning, in short, means that the content of the meaning of a Chinese word has changed from large to small, that is, the scope of the content that can be summarized and refer to after a word's meaning changes is much smaller than before. The following are some examples for further explanation.

The original meaning of "亲戚" referred to the two parts of "relatives related by blood" and "family members", but now only refers to "relatives related by blood".

"勾当" originally had two meanings of "rendering a service to sth" and "the event itself", but now only the meaning of "the event itself" is left, and it also only refers to "something that is not good and cannot be openly disclosed".

"动静" originally referred to two aspects of "动 (dynamic)" and "静 (static)", but now the term "动静" partially refers to the aspect of "动".

3.3 The Transference of the Word Meaning

The transference of the word meaning, in short, means that the content of the meaning of a Chinese word changes from referring to A to referring to B. That is, the meaning of a word changes from referring to thing A to referring to thing B with the development of history. The following are some examples for further explanation.

The original meaning of "检讨" referred to "study and discuss", and later, it is transferred to refer to the act of "reflecting on one's own mistakes after making a mistake".

The original "汤" meant "hot water, boiled water", and later it refers to "a kind of cooked food".

The original meaning of "币" referred to "幣", which was a gift (silk product), and later refers to "currency".

The evolution of the meaning of many words in modern Chinese is inseparable from their historical development. In teaching, teachers should pay special attention to explaining these words that have changed their meanings, so that overseas students can grasp them well in the first time when reading Chinese ancient and modern classics and try to avoid unnecessary misunderstandings.

Of course, it is precisely because of these three ways of evolution of Chinese vocabulary meaning that some of the meanings of words are "degenerated" in people's use nowadays. It is true that in the historical process of the evolution of social language, with the development of society, the meaning and content of many words gradually expand, and the scope of things covered gradually expands. "The more generalized the application of a word, the more the meaning is pumped out" [5]. Indeed, there are many words in Chinese that have been overused by people, so widely that they can be used in any class, under any identity and under any circumstance, and used as they should be. In life, when people want to praise a person for "being wealthy in knowledge and being endowed with extraordinary talents", they use the word "大师 (master)" to praise him or her. It can be said that this word is the highest evaluation of a person's traits and talents throughout the ages. People often use "大师" to praise a person with special talents or special contributions in a certain area; even if a minor writer writes a so-called "best-selling" book, or a lesser-known third-rate or fourth-rate celebrity becomes famous for acting in an online drama, he or she will be praised as a "大师". It can be said that as long as a person enjoys some reputation and has some achievements, the public will frequently use the word "大师" to describe and praise him or her. A variety of phenomena like this doesn't reflect the true talents, status, and influence of these "celebrities". On the contrary, they reflect the limitations and sorrow of the Chinese words themselves, as well as the lack of semantics and the carelessness of the people who use the words. This is the status quo of the development of Chinese words. The overgeneralization and ambiguity of the word meaning has become the crux of the evolution of the word meaning, which has also become a difficulty point in the teaching of Chinese words today.

4. THE TEACHING OF CHINESE VOCABULARY TO FOREIGN LEARNERS

This article mainly discusses the evolution characteristics and ways of the meaning of Chinese vocabulary and how to combine the meaning changes of words to scientifically and rationally teach Chinese to foreign learners. The teaching principles, methods, techniques and problems that should be paid attention to in the article, and some of the examples cited are all case analysis based on notional words such as nouns, verbs, adjectives, and adverbs. They are discussions and researches on teaching Chinese to foreign learners.

4.1 The Principles of Teaching Chinese Vocabulary to Foreign Learners

The three principles of teaching Chinese vocabulary to foreign learners proposed in this article are based on factors such as students' learning ability, acceptance level of new knowledge, and the difficulty of teaching by teachers. It is hoped that they will be helpful to the classroom teaching of Chinese vocabulary to foreign learners.

4.1.1 The Systematic Principle

"Language is a system, and the vocabulary system is one of the subsystems in this large system. In teaching Chinese vocabulary to foreign learners, we must be aware of the relationship of individual words within various systems. This relationship is manifested as syntagmatic relationship and paradigmatic relationship". [6] The former refers to the combination of two language elements arranged simultaneously to form language elements, which is mainly manifested in the collocation relationship between words. Teachers can use this relationship to understand and grasp the meaning of words by analyzing the restrictions on collocation of words and syntactic collocation. The paradigmatic relationship is the relationship between components that can replace each other at a particular position in the structure. This kind of relationship is mainly manifested in synonymy, antonymy homophony, hyponymy and so on. Teachers can use these relationships to guide students to understand vocabulary usage and strengthen their ability to remember the meaning of words.

