

한문교육용기초한자 1,800자허사의대표훈문제

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A Study on the Representative ‘Meaning’ of 1,800

Basic Chinese Characters for Education

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Abstract: When they teach Chinese characters in school, the most popular method to read Chinese characters is to read the meaning and the pronunciation together. Ministry of Education and Human Resources posted 1,800 base characters for Chinese characters’ education but it arranged the characters only without designating the representative meaning. The representative meaning of Chinese characters is necessary not only to understand the character itself but also to interpret sentences. We define shape, pronunciation and meaning as three elements of Chinese characters and teach Chinese characters according to the elements. Generally speaking, a Chinese character can have many different meanings. The most important thing in teaching Chinese characters to beginners is to teach therepresentative meaning. As people learn Chinese characters focusing on the representative meaning and most of them think it has the defined meaning only, if we can designate the most popular and most widely used meaning as a representative meaning, it will make the most of Chinese characters. In case of notional word(實詞), they are read with representativemeaning anyhow. But form word(虛詞)s are read with Hun showing the function andsometimes part of speech itself becomes the Hun. For example, if ‘er(而)’ is applied to the interpretation of a sentence 不義而富且貴於我如浮雲[To be rich and precious without therighteousness is just like a floating cloud in the sky]’ should be interpreted like ‘What is not righteous and rich and precious is just like a floating cloud in the sky. If not, we need to explain the meaning of ‘connecting speech’ again. It is because ‘connecting speech’ is not the meaning of ‘er(而)’ but the ‘function’ of ‘er(而)’. There is a different case in preposition(介詞). We generally call ‘於’ as ‘EojosaEo’, but ‘Eojosa’ is the name of a part of speech rather than the meaning of

‘於’。Even when considering that ‘Eojosa’ is the name of part of speech, it is not correct because Revised Chinese Characters Educational Curriculum in 2007 classified ‘於’ as ‘preposition(介詞)’. Additionally, if the above sentence is interpreted just after teaching the letters, they will interpret as 不義而富且貴於我如浮雲[What is not righteous, rich and precious I Eojosa like a floating cloud]’. The same rule applies to similar letters. Accordingly, in this article it was tried to review the issue of representative meaning of 1,800 basic characters focusing on form words such as conjunctions, preposition(介詞) and auxiliary word(語助詞). Among 1,800 basic characters 而, 卽, 且, 則 are used as conjunctions, 於, 與, 于, 由, 以, 因, 自, 從, 乎 are used as preposition and 所, 也, 矣, 耳, 者, 哉, 之, 乎, 耶, 焉, 兮 are used as auxiliary word. Out of conjunctions, in 卽, and 且, meaning is applied during the interpretation so they are excluded from this review and 而 and 則 were reviewed. In preposition, 與, 由, 以, 因, 自, 從 use meanings that are applied to the interpretation, 於, 于, and 乎 which use ‘a particle’ as Hun were reviewed. Among particles, excluding 所, 耳 and 者, 也, 矣, 哉, 之, 乎, 耶, 焉, and 兮 were reviewed. For the purpose of the study, it was tried to identify the most widely used meaning focusing on the texts in 2007 Revised Curriculum and then define the Hun as the most widely used meaning. If the representative Huns are designated in this way and students learn Chinese characters using such Huns, they may be able to approach to the usage of individual Chinese characters and we can teach Chinese characters to students more accurately.

关键词：漢文教育用基礎漢字, 虛辭, 語助詞, 介詞, 接續詞, 代表訓, 形音義”