

## NOMINATIVE FIELD OF THE CONCEPT «MOVEMENT» IN THE TATAR AND GERMAN LANGUAGES (THE COMPARATIVE ASPECT)

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### ABSTRACT

The article expounds the results of the study of realization of the nominative field of the concept “movement” in the Tatar and German languages in respect of a comparative aspect. The functioning of the universal category of movement-dynamics in different-lingual languages, especially German (the German group of the Indo-European language family) and the Tatar (Turkic-Altai language family), is significantly different, since the history of the formation of ethnic groups, culture, world outlook, religious viewpoints of the Germans and Tatars during many centuries were very original. Nevertheless, Tatars and Germans have much in common in the linguistic expression of movement, and the semantic categories often have points of coincidence. The differences in the ways of expressing movement are the basis for the appearance of numerous speech errors that the Tatars who learn German do. The authors suggest certain innovative methods that facilitate the acceleration of students’ learning foreign-language material on the subject. The article also describes the data of a directed association experiment, according to the results of which the core of the nominative field of the concept “movement” is the verbs that verbalize movement in space: in the Tatar language - the verb *бaпы*, which does not concretize the method, medium and character of moving, but is able to form a large number of analytical verbal forms, and also participate in free syntactic combinations; in German - the verb *laufen*, the eighth class of frequency of use in the German language.

**Keywords:** concept, movement, space, comparison of languages, association experiment, cultural linguistics.

### INTRODUCTION

The rationale of this research is motivated primarily by the interest in the problem of actualization of individual conceptual fragments of the reality, the intensification of manifestations of dynamism-movement in modern society in all spheres and, accordingly, the need to expand and deepen knowledge of the dynamic communicative behavior of an individual with the purpose of developing a strategy and tactics of the speech picture of the speakers of multi-structural languages. Especially important the role of this topic in respect of the methodic aspect, since the contemporary education space as the phenomenon of continuum includes both communicative, personal, and metasubject constituents: the relations of linguistics, sociology, psychology, intercultural communication are particularly apparent in the topic of functioning of the concept “movement” in the these languages.

“The topic relevance is motivated by the key challenges of the 21st century – multilingualism in the context of globalization and universalization, combining the ethnic groups’ desire to self-preservation; new requirements for modern language identity” [1].

The lexical system of language is a reliable storehouse of the history and culture of the people. The study of the influence of the linguistic structure on the formation of human world view is at the center of modern linguistic science. People of different language communities differently think about the objects of the objective reality. The latter are universal, that is, we think with the help of ontological, basic categories, but the linguistic division determines ontological categorization.

We decided not to saturate this article with the information about the concept per se, the vocabulary definitions, abstracting the history of conceptology, since in recent decades cognitive linguistics and conceptology were fully covered in the science of language. We will give only sampled judgments of the well-known linguists concerning the subject directly covered by us. “Our thinking is determined and formed mainly by the appropriate language and its grammatical principles, that is, the process of formulating thoughts depends on the grammar of the language. Language guides our thoughts, allows to focus on certain details and aspects” [2].

According to V. A. Maslova, it is the semantic side of the language (to a lesser extent in grammar) that presents the world view of this ethnos, which becomes the foundation of all cultural stereotypes [3]. The speakers of different languages and cultures can differently consider, regard and explicate the semantic categories. The specificity of conceptualization of reality by this or that ethnocultural society is most evident in a comparative study of universal, ontologically conditioned categories, for example, the category of “special movement”. The system of language, the presence or absence in it of means for verbalization of a certain phenomenon of the reality, indicate which spheres of life were the most important for the people during the formation of language, and also are evidence of its ethnic mental view of life. Word, according to A.T. Khrolenko, is what the people think about, syntax is what thinks, and connotation of words is about how they evaluate the subject of thought [4]. Thus, in the German language, for example, there is a number of verbal units that explicate the meaning “to move staggering, reeling from side to side” with implicit connotative features: *torkeln*, *stolpern*, *wackeln*, *wanken*, *schwanken*, *schlingern*, *schaukeln*, *taumeln* [5]. The lexical units with this meaning in Russian and Tatar are absent, and the specific nature of moving is expressed with the help of additional specifiers. For the explication of the meaning of the subject’s moving away from a spatial reference point in German, the verbs with the prefixes *ab-*, *weg-*, *fort-*, *davon-*, *ent-* are used, the differential senses of which mark specific semantic features. To express the meaning of moving away in Russian the verbs of movement with the prefixes *о-*, *у-* are used, in Tatar – the analytical constructions with *кыты* as the main or auxiliary verb are used. In reference with the above, V.A. Maslova’s judgment that “a system of socially-typical positions, attitudes, evaluations finds a sign-oriented reflection in the system of the national language and takes part in the constructing of the linguistic world-image” [6].

