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Deviation Analysis in the Study of Objects of Result and Direction in Chinese

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Abstract

In this article, I have studied the results of many researches on complementarity in the process of teaching Chinese as a foreign language by observing the speech habits of classroom groups. Combining the results of the research with my teaching practice, by teaching in the classroom, checking students' homework and daily oral communication, summarizing the mistakes made by students in the process of mastering objects, making conclusions and relevant A teaching strategy was proposed.

Key Words: Deviation, interference, HSK 标准汉语, 发展汉语, connected components, predicate.

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Introduction. "The object fills the result, level, direction, possibility, condition, amount, etc. of the predicate in the verb + object combination. Objects are used to complete the main word expressed by verbs or adjectives. The relationship between the object and the predicate is that of object and object, explanation and explanation. It is used to explain situations such as "how", "how many times", "where", "when", "what happened in the end". The position of the object in the sentence comes after the main word, except for directional verbs, numbers, prepositional phrases, and some adjectives can be used as direct objects. Objects are mainly represented by adjectives, number, directional verbs and prepositional phrases, and various relative clauses can also often act as objects.

Literature review. Due to the important role of the complementizer in Chinese grammar, research on complementizers in teaching Chinese as a foreign language has also attracted much attention. The predicate-object structure is one of the most painful and difficult parts of teaching Chinese as a foreign language. It is even more difficult for Chinese language teachers to teach their students about the complementizer, and for Chinese language learners to learn and master. Why is this? Because English, Japanese, French, Russian, German, Uzbek and other foreign languages do not have such a syntactic structure. This is certainly one of the important factors that is difficult to master, but one of the most important factors is that this structure itself has its own complexity. This complexity creates difficulties in

teaching. In "Research Materials on objects in Modern Chinese" (Lu Jianming, 1989), "For foreign students, the possibility (potential, maybe) object is a grammatically difficult type to master. First, foreign languages usually do not have similar expressions, so they find it difficult to master it; Secondly, we teachers often explain the objects of possibility (potential, perhaps) "能 neng (which means "can" in English), students naturally "能 neng"s they think that possibility (potential, maybe) can completely replace their objects, so they don't work hard to learn the objects of possibility (potential, maybe). As a result, students do not use it or try to avoid using it.

The Structure of Complementary Grammar for Foreign Chinese Students itself has complex classifications from the first, and there are overlapping parts between the classifications, which makes it complicated and difficult to understand. Second, complementizers are very common in everyday Chinese communication, so whether you're at the beginning, intermediate, or advanced stages of learning Chinese, complementizers are an inevitable focus of your teaching. "Over the years, the supplementary system in the teaching of Chinese as a foreign language has become a negative factor affecting teaching because of its many categories (eight categories), wide scope, and complex application" (Lu Wenhua 2001). Even this system was considered "the most unscientific and the most difficult to use in teaching" (Peter-Kupfer 1990). In response to this situation, Lu Wenhua simplified and summarized

the object system based on the structural characteristics and combination methods of the object and divided it into three new types: connected verb-object structure, compound verb-object structure and quantifiers after the predicate.

However, although the classification has been simplified and foreign Chinese students understand the concept of object in Chinese better than before, the author believes that the use of specificity in teaching Chinese language learners is not very useful in their acquisition. Therefore, this article will still focus on the mistakes made by foreign students at the initial stage of education, still taught according to the traditional supplementary classification method.

Analysis and results. An analysis of errors in elementary students' learning of Chinese language objects. Deviation - in the process of learning a foreign language as a second language, the learner's unconscious deviation from the language being studied, errors or shortcomings that is standard in the foreign language.

Deviation analysis is the analysis of errors made by learners in the process of learning a second language, identifying the patterns of errors made by second language learners, including the types of errors and the causes of errors, etc.

1. Deviation analysis of the object of the result

A result object is a object that represents the result of an action or behavior. The object of the result is combined, and the composition comes in the form of verb + object of result (usually an adjective or a verb).

Because the result object is the most typical and also the most widely used of the object types, the result object is prioritized in most textbooks.

In the grammatical part of the 15th lesson, the object of the result is defined as follows.

1) Objects expressing the result of an action are objects of this result. Objects of result are usually expressed by verbs or adjectives. For example, “打通”, “说对”.

2) “到” when the verb is used as a object of result, it can mean that a person or a moving object has reached a certain place or a certain time through the movement of a person or that they have reached a certain level as a result of the movement. For example: 朋友回到塔什干了。/ 我们学到第五课了。/ 前天晚上工作到十二点。

3) The negative form of sentences with a object of result precedes the verb “没(有)” It is carried out by using it. For example:

朋友没买到去北京的火车票。/ 爸爸没有找到姐姐。

Since the students in the group have only been learning Chinese for four months, the introduction of the result object is also very simple and clear. They will be able to form several typical sentences with objects of the result based on the nouns, verbs and adjectives they have learned. It allows students to remember it through various pictorial exhibitions and translation methods. Then, during further studies, he gradually improves his understanding of the object of the result.

