



## OVERVIEW OF CHINESE AND ENGLISH LANGUAGE FEATURES AND THE NAMING OF CHINESE PREPOSITIONS

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### Annotation

This article discusses the problems of English and Chinese prepositions which find out similarities and dissimilarities of prepositions. It discusses general information about secondary parts of speech and its types.

**Keywords:** preposition, language, morphological changes, grammar theory, auxiliary verbs.

### Main Part

Chinese and English belong to different language families. Therefore, to compare the prepositions of the two languages, we must first clarify the characteristics of the two languages. Only by placing the prepositions of the two languages in their respective language systems, we can better compare and draw scientific conclusions.

Modern Chinese and English are both analytical languages. The relationship between words in a sentence is not mainly through inflection, but through word order and prepositions to reflect the relationship between words (Wei Yueheng, 2003). However, Chinese does not have morphological changes in the strict sense. In English, nouns and verbs have morphological changes, and adjectives and adverbs also have fixed suffix markers.

According to New Mark, translation, along with words, sentence structure, style, attitude, and form, transfers meaning from one language to another. When translating from English to Uzbek, or vice versa, students almost always face problems because the English and Uzbek languages are different and the rules are different. The main problem is not only to choose an alternative preposition, but also to understand the use of English prepositions in Uzbek and English. We know that there is no alternative version of any English preposition in Uzbek. Prepositions are units that reflect the important potential of the English language and express a specific grammatical meaning. Due to the fact that prepositions are adequate means for





auxiliary words in Uzbek, and Uzbek auxiliary words are equal to cases both in the meaning and function, proportionality and disproportionality between them plays an important role when translating prepositions. Generally, synonymy of cases and auxiliary words in the Uzbek language is one of the possibilities of the Uzbek language to render the meanings of prepositions. When translating prepositions one must take into account all the above mentioned types of meanings as a unit and not forget that a single preposition can have different meanings in the language of translation. Word by word translation of prepositions can lead to a literally incorrect translation. For example, the preposition *by* is mostly translated as *yaqinida*, *yonida*, or *tomonidan*. However, its use is very common and requires special attention from any learner in the translation process. According to Garbowski, translation is a social task that connects people between different languages, and this task depends on the personal ability of the translator.

They finally made up their minds to go *by* boat - Oxir-oqibat, ularqayiqorqali borishga qaror qilishdi.

Cats sleep *by* day and hunts *by* night – Mushuklar kunduzi uxlab, tun *davomida* ov qilishadi.

The book “David Copperfield” was written *by* Charles Dickens – Devid Koperfild kitobi Charlz Dikkens *tomonidan* yozilgan.

In such sentences, the meaning of the preposition "by" can be understood with the help of a dictionary. But in some cases, this preposition can also mean a strong emotion or a promise. For example,

*By* God, he's done it. – Xudohaqi, u buniqildi.

Give me the cup; let go; *by* heaven I'll have it.-Menga kosani ber; qo'yib yubor; Osmonga qasamki, men buni olaman.

Also, not everyone knows that the word "but" can also be used as a preposition. Forexample,

Who *but* George would have done such a thing –Jorjdan *boshqa* kim ham bunday ish qilardi.

It can be difficult to translate such statements, as even a small mistake can change the meaning. The translator should pay more attention to the possibilities of the language and try to find a phrase that adequately reflects the same content, that is, "work". In other words, the interpreter must feel the spirit of the language.

In short, due to differences between languages, English prepositions may in some cases change their meaning or the form of direct translation when translated into Uzbek. One of the most difficult tasks for a translator is to convey the original meaning of the text without losing the spirit of the target language.



In a list of English prepositions you will find very common words such as 'in', 'up', 'behind', 'from', and 'with'. Prepositions hold a privileged position as parts of speech in that they are a 'closed class'. In other words, they are a select group of words that don't accept new members to their club. This is in contrast to nouns, adjectives and verbs, which welcome new additions to their respective groups all the time.

While prepositions are limited in number, they are important because they act as vital markers to the structure of a sentence; they mark special relationships between persons, objects, and locations. For this reason, we should think carefully about how we incorporate the teaching and learning of prepositions into our classes.

