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Comparative Analysis of Verb Relations in German and Uzbek Languages

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Abstract: The aim of the study is to compare similarities and differences in the grammatical features and disagreement on the usage of verb voices in both Uzbek and German languages. Notably, although Uzbek operates under five types of verb voices, whilst German operates under three types of active, passive, and stative. This article discusses the transpositional characteristics that are found in the use of verb voices in the two languages. The results of the research show that in German, some verb voices such as the active voice have equivalent voices in Uzbek which can be the definite, reflexive, collective and superlative. The passive voice in Uzbek is also used for passive and stative voices in German languages. This work highlights both the evolution and similarity in the voice constructions between German and English, providing insight into the cross-linguistic grammatical phenomenon. The obtained data can be useful for increasing the accuracy of translations in the process of teaching German as a foreign language for Uzbek learners. Future work could examine more complex interactions between syntax and semantics in these languages.

Keys words: comparative analysis, verb voices, German, Uzbek, transposition, passive, stative, reflexive

Introduction

German, one of the most widely studied languages globally, possesses a distinctive linguistic structure. To effectively learn this language, it is essential to first familiarize oneself with its fundamental rules, lexicon, and grammar, and to conduct research on these areas, which demands a high level of responsibility from the learner [1].

It is well-established that grammar plays a pivotal role in language learning, serving as the foundational element that distinguishes it from other branches of linguistics due to the multifaceted nature of its rules. Among the primary grammatical rules, the study of verb relations is significant, wherein one encounters meanings and usages that are distinct from those in our native language. Given that our native language belongs to the Turkic language family within the Altaic group, while German is part of the Indo-European family, specifically the Germanic subgroup, this difference is naturally expected [2].

The general definition of verb relations, or "Nibat categories," as described by both German and Uzbek linguists, is "the extent to which the subject participates in the action of the verb." However, the division of verb relations within German grammar is a subject of debate. German linguists such as Schendels E. [6, 61] and Glinz H. [3, 233] propose that there are three verb relation categories: Active, Passive, and

Stative. In contrast, Maskolskaya O. [5, 126] argues that these categories can be divided into two types, considering Stative as a form of Passive.

Methodology

This study is a comparative linguistic analysis of the voice categories of verbs in Uzbek and German languages, hence the methodology of the study is comparative linguistic study of voice categories of verbs in both languages. This is a qualitative research, regarding the grammatical category and voice construction in both languages. The first section of the research is an introduction to the theories of verb voices that have been proposed by some linguists such as Schendels, Glinz, and Erben.

Research Method. In this research methodology, the different types of grammatical categories are looked at, specifically the five verb voice categories in Uzbek and three verb voices in German (active voice, passive voice, and stative voice). Based on the brief collection of relevant texts in both languages, the study presents examples of passages where the verb categories are embedded in their contexts, including literary texts by authors like H. Mann and H. Heine. The study also discussed the incidence of transposition - which takes place when the voice class differs depending on grammatical structures - and how this would affect progressive translation from one tongue language to another. This review of literature and case studies provides backing for the findings and seeks out structural similarities and differences of verb voices between the two languages. The paper ends with a consideration of the theoretical and pedagogical implications of these differences.

Findings and Discussion

In Uzbek, there are six verb relations, which are expressed in German with the following corresponding categories: (Table 1)

Table 1. Comparative Table of Verb Relations in Uzbek and German Languages

Verb Relations in Uzbek	Verb Relations in German
Aniq nisbat	Aktiv
Orttima nisbat	
O`zlik nisbat	
Birgalik nisbat	
Majhul nisbat	Passiv oder Stativ

Usually, a verb in the active voice in German is translated into the specific, possessive, collective, or causative relations in Uzbek, while a verb in the passive or stative voice is translated as the passive relation. These can also be observed in the following examples:

- *Ohne meine Antwort abzuwarten, setzte sie ihren Weg fort.*(H. Mann, das Wunderbare) – *He did not wait for my response and continued on his way.*(aktiv – aniq nisbat)
- *Dieser Herr hatte sich ganz grün angezogen…* (H.Heine, Harzreise) – *This gentleman is dressed entirely in green.* (aktiv – birgalik nisbat)
- *Sie haben einander lange gekannt. – They have known each other for a long time.*
- *Die Lehrerin lässt die Studenden den Text schreiben – The teacher had the students write the text.* (Aktiv-orttirma nisbat)
- *Auf der kleinen Schiffswerft wurde noch gearbeitet.* (L. Frank, Bruder und Schwester) – *The boat was being repaired again.* (passiv-majhul)
- *Der Eingang ist durch besondere Betonmauer geschützt.*(E.M.Remarque, im Wes- ten nichts Neues)
- *The entrance door is protected by a concrete wall.* (stativ-majhul)

However, one of the German scholars, Schendels [6, 62], states that "sentences in the active voice can

sometimes have a passive meaning." When translating such sentences into Uzbek, the passive relation is formed. These types of sentences are constructed using special structures, which are referred to as variants of the passive (Varianten des Passivs) by linguists such as Erben J. [2, 344] and Brinker K. [1, 298], while Kolb H. [4, 125] calls them deceptive passives (Verkleidete Passiv). Schendels E. [6, 64] includes the following structures in these categories:

- *Der Lesesaal wird um 9 geschlossen – Man schliesst den Lesesaal um 9.* (man+Aktiv)
- *Die Tasche wurde gefunden – Die Tasche fand sich.* (Verb+Reflexivpronomen)
- *Die Tür kann von einem Kind nicht geöffnet werden – Die Tür lässt sich von einem Kind nicht öffnen.* (lassen+sich+Infinitiv)
- *Der Artikel kann(soll, muss) ohne Wörterbuch übersetzt werden – Der Artikel ist ohne Wörterbuch zu übersetzen.* (sein+zu+Infinitiv)
- *Der Wunsch wurde erfüllt – Der Wunsch ging in Erfüllung.* (Verbal substantiv+Funktions verb)
- The verb relations in the above examples are different in German, but their Uzbek equivalents are the same. Similarly, the Active can also be used in the Stative voice:
- *Ich bin ermüdet – Ich bin müde.* (nominale Prädikat)

Conclusion

This article offers a full comparative study of verb voice classes in the Uzbek and German languages and shows that the ovoz-forms of the two languages are easy to forms of verbal voice; i.e. the grammatical modalities of both languages are significantly different from each other. The study shows that in Uzbek, there are five different verb voices: definite, reflexive, togetherness, superlative and passive while German has three kinds of voice: active, passive, and stative. The results show that voice categories in both languages have similar functions, but different syntactic and semantic consequences, especially in the case of transposition. This research enhances our understanding of cross-linguistic grammar and translation, and new insights into the complexity in the grammar of the languages as well as the classification of translation paradigms between the two languages. Moreover, it invites more investigation into cultural and syntactic features of verb voice categories for literary translation and language teaching practice to increase the impact of the findings on the field of linguistics and language learning and teaching.

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