4.1.2 The Phased Principle

"The frequency of Chinese vocabulary is different, so we should follow the phased principle in teaching Chinese vocabulary to foreign learners" [7]. According to the requirements of the syllabus, because the vocabulary that the second language learner needs to learn only accounts for a very small part of the total vocabulary of the language, students must master those words that appear most frequently. The "Chinese Vocabulary Levels and Chinese Character Ranks Outline" puts forward 4 landmarks for the classification of teaching Chinese vocabulary to foreign learners: 1000 words, 3000 words, 5000 words and 8000 words. When teaching students, teachers should start with the most frequent words, that is, teachers should allow students to first learn the most common and practical 1000 words and then gradually increase. The teaching of Chinese vocabulary to foreign learners must be carried out according to this level. In addition, what needs to be paid special attention to is that, in teaching, teachers should consider the practicality and commonness of vocabulary and the needs of students, gradually expanding from everyday social vocabulary to political, historical, economic and trade, cultural, social contact and academic vocabulary; the course arrangement should follow the rule that concrete words are taught and practiced before abstract words, notional words before function words, etc.

4.1.3 The Communicative Principle

"We all know that language is a tool for communication, and the goal of teaching Chinese vocabulary to foreign learners is to cultivate students' language communication skills, that is, the ability to use language to communicate. Therefore, the teaching of Chinese vocabulary to foreign learners requires the cultivation of language communicative competence as the teaching goal and communication as the focus of teaching" [8]. This requires teachers to explain and practise the meaning and use of words in accordance with real-life situations, and to create a real teaching environment so that students can experience and learn them personally.

4.2 The Methods of Teaching Chinese Vocabulary to Foreign Learners

4.2.1 The Order in Which New Words Are Displayed

The three display sequences of teaching Chinese new words to foreign learners in this article are based on an overall combination of factors such as students' learning ability, the acceptance level of new knowledge, and the difficulty of teaching by teachers, and are proposed in order from shallow to deep and from easy to difficult. It is hoped that they will be helpful to the classroom teaching of Chinese vocabulary to foreign learners.

4.2.1.1 Arranging in the Order of the New Words List

Generally speaking, the new words in the new words list in the appendix of each textbook are listed in the order in which they appear in the text. In vocabulary teaching, teachers can directly teach in the order arranged by the new words list. Using this method, students can quickly find the word they are looking for during preview and review, which will make them more receptive and make it easier for them to take notes to remember. But there are also some drawbacks. In the process of learning new words, students may feel tired and bored. This requires experimenting with some new sequences for the presentation of new words when teaching.

4.2.1.2 Arranging According to Parts of Speech

This way is to classify the new words in the text according to different parts of speech such as nouns, verbs, adjectives, adverbs, prepositions, and conjunctions. According to the different characteristics of parts of speech, word collocation can be connected to strengthen students' memory ability and reduce the difficulty of memorizing words. For example, in the first lesson "Do You Know Her?" of "Chinese Oral Course (First Grade)", there are some new words such as "报到 (register)", "聊 (chat)", "起 (名字), give (a name)", "出生 (be born)", "中秋节 (Mid-Autumn Festival)", "学生会 (student union)", "组织 (organize)", "吸引 (attract)", "新生 (newborn)", "迷 (confuse)", "追 (chase)", "才子 (gifted youth)", "诗 (poem)", "棒 (terrific)", "校刊 (school magazine)", "发表 (publish)", "熟 (familiar)", "洛杉矶 (Los Angeles)", "

纽约 (New York)", etc. When teachers teach these words to overseas students, they can divide them according to parts of speech:

Nouns: 中秋节、学生会、新生、才子、诗、校刊

Verbs: 报到、聊、起 (名字)、出生、组织、吸引、迷、追、发表

Adjectives: 棒、熟

Proper nouns: 洛杉矶、纽约

In this way, all vocabulary can be divided into various categories in the learning process, which can be very concise and clear. Students can not only remember the vocabulary, but also clearly know the part of speech of each word. And it will be much easier for students to practice this type of examination questions such as choosing collocation, which is also helpful for their future learning.

