

About the functions of the Japanese 「に」 agreement indicator in the communication text

Najmiyeva Pulotoy Tilavmurodovna

Doctoral student of

Samarkand State Institute of Foreign Languages

purami0808@gmail.com

Abstract. This article examines the semantic features of case indicators in the Japanese language, which are little helpers for each language. The role of the case indicator 「に」 (ni) in the context is also considered. An attempt has been made to show its grammatical features in the translation process. Examples are given from the works of the famous writer of Japanese literature Natsume Soseki, and information is also given on the interpretation of the semantic functions of the case indicator 「に」 (ni), its role in the process of communication and grammatical meaning, as well as its features in the translation process.

Keywords: Case indicators, role of case indicators, translation, grammatical meaning.

Introduction. Study of case indicators is a relatively under studied grammatical indicator in the world of linguistics. The number of articles in the Uzbek language that reflect the study of case indicators are limited. There is only some information about the study of the history of case indicators and their appearance at the present time. In the Japanese language, the study of this system has been carried out more widely, and it is reflected in the written scientific research works. If we have a look at the hieroglyphic classification of the Japanese word 「助詞」 (joshi), which means the system of morphemes, the individual meanings of each hieroglyph in it means to help to lexical units and save words. We can see that they are hieroglyphs that help in conveying meaning to words. When it comes to Japanese case indicators, they are divided into 9 types for learner "Japanese as a foreign language". They are as follows: 「が」 (ga), 「を」 (wo), 「に」 (ni), 「で」 (de), 「と」 (to), 「へ」 (e), 「から」 (kara), 「より」 (yori), 「まで」 (made)

If we look on the functions of Japanese agreement indicators in the text and in the communication process, we can see that case indicators can have several semantic meanings in the communication text.

Uzbek students studying Japanese as a foreign language do some mistakes of the 「に」 (ni) case indicator during examination tasks, which is one of the factors that make students to hesitate during the test exams. So in this paper we trusted to clear the function of case indicator of Japanese 「に」 (ni).

The semantic functions of the case indicator 「に」 (ni) in the context are described as follows.

1. The function of the 「に」 (ni) case indicator in indicating the **time** of an event or action; (時)
2. The function of the 「に」 (ni) case indicator in showing **where** the event or action takes place; (所)



3. The task of showing the **cause** of the event or action; (原因)
4. The function of showing who or what the event or action is **aimed at** ; (対象)
5. The function of indicating the **origin of an action** or event; (動作作用の源)
6. The task of showing the **aim** of the action; (目的)
7. Its function in showing the **change** of event or action; (変化)
8. Its role in understanding the standards of comparison and proportion; (比較・割合の基準)
9. Its role in the meaning of ability; (能力)
10. Its function in indicating the direction of movement and the stopping point; (到着点・方向)
11. Its role in strengthening the tone of emphasis on the extent to which the action can be performed; (強調)

Based on the description of the semantic meanings of the agreement indicator 「に」 (ni) in the communication text, below we will consider their functions in the sentence and their role in the background of meaning.

- ① the function of indicating the time of an event or action;

6時に駅で会いましょう。(Roku ji ni eki de aimashou)

Soat 6 da vokzalda uchrashamiz.

「私はその次の日も同じ時刻に浜へ行って先生の顔を見た。[3]」(Watashi wa sono tsugi no hi mo onaji jikoku ni hama e itta.) Men keyingi kun ham xuddi o'sha *vaqtda* qirg'oqqa borib ustozni ko'rdim. На следующий день, *в тот же час*, я снова отправился на берег и опять увидел учителя. [5]

- ② The function of the 「に」 (ni) case indicator in showing **where** the event or action takes place; (所)

山田さんは教室にいる。

「けれども個人の別荘はそこここにくつでも建てられていた。[3]」(Keredomo kojinn no bessou wa soko koko ni ikutsu demo taterareteita Ammo bir necha xususiy dachalar u yer buyerlarda qurib qo'yilgan edi. Однако там и сям были разбросаны дачи. [5])

- ③ The task of showing the **cause** of the event or action; (原因)

借金に困っていた友達がいる。(Shakkin ni komatteiru tomodachi ga iru) Qarzdan qiynalib qolgan do'stim bor.

