

THE USE AND SIMILARITY OF SOME GRADE PARTICLES IN KARAKALPAK AND GERMAN LANGUAGES

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ABSTRACT

This article aims to investigate the role of Gradpartikel in German and compare its linguistic functions in Karakalpak and German languages. Having studied and analyzed works of different authors on the functions of Gradpartikels, it is vital to briefly define the word Gradpartikel itself. When translating sentences with such words, a number of peculiarities should be taken into consideration. In other words, the meaning and function tend to change when translated from one language to another. To avoid misunderstandings during the speech, it is important to differentiate the grammatical aspects of gradpartikels both in target language and source language.

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INTRODUCTION

Linguistics is widely studied due to the fact that it is a very large area. For many years, scientists involved in the science of language conducted research and carried out various scientific works on the similarity of world languages and their differences. In the following article, the main objective is to compare one part of the grammar of Karakalpak language which belongs to Turkic languages and German, which is a part of the world languages. The main studied object of this article is the **Gradpartikel** in German (also called Steigerungspartikel), the usage and similarities of which are studied in Karakalpak language. The number of Gradpartikels in the German language is estimated at 40. In particular, the words **sehr**, **ziemlich**, **zu** which perform similar tasks in German and Karakalpak languages, were selected and compared.

At the beginning of the article, it is vital to cite the opinion of German scientists about Gradpartikel:

Duden beschreibt die Gradpartikeln als Partikeln, die Grad und Intensivität signalisieren und nennt diese Klasse auch Fokuspartikeln. Sie geben vor allem an, in welchem Grad eine Eigenschaft ausgeprägt ist und stehen meistens bei Adjektiven, aber können auch mit Adverbien und Verben verbunden sein. Sie können einen schwach oder stark ausgeprägten Grad haben, aber auch den Höchstgrad ausdrücken. [vgl Gr. Duden,2005, S.378]

According to the ideas of the German language scientist Duden about Gradpartikel, Gradpartikel not only comes in front of the adjective, but also comes into contact with verbs and adverbs, giving them a strong or weak degree.

Nekula bezeichnet diese Partikeln als Intensivpartikeln, Gradpartikeln, aber auch als Fokuspartikeln. Im Deutschen geht es um die Ausdrücke sehr, ziemlich, höchst, tiefst, usw., die die Intensität eines von einem anderen Wort ausgedrückten Inhaltes zu verstärken oder abzuschwächen vermögen. Im Tschechischen sind die Ausdrücke velmi, značně, nanejvýš, usw. als die das Maß wertenden Partikeln, verstärkende Ausdrücke, oder als Intensivfaktoren bezeichnet, deren Bedeutung nur relational und nicht „kategoriematisch“ ist. [vgl Nekula, 1996, S.26-27]

Czech scientist Nekula compared the Gradpartikels **sehr**, **ziemlich** with words in Czech language.

Gerhart Helbig stated in his book that **Steigerungspartikel (Gradpartikel)** consists of approximately 40 morphologically invariable lexemes. These Gradpartikels influence on adjectives and adverbs in front of them and not on the meaning of the whole sentence.

Die Steigerungspartikeln im Deutschen stellen eine geschlossene Wortklasse der Unflektierbaren dar, die etwa 40 Steigerungspartikeln umfasst, die morphologisch unbeugbare Lexeme sind. Sie unterscheiden sich von den Abtönungspartikeln dahingehend, dass sie sich nicht auf den gesamten Satz beziehen und von den Gradpartikeln insofern, dass sie nicht auf differenzierten syntaktischen Zuordnungskonstituenten und semantischen Skopustypen beruhen, sondern meist nur auf Adjektiven oder Adjektiv-Adverbien [vgl. HELBIG/KÖTZ 1988: 46]

MAIN PART

Gradpartikel means an auxiliary word when translated from German into Karakalpak. However, the Gradpartikel in German does not function as an auxiliary in Karakalpak language, but as an superlative degree of adjective in Karakalpak language. That is, in the case of adjective, it is either strengthened or weakened. In Karakalpak language, the superlative degree of adjective is formed by using the adverbs such as **ju'da**, **dim**, **ku'ta**, **og'ada** in front of the adjective.