## METHODS

The material of this research was lexicographic sources, data from open reference systems (about 200 lexemes, verbs from two languages), as well as the results of a directed association experiment, the main purpose of which is the reconstruction of a fragment of the perception of the category of movement by the speakers of unrelated languages. The informants were the students of the Elabuga Institute of the Kazan Federal University, Faculty of Philology and History, pursuing the degree in “First Language and Literature” (the Tatar language) and the students of the Erfurt University (Erfurt, Germany), namely the Faculty of Philosophy, specialty “Germanistik” (Germanistics). The number of the Tatar-speaking informants was 52, the German speakers - 51. The total number is 103. In survey A, the test subjects were asked to mark the verbs of movement. In the second stage of the directed association experiment, it was suggested marking in survey B the verbs expressing movement in space. The kernel words highlighted during the first two stages of the experiment served as stimulus words for the third stage of research, as a result of which their association area was formed.

## RESULTS

As a result of the first stage of the experiment, namely, with regard to the verbs of movement, 413 reactions (i.e., the total number of responses) and 94 associations (nominative units) have been received from the Tatar-speaking students (hereinafter turcologist students), whereas the total number of reactions of German-speaking students - 594, And the number of associations is 137.

In the study group of turcologist students the most frequency is the association of movement with the following verbs: сикерү (jump) – 8,47 %, бару (go) – 8,23 %. The second place is occupied by the verbal units: йөгөрү (run) – 7,5 %, йөзү (float) – 5, 57 %, кайту (come back) – 5, 32 %, атлау (step) – 5,08 %, чабу (rush, race) – 5,08 %. The following group are the verbs that were most frequently mentioned: бию (dance) – 3,39 %, йөрү (go, walk) – 2,9 %, очу (fly) – 2,9 %, уйнау (play) – 2,9 %, китү (go away) – 2,42 %, килү (come) – 2,18 %. The fourth level is constituted by the verbs: язу (write) – 1,93%, ашау (eat) – 1,69 %, яту (lie) – 1,69 %, хәрәкәтләнү (move) – 1,69 %, жырлау (sing) – 1,45 %, эшләү (work) – 1,45 %, утыру (sit) – 1,45 %, төшү (descend) – 1,21 %, карау (look at) – 1,21 %, сөйләү (speak) – 1,21 %. In subsequent reactions (which is more than half of all mentioned lexical units) one can observe decrease in frequency of their usage, that is, less than 1 %. Among them are the verbs, such as буяу (paint), салу (put), тегү (sew), пешерү (bake), чигү (embroider), эзерләү (cook), шуу (slide), сугу (hit), басып тору (stand), әйләнү (spin), уйлау (think), күтәрү (lift up), сагыну (miss), кочаклау (hug), үпкәләү (be offended), шаяру (play, gambol), печән чабу (cut the hay), кайгыру (grieve, be sad), etc.

