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# THE EVALUATION OF ERRORS IN ACQUISITION OF CHINESE PREPOSITION “DUÌ (对)” BY UZBEK-SPEAKING STUDENTS

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## **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 preposition “Duì (to)” to construct and investigate the Uzbek students, analyze the causes of their errors, and put forward relevant teaching strategies.

## **Investigation and analysis**

### **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 (for)”. This paper only analyzes the errors of Prepositions “Duì (to)”. The specific analysis is as follows:

## Statistics and analysis of the errors of Preposition “Dui”

Table 1.

### Statistics of the errors of Preposition “Dui”

No.	Investigation points of Preposition “Dui”	Corresponding test questions	Error rate
1.	Indicates the object of the action	Question 15	21.43%
		Question 41	10.71%
		Question 63	28.57%
2.	Indicates treatment	Question 16	14.29%
		Question 42	25.00%
		Question 64	7.14%
3.	"Dui...láishuō"( For...)	Question 17	14.29%
		Question 43	57.14%
		Question 65	21.43%

According to the table above, the most common errors of preposition “Dui (to)” that produced by students are question 43\* “Dui wǒ xuéxí yīngyǔ bùrán”, the correct expression is: Duiwǒláishuō, xuéxí yīngyǔ bùrán (It’s not difficult for me to learn English), the error rate is 57.14%. There is no fixed sentence pattern “Dui...láishuō” (For...) in Uzbek, most students can use the preposition “Dui (to)”, but due to they fail to fully grasp this usage, they often omit “láishuō”. Secondly, there are still some students who are confusing “Dui...láishuō” (For...) and “cóng...láikàn” (From the point of view), which leads to missubstitutions, such as\* Cóng wǒ láishuō, xuéxí hěn kuàilè”, the correct expression is: Duiwǒláishuō, xuéxí hěn kuàilè (For me, learning is very happy)”.

In addition, question 63 “Men allaqachon onamga aytdimki, shanba kuni uni tug‘ilgan kun kechasida qatnashaman”. (Chinese: Wǒ yǐjīng duì māma shuōle, xīngqīliù cānjiā nǐde shēngrì wǎnhuì. English: I’ve told my mother to come to your birthday party on Saturday). This question is translation, the error rate is 28.57%. When students learn the Chinese Preposition “Dui”, due to they not fully grasp the usage of “indicates the object of the action”, some students may omit “Dui”, and then apply the remaining components according to the format of “subject + Verb + object” in Chinese, resulting in the following error: \*Wǒ yǐjīng shuō māma le, xīngqīliù cānjiā nǐde shēngrì wǎnhuì. “In addition, due to” -ga “in Uzbek language means both Chinese Preposition “Dui (to)” and preposition “Gěi (for)”, some students will have the situation of missubstitutions, for example” \* Wǒ yǐjīng gěi māma shuōle, xīngqīliù cānjiā nǐde shēngrì wǎnhuì”

According to the test results, students have the best command of the usage of the preposition “Dui” to express “treatment”. For example, Question16 “Zhāng lǎoshī duì wǒmen hěn yán’gè”. The error rate is 14.29%. Question64 “Otam menga juda qayg‘uradilar. (Chinese: Bàba duì wǒmen hěn guānxīn. English: Dad is very concerned about us)”, the error rate is 7.14%.

## The Causes of Errors

To analyze the causes of the errors in the acquisition of Chinese prepositions by Uzbek students, it is necessary to understand the similarities and differences between Chinese prepositions and Uzbek affixes and auxiliary words in terms of structure and meaning. Uzbek is an adhesive language, and affixes and auxiliary words are very rich. The affixes are placed after the part of the genre to indicate the grammatical meaning of the place, time, and object. Chinese is an isolated language, with prepositions indicating related grammatical meanings, and prepositions are all placed in front of nouns, forming prepositional phrases with nouns, and the whole prepositional phrases are mostly adverbial in front of the sentence predicate.

For example, the affix “-ga” in Uzbek can express the grammatical meaning of object, treatment, space, direction, etc. It can be translated into nine prepositions in Chinese: “Duì (to)、 Gěi (for)、 Wǎng (toward)、 Xiàng (toward)、 Cháo (toward)、 àn (according)、 zhào (according)、 ànzhào (according to)、 yīzhào (according to)”. For example:

1 Chinese: Bàba duì wǒmen hěn guānxīn.

Uzbek: Otam menga juda qayg‘uradilar.

English: Dad is very concerned about us.

2 Chinese: Zuótiān bàba gěi wǒ jiǎngle yígè gùshi.

Uzbek: Kecha otam menga hikoya aytib berdi.

English: Yesterday my father told me a story.

Chinese preposition "omission errors" produced by Uzbek students is a structural error, which is mainly due to the influence of the grammar system of Uzbek language. Therefore, when Chinese is expressed, it is often influenced by the mother tongue to say the root first, and then they will be thought that Chinese prepositions can not be used behind the root like affixes in Uzbek, so prepositions are not used, resulting in the omission of prepositions. Such biases are systematic.

The reason why Uzbek students produce the Chinese Preposition “misaddition errors” is that Uzbek is an adhesive language with abundant affixes and auxiliary words. Influenced by their mother tongue habits, Uzbek students always like to add a preposition before words related to time, space, object and etc. It is also a systematic error.

The causes of the preposition “missubstitution errors” of uzbek students are not only the negative transfer of mother tongue, but also the negative transfer of target language knowledge. Most students use prepositions extensively, due to they don't master Chinese prepositions well. In addition, influenced by their native language thinking habits, they are prone to misuse the prepositions.

The reason why Uzbek students produced the Chinese preposition “misordered errors” is also a structural bias. Influenced by Uzbek affixes, students often put Chinese prepositions behind the roots, resulting in word order errors.

## Conclusion

Through the above error study, we find that in the process of acquisition Chinese preposition “Duì (to)”, Uzbek students will be affected by the influence of negative transfer of mother tongue and knowledge of the target language. At the same time, due to the limitations of the language environment, Uzbek students will inevitably have some errors in the acquisition of Chinese preposition “Duì (to)”. However, these errors will gradually decrease with the improvement of Chinese level.

When teaching Chinese preposition "Duì(to)", teachers should pay attention to the following points:

First, we should emphasize the structural features of Chinese preposition "Duì (to)", and strengthen the different structural between Chinese preposition "Duì (to)" with the Uzbek corresponding affixes "-ga" by Uzbek students.

Second, through comparative analysis, teachers can predicted that Uzbek students may have errors in the acquisition of Chinese preposition "Duì(to)", and then focus on teaching these errors.

Third, when teachers teach prepositions to students with elementary or intermediate level of Chinese, they can let them do some Uzbek and Chinese translation exercises. In this way, on the one hand, students can further understand about the similarities and differences between Chinese preposition "Duì (to)" with Uzbek affixe "-ga". 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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