For example, **ku'ta** shirayli - very attractive, **dim** mazali – very delicious, very beautiful - **og'ada** suliw. [Qaraqalpaq tili 5-klass,2015, 157]

Sehr Steigerungspartikel means **very much** when translated from German into Karakalpak. Not only does it come in front of the adjective, but it also comes in front of the verbs and adverbs, giving them a strong or weak meaning.

For example: Vor der Prüfung war ich **sehr** nervös.

Before the exam, I was very nervous. [Deutsch üben Adjektive, S-17]

In these sentences, the word **sehr** comes before adjective and means the superlative degree by giving it strong meaning.

Gradpartikels can associate not only with a complete sentence in German, but only with one word. They can be an adverb or a noun. In this case, it comes before that noun or adverb. Gradpartikel can also be used with verbs in sentences and it comes at the end of the sentence if the main verb is without an auxiliary verb. If an auxiliary verb is used in the sentence, then Gradpartikel comes before the main verb:

For instance: Dieses Buch hat mir **sehr** geholfen, Vielen Dank!

Bul kitap mag'an **u'lken** (**very**) ja'rdem berdi, minnetdarman!

This book helped me **very much**, Thank you very much!

[Aspekte Neu B2, S-93]

In this given example, the word **sehr** is translated into Karakalpak not as **very**, but it comes before the verb and emphasizes its meaning.

When translated from German into Karakalpak, the word **Ziemlich** means **a'dewir**, **ta'wiraq**. It makes

the part of speech which comes after it either strong or weak in both Karakalpak and German languages.

For example: (1) Über schlechte Ergebnisse kann sich der Trainer *ziemlich* aufregen.

Jaman na'tiyjelerge ustaz *woğada* ashiwlanadi.

The coach can get *quite* upset about bad result. [Mittelpunkt neu B1+, S144]

(2) Das hast du *ziemlich* gut gemacht.

Buni *ku'ta* jaqsi islediń.

You did that *pretty* well. [Reinhard Laun, Deutschkurs Cafe Refugio, S 6]

In the given examples, the word *Ziemlich* has an effect on the meaning of adjective and verb which come after it. **Oğada ashiwlanadi** (get *quite* upset) – by coming before the verb it gives strong meaning.

The word **zu** serves as a preposition in German in most cases and it requires declensions. **Zu** is used as a preposition of Dative (in Karakalpak: baris sepligi) in German and is not used with other declensions. In the following example, preposition *Zu* means direction in Dative.

Máselen : Ich fahre *zum* Hauptbahnhof.

Men vokzal*ğa* baratirman.

I'm going *to* the central station. [Grammatik Aktiv B2-C1, S-85]

The word **Zu** has different functions apart from being a preposition. As stated above, it can also be used before adjectives having the same meaning with **dim, kúta, júda** in Karakalpak. But it has an influence not on the whole sentence, but the adjective which comes after it.

Máselen : Die Lampe ist *zu* teuer. [Adjektive, Deutsch üben 17, S-136]

Shira *dim* qimbat.

The lamp is **too** expensive.

In this example, **Zu** has been used before adjective and expresses something more than enough.

CONCLUSION

This article aims to investigate the role of Gradpartikel in German and compare its linguistic functions in Karakalpak and German languages. Having studied and analyzed works of different authors on the functions of Gradpartikels, it is vital to briefly define the word Gradpartikel itself. When translating sentences with such words, a number of peculiarities should be taken into consideration. In other words, the meaning and function tend to change when translated from one language to another. To avoid misunderstandings during the speech, it is important to differentiate the grammatical aspects of gradpartikels both in target language and source language.

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