

Psychological Verbs of Modern Chinese in TCSL

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Abstract: We mainly studies the modern Chinese psychological verbs in TCSL (Teaching Chinese as a second language), focusing on the key and difficult problems in TCSL classroom teaching. The paper first reviews the previous studies on psychological verbs of modern Chinese, and confirms 27 psychological verbs in the *vocabulary syllabus of new Chinese proficiency test* as the research objects. We find that the teaching focus of psychological verbs in Chinese as a second language teaching (TCSL) is the syntactic function difference between psychological verbs and other related parts of speech, as well as the synonym discrimination of psychological verbs.

1. Intorduction

In modern Chinese, psychological verbs, as a small category of verbs, are often defined as verbs to express people's cognition, thinking, judgment and other psychological activities and feelings, emotions, wishes and other psychological states. Although compared with action act verbs, speech act verbs and other verbs, the number of such verbs is not much, but in daily communication, because this kind of verbs is the main vocabulary for speakers to express their feelings and needs, the frequency of their emergence and use is relatively high. Therefore, in the study of modern Chinese verbs, grammarians have long noticed the importance of this kind of verbs and their research. With the continuous development of linguistic theory, there are more and more papers and Monographs on the study of psychological verbs. At present, the study of psychological verbs in modern Chinese has achieved fruitful results.

However, due to the relatively flexible usage of Chinese psychological verbs, rich expression content, it is still difficult to make a precise description and analysis of the connotation and usage of individual psychological verbs so far. Secondly, in the classroom of TCSL (teaching Chinese as a second language), the teaching of psychological verbs can't use the body demonstration method to make students directly understand the meaning of words, just like the behavior verbs. Students can only use the dictionary to understand and use these words. Finally, we often find that some learners can't express their ideas because they don't understand the meaning and usage of psychological verbs accurately, so they can only avoid the conversation content or communicate directly in their native language or English. This paper analyzes the psychological verbs from the perspective of Chinese as a second language

teaching, analyzes the key points and difficulties of psychological verb teaching, in order to get some regular conclusions, and try to provide the relevant knowledge of psychological verbs for TCSL, especially for the Chinese learning of non-native speakers.

2. Review

The study of Chinese psychological verbs can be divided into three stages. The first stage is from 1898 to the 1970s and 1980s, which is the exploration stage of the early definition of psychological verbs. Ma Jianzhong' (1898) is the first work to define psychological verbs. Li Jinxi (1924) expanded the scope of psychological verbs, Lue Shuxiang (1954) first classified psychological verbs as an independent sub category.. The characteristics of the first stage are as follows: it is noticed that psychological verbs are a small category of verbs. From the semantic point of view, it gives a rough definition of psychological verbs by listing typical psychological verbs, but hardly considers the characteristics of syntactic functions; In the second stage, from the 1970s and 1980s to the early 21st century, researchers focused on the classification of psychological verbs and the description of grammatical features from the perspectives of syntactic structure, semantics, cognition, valence and statistics; Since 2000, it has been the third stage of the research on psychological verbs in modern Chinese. In this stage, the research on psychological verbs is gradually combined with the research on Teaching Chinese as a foreign language. In recent years, with the development of teaching Chinese as a foreign language, the research of modern Chinese psychological verbs has extended to TCSL. A group of young scholars with TCSL teaching experience began to pay more attention to the errors of foreign students in using psychological verbs and the arrangement of psychological verbs in TCSL textbook compilation, and put forward corresponding teaching strategies and textbook compilation suggestions.

According to the existing research, we can see that with the development of linguistics and language teaching research, the research perspective of psychological verbs presents a diversified, multi angle and multi-level appearance. Especially since the 21st century, the research of psychological verbs has been involved in the field of TCSL in a large area, but there is still much room for expansion in specific research, especially in teaching practice.