In the focus group of Germanist students, in terms of most frequent usage are the verbs, such as: laufen (run) – 8,2 %, gehen (go) – 7,9 %, rennen (run, rush) – 7,6 %. Not so frequent were the verbs springen (jump) – 5,1 %, hüpfen (spring, skip), schwimmen (swim) – 4,2 %, fahren (drive, go) – 3,5 %. The third group is constituted by tanzen (dance), sprinten (run fast, spurt), rollen (roll, roll over) – 2,5 %, drehen (turn), fliegen (fly) – 1,8 %, kriechen (crawl), werfen (throw) – 1,7 %, fallen (fall) – 1,5 %, schleichen (creep along), heben (lift up), flitzen (fly like an arrow), ziehen (drag) – 1,3 %. Less than 1 % of the reactions is composed of the verbal units such as drücken (press), nehmen (take), fangen (catch), schreiben (write), spazieren (walk), bücken (bend), wandern (go for an outing), aufstehen (stand up), greifen (grasp), pendeln (swing), sprechen (speak), spielen (play), sausen (rush), kullern (cartwheel), tauchen (dive), segeln (sail), as well as winken (wave; nod; wink), rütteln (shake), essen (eat), musizieren (play an instrument), atmen (breathe), lachen (laugh), schleudern (throw, toss), tippen (touch lightly with a finger), halten (hold), and so on [7].

The core of the nominative field of the category under study in the Tatar language was the verbs *сикерү* (jump) and *бару* (walk, go), in the German language - *laufen* (run), *gehen* (go, walk), *rennen* (run, rush), that is, the verbs the denotative seme of which is moving in relation to the initial, intermediate and final points. Despite this, the informants demonstrated a fairly wide range of verbal units representing the movement in the largest sense of the word.

The second stage of the experiment showed that the kernel of the conceptual field “spatial movement” among Tatar speakers was the polysemantic verb *бару* (walk, go, drive, swim, fly) [8] – 12,28 %, among German speakers – the verb *laufen* (run) – 10,6 % [7].

The units of the neighbouring periphery in the Tatar language are the following verbs: кайту (come back) – 8,77 %, очу (fly) – 7,02 %, йөзү (float) – 6,57 %, йөгөрү (run), китү (go away), чабу (rush, fly) – 6,14 %, атлау (step) – 5,7 %, килү (come) – 4,38 %; in the German language: gehen (go) – 9,9 %, fahren (go) – 9,9 %, rennen (rush) – 8,7 %; springen (spring) – 5,8 %, fliegen (fly) – 5,3 %; schwimmen (swim) – 4,8 %.

The units of the remote periphery in the Tatar language are the verbs: сикерү (jump) – 3,94 %, күчү (move) – 3,07 %, шуу (roll, slide) – 2,63%, йөрү (go, move, step) – 2,18 %; in the German language: sprinten (spurt, spank) – 3,4 %, reisen (travel, go) – 2,9 %, hüpfen (skip, jump) – 2,6 %, rollen (roll) – 2,4 %, joggen (jog) – 2,4 %.

The units of the external periphery in Tatar are as follows: тәрәпәү – 1,75 %, хәрәкәт итү (move) – 1,31 %, менү (rise up), бию (dance), төшү (descend) – 0,87 %; in German: klettern (clime up), krabbeln

(creep), kriechen (creep), spazieren (walk) – 1,7 %, fallen (fall) – 1,4 %, reiten (gallop, ride), umziehen (remove) – 1,2 % and the verbs the index of intensity of which is less than 1 % [7].

## DISCUSSION

According to the experimental data, the number of reactions to the stimulus word in the focus group of Turkologist students (according to the data of map A by 43% and according to the results of map B by 45%) is less than in the group of German students. In the Tatar language, there are relatively few verbs expressing the directed movement. We believe that there is a number of explanations for this. Perhaps for Tatar linguistic consciousness (of the 18th-19th centuries, when the national and literary language was being formed), the differentiation of the verb according to the specific direction of movement was not so important as for the more accurate and pragmatic Germans. Secondly, Tatar verbs are polysemantic, for example: *бару* - goes, walks, rides, travels; *килу* - come, arrive, appear, go, come, fly, sail, come up, approach. Very frequency errors in the speech of the Tatars are associated with direct translation, such as *мин Казанга килдем*. “I came to Kazan”, instead of “arrived” (translation into German) can be easily explained. In our opinion, it is necessary to develop a scheme-map of the verbs of movement in Russian and Tatar, in comparison with German, enriched by video sequences, demonstrating different ways and forms of people’s movement, corresponding lexemes or accompanying such visuals, or the students themselves would fill them with video. Even more effective will be the sequences, demonstrating not only the types of movements with the corresponding verbs, but also with the sound accompaniment. For example, *мальчик идет пешком / the boy goes on foot - малай жәяу бара, едет на машине/ drives in a car - машинада бара, на коне / goes on horseback- атта бара*. Such schemes can be made for searching for matches, and for simple choosing the correct answer from several variants. By the way, we, the authors of this article, have already begun working on a small video clip with the participation of three girls who speak three languages and perform different forms of moving. Our future plans are to involve a trilingual child, who would perform the same movements commenting with verbs in all three languages.