It's very difficult to use prepositions correctly in English and they present a number of problems for both teachers and learners.

First, most prepositions, especially the common ones, have several different functions. The preposition 'at', for example, has as many as 18 different functions, depending on which dictionary you consult. As vocabulary items in their own right, prepositions can therefore present a major challenge and it's not unusual for learners of English to ask teachers to explain what a word such as 'at' means.

Second, there is no logical way of deciding which preposition goes with a particular noun, verb or adjective. Consider these examples: the reason *for*, arrive *at*, angry *with* somebody, *on* a train. In many instances, the correct preposition cannot be guessed, so the expression must be learned as a whole. The problem is compounded when a particular vocabulary item – again it's those commonly used ones that are often guilty – flirts with many different prepositions, making teaching and learning a longer process than we may initially account for. Consider the adjective 'available'. As a teacher, which of the following would you prioritise?

- Tickets are available *from* the box office.
- Not enough data is available *to* scientists.
- No figures are available *for* the number of goods sold.
- There are plenty of jobs available *in* the area.

All of these sentences are correct, yet in each case the adjective goes with a different preposition. We need to consider how we would deal with phrases such as 'the reason for' and the best way to teach words such as 'available', that go with multiple prepositions.

Finally, learners' native language can 'get in the way' of the learning process and interfere with correct English usage. This is perhaps never more true than in the form of prepositional errors. For example, some expressions in English do not use a preposition but the same expression in another language does, and vice versa. In my teaching context, where the majority of learners are native Turkish speakers, I





constantly hear sentences like 'he married *with* her', 'I hate *from* that' and 'I accessed *to* the internet.' Another problem I regularly encounter among Turkish learners relates to the multiplicity of uses of particular prepositions. Turkish has one preposition serving the same purpose as 'in', 'on' and 'at' in English, making it difficult for my learners to distinguish between their various uses.

### **A few tips for learning and teaching prepositions of place and movement**

#### *Go with the tried and trusted basics*

Following the pattern that most course books take, i.e., dealing with prepositions in manageable chunks, is not a bad way to go. Teaching prepositions of time, place and movement, for instance, at different times, will enable learners to build up their knowledge of prepositions slowly and steadily. Doing so will be much more effective than, say, trying to teach every use of 'in' at the same time.

#### *Engage learners in physical movement*

The game Simon Says is great for reviewing prepositions of place and movement with young learners, as you can give directions for students to move around, such as 'Simon Says stand on your chair' or 'Simon Says get under your desk.' Learners respond well to the movement and start using the prepositions naturally.

With adult learners, a competitive timed review game can work really well. Start by dividing the class into teams, say a sentence and then have them take turns drawing it on the board. If you say 'the dog is behind the chair', the learners have to draw a corresponding image, which can be graded according to speed or accuracy, depending on which is more enjoyable for the class.

#### *Use visual stimuli*

Infographics provide learners with strong images to help visualise the preposition – Picktochart is a great resource for creating these. Bitstrips is a great resource for creating cartoon images, which are universally popular and very easy to comprehend. You can start off by preparing infographics and cartoons for your learners, but an effective way to get them working with the language is to have them prepare infographics themselves.

Talking about the difference of language, we must talk about the difference of way of thinking. The way of thinking in Chinese is comprehensive and re-inductive, so the expression is also spiral: first propose the subject, then repeat the discussion around the theme, and finally return to the theme for emphasis. But English is different. The thinking of English is analytical, so the expression is linear. First, the central meaning is expressed, and then it is expanded, which is a deductive way. The connection method of Chinese is also different from that of English. Because Chinese is mainly





based on conjunctive meanings, it is mainly reduced when expressing meaning, and it is enough to be able to express the meaning. Therefore, many of its connection methods are implicit. In a sentence, the function words as cohesive means can often be omitted, such as prepositions, conjunctions, etc., and sometimes even content words such as pronouns can be omitted, so that both parties can understand, so as to achieve ideographic effects. This is what Mr. Lv Shuxiang (1995) said when he said "Chinese does not engage in formalism". And it doesn't pay much attention to the form before and after. But English is different, the formal means of the connection in the sentence is necessary, so the explicit mark that expresses the relationship between words—function word, has strong mark and strong logic of expression. And prepositions in English sentences generally cannot be omitted.

