A Cognitive Psychological Study on the Acquisition of Chinese Word's Coloring Meaning—Chinese as a Second Language

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Lexical meaning mainly includes rational meaning, grammatical meaning, and coloring meaning. Mastering the coloring meaning of vocabulary is of great significance for foreign students to use Chinese vocabulary correctly. This study mainly examines the psychological mechanism of Chinese second language learners mastering the coloring meaning of words, examines the psychological characteristics of students mastering the color meaning of words from the perspectives of second language learning theory and cognitive theory, establishes a cognitive schema for coloring meaning learning, and proposes corresponding learning models and teaching strategies.

Keywords: Chinese vocabulary acquisition, coloring meaning, cognition

Introduction

The meaning of words should include three parts, namely rational meaning, grammatical meaning, and coloring meaning (Fu, 2004). Coloring meaning is an independent part of word meaning. It is closely related to rational meaning and grammatical meaning, but it is also a kind of word meaning content independent of rational meaning and grammatical meaning. Every word has its coloring meaning (Jia, 1999). At present, the research on the teaching of word coloring meaning is basically a blank area. The most common errors made by international students are emotional coloring meaning and stylistic coloring meaning. This paper mainly examines the acquisition of lexical coloring meaning in Chinese as a second language from a psychological perspective.

Characteristics of the Process of Acquiring the Meaning of Second Language Words

There is a big difference between the understanding of word meanings in first language and second language learning. In second language learning, it is more difficult to understand the coloring meaning of target language words. If second language learners do not fully understand and master the coloring meaning of target language words, when they use the learned words to construct sentences, there will be problems of inconsistent coloring or style, and the words they use will be inappropriate.

Words are the basic elements of language and the building blocks of language. Whether learning a first language or a second language, there is a process of mastering the words of the language being learned. The process of mastering words firstly involves perceiving and understanding the form and meaning of the words, and then using the learned words correctly in verbal expression (Wen, 1995). Second language learners have their own characteristics in the process of mastering the words of the target language.

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The "Conversion" of Language Codes and the "Annotation" of Meaning

Because adults have mastered their mother tongue and have a strong ability to use their mother tongue for abstract thinking, the process of their understanding and mastering the target language generally begins with code conversion and meaning annotation. Code conversion refers to converting the phonetic form (or written form) of target language words into the phonetic form (or written form) of words or phrases in the mother tongue. This conversion is achieved with the help of teachers, by looking up dictionaries, or by reading translations in textbooks. Meaning annotation refers to the annotation of the meaning of target language words by the meaning of mother tongue words or phrases. Code conversion and meaning annotation are the most basic and commonly used means to establish a connection between the sound and meaning of target language words and the sound and meaning of mother tongue words or phrases, and are the second language learning activities that take a long time to achieve the mastery of the "daily concepts" or "scientific concepts" represented by target language words (Wang, 1998).

This phenomenon is often encountered in second language learning, such as when looking up bilingual dictionaries and reading word annotations in textbooks, which will cause certain troubles in the "translation" of words. But conceptually, the rational meanings expressed by a word in Language A and several words in Language B are basically the same, but the coloring meanings attached to each word in Language B are different. Therefore, when learners understand these words, they must clarify the coloring meaning in addition to the rational meaning. Otherwise, it is easy to make mistakes.

From "Decomposition" to "Integration"

Children's understanding and grasp of words in their mother tongue is based on the overall meaning of the language fragments in the speech they hear and speak, and then gradually differentiates and develops to the understanding and grasp of each word in the language fragment. For adults to understand and grasp the vocabulary of a second language, they need to first segment the words from the speech fragments, combine the activities of "code conversion" and "annotation" of meaning, and analyze the morpheme structure and semantic relationship of the words. And then, they can comprehensively achieve an accurate and thorough understanding of the words in the target language (Cook, 2008).

Close Relevance to Learners' Life Experiences

In second language activities, learners' rich life experience (including the experience of learning their mother tongue), as well as their abstract thinking ability and cognitive ability of objective things related to rich life experience, plays an important role in understanding and mastering the words of the target language. This role enables learners to understand and master many words of the target language in a relatively short period of time. Some of the words mastered by adult second language learners are difficult for first language learners to understand in a short period of time.

The Process of Acquiring the Coloring Meaning of Second Language Words

Cognitive science believes that the psychological process of language use is based on cognition. The process of human brain processing various mental representations is essentially cognitive, and the basic model of this process can also be used to explain the perception, understanding, storage, retrieval, and output of human language. The great attention paid by cognitive science to the complex cognitive psychological process of human beings also shows that today's psycholinguistics has a broad cognitive foundation. From the perspective of

cognitive science, the human brain is an information processing system with a certain capacity, and the acquisition and use of language knowledge is an information processing process like other knowledge, that is, an information processing process centered on the brain's "information processor" with one end connected to the input and the other end connected to the output. At the same time, psychological representations, such as perception, representation, memory, understanding, consciousness, and decision-making will have a restrictive effect on the information processing process. In short, the ability to use a second language is based on cognitive ability, and the acquisition of a second language is based on the development of the learner's own cognitive ability, and cannot exceed the level of cognitive ability development.