4.2.1.3 Arranging According to the Category of Word Meaning

In the teaching of Chinese vocabulary to foreign learners, teachers can enumerate and regroup new words in the new words list according to the relevance of the meaning of the words to each other based on their own self-division. This method of displaying order of new words is more helpful to students' memory, and can organize those complicated and clueless vocabulary into systematic and clearly meaningful language materials, so as to deepen the impression in students' minds. For example, there are some new words in the 20th lesson "Happy Birthday to You" in "Chinese Course (Book 1, Volume 2)": "年 (year)", "狗 (dog)", "去年 (last year)", "猪 (pig)", "今年 (this year)", "鼠 (rat)", "明年 (next year)", "参加 (participate)", "后年 (the year after next)", "正好 (just right)", "岁 (years old)", "打算 (intend)", "日 (day)", "过 (pass)", "月 (month)", "准备 (prepare)", "时间 (time)", "举行 (hold)", "点 (钟) (o'clock)" and so on. When teaching these words, teachers can divide these words according to word meanings:

Nouns of time and relevant things: 年、去年、今年、明年、后年、岁、日、月、时间、点 (钟)

Birthdate and Chinese Zodiac and relevant things: 狗、猪、鼠

Action and behavior: 参加、正好、打算、过、准备、举行

In this way, all vocabulary becomes clear at a glance during the learning process. When students memorize one word, they can memorize several words by extension. It can be said that the memory process becomes easier.

4.2.2 *The Methods of Displaying New Words*

The three methods of teaching Chinese new words to foreign learners in this article are based on an overall combination of factors such as students' learning ability, the acceptance level of new knowledge, and the difficulty of teaching by teachers. These methods are not only suitable for the direct interaction between teachers and students in the classroom, but also for helping each other learn after class, and it is hoped that they will be helpful to the classroom teaching of Chinese vocabulary to foreign learners.

4.2.2.1 *Leading in Reading Aloud*

In the teaching of Chinese vocabulary to foreign learners, teachers will make a demonstrative reading of each new word in front of the students, and then ask the students to repeat after. After leading in reading aloud over and over again in this way, it allows students to find out where they read inaccurately or incorrectly at the first time, and can correct their mistakes in a very timely and effective manner. This link is also the link of correcting one's pronunciation through repeating after.

4.2.2.2 *Recognition and Reading*

This method first requires students to do a good job of previewing and carefully preview the new words they will learn. Then in the vocabulary teaching class, after teachers lead in reading aloud, the students need to directly recognize and read the new words. Teachers can also use some brightly colored pictures to show students intuitively.

4.2.2.3 *Dictation*

Dictation is dictated by the teacher, and the students sit in their seats and write the words they hear. This enables students to check their own problems through their mistakes and also makes teachers more aware of their own shortcomings and omissions in the vocabulary teaching process

because of the mistakes made by students. It is a way to progress and learn from each other.

4.2.3 *The Methods of Paraphrasing New Words*

The three methods of paraphrasing Chinese new words to foreign learners proposed in this article are based on factors such as the easiest acceptance and the easiest grasp for overseas students. These methods are convenient for students to take lessons and notes during classroom teaching, and at the same time help expand students' vocabulary, and it is hoped that they will be helpful to the classroom teaching of Chinese vocabulary to foreign learners.

4.2.3.1 *Word for Word Translation*

Word for word translation is to use the students' first language to explain the words. This method of teaching vocabulary is generally suitable for beginners, as students who are new to a second language master very few new words. By using this method to learn new words, students are able to make the best use of class time and reduce the difficulty of learning, which can stimulate their desire to learn. For Chinese teachers for foreigners, when using this method of teaching, they should fully consider that the two different languages represent two different countries and two different institutional backgrounds, and from economics, politics, culture to daily language habits, there can be significant differences. Therefore, when teachers teach new words, if the meaning that appears in the text is not the main meaning of the word, or even it is the extended meaning or the transferred meaning of the word, they must make a special explanation: "The meaning of this word in this article is ...". For example, in Chinese, the verb "喝" can be directly translated into English word "drink", which means "drinking (water)". In Chinese, "喝(米粥)", "喝(麦片粥)", "喝(肉汤)" can all be expressed by the word "喝". However, congee (米粥), gruel (麦片粥), and broth (肉汤) in English cannot all be used to refer to "drink", which requires additional notes. Word for word translation will also involve the generalization, specialization, and parallel transference of Chinese vocabulary meanings that are not the same as the existing meanings. Therefore, when translating in the native language of students, teachers should pay attention to more explanations to reduce the troubles and problems caused by word for word translation.