Through feedback on teaching grammar issues during the lesson and explaining post-lesson exercises, the following main mistakes were summarized:

1) Since the students are not used to this new sentence form, it is naturally expressed using the simple form, that is, the action and the result of the action in two sentences are described separately. For example:

朋友回到塔什干了 (a state of deviance: 朋友回了。朋友在塔什干)

我们学到第五课了 (a state of deviance: 我们学习, 已经学了五课)

前天晚上工作到十二点 (a state of deviance: 前晚工作。十二点在工作)

2) When converting the object of the result into the negative form, “不”+ express the negative form using the result object formula. For example:

朋友打通电话. (a state of deviance: 朋友不打通电话)

朋友没买到去北京的火车票. (a state of deviance: 我不买到去北京的火车票)

3) When converting the object of the result to the negative form, the negative suffix “不” is placed between the verb and the object to form a possibility (potential) object. For example:

朋友打通电话. (a state of deviance: 朋友打不通电话)

朋友没买到去北京的火车票. (a state of deviance: 我买不到去北京的火车票)

4) Adjectives or verbs that come after a verb are mistakenly used, or just any verb or adjective. For example:

朋友打通电话. (a state of deviance: 朋友打对了电话)

朋友回到塔什干了. (a state of deviance: 朋友回去了塔什干)

5) When an object is expressed by a word of the adjective phrase, it uses adverbs that make a word in the sentence instead of the object of the result.

这道题他写对了 (a state of deviance: 这道题他对地写了)

他吃多了 (a state of deviance: 他多地吃了/他多吃了)

6) Dropping the result placeholder. For example:

前天晚上工作到十二点. (a state of deviance: 前天晚上工作十点)

朋友打通电话. (a state of deviance: 朋友打电话了)

朋友回到塔什干了. (a state of deviance: 朋友回塔什干了)

5) Omission of the polished word. For example:

他吃饱了 (a state of deviance: 他饱了)

朋友回到塔什干了. (a state of deviance: 朋友到塔什干了)

2. Direction Object Deviation Analysis

Adverbs of direction also act as verbs of direction and can be divided into simple and complex adverbs of direction. Simple directional objects 进, 出, 来, 去, 上, 下 includes such as, and Complex line objects 上来, 下来, 进来, 进去, 起来 includes the like. The most difficult aspect of directional object is, firstly, they are used in their own meaning and in an expanded sense, secondly, their meaning is very complicated, and thirdly, it is difficult to learn the exact place of the object and the object in the sentence.

In our currently used textbooks, directional objects are explained as follows:

Usually after some verbs “去”, “来” s when used as a object, it expresses the direction of the action, and such objects are called directional objects. If the action is directed to the speaker “来” with , if the opposite is true, we use with “去” For example:

上课了, 快进来吧。(说话人在里边)

朋友不在家, 出去了。(说话人在家里)

大卫, 快下来! (说话人在楼下, 大卫在楼上)

In addition, the textbooks also describe the cases where directional objects come with a object:

1) If the verb is followed by a directional object and a place name object, the place name comes between the verb and the directional object. For example: 大卫快下楼来吧。/ 上课了, 同学们进教室来了。/ 朋友到北京去了。/ 大卫回宿舍去了。

2) If there are other objects (that is, not representing the name of the place), they can come between the verb and the object, and can come after the object. In general, the action has not yet taken place “来 (去)” before, in cases where the action has already taken place “来 (去)” is used after, For example:

我想带笔记本电脑去。/ 朋友没买香蕉来。/ 我带去了一个笔记本电脑。/ 朋友买来了一斤香蕉。

The main mistakes that students make when learning directional objects can be summarized as follows:

1) Case of omitting direction object. For example:

上课了, 快进来吧。(a state of deviance: 上课了, 快进吧)

我想带笔记本电脑去。(a state of deviance: 我想带笔记本电脑)

大卫, 快下来! (a state of deviance: 大卫, 快下!)

2) Use the direct object as a participle in the case of omitting the verb before the object. For example:

上课了, 快进来吧。(a state of deviance: 上课了, 快来吧)

大卫, 快下来! (a state of deviance: 大卫, 快来!)

3) Using directional verbs in the conjugation without understanding their meaning well, confusingly and stiffly. For example:

十点了, 他怎么还不来。(a state of deviance: 十点了, 他怎么还不起来)

今天我很高兴。(a state of deviance: 今天我很高兴起来)

4) Because the directional object expresses the direction of an action, it is sometimes confused and mistaken by learners. For example:

你快去图书馆吧。(说话者在教室) (a state of deviance: 你快来图书馆吧)

上课了, 同学们进教室来了。(说话者在教室) (a state of deviance: 上课了, 同学们进教室去了)

5) Making mistakes in the place of the directional object and the object in the sentence. For example:

大卫快下楼来吧。(a state of deviance: 大卫快下来楼吧)

朋友到北京去了。(a state of deviance: 朋友到去北京了)

Due to individual differences in learning Chinese among our students, various errors occur in the process of

learning the object. However, if we look at the training process and generalized errors of the four types of complementizer above, we can see that these errors still have their own rules. Below, we have analyzed the common causes of errors based on the students themselves, the textbooks, and the teaching aspects of the teacher.

Conclusion. In this article, the mistakes made by our students in the

process of mastering the complementizers, the conclusions gathered during the daily lesson, the mistakes made in the homework, suggestions and concepts were given based on relevant research. We hope that this will serve as a small resource for students in their study of grammar and Chinese in general.

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