Note that the number of derivatives of verbs in the list of associations – with a prefix in German, analytical in Tatar - is relatively small: 6, 74% in German and 6,14% in Tatar. “The derived verbs of movement / travel expressing a change in the location of an object in space with time, formed by means of prefixes of the directive semantics / modifying verbs of direction, represent a very extensive group in the vocabulary of the German and Tatar languages, which is determined by the importance of this category for human existence, the conceptual meaning of the verbs of movement as verbalizers and nominators of the dynamic category, movement in real life of different peoples” [9].

## SUMMARY

According to the results of the experiment, the kernel of the nominative field of the concept “movement” is the verbs verbalizing the movement in space: in the Tatar language - *бару*, that does not concretize the way, environment and character of displacement, but is able to form a large number of analytical verbal forms, and also participate in free syntactic combinations; in the German language - the verb *laufen*, the eighth class in terms of frequency of usage in German [10]. The associative field of the verb *бару* according to the focus group is formed mainly by the lexemes: *кунакка* (в гости / to go on a visit), *мәктәпкә* (в школу / to go to school), *кибеткә* (в магазин / to a shop), *машина* / car; *тиз* (быстро / fast), *уқырга* (учиться / learn), as well as the lines from G. Tukai’s poem «Туганавыл»: «... Кая барсам, кайда торсам, нишләсәм дә, Хәтеремдә мәңге калыр туган жирем». The units of the neighbouring periphery of the associative field of the verb *laufen*, according to the results of free association experiment are the words: *schnell* (quickly), *langsam* (slowly), *joggen* (jog), *Sport* (sport), *Leichtatletik* (athletics), *Forrest Gump* (the character of the film directed by R. Zemekis and the novel by W. Groom). According to the corpus of the German language of the Leipzig University, the verb *laufen* in modern publications does often correlate with the nouns: *Ruder* (весло/ oar, руль направления / rudder), *Hochtouren* (разгон / acceleration, раскрутка / unwinding), *Gespräche* (переговоры / negotiations,

беседы / conversation), Planungen (планирование / planning), Vorbereitungen (подготовительные работы / preparatory works), Verhandlungen (переговоры / negotiations), Ermittlungen (сведения / information, данные / data) [10].

## CONCLUSION

Movement as a complex phenomenon, in which space and time, direction, distance, intensity, speed, actants, activity or passivity effectiveness and dynamism of action, along with other universal categories are combined, forms a grid of coordinates filled the reality through which people perceive the world. The ways of expressing the above mentioned relations require close attention from linguistic science. German linguistics has accumulated a rich experience of studying lexical material, syntagmatic and associative links of words, differentiating them into lexico-semantic groups, accounting taken for the frequency of use and compatibility of vocabulary. The adoption of such positive experience of learning language in the sphere of Tatar linguistics is important, since in Tatar linguistics the compilation of frequency dictionaries is still only in the initial stage. The materially remarkable is the online program «Ана теле» focuses on the elementary rules and norms of the Tatar language, the enrichment of such programs with the material from other languages, the inclusion of video sequences and mini-films on various topics, the conceptual one, such as “movement” remains the most important task for both linguists and methodologists, since mastering the language is possible only with the development of skills to capture the subtlest semantic nuances of lexemes used to explicate the universal category of space-motion. Taking into account the fact that today’s native speakers in their shortened speech prefer the verbs characterizing the dynamics of life, the practical value of research in this area becomes obvious [1].

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