4.2.3.2 Development by Definition or Explanation

Development by definition or explanation is to briefly and accurately describe the connotation of the concept or the meaning of the word in order to explain the word. In vocabulary teaching classes, teachers usually consult dictionaries in advance and give the most standard word definitions explained in dictionaries during class. However, in fact, in daily life, there are many times when words are used in ways that do not necessarily correspond exactly to their definitions. This is the phenomenon of generalization, specialization, and parallel transference of the meaning of words in Part 2 of this article. Therefore, in the actual vocabulary teaching, it is necessary to adapt the method of definition to circumstances when explaining to overseas students. For example, when explaining the word "隐瞒", the definition given in the dictionary is: "to hide the truth from others. One person knows while the other doesn't. The person who knows the truth tries to hide it from the other person". But in the actual teaching, teachers should try to express in plain and easy-to-understand words, so this word can be directly interpreted as: "Don't tell others what you know". Although this explanation is omitted compared with the definition, and the meaning of the word is also slightly changed, it is a way for overseas students to quickly grasp and accurately communicate in daily life.

4.2.3.3 Synonymous and Antonymous Interpretation

Synonymous and antonymous interpretation is to use synonyms/antonyms to explain the meaning of words. The synonyms mentioned here are actually more of near-synonyms. In the vocabulary teaching classes, when teachers use this method to teach, they must replace synonyms/antonyms with words that students have learned. Using this method to teach can not only deepen students' memory, but also allow students to preview new words and review previously learned words, expand their vocabulary, and improve their ability to distinguish the meaning of various words. In the current state of research on the evolution of the meaning of Chinese words written earlier, this article proposes to avoid overgeneralization and ambiguity of word meanings as much as possible. Teaching in this way can allow students to learn more vocabulary, cultivate their ability to accumulate vocabulary, and reduce the occurrence

of vocabulary scarcity to a certain extent. For example, when teaching the word "美女", teachers can tell students that when they meet a beautiful woman, they can also use different words to praise her according to her identity, temperament, age, and other different characteristics. She can be praised as "粉黛 (young and pretty lady)", "国色 (national beauty)", "红颜 (beauty)", "佳丽 (good-looking lady)", "佳人 (good-looking woman)", "娇娘 (beautiful maid)", "娇娃 (beautiful angel)", "天人 (celestial being)", "仙女 (fairy)", "尤物 (stunner)", and "玉人 (lady of jade)" and so on. It's inappropriate to use the word "美女" to generalize all women. Of course, when teaching the antonym of a word, one cannot add the word "不 (no)" directly in front of the word. For example, the antonym of "美 (beautiful)" is "丑 (ugly)", but it is different from "不美 (not beautiful)". "不美" and "丑" cannot be easily equated. Therefore, during the process of teaching overseas students vocabulary, careful words and attitudes are very important for teachers.

4.2.4 *The Exercise Design of New Words*

4.2.4.1 Discrimination Exercise

After studying the multiple meanings of a word, overseas students often need to be able to quickly identify the different meanings in many irrelevant sentences. For instance, the word "方便" can be used as an example:

新建的中国银行设立在对人们方便的地点。

The newly-built Bank of China was established in a convenient location for people. (The word "方便" here means being convenient and trouble-free.)

这儿说话不方便，我们去别处说。

It's not convenient (方便) to talk here, let's talk elsewhere. (The word "方便" here means being suitable.)

我这几天手头不太方便，你还是去找别人借吧。

I have little money to spare these days, so you'd better go and borrow from someone else. (Here, the word "方便" refers to surplus money.)

我有事要外出几天，你方便帮我养两天我家的宠物狗约翰吗？

I have to go away for a few days, would you be able to help me with my pet dog John for a couple

of days? (Here, the word "方便" refers to help and care.)