「むしろそれとは反対で、不安に揺かされるたびに、もっと前へ進みたくなった。」
[3] (Mushiro sore to wa hantai de fuan ni ugokasareru tabini, motto mae ni sumitaku natta.) Lekin aksincha har safar loqayd munosabatdan ko'nglim shikastlanganida, yanada oldinga harakat qilishni xohlardim. Скорее наоборот: всякий раз как меня волновала неудовлетворённость, я начинал желать пойти ещё дальше в своих отношениях с ним. [5])

- ④ The function of showing who or what the event or action is **aimed at** ; (対象)

先生に伝えてください。(Sensei ni tsutaete kudasai) Ustozga yetkazing.

私に呑めとおっしゃった事は滅多にないのね。[3] (Watashi ni nome to oshshatta koto wa metta ni nai no ni ne.) Meni ichishga undagan vaqtlaringiz umuman bo'lmagandi? Так редко случается, чтобы вы уговаривали меня пить? [5])

- ⑤ The function of indicating the **origin of an action** or event; (動作作用の源)



山田さんにもらいました。(Yamada san ni moraimashita) Janob Yamadadan oldim.

父はいつ行くかと私に尋ねた。[5] Otam mendan qachon yo'lga chiqishimni so'radilar. Отец тут спросил меня, когда я еду. [3]

⑥ The task of showing the **aim** of the action; (目的)

買い物に行く。(Kaimono ni iku) Xarid uchun boraman.

「先生はその日横浜を出帆する汽船に乗って外国へ行くべき友人を新橋へ送りに行
って留守であった。」[5] Ustoz o'sha kuni Yokohamadan yo'lga tushadigan kemaga minib chet elga
otlanayotgan do'stini Shinbashi stantsiyasiga qadar kuzatib qo'yish uchun borgan ekan. Учитель ушёл
на вокзал провожать приятеля, уезжавшего в этот день пароходом из Йокохама за границу.[3]

⑦ Its function in showing the **change** of event or action; (変化)

康太は学生になった。(Kouta wa gakusei ni natta.) Kouta talaba bo'ldi

それで始めて知り合いになった時の奥さんについては、ただ美しいという外に何の感
じも残っていない。[5] Shu sababli ustozning rafiqalari haqida menda birinchi marta tanishgan
vaqtimizdagi, go'zal ayol ekanlar, degan tassurotdan boshqa hech qanday хотира qolmagan. Поэтому у
меня ничего другого и не было по отношению к ней, кроме того впечатления красивой женщины,
которое осталось у меня с момента первой с нею встречи. [3]

⑧ Its role in understanding the standards of comparison and proportion; (比較・割合の基準)

一週間に一回両親に会います。(Isshuukan ni ikkai ryoushin ni aimasu.) Haftada birmarta ota-
onam bilan uchrashaman.

私は月に二度もしくは三度ずつ必ず先生のうち 宅へ行くようになった。(Watashi wa
tsukini ni do moshiku wa san do zutsu kanarazu sensei no uchi e iku you ni natta)

⑨ Its role in the meaning of ability; (能力)

算数に弱いだ。(Sansuu ni yowai da) Matematikaga no'noqman.

⑩ Its function in indicating the direction of movement and the stopping point; (到着点・方
向)

友達は東京に戻った。(Tomodachi wa Toukyou ni modotta) Do'stim Tokyoga qaytdi.

先生は時々奥さんを伴れて、音楽会だの芝居だのに行った。[5] (Sensei wa toki doki
okusan wo tsurete ongakkai dano shibai dano ni itta) Ba'zida ustoz rafiqalarini ergashtirib kontsert,
teatrlarga borardilar. Иногда учитель ходил с женою в театр, на концерт. [3]

⑪ Its role in strengthening the tone of emphasis on the extent to which the action can be
performed; (強調)

かれトパティーで歌いにうたった。 U bilan birga ziyofatda rosa qo'shiq kuyladik.

私は先生の返事の来るのを心待ちに待った。[5] Men ustozimning javoblarini rosa kutdim. Я
ждал ответа от учителя. [3]

CONCLUSION

An attempt was made to show the semantic features of the Japanese case indicator 「ni」 (ni) in the three-language translations of the text structure presented in this scientific article. The nuances of the meaning of the case indicator have been clearly explained in a wider way. It can be seen in the above examples that case indicators play an important role in changing not only the form of words, but also the entire meaning. It was shown in the examples that the same indicator can perform different tasks and



convey different grammatical meanings in the text of communication. We hope that this scientific approach will be of some help to language learners.

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