Regarding the characteristics of Chinese grammar, Mr. Lv Shuxiang made a detailed explanation in "Eight Hundred Words of Modern Chinese" (page 8):

1. Chinese grammar has no morphological changes, and its only morphological changes are mainly characterized by lack of universality. Therefore, grammatical analysis and the delimitation of parts of speech often diverge.
2. Function words are often omitted. Personal pronouns are often omitted, such as "Have you read it yet?" There is no pronoun in this sentence. Conjunctions are also often omitted, such as "The road is not easy to walk, and it has rained a few days recently." This sentence is a causal relationship, but the corresponding conjunction is not used. Prepositions are also often omitted, "He can write with his left hand." This sentence omits the preposition "use". The sources of Chinese prepositions are quite complicated, some of them are from ancient prepositions, some are from ancient verbs, some are modern, and some are Europeanized. Its function and usage are also complicated, some with verbs, some with conjunctions and some with adjectives. The grammatical functions of prepositions in sentences are also different. It can be said that Chinese prepositions have been a controversial topic in academic circles since its inception. Influenced by western traditional grammar theory, even the names of Chinese prepositions have many expressions. Ma Jianzhong's Ma Shi Wen Tong called it empty word's "Jie Zi". For the first time, it was called "preposition", which Zhang Shizhao pointed out in "Chinese Classics of Secondary Schools": "prepositions, so introduce nouns and pronouns to communicate with verbs, adjectives and other words. With the noun of introduction only, the preposition is placed in the former and the latter. Preposition before the former predicate and preposition after the latter predicate. He distinguished prepositions from postpositions, and used the term "preposition" for the first time in Chinese history. In 1921, Liu Fu called it a "formal word" in the General Theory of Chinese Grammar. These arguments are all based on





classical Chinese. After the vernacular movement, language researchers turned their perspective to modern Chinese. In 1924, Li Jinxi pointed out in "New Chinese Grammar" that "prepositions are used to introduce nouns or pronouns to verbs or adjectives to express their time, status and reasons." He also divides prepositions into prepositions and postpositions, and thinks that the prepositions of time and place, karma and method in Chinese are "prepositions" and the leading prepositions are "postpositions". Mr. Lv Shuxiang advocated the use of "relational words" in The Outline of Chinese Grammar in 1942. Mr. Wang Li advocated the use of "conjunctions" in Chinese Grammar Theory in 1943. Because most prepositions in modern Chinese are grammaticalized from notional words, some scholars advocate calling them quasi-verbs, induced words (Gao Mingkai, 1948) and auxiliary verbs (Wang Li, 1958) (Lv Shuxiang, 1952). Prepositions are called "auxiliary verbs" or "quasi-verbs" mainly because the words that are changed from verbs to prepositions mainly occur in serial sentences and are similar to verbs in function. Mr. Zhao Yuanren said this in 1979's Oral Chinese Grammar: "There are a number of transitive verbs which are often used in the first verb position of continuous verbs and can be called auxiliary verbs. A few of them only appear in this position, but not in other positions. That is an authentic preposition." (page 330) Finally, in 1956, the Tentative Grammar System for Chinese Teaching made the appellation of "preposition" truly determined, and the preposition system truly established. The Tentative Grammar pointed out the essential difference between prepositions and verbs, breaking the shackles of traditional western grammar theory on the definition of Chinese prepositions. five

The part of speech of "preposition" has gone through more than half a century from scratch to the establishment of the preposition system. However, the appellation of Chinese prepositions by overseas scholars is not uniform, and most scholars are influenced by C. J. Fillmore's "case-marking" theory and call it "case marker".

