



THE ANALYSIS OF THE ERRORS IN THE ACQUISITION OF CHINESE PREPOSITION "GĒN" BY UZBEK SPEAKERS

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1. Introduction

The so-called "errors analysis" is to systematically analyze the students' errors in the process of second language acquisition, study its source, reveal the students' interlanguage system, and understand the process and law of second language acquisition. (Liu Xun 2000). Coder divided the mistakes of second language learners into two types: mistakes and errors. The mistakes of the students discussed in this paper are errors, which is, a regular error caused by the poor grasp of the student's target language.

Chinese and Uzbek belong to two completely different grammatical systems. Chinese belongs to the Sino-Tibetan language family and is an isolated language. Uzbek belongs to the Altai language family and is an adhesive language. The grammatical structure of the two languages is quite different. There is no "preposition" in Uzbek, only some "affixes" or "auxiliaries" corresponding to Chinese prepositions. Therefore, many Uzbek students find it difficult to learn Chinese prepositions. In addition, Chinese prepositions themselves are rich and diverse, and their usage is changeable. In addition, if the teaching methods used by teachers are not scientific enough, it will inevitably lead to a large number of errors in the use of Chinese prepositions by beginners.

At present, there is no analysis of the errors in the acquisition of Chinese prepositions by Uzbek speakers in China. The research in this paper is still the first. Due to the rich number of Chinese prepositions and the flexible usage, this article only selects Chinese prepositions Gēn (and/with) to construct and investigate the Uzbek students, analyze the causes of their errors, and put forward relevant teaching strategies.

2. Comparison overview

According to "The Eight Hundred Words of Modern Chinese" edited by Lu Shuxiang, the prepositions "Gēn" and "Hé" can express three kinds of usages: "synergy, comparison, relationship", and the two can generally be replaced with each other in the sentence. Therefore, this article only discusses the use of "Gēn" as a preposition. The specific comparative analysis is as follows:

(1) Indicates synergy. E.g:

Chinese: Qù'nián wǒ gēn tā yìqǐ qùle běijīng

Uzbek: O'tkan yili men u bilan birgalikda Pekinga bordim.

English: I went to Beijing with him last year.

"Gēn" indicates synergy, and it is generally used as an adverbial in a sentence. Its sentence pattern is generally expressed as "A+Gēn (with)+B+yìqǐ(together)". In Uzbek, the auxiliary word corresponding to the preposition "Gēn" is "Bilan", and its sentence pattern is generally expressed as "A+B+Bilan (with)". Different from Chinese, the two objects of coordination in Uzbek are placed in front of "Bilan".

(2) Indicates comparison. E.g:

① Chinese: Wǒ gēn tā yíyàng xǐhuan hóngsè

Uzbek: Men u bilan birdek qizil rangni yoqtiramiz.

English: I like red the same as he .

② Chinese: Wūzībiékèsītān gēn zhōngguó bù yíyàng.

Uzbek: O'zbekiston xitoy bilan bir xil emas.

English: Uzbekistan is different from China.

"Gēn" indicates comparison, as an adverbial in a sentence, often used as "A+Gēn (with)+B+Yíyàng(the same)/ Bùyíyàng (different)". There is also a corresponding



usage in Uzbek, and its sentence pattern is generally expressed as "A+B+Bilan+ the same/different ". Unlike Chinese, the two objects in Uzbek that indicate comparison are placed in front of "Bilan".

(3) Indicates the relationship. E.g:

Chinese: Tā **gēn** wǒ shì tóngxué.

Uzbek:U bilan men kursdoshlarmiz.

English: He and I are classmates.

"Gēn" indicates relationship, and as an adverbial in the sentence, its sentence pattern is generally expressed as "A+Gēn (and)+B+Shì(are)+relationship". There is also a corresponding usage in Uzbek, and its sentence pattern is generally expressed as "A+Bilan(and)+B+relationship". In this usage, Uzbek is basically the same as Chinese. The only difference is that "Shì" should be added before the word "relationship" in Chinese, but not in Uzbek.

(4) Indicates "to sb.". E.g:

Tā **gēn** wǒ shuōle, tā jīntiān bùnéng lái.

U menga aytdiki, u bugun kela olmaydi.

He told me he couldn't come today.

"Gēn" indicates the object of the action, and its sentence is generally expressed as "A+Gēn(to)+B+V.". There is also a

corresponding usage in Uzbek, but the corresponding word is not the auxiliary word "Bilan", but the affix "-ga", and its sentence pattern is generally expressed as "A+B-ga+V....". The affix "-ga" is usually attached to the action object "B".

3. Investigation and analysis

3.1 Investigation object, content and relevant description

The object of this study is the students of the second and third grades of the Tashkent State Institute of Oriental Studies whose Chinese level is elementary or intermediate. In order to study the acquisition of Chinese prepositions by Uzbek students, the author specially designed a questionnaire, which contains six prepositions commonly used in Chinese-"Zài (at)、 Gēn/Hé (and/with) 、 Duì (to) 、 Cóng (from) 、 Gěi (give) ". This paper only analyzes the errors of Preposition "Gēn". The specific analysis is as follows:

3.2 Questionnaire survey results and corpus analysis

3.2.3 Statistics and analysis of the errors of Preposition "Gēn"

Table 1: Statistics of the errors of Preposition "Gēn"

No.	Investigation points of Preposition "Gēn"	Corresponding test questions	Error rate
1	Indicates synergy	Question 11	7.14%
		Question 37	14.29%
		Question 59	3.57%
2	Indicates comparison	Question 12	0.00%
		Question 38	10.71%
		Question 60	3.57%
3	Indicates the relationship	Question 13	46.43%
		Question 39	21.43%
		Question 61	3.57%
4	Indicates "to sb."	Question 14	32.14%
		Question 40	60.71%
		Question 62	32.14%

From the above table, students have a good command of the usage of "synergy and comparison"of Preposition "Gēn". The error

rate of question12 is 0%, which shows that students have a good command usage of "gēn...yíyàng(the same as)". Both Uzbek and



Chinese have comparative sentences for comparing things, traits, and degrees, but the structural characteristics of the two are different. The two comparison objects in the Chinese comparative sentence should be placed before and after the preposition "Gēn", and the object guided by "Gēn" should be used as the adverbial of "yíyàng". The word order of comparative sentences in Uzbek is different, and the two comparative objects should be placed in front of "Gēn". However, from the test results, students are less affected by their mother tongue, and fewer students produce such errors.