3. The Definition of Psychological Verbs in TCSL

This paper is a study of modern Chinese psychological verbs in TCSL, rather than an ontological study of modern Chinese psychological verbs, so it is not intended to involve controversial issues in the definition of modern Chinese psychological verbs

Based on the dictionary of Chinese 8000 Words and the Dictionary of Modern Chinese Usage, which are two dictionaries with definitions and notes on the psychological verbs of verbs, we have selected 38 psychological verbs from the syllabus of vocabulary and Chinese characters of Chinese proficiency and the syllabus of vocabulary of New Chinese Proficiency Test. At the same time, we use word frequency statistics to count the high-frequency psychological verbs in previous research literature, and combine with high-frequency psychological verbs to make statistics on the two screened psychological verbs. We delete the psychological verbs which are not coincident in the two screening and whose frequency is 0 in the high-frequency psychological verbs, and finally determine 27 psychological verbs. According to the grading standard of level 1 to level 6 in the outline of New Chinese Proficiency Test, we classify these 27 psychological verbs as follows:

Table 1: Psychological verbs in vocabulary syllabus of New Chinese Proficiency Test

HSK level	Psychological verbs	The proportion of mental verbs
Level 1	ài; xǐ huan; xiǎng	11%
Level 2	xī wàng	4%
Level 3	ài hào; fàng xīn; guān xīn; hài pà; tóng yì; yuàn yì; zhù yì	26%
Level 4	gǎn jī; jī dòng; kǎo lǜ; tǎo yàn; tóng qíng; zhòng shì	22%
Level 5	ài hù; ài xī; gǎn jī; hèn; pàn wàng; rè ài; xīn shǎng; zūn jìng	30%
Level 6	qī wàng; wèi jù	7%

The Syllabus of new Chinese Proficiency Test divides vocabulary into six levels, including 150 words in level one, 300 words in level two, 600 words in level three, 1200 words in level Four, 2500 words in level five and 3000 words in level six. In teaching practice, we often call the first and second level primary, the third and fourth level intermediate, and the fifth and sixth level advanced. From the table we can see that:

First of all, there are only four psychological verbs in the first and second levels of HSK syllabus, accounting for 15% of the total number of psychological verbs. This is because the early stage of TCSL focuses on phonetics teaching, the total vocabulary of vocabulary syllabus is not much, and the psychological verbs involved are often the most basic words to express emotion and psychological needs. Most of the words in this part are nouns that can be shown by physical pictures or action verbs that can be taught by body demonstration.

Secondly, in HSK, mental verbs account for 85% of the total number of high-level words, including 48% of the total number of mental verbs at level 3-4 and 37% of the total number of mental verbs at level 5-6. This is because, in the middle and advanced stage of TCSL, students already have a certain Chinese foundation and understanding ability, this stage pays more attention to the cultivation of students' communicative ability; In order to enable students to express their inner thoughts and needs more accurately, the learning requirements of psychological verbs are correspondingly increased. The concrete performance is: psychological verb gradually rich, semantic more complex, appeared a certain number of synonyms.

It can be seen that The Syllabus of Vocabulary for New Chinese Proficiency Test arranges psychological verbs according to the difficulty of words and the teaching requirements, so it is more scientific.

4. An analysis of TCSL psychological verbs

We find that in the teaching of psychological verbs in Chinese as a second language, psychological verbs are often taught as a part of the comprehensive course, and the comprehensive course is often based on the text to teach the vocabulary and grammar knowledge, and when teaching, we often tend to use translation method, that is, to use English to annotate the meaning of Chinese vocabulary. However, some psychological verbs with different meanings and syntactic functions have the same English Annotations in different texts of the same textbook. This is easy and in fact causes obstacles to foreign Chinese learners. Students often use Chinese psychological verbs according to the English interpretation and usage of the word, which makes foreign students have such and such errors in understanding and using psychological verbs.

Considering that psychological verbs, as a subcategory of verbs, have their own peculiarities in meaning and usage, we suggest that we should pay attention to two points in the teaching of psychological verbs: first, the differences in syntactic functions between psychological verbs and other related parts of speech; The second is to strengthen the discrimination of psychological verbs with similar meaning.

4.1. Differences between Mental Verbs and other Related Parts of Speech

4.1.1. The Differences between Mental Verbs and Action Verbs

Since Ma Shi Wen Tong, psychological verbs have been distinguished from action verbs as a sub category of verbs. This is because psychological verbs are obviously different from behavioral verbs in meaning and usage.