Compared with Chinese, English prepositions have a definite position in its grammatical system, and their function as "formal words" is recognized by the legal circle. Chinese prepositions are functional, while English prepositions are positional. English prepositions always appear in front of nouns and pronouns, so English prepositions are also called prepositions. The prefix "pre-" is the meaning of "pre". We often refer to English prepositions as prepositions for the sake of unifying terms and facilitating understanding and learning. However, different linguistic schools have different understandings of English prepositions due to different standpoints and observation angles. Because English prepositions are very verbal, the famous linguist M.A.K Halliday classified prepositions as verbal words (verbs) in An Introduction to





Functional Grammar published in 1985, which were called minor verb. Linguistic scholars believe that English prepositions are "functional words" or "construction words", whose function is usually to turn the object of prepositions into adjectives or adverbs. For its conceptual explanation, "David Crystal in the Dictionary of Linguistics and Phonetics, preposition is a term used in the grammatical classification of words, referring to the CLOSED set of ITEMS which precede NOUNPHRASES, and certain forms of the VERB, to form a single CONSTITUENT of STRUCTURE. In addition, Longman Dictionary of Contemporary English interprets prepositions as: preposition is a word that is used before a noun, pronoun, or to show that word's connection with another word." (Wei Yueheng, An Important Means of Expressing the Relationship of Words in English, Foreign Language Studies, No.1, No.77, 2003, P76). English prepositions are formal words, and their function in sentences is to express the relationship between words.

And the use of prepositions in Chinese and English are complicated. Some prepositions have the same usage and can be interchanged completely, but their forms are different. For example, "Shout" and "Let", we can say "He told him to hurt" and "He let him hurt", and there is no difference at this time. Some prepositions, like "according to" and "according to", are semantically the same, and they can be used interchangeably in many cases. However, when the next word is a single word, use "press" instead of "follow", 6.

You can't replace "press" with "follow" in "finish on time" and "finish on time". These subtle usage differences, for non-native speakers of Chinese, are very troublesome to learn and master, and often confuse them, making it difficult to master and use them. Chinese prepositions are mainly special in the influence of prepositions on word order and frame prepositions (also known as "frame prepositions"). In Chinese, prepositions can be followed by words, phrases or clauses, and different forms of prepositions will also affect the word order of sentences. The constituent order of most sentences is "subject+predicate+object", but when prepositions such as "ba, Bei" are used, the object of the sentence will come before the predicate, for example, "I cleaned up the house" means "I cleaned up the house". Sometimes, because of the differences in language spirit, the semantics expressed by them may not be completely equivalent, but if complement is added after them, you can only use the word "ba", for example, "I cleaned up the house" can't be said as "I cleaned up the house". Moreover, for Chinese learners, the logical subjects of the complements of these sentences will be difficult to understand. For example, "Amin put him in the hospital." And "the waiter stared at him with big eyes and couldn't say a word." In the two sentences, the first sentence "those who entered the hospital" is "Amin", while the second sentence "those





who stared with big eyes" and "those who could not speak" are "waiters". Chinese prepositions can also form fixed expressions with other words, such as "for me/for me", "inside/outside/on", "by", "except (for)" or form framed prepositions. Chen Changlai called it "Preposition Frame" (P16) in "The Development Course and Voiding Mechanism of Chinese Adverbs" published in 2002. In this paper, we collectively call it "prepositional frame". This concept belongs to the category of linguistic typology, which was first put forward by Greenberg, the founder of contemporary word order typology (Frame Prepositions in Chinese by Liu Danqing). Liu Danqing (2002) thinks that the framed preposition "refers to a type consisting of prepositions and postpositions, which sandwich the dominant components of prepositions". Its structure is mainly formed by prepositions followed by locative words, nouns, auxiliary words and verbs. As for the framed preposition, the controversy lies in the identification of the following words. Liu Danqing (2002) thinks that the two parts are "preposition" and "postposition" respectively. However, Chen thinks that the latter part of the frame structure is independent, and the word nature is also independent (Chen Changlai, Zhu Feng, 2006). In my opinion, it may be more convenient for our teaching and understanding that we regard the post participle of the box preposition as a mandatory component. Compared with Chinese, English prepositions are more complicated in their strong verbs, various meanings, flexible use and Marginal Preposition. English is very verbal, and one of the main functions of prepositions in pragmatics is to make expression vivid and expressive. In many cases, prepositions in English sentences will be escaped into Chinese verbs. For example, "travel by air" should be translated into "air travel" and "he came into the class room with a card in his hand" translated into "he walked into the classroom with 7 in his hand.

