THE GENERIC LANGUAGE IN THE FUNCTION OF THE RECIPIENT LANGUAGE IN GERMAN

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Abstract

To study the general linguistic essence of a generic language, it is important to pay attention to such a poorly studied area as its contact with other languages (primarily non-native ones). Given the sufficient depth of information currently available on the generic characteristics of German, French, etc. of the generic languages, consideration of the processes of mastering the genus by foreign (non-generic) vocabulary in the recipient generic language is intended to show the stability of its generic subsystem.

Keywords: Linguistics, learning, information, language, generic, foreign language, material, modern, grammar, vocabulary, tendency, recipient.

Introduction

Now, more than ever, it is necessary for people to speak foreign languages. However, the difficulty in solving this problem is that for most students, a foreign language is a potential value, not a real one. This contradiction should be resolved by the teacher, who serves as an intermediary between society and the student. To fulfill this role, the teacher needs to deeply understand the social content of the subject "foreign language", imbued with a sense of pride in his subject.

The role of international education is increasing in modern society. And here, the subject "foreign language", by virtue of its specificity, has more opportunities than other subjects of the school cycle.

Today, a foreign language can help enhance people's communication culture. In the learning process, children learn communication techniques, master speech etiquette, learn to solve various communicative tasks, master the strategy and technique of dialogic and group communication, and learn to be speech partners.

A foreign language helps to broaden not only the philological, but also the general horizons of students. When learning a foreign language, students master not only new means of communication, but also learn the cultural values of the country of the language being studied: its history, geography, science, literature, and art.

Mastering a second language has a beneficial effect on the development of speech-motor abilities. Phonemic and international hearing, imitative abilities, the ability to guess, the ability to highlight the main thing, all types of memory, arbitrary memorization develop; students master special mnemonic actions.

Nowadays, society places a social order on the education system in the field of teaching foreign languages. What is he like? The answer to this question is necessary because the fruits of our "foreign language enlightenment" are very immature and bitter, and the goal plays a fundamental role. A foreign language is objectively a social value, therefore its inclusion in the secondary school curriculum is a social order of society. The social order of society mainly determined the purpose of education.

Today, when international communication has become widespread, the purpose of education is formed as "learning to communicate in a foreign language." Of course, learning how to communicate in a foreign language is both tempting and necessary. But should that be the goal? It becomes clear that the definition of what to teach (the content of the learning goal) depends on why to teach. In this approach, all aspects will "work" on personality formation. But it depends on the individual how she will use a foreign language. Thus, the goal of "teaching a foreign culture or a foreign language" does not turn into an end in itself, because it is a means of achieving another, more general goal - personal development.

To study the general linguistic essence of a generic language, it is important to pay attention to such a poorly studied area as its contact with other languages (primarily non-native ones). Given the sufficient depth of information currently available on the generic characteristics of German, French, etc. of the generic languages, consideration of the processes of mastering the genus by foreign (non-generic) vocabulary in the recipient generic language is intended to show the stability of its generic subsystem. The ideal material for this can, of course, be the German language, which has a developed generic subsystem, which is transferred to the appropriate design of any borrowed substantives, including from such non-native languages as English and Turkic.

According to the data of the main dictionaries of the modern German language, we have identified 2,440 foreign-language lexical units that have preserved the formal and functional features of their foreign-language origin on German-speaking soil and are perceived as alien. This lexical layer is of interest from the standpoint of gender. At the same time, it is important to establish: what are the ways in which the grammatical development of foreign language vocabulary is carried out in the borrowing system, how names are distributed according to the grammatical classes of nouns (genera) existing in the recipient system, what is the peculiarity of the generic formalization of borrowings of a certain origin in the environment of the generic language, and in which links the borrowing generic system is most influenced by foreign language material.

Regardless of how foreign-language nouns were distributed by gender classes in the source systems (Latin and Russian have the same three genders as in German; in Romance languages there are only two genders - masculine and feminine; in English, there is no grammatical gender, only the names of persons and personified objects differ in gender according to the biological sex of living beings, and the formal expression of gender in the latter case is carried out using personal and possessive pronouns replacing the substantive), on German soil these nouns receive one of three genders (in rare cases two or three at the same time) - male, female, and medium.

