

杨雪丽^②

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On the "Conjecture of Structure Motivation" in Teaching Chinese Characters to Foreigners

Yang Xueli

[Abstract] According to the word source of Chinese characters or the reference of the source, previous scholars have analyzed the intention of character formation from the character component—this is called the structure motivation of Chinese characters. In the field of teaching Chinese characters to foreigners, if we ignore the object function of character components while analyzing the intention of character building, but treat most component, even the strokes as meaningful parts and give a subjective meaning to them in order to create a meaning to the morphemes, the present author thus calls this kind of method "subjective analysis of structure motivation." This method has been existing for a long time and has different names. But it should rarely be used in teaching Chinese as a Second or Foreign language.

[Key words] relationship between structure and meaning; structure motivation; conjecture

一、引言

外国人初学汉字多有畏惧之感。为了提高他们的兴趣,也为了培养他们汉字构形的

都会向学生介绍一些常用掌握的字符数量的增加,再逐“联”字符所表达的读音和意平。亦即“利用汉字形义统,2002b)。这就是人们常说

十分隐晦,需要追根溯源、旁字理并不明显,有的还源法在传统汉字教学与研究学习中借助“考据”法获悉,一种不完全按照字理讲解,一种视绝大多数汉字为会意结果,一味地把主观联想的“意义”赋

需要的词义或语素义。例如器,用以为自卫,保护自身安全。口为国境线里的人口。竟线 and 人口之间,“二”表示

丰衣足食”。(常微,2006)。海很大,每个地方都是水不同,甚至连使用的称谓都去,人们的看法不同、态度”(季万福,1995)、“流俗文(殷焕先,1981)、“俗形义”(季素彩,2003a)、“俗文字学”(季素彩,2003b)等等。在想就其所使用的名称,以及或者如何施用的问题,只人看法。或广泛流行的原因谈些个

性

多,名词术语指称不一的现象是因为涉及的问题比较复杂的事。立用到了社会的各个方面。形结构的方法几乎被人们、如何使用,至于用什么名多的,是这种方法能否使用以为然,略陈己见,以请教有计较的。对此,笔者却不

下同,笔者按)”之类。这二是“俗文字”之“学”、“俗字学”、“俗”的“说文解字”指“非(正)常”之义,是用,根据一些学人的解释,“俗”,“所谓‘正’是指严格按汉写笔顺等;所谓‘俗’是指从“说文解字”的。也就是说据性、汉字构造的规律、书