The student's highest error of preposition "Gēn" is the usage of indicates "to sb.". For example, Question 40 "Tā gēnwǒ shuō , tā déle dìyīmíng (He told me that he got the first place)", the error rate is 60.71%. There is no such usage in Uzbek, students are unfamiliar with this usage, and therefore prone to errors. Most students missed the "Gēn", for example "* Tā wǒ shuōle, tā jīntiān bùnéng lái le" , the correct expression is: "Tā gēn wǒ shuōle, tā jīntiān bùnéng lái le (He told me that he can't come today)". Secondly, there are some students who tend to confuse "Gēn" with "Cóng", resulting in missubstitution, such as " * Tā cóng wǒ shuōle , tā jīntiān bùnéng lái le".

What's more, the question 13 "Tā gēn zhè jiànshì méiguānxi (He has nothing to do with it)", the error rate is 46.43%. According to the test results, some students are not familiar with the usage of "Indicates the relationship", and often omit "Gēn", for example "* Tā zhè jiànshì méiguānxi".

3.3 The Causes of Errors

3.3.1 Negative transfer of mother tongue

Negative transfer of mother tongue refers to the influence of the difference between the target language and the mother tongue acquired by the second language learners, which is an interlingual negative transfer. Where the rules of mother tongue and target language are the same, there will be positive transfer, whereas negative transfer will occur in different places (LiuXun2000). For example, "Tā gēnwǒ shuō, tā déle dìyīmíng (He told me that he got the first place)". there

is no such usage in Uzbek, students are unfamiliar with this usage, and therefore prone to errors.

3.3.2 Target language knowledge negative transfer

The so-called "negative transfer of target language knowledge" refers to the errors caused by second language learners when they acquire a second language due to they do not fully grasp the rules of the target language system (Liu Xun 2000). For example, " * Tā cóng wǒ shuōle, tā jīntiān bùnéng lái le", there are some students who tend to confuse "Gēn" with "Cóng", resulting in missubstitution.

3.3.3 The influence of language environment

Language environment also plays an important role in the process of second language learners' acquisition. The subjects of the questionnaire are all students from Uzbekistan, who have never been to China to study. Most of the Chinese teachers in schools and universities are native Chinese teachers. They usually use their mother tongue to communicate with students. Therefore, the frequency of Chinese adverbs used in daily communication is low, and the actual usage of adverbs is not enough.

4. The conclusion

Based on the above error analysis, the author puts forward the following teaching strategies for teachers to teach the Chinese Preposition "Gēn" to Uzbek speakers:

4.1 Emphasizing the structural characteristics of Chinese prepositions

We should emphasize the structural features of Chinese prepositions, and strengthen the understanding of the different structural ways of Chinese Prepositions "Gēn" and Uzbek auxiliariy "Billan" by Uzbek students. so that they can have a correct understanding from the beginning of learning Chinese preposition.

4.2 Comparative analysis, and make prediction of errors

It is better for teachers to understand Uzbek in the teaching of Chinese to Uzbek students. But even if we don't know Uzbek, we can also foresee the possible errors when Uzbek students learn Chinese prepositions



through comparative analysis, so that students can understand the differences between Chinese Preposition "Gēn" and corresponding auxiliary "Billan" in Uzbek. In this way, it is possible for students to avoid the occurrence of similar errors as much as possible, and also to make the students aware of their mistakes after making mistakes, so that they can correct themselves.

4.3 Uzbek and Chinese translation, focusing on practical application

Teachers can design some Chinese sentences with preposition "Gēn" which

commonly used in life, and then find the Uzbek students with high Chinese proficiency to translate these sentences into Uzbek. When teachers teach preposition "Gēn" to students with elementary or intermediate level of Chinese, they can let them do Uzbek and Chinese translation exercises. In this way, students can further understand about the similarities and differences between Chinese preposition "Gēn" and Uzbek auxiliary "Billan". On the other hand, students can know which errors they will produce, so as to avoid similar errors in practical applications.

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Чи Даожиа. Анализ ошибок узбекских студентов при изучении предлога "Gēn" в китайском языке. В настоящее время отсутствует анализ ошибок в усвоении узбекскими студентами предлогов китайского языка. Данное исследование является первым подобным опытом. Китайский язык является изолированным языком, предлоги используются для выражения грамматических значений. Как правило, предложные фразы состоят из существительных. Целые предложные фразы в основном используются в качестве наречий перед предикатами предложения. Узбекский язык является агглютинативным языком, аффиксы и вспомогательные средства являются очень распространенными. Аффиксы помещаются после частей речи, чтобы выразить различные грамматические значения. В



узбекском языке нет классификации "предлогов", и большинство из них соотносятся с китайскими предлогами как "аффиксы или вспомогательные средства". Основываясь на теории "анализа ошибок", в данной работе выбран китайский предлог "Gēn(и/с)" для исследования и тестирования узбекских студентов, анализа причин их ошибок и разработки соответствующих стратегий обучения.

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