4.2.4.2 *Substitution Drill*

Overseas students should learn to use appropriate words in different situations and in front of different people according to different circumstances. For example, they need to use appropriate words to describe "美女" in the following sentences:

红颜知己 (confidante), 佳人 (good-looking woman), 国色天香 (national beauty and heavenly fragrance), 恍若天人 (as if a celestial being)

① The female leading role in the ancient costume drama can be described as (国色天香), and exceedingly beautiful.

② She is the friend of the opposite sex who knows me best. She can be said to be my (红颜知己).

③ Her dance is awesome, with lithe and graceful posture, which lights up people's eyes, and she can be said (恍若天人).

④ He leaned on a balcony looking at the distance, but could only sigh softly. Old sights recalled the memory of old friends, and there was no more (佳人).

4.2.4.3 *The Summary Exercise of Word Meaning*

It is necessary for students to truly understand and grasp the usage of each word and distinguish the similarities and differences between the past and the present.

① The exercise of the generalization of the word meaning

Teacher: Please tell me what the sentence "(Human body) physiological and mental function is normal without defects or diseases" refers to.

Student: It refers to "health".

Teacher: What should "health" include in addition to physical health?

Student: It also refers to the meaning that "things are progressing normally". For example: The article style and content are all healthy.

② The exercise of the specialization of the word meaning

Teacher: Please tell me what the word "动静" meant in ancient times.

Student: It referred to two aspects of "动 (dynamic)" and "静 (static)".

Teacher: Then, please tell me what meaning the word "动静" partially refers to today.

Student: It partially refers to "动".

③ The exercise of the transference of the word meaning

Teacher: Please tell me what the phrase "书写记录" meant in ancient times.

Student: It referred to the "written record (书记)".

Teacher: Then, please tell me what the term "书记" means today.

Student: It refers to the "person in charge of a certain Party and Youth League organization".

5. SEVERAL ISSUES THAT SHOULD BE PAID ATTENTION TO IN TEACHING CHINESE VOCABULARY TO FOREIGN LEARNERS

5.1 *Specific Words Should Be Taught Specifically*

There are so many kinds of Chinese words, and even if they are classified into different categories, one will find it difficult to get started with the vast sea of words. In the classroom, teachers should first divide the vocabulary to be learned into various parts of speech such as nouns, verbs, and adjectives, and then teach them one by one according to the different explanation methods of each part of speech, and must not mix them up.

5.2 *Paying Attention to the Evolution of Chinese Word Meaning*

Through the discussion and narration of this article, it divides the evolution of Chinese word meaning into three ways: the generalization of the word meaning, the specialization of the word meaning, and the transference of the word meaning. In the teaching of Chinese vocabulary to foreign learners, teachers should create realistic and reasonable plots based on the actual situation and use a large number of examples to make clear expressions of new words that need to be discussed

in the evolution of word meanings to students. Students are also required to be able to use these words freely to avoid misuse and embarrassment in daily communication.

5.3 Reasonably Enlarging Vocabulary

Enlarging students' vocabulary is not only a manifestation of students' learning achievements, but more importantly, it can effectively prevent students from suddenly "poor word" in daily communication. The generalization and ambiguity of Chinese vocabulary is becoming more and more serious, which makes it more urgent for teachers to teach the synonymous and antonymous words of the word when teaching Chinese vocabulary to foreign learners. When using the learned words, it can conform to the identity of the interlocutor and appropriately convey the meaning one wants to express, which can not only allow the learner to use it properly, but also allow the lecturer to further deepen the research on the words. "Reasonably" enlarging means that one can't learn blindly, but learn those words that are more practical in a targeted manner.

6. CONCLUSION

This paper discusses some principles and methods of teaching Chinese vocabulary to foreign learners, as well as several issues that should be paid attention to, with regard to the characteristics and ways of evolution of the meaning of Chinese words and the current state of research on the evolution of the meaning of Chinese words. Teaching Chinese vocabulary to foreign learners imparts vocabulary knowledge and conveys the splendid Chinese culture of the past five thousand years. The existence of Chinese vocabulary generalization and ambiguity requires every user and learner to pay special attention. In addition to particularly paying attention to the use of words in everyday communication, one should also pay attention to the development of the lexical evolution of each Chinese word, which is not only a protection of the gems of wisdom of Chinese ancestors, but also a cultural heritage.

AUTHORS' CONTRIBUTIONS

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