A card. "You can take it for 100 yuan." Translated into "You can take it for one hundred dollars." There are many such sentences, all of which need to translate prepositions in English sentences into verbs in Chinese. In English, many prepositions are polysemy. Take the most familiar preposition "in". In the New Oxford English-Chinese Dictionary, there are 9 preposition entries, which are:







	<b>Meaning of a word</b>	<b>English example sentence</b>	<b>Uzbek</b>
1	(indicating position) inside; In, in; On the part	They live in France.	Ular Fransiyada yashaydi.
2	(indicating time) in the period, after, in the process.	In her twenties and thirties she had had no difficulty getting jobs. I cannot see you now, come back in half an hour.	U yigirma-o'ttiz yoshlarida ishga joylashishda qiynalmagan. Sizni hozir ko'rmayapman, yarim soatdan keyin qaytib keling.
3	(indicating the direction) inward, facing the direction	I saw him go in the shop.	Men uni do'konga kirayotganini ko'rdim.
4	(indicating a state) in the middle of, in the case of	Martin was in his pyjamas. They were living in terrible poverty.	Martin pijamasida edi. Ular dahshatli qashshoqlikda yashadilar.
5	(Expression) Use, use, press, multiply, in form	They were speaking in Italian. They went up in the lift.	Ular italyan tilida gaplashishdi. Ular liftga chiqishdi.
6	(indicating the reason) Because of, for	He went in fear of his life.	U hayotidan qo'rqib ketdi.
7	(indicating a field, scope) within	It is not in my power to do that.	Buni qilish mening qo'limda emas.
8	(indicating the result) as, as	What did you give him in return?	Buning evaziga unga nima berdingiz?
9	(express purpose) for	They set off in search of the lost child.	Ular yo'qolgan bolani qidirishga kirishdilar.

According to 2, we can see that although they are all "in+ for a period of time", the meanings in sentences with different tenses are different. Of course, different tool books have different forms of expression. We are in the Collins English Grammar Series-Volume 1 There are 23 entries in Preposition, each of which is very specific, and the parts of speech of the words before and after the preposition are all listed in detail. The complexity of English prepositions is mainly manifested in Marginal Prepositions. Marginal prepositions are also called marginal prepositions, and in some grammar books they are also called "participle prepositions". According to the famous linguist Randolph Quirk(1985), "Marginal prepositions are composed of an English word, which is closely related to verbs and adjectives, and are mostly used as



prepositions in more formal or ancient styles." Because most marginal prepositions are shaped like participles of verbs, which are the result of the grammaticalization of notional words, and some of them are still in the process of change, linguists have different opinions on what marginal prepositions include. Structurally, there are "-ing" forms, such as "barring, including, regulating"; There are "-ed" forms, such as "given, granted"; There are also some special marginal prepositions, whose forms are just like verbs, such as "bar, save, plus" and so on.

These marginal prepositions are completely similar to prepositions in many aspects and have the same syntactic features as ordinary prepositions:

1. Can be used as a postmodifier of nouns or noun phrases;
2. Can be used as an adverbial in a sentence;
3. Can be used as a complement after intransitive verbs and adjectives;
4. Can't take that clause;
5. Can't be followed by the infinitive verb;
6. After that, the personal pronoun cannot be nominative. (Chen Congmei. On the grammaticalization of notional words and the dictionary expression of English marginal prepositions: P50)
7. But these marginal prepositions still have certain characteristics of verbs, adjectives and other parts of speech. Look at the following sentence: "

He's remarkable considering his age.

That must be worth a fortune.

It was well written, bar a few trivial mistakes.

At the same time, marginal prepositions also include less, mines, plus, and times, etc., such as:

What's five times six?

He arrived minus a ticket.

Chen Congmei. On the grammaticalization of notional words and the dictionary expression of English marginal prepositions. Journal of Southwest University of Science and Technology (Philosophy and Social Sciences Edition), August 2009, Vol. 26, No.4: 49)

There are some English words with the characteristics of the marginal prepositions listed above, and now some dictionaries still have no "identity". This will be mentioned later (see Table 3 for details).





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