

INVESTIGATING THE MODALITY IN ENGLISH, SPANISH AND TATAR PROVERBS

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Abstract: The investigation of methodology in semantics has a long convention, since methodology is a standout amongst the most intricate and opposing ideas with a wide range of translations. Regarding the assortment of ways to deal with the marvel under thought, the theme of this work appears to us significant in present day etymology to uncover the highlights and structure of the English, Spanish and Tatar dialects.

Keywords: modality, linguistics, languages.

1. Introduction

Linguistics has come a long way in the study of modality. The first definition of modality is found in the linguistic dictionary. The researcher O.S. Ahmanova (1966) considered modality as a conceptual category with the meaning of the attitude to the content of the utterance and the relation of the content of the utterance to reality, expressed by various lexical and grammatical means such as form and mood, modal verbs, etc.

In foreign Spanish studies, the development of the problem of modality is conducted mainly in two directions:

1) the verbal mood, identified by the majority of researchers with the category of modality (Kilis & Monuel, 2007) and considered as one of the grammatical means of this category only by some authors, is subjected to a detailed analysis;

2) the interpretation of modality at the syntactic level is reduced, as a rule, to the identification of the so-called modal types of sentences, carried out simultaneously on several different grounds (Kilis & Monuel, 2007).

At the same time, some linguists who consider modal relations at the syntactic level, classify sentences according to the nature of the speaker's attitude to the utterance, and call the "offer of opportunity" "oraciones de posibilidad" and the sentence of doubt "oraciones dubitativos" as separate modal types of sentences (Ayupova et al., 2014, 2017).

D.G. Tumasheva (1977), studying the questions of the morphology of the Tatar language, notes the correctness of the allocation of modal words into a separate language group and recognizes them as independent parts of speech. She asserts about the objectivity and subjectivity of modal words and divides them into two large groups according to this parameter: modal words used as part of the predicate and expressing an objective relation of utterance to reality (bar, uk, tiesh, kirək, məmkin, ardent, ichthymal, having, ikan), and modal words that are used as an introductory word in a sentence and express the subjective attitude of the speaker (ahra, im, chugay, balki, shayat, ichmasam, əlbəttə) (Tumasheva, 1977).

M.V. Zainullin (1986) in his book "Modality as a functional-semantic category" names the following types of modality:

1) The modality of reality means that the content is expressed from the point of view of the speaker, corresponds to objective reality: the subject perceives the reported as a real and reliable fact.

2) The modality of invalidity, on the contrary, means that the content of the reported does not correspond to objective reality, the subject perceives the reported as not real, i.e. as possible, desired, conjectural, doubtful, etc. The modality of invalidity is divided into the following semantic types (Zainullin, 1986):

1) the modality of necessity and duty (debit modality);

2) modality of opportunity and impossibility (potential modality);

3) presumptive (hypothetical) modality;

- 4) incentive (imperative) modality;
- 5) intention modality (intentional modality);
- 6) desirable (optative) modality.

Modality is a category that includes two types of modal relations: external and internal modality. Accordingly, there are two types of modalities: objective and subjective.

By objective (external) modality is meant the degree of confidence of the speaker in the facts communicated to them. The main means of expressing an objective modality is mood (indicative, subjunctive and imperative).

The subjective (internal) modality is the attitude of the subject of the action to the action performed by him. One of the main means of expressing subjective modality in modern English is modal verbs (Vinogradov, 1975).

Within the framework of text linguistics, modality is considered as one of the main textual categories (Galperin, 1981). There are six main types of textual modality:

- 1) Epistemological modality.
- 2) The evidential type of modality.
- 3) Emotive modality.
- 4) The value of the conditioning modality.
- 5) Hypothetical modality.
- 6) Evaluation (axiological) modality.

Thus, the modality has many aspects of study and is viewed from different scientific positions. Comparing the languages of different language groups, it makes sense to create your own classification of the proverbial modality in English, Spanish, and Tatar based on the types of modality studied.

2. Methodology of Research

The methodological basis of the research is the fundamental works of native and foreign researchers: A.V. Vinogradov (1975), A.V. Bondarenko (1990), D. Thi Sham (2005), A. Kilis and E. Monuel (1997), M. Greple (1973), V.Z. Panfilov (1977), W. Croft and A. Cruse (2004), G.G. Lakoff (1990), M. Swan (1984), D.G. Tumasheva (1977), E.H. Rosch (1978), O.S. Akhmanova (1988), M.V. Zainullin (1986), I.R. Galperin (1981), R.A. Kutuev et al. (2017) and etc.

A review and analysis of theoretical materials has shown that the method of conceptual analysis, comparative analysis, conspiratorial, linguocultural analysis and the method of component analysis were used in the course of the research.

Material for practical analysis, obtained by the method of random sampling, even with a superficial analysis demonstrates the implemented in the functional grammar of the approach to the study of modality in proverbs of English, Spanish and Tatar languages.

3. Results

Epistemic (epistemological) modalities refer to the characterization of knowledge and are expressed in terms of “provable”, “refutable”, “insoluble”, “probably”, “doubtful”, etc. In the course of a dispute or discussion, we can evaluate whether the opponent’s arguments are convincing or dubious, or even determine their hood. Such modal concepts give additional information about the nature of the knowledge contained in the judgment, except for its truth or falsehood. The notion of utterance depends on many objective and subjective, internal and external factors. The most important among them are logical and extralogical factors predetermining two epistemic types of judgments differing in the basis of their concept (Zolotova 1962).