Next, we will study the cognitive theories related to the acquisition of the coloring meanings of words, analyze the cognitive process of foreign students learning the coloring meanings of Chinese words, find the cognitive rules therein, and then follow the rules to teach the coloring meanings of words, so as to promote students to acquire the coloring meanings of Chinese words accurately and efficiently.

Representation and Schema

The process of foreign students learning Chinese is a process of stimulation and response, and also a process of explicitness and implicitness. Chinese words are input into students' brains as information, not directly imaged in the brain like a camera, but converted into meaningful sound waves or light waves like radio, television broadcasts or fax machines, and then received and processed into corresponding words by the human brain. In other words, the stimulus information is not directly presented in the brain in a certain original form, but converted into neural energy, which performs a series of analyses (coding, classification, storage, etc.) on it, thereby forming relevant content and organization (i.e., schema). Foreign students rely on these schemas and the connections between schemas to recognize and understand Chinese materials, or to speak or write their own thoughts and opinions. This process is called "representation" by cognitive psychologists.

Foreign students use propositional representation to master the coloring meaning of Chinese words, while the correct use of the coloring meaning of words belongs to procedural representation. Procedural representation refers to the process of processing the operational knowledge in the knowledge system. For example, foreign students can choose the appropriate language style for communication in different language environments, which means they find solutions from operational knowledge.

An important mode of proposition representation is schema. The reason why stimuli can be responded to is that there are schemas (i.e., cognitive structures) in the minds of learners. These schemas are gradually formed in the learning process, and are constantly repeated and reproduced in the same or similar environments, thus summarizing and sublimating into hierarchical systems. It is precisely because of the hierarchical role of the schema system that they can assimilate new stimulus information of the same or subordinate types. A schema is not isolated, but is interconnected and permeated with various schemas.

Metacognition

Human cognition is generally divided into three levels: (a) simple cognitive learning, acquiring semantic knowledge, i.e., declarative knowledge; (b) complex cognitive learning, acquiring wisdom skills, i.e. procedural knowledge; and (c) more advanced cognitive learning, acquiring the ability to regulate and control one's own cognitive process, i.e., strategic knowledge, which cognitive psychology calls metacognition. In fact, the learning of each language project is always permeated with the three levels of continuous cognitive activities and processes

of "declarative knowledge—procedural knowledge—strategic knowledge". The acquisition of the coloring meaning of words is no exception. Metacognition plays a very important role in the acquisition of the coloring meaning of words.

Teaching Strategies Related to the Acquisition of Word's Coloring Meanings

Word teaching is a joint activity of teachers and students. When students receive a word, they do not simply encode and store it, but also integrate their past life experience into it, re-encode it through comparison, analysis, synthesis, classification, etc., and then send it to the corresponding bookshelf in the brain bank (Peter Codd, 1983). Among the word, teaching methods commonly used by Chinese teachers, the ones that are closely related to the establishment of word coloring meaning patterns are mainly assimilation method and discrimination method.

Assimilation Method

Assimilation is a method of teaching vocabulary by using the hierarchical relationship between new and old models. Generally speaking, if learners have a certain knowledge structure stored in their minds, they will have sufficient conditions to absorb new information, thereby expanding, restricting, or deepening the original structure. Using the assimilation method to teach vocabulary is an effective way to use old knowledge to develop new knowledge, and it is convenient for learners to encode, classify, and store. For example, when we explain the word "interference", we tell students that "interference" generally refers to intervening in things that should not be managed, and has a derogatory emotional coloring meaning. And we should incorporate "interference" into the knowledge structure of "intervention" that we have learned before. "Intervention" can refer to both intervening in things that should be managed and things that should not be managed, and has a neutral emotional coloring meaning. Similarly, "dining" and "eating" are also synonymous, but the language color meaning is different (Wen, 1995).

Analysis Method

The method of analysis is a method of teaching words by using the approximate relationship between patterns. Rational meaning is the "core" of the synonym pattern, and coloring meaning, collocation, range are peripheral clues surrounding the core. The more peripheral clues there are and the more detailed they are, the higher the accuracy of extraction and application.

Conclusion

In the teaching process, we should pay attention to helping students distinguish the coloring meanings of words. The real implementation of teaching is to enable foreign students to skillfully match and extract Chinese language patterns. The purpose of coloring meaning teaching is to enable students to extract the stored knowledge of word coloring meaning from the brain bank and use it correctly in communication. Therefore, we should pay attention to the application of relevant teaching methods in the teaching process.

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