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The registration of foreign-language names by the German gender does not occur arbitrarily, but according to certain (although not always firm) rules developed in the language during its historical development.

Thus, names of people receive grammatical gender, as a rule, according to the biological gender, because the gender of nouns - names of persons - in German (as well as, usually, in languages that have grammatical gender) coincides in most cases with the biological gender.

The vast majority of borrowings denoting male persons are written in the masculine gender: der General, der Chef.

The vast majority of borrowings denoting female persons are written in the feminine gender:

die Stewardeß,

die Blondine,

die Ballerina.

The names of young creatures in German usually refer to the neuter gender. It is rather by analogy with them that the following Anglicism's have taken shape, which denote young people:

das Girl,

das Baby,

das Starlet.

During the generic development of borrowing in the German language system, patterns arise and stabilize by analogy. The following words are connected to the category of masculine words:

a) multi-syllable substances ending in

-akt (Kontakt),

-and (Doktorand),

-ant (Spekulant),

-ar (Millionar),

-ard (Boulevard),

-ast (Gymnastic),

-ator (Reformator),

-ent (President),

-er (Computer),

-eur (Redakteur),

-ier (ier) Hotelier),

- ismus (snobismus),

- man (Gentleman), etc.;

b) monosyllabic substances ending in

-ff (Bluff),

- ip (clip),

- kt (AKT),

- ng (Song),

- nk (drink),

- ob (job),

- pp (krepp),
- rd (Cord), etc.

The category of feminine words includes polysyllabic substantives ending in

-ade (Kanonade),

-age (Montage),

-ance (Balance),

-ene (Fontane),

-anz (Allianz),

-ere (Affare),

-ese (Synthese),

-ate (Sonate),

-elle (Zitadelle),

-erne (Kaserne),

-eske (Groteske),

-esse (Kompresse),

-euse (Dompteuse),

-ive (Direktive),

-oe (Oboe),

-ole (Parole),

-ty (Party),

-üre (Allüre), etc.

The category of neuter words includes polysyllabic substantives ending in

-arium (Aquarium),

-by (Hobby),

-eau (Tableau),

-ett (Parkett),

-id (Alkaloid),

-il (Ventil),

-ment (Ornament),

-nym (Pseudonym),

-pt (Rezept),

-yl (Asyl),

-um (Album), etc.

Observations show that in some cases, the following factors influence the generic differentiation of non-systemic (non-generic) entities (English and Turkic languages) in the borrowing generic language (German):

1)   the genus of German words (or previously mastered foreign words, etymologically related to foreign-language substantives): der Acre as der Acker, der Korpus as der Körper (and also der Palazzo in Modern German as der Palast from the 15th century);

2)   proper gender of the borrowed substantive: Latin futurum (tempus), cf. R. →das Futur;

3)   the source of borrowing: Anglicisms are formed in the German-speaking environment by the masculine gender→der Jazz, der Boykott, der Sketch, der Trust.

4)　the degree of assimilation of foreign language material: das Faktum (cf. p.) as words in -um, or the gender is taken from a Latin source, but: der Fakt (M.R.) as monosyllabic names like (der) Akt, Pakt, etc.

The activity of the borrowing language and the stability of its generic system contribute to a change in the original gender of many foreign-language names in the context of the recipient receiving system (despite the obvious tendency in German to preserve the original genus of borrowings).

As you can see, every foreign noun involved in the German foreign language environment is formed by the category of gender (as well as, of course, the categories of case and number). Having no categorical meanings of the new language system, foreign words cannot perform their nominative functions and be included in the speech context, where the complex interaction of linguistic elements occurs only on the basis of their grammatical valences.

Many of the latest borrowings are included in the grammatical system of the German language on the model of previously mastered foreign words of similar form or similar meaning (often of related origin).

The analysis of foreign lexical units from the point of view of their registration by the gender category in the borrowing system showed that the replenishment of the German dictionary with such material did not make any significant changes to the grammatical structure of the recipient language.

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