Markers of this modality are verbs of knowledge, understanding, thinking, memories (to know, to guess, realize, remember, etc.), as well as constructions expressing logical causal relationships of processes and facts (complex sentences with real or probable dependent conditions), (Taylor, 1995). This type of modality is most often found in the proverbs of the Spanish language. Here is an example:

A más vivir, más saber - live and learn.

The phenomenon of evidentiality is observed in languages of different types and groups. There is a fairly large number of works devoted to research on this issue. Such scientists as A.O. Tarasova et al. (2017), A.V. Rogelio (2018), G. Leech and J. Svartvik (1983), A.Sh. Yusupova, G.R. Mugtasimova and G.A. Nabiullin (2015) and others.

The means of expressing the evidential mode are verbs of speaking, action and perceptual activity (to see, to hear, etc.), always in the form of an indicative mood, modal verbs could, must, mean in the meaning of an assumption, the modal words certainly, etc., removal and comparison as if, it seemed, it appeared, like, someone else's speech (direct, indirect, generalized presentation of someone else's speech) (Close, 1979).

In English: A bird can be seen by flight; A broken friendship may be soldered

A cat in gloves catches no mice;

Be swift to hear, slow to speak;

If you can't bite, never show your teeth;

The leopard can't change its spots.

The wolf sheds every year, and all is gray (yes, the custom does not change). How many wolves do not feed, he looks into the forest.

In Spanish: *A donde te quieren mucho no vengas a menudo* – The frequent guest is not welcome;

El amor todo lo puede – There is no law for love;
El remedio puede ser peor que la enfermedad - Darn a hole until big;
Más puede la pluma que la espada – Do not be afraid of the knife, and the language;
No se puede tener todo – One pie two times do not eat;
Más hacer y menos decir - Do more, talk less;
A más vivir, más saber - Live and learn.

In Tatar: *Tamar* - *тауи ватар* – Tatar person can smash the stone;

Рахәтеш күргәч, миһнәтеш дә күр - Do you like to ride, love and sleigh to haul.

We also considered the emotive modality. Emotions and feelings are expressed by emotive vocabulary, interjections, verbs of sensations and feelings, exclamatory and interrogative sentences. We found the following examples of PE with this component:

In English: *A burden of one's own choice is not felt;*

For the love of the game;

He is happy that thinks himself so;

In Spanish: *Querer es poder* - Where the desire, there and skills;

Haz bien sin mirar a quien - Do good without looking for anyone;

Quien las sabe, las tañe - The case of the master is afraid;

Saber es poder - Knowledge is power.

In Tatar: *Тычканга* - *улем, мәчегә колке* – Toys for a cat, tears for a mouse.

The main means of expression of the conditioning modality are modal verbs, their equivalents (be to, have to, be able to) and willful vocabulary (wish, want, desire, long for, able, prohibit, impossible, etc.). This type of modality is most often found in the proverbs of the English language. Here are some examples in English:

Beggars cannot be choosers;

Children and fools must not play with edged tools;

Desperate diseases must have desperate remedies;

The concepts of "good" and "evil", "good" and "bad" are the basis of the evaluation (axiological) modality. The main means of expression are evaluative epithets and vocabulary, in which there is an evaluative component of meaning, as well as key words-symbols, which always represent the axiological position of the author (Lyons, 1978).

Examples of PU with this component:

In English: *Better be alone than in bad company;*

Better be born lucky than rich;

A civil denial is better than a rude grant;

Better be envied than pitied;

A clean fast is better than a dirty breakfast;

A clear conscience laughs at false accusations;

Fair without, foul (false) within;

In Spanish

Amar es tiempo perdido, si no se es correspondido – Love is never without sadness;

Amigo y vino, el mas antiguo – An old friend is better than two new ones;

Más vale tarde que nunca – Better late than never;

Las apariencias engañan - Appearance is deceptive, and a new friend is unreliable;

A beber y a tragar, que el mundo se va a acabar - Where is the joy, here and grief.

In Tatar: *Кем эшләми* — *шул ашамый* – Who does not work shall not eat;

Агач - жимие белн, кеше эше белән - The tree is famous for its fruits, and man for his deeds.

3.1 Limitation

Taking into account the results of this research, we can single out its further prospects: the study of modern linguistics and related sciences believe that the fact of interconnection and interpenetration of language and culture is generally accepted and relevant. At the same time language, being one of the main features of the nation, expresses the culture of the people who speak it. Recent interest in linguocultural studies of the language is explained by the desire to extract the most complete, adequate information about the whole ethnos or about a specific native speaker in the teaching process.

4. Conclusion

Thus, analyzing this topic, we can say that the concept of modality has a multifaceted interpretation in linguistics that requires in-depth study. Since the category of modality is recognized as very complex, the attitude towards it is ambiguous, there is no consensus about its nature. In linguistics, modality is considered as a complex functional - semantic category that relates to reality and the speaker's opinion (Zyuzin, 2015). Consequently, this category is of great interest in linguistics, since each language is individual and has its own specific grammatical and lexical units expressing modality.

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