From the semantic point of view, first of all, the categories of psychological verbs and action verbs are distinguished based on the semantic point of view. Psychological verbs are verbs that express psychological activities and states, that is to say, psychological verbs have obvious [+ psychological] semantic features, action verbs are words that express real actions, without [+ psychological] semantic features. Secondly, the verbs expressing psychological activities must be issued by "people" or at least anthropomorphic nouns with [+ animate] semantic features, such as "little white rabbit" in the following example:

(1) xiǎo bái tù ài chī hú luó bo.

Little white rabbits love carrots.

But in general, the regulation of the subject or agent of a sentence is not so strict: it can not only express "human" or personified nouns with [+ animate] semantic characteristics, but also nouns and pronouns with [- animate] semantic characteristics. "Thunder" in the following example:

(2) léi shēng hōng lōng lōng de xiǎng le qǐ lái

The thunder boomed

Finally, from the perspective of syntactic function, psychological verbs can be modified by the adverb of "hěn", indicating the intensity of psychological emotion. According to this, Chen Guanglei (1994) took the frame of "(hěn + psychological verb) + object" as the main criterion to determine whether a verb is a psychological verb. Later, Zhou Youbin and Shao Jingmin (1993) also put forward the frame of psychological verb determination similar to Chen Guanglei: "people + hěn + psychological verb + object", which shows whether it can be accepted as an adverb of degree. In particular, the modification of degree adverb "hěn" is an obvious feature that distinguishes psychological verbs from action verbs in syntactic function. In addition, there is no double object after psychological verbs, that is to say, from the argument structure, psychological verbs are mostly binary verbs, a few belong to unary verbs, but there are no ternary verbs. Unlike action verbs, there are many ternary verbs with double objects, such as "sòng send", "gěi give" and "jiè borrow".

4.1.2. The Differences between Psychological Verbs and Psychological Adjectives

Psychological verbs can be influenced by degree adverb hěn this feature is similar to adjectives. There are also many adjectives to describe the psychological state, such as "gāo xìng", "gū dān", "jīn zhāng", "wěi qu" etc. But psychological verbs are different from psychological adjectives. Firstly, the subject of psychological verbs must be "human" or personified nouns with [+ animate] semantic features; The subject of psychological adjective may contain a wide range of words. For example:

(3) xiàn chǎng de fēn wéi biàn de jīn zhāng qǐ lái.

The atmosphere became tense.

The subject of this sentence is "xiànchǎngdefēnwéi" has no semantic feature of [+ animate]. Secondly, psychological verbs can be followed by objects, but psychological adjectives generally do not take objects. For example:

(4) jīn tiān wǒ hěn gāo xìng.

I'm very happy today.

"gāo xìng" in the above example can be used as a predicate alone, and can not be followed by an object.

Finally, as a kind of verbs, psychological verbs can be followed by dynamic auxiliary words "-Zhe", "Le" and "- Guo " while psychological adjectives generally can not be followed by "-Zhe", "-Le" and "-Guo".

4.2. On the Synonymy of Psychological Verbs in Vocabulary Syllabus of new Chinese Proficiency Test.

In TCSL vocabulary teaching, synonym is a difficult point, and psychological verbs are no exception. Some psychological verbs have similar meanings and slight differences in meaning and usage. In order to enable Chinese learners to choose and use words more accurately, we give a brief analysis of several groups of easily confused synonyms.

4.2.1. The differences between "ài hù" and "ài xī"

Both "ài hù" and "ài xī" express the emotion of "love", but they are not exactly the same in semantic emphasis and object of "love". In teaching, we can use morpheme teaching method to distinguish this: "ài xī" focuses on cherishing, and refers to reluctant. It is mostly used for precious and profound objects, which can be concrete people or abstract things; "ài hù" focuses on "protection", refers to proper protection, so that it will not be hurt, generally high-level to low-level protection, the object is more specific people or things. For example:

(5) a. xiǎo péng yǒu men yào ài hù dòng wù.

Children should take good care of animals.

b. wǒ men dōu hěn ài xī shí jiān.

We all cherish our time.

4.2.2. The Differences between "ài" and "xǐ huan"

Both words can express deep feelings for people or groups, including love, friendship, family, etc. in daily life, "lǐ xǐ huan " is used more, and "ài " is used more in expressing love. The object of "xǐ huan" is usually a specific thing or person, which means that he is interested in something, and the degree is less than "ài". "ài" generally means to have deep feelings for people or groups. It means to have more love for the country or groups. At the same time, it also means to form a habit. In addition, "ài" means to cherish, and "xǐ huan " has no such emotion. For example:

(6) a. wǒ ài wǒ de zǔ guó

I love my country.

b. tā dōng tiān ài gǎn mào

He has a cold in winter.

c. zhè zhòng huā ài (xǐ huan) yīn liáng

This kind of flower likes (likes) shade.

d. lǎo shǔ ài (xǐ huan) dǎ dòng

Mice Love (like) to make holes.

4.2.3. The Differences between "ài hào" and "xǐ huan"

"xǐ huan" means to have a good feeling for things and be willing to participate. It is more used in writing than "xǐ huan" "ài hào" can also be used for abstract things, especially for things of great significance, such as "ài hào hé píng", "ài hào zhèng yì", etc. "xǐ huan" can not be used in this way, "ài hào" is not followed by "people", and "xǐ huan" can be followed by "people". For example:

- (7) a. xiǎo zhāng tè bié ài hào (xǐ huan) tián shí
Xiao Zhang likes sweets very much
b. tā fēi cháng xǐ huan wáng lǎo shī
She likes Miss Wang very much

4.2.4. The Differences between "kǎo lǜ" and "xiǎng"

"kǎo lǜ" mainly refers to comprehensive thinking about important matters and making comprehensive decisions, followed by problems and things "xiǎng" mainly refers to specific thinking activities such as calculation, memory and analysis, followed by methods and attention "xiǎng" tends to be written and "think" tends to be spoken "kǎo lǜ" also means that the superior considers some requirements or opinions and makes a decision, "xiǎng" has no such meaning "xiǎng" can be followed by "take up, get up, come out, come out" as a complement, "kǎolǜ" can't. For example:

- (8) a. lǎo bǎn zhèng zài kǎo lǜ gěi yuán gōng jiā gōng zī
The boss is thinking about giving the staff a raise.
b. bié zhāo jí wǒ men zhèng zài xiǎng bàn fǎ
Don't worry. We're trying to figure it out.

4.2.5 The Differences between "pàn wàng" and "xī wàng"

"pàn wàng" and "xī wàng" both have the intention to achieve a certain goal, or hope for a certain situation "pàn wàng" means ardent hope, "xī wàng" means hope to achieve a certain purpose or situation, "xī wàng" after the object can not often be a noun or a nominal structure. for example:

- (9) a. tā pàn wàng jiā rén zǎo rì tuán jù
He is looking forward to the early reunion of his family.
b. xī wàng wǒ men yǐ hòu bǎo chí lián xì
I hope we can keep in touch in the future.

4.2.6 The differences between "gǎn dòng" and "gǎn jī"

Both words express feelings or emotions of gratitude, excitement or impulse that are affected by the outside world "gǎn dòng" means that people's inner feelings are shaken by the stimulation or influence of external things, and people's own feelings are affected by many things "gǎn jī" means to get the help and care of others. Therefore, a kind of gratitude to this person is an emotion to others. The object of "gǎn dòng" and "gǎn jī" can be a person, but "gǎn dòng" can be followed by "-Zhe", "-Le" and "-Guo" without "gǎn jī". For example:

- (10) a. zhè wèi dà xué shēng shějǐ jiù rén de shí jì gǎn dòng le měi yí gè rén
The fact that the college student sacrificed himself to save others touched everyone.
b. liú yī shēng zhì hǎo le tā de bìng, tā fēi cháng gǎn jī liú yī shēng
Doctor Liu cured him, and he was very grateful to Doctor Liu.

5. Conclusion

Taking the modern Chinese psychological verbs for TCSL as the research scope, referring to the dictionary interpretation and previous research results, we have identified 27 psychological verbs from the vocabulary outline of new Chinese proficiency test, We think that the teaching of psychological verbs should pay special attention to the differences in meaning and usage with behavioral verbs and psychological adjectives; In order to make TCSL Chinese learners understand and use vocabulary accurately, more attention should be paid to the discrimination of near sense psychological verbs in teaching. I hope our discussion can provide some inspiration to improve the classroom teaching of Chinese as a foreign language. To provide ideas for TCSL modern Chinese psychological verbs in the classroom what to teach and how to teach.

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