

The Role of Introductory Words in Connecting Text Components

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Abstract: The article examines the connective function of introductory words between sentences in the Karakalpak language. Their modal nature and their role in ensuring logical and semantic connection between text components are discussed on the basis of examples.

Keywords: Introductory words, text, connective function, logical connection.

Introduction: Introductory words express the speaker's various modal, emotional, affirmative, and negative attitudes, among others, toward the content of a sentence or toward one of its parts [1]. Within the structure of a sentence, introductory words are not grammatically connected to other sentence parts — neither through positional attribution, nor through coordinate connection, nor through subordinate connection. They connect only through intonation, entering into a semantic relationship with the overall content of the sentence they relate to, or with one of its parts.

In our view, the fact that introductory words are not syntactically connected with sentence parts is linked to their distinctive role in speech — their syntactic function is to connect complete sentences within a text.

Many linguists have specifically noted that, in terms of the function they perform, introductory words are close to connectives in the field of linguistics. V.V. Vinogradov states that «rus tilinde dánekerler menen modal sózler arasında tıgız baylanıs hám ózara tásir bar » "there is a close connection and mutual influence between connectives and modal words in the Russian language" [3].

We find similar views in the work of D. Seydullaeva within Karakalpak linguistics. She indicates that the introductory words "bálkim" ("perhaps") and "múmkin" ("possibly") function as separating connectives, and sometimes connect coordinate parts or sentences [2].

Supporting the views of V.V. Vinogradov, A.N. Gvozdev, A.A. Potebnya, and A.A. Shakhmatov, and evaluating introductory words as a distinctive type of means ensuring connection between independent sentences, G.Ya. Solganik writes as follows: "Introductory words are a type of distinctive connector that serves as a means of connection between independent sentences. This connective strength of 'introductory words' can be explained by their modal nature" [4].

As G.Ya. Solganik notes, the connective property of introductory words is explained by their modal nature. Through their modal nature, introductory words express the speaker's attitude toward the stated idea and perform the function of a semantic bridge between preceding and following sentences.

In terms of morphological character, the introductory words used in a sentence are mostly modal words. However, not all modal words function as introductory elements. In the work " Házirgi qaraqalpaq ádebiy

tiliniń grammatikası " ("Grammar of the Modern Karakalpak Literary Language"), published in 1994, modal words are divided into two groups according to their use in the sentence and their connection with other sentence parts: modal words with independent meaning, and modal words with component meaning. The work states that only modal words with independent meaning — those expressing supposition, doubt or confidence, correctness, as well as general summarization — can perform the function of an introductory element [5].

Introductory words expressing various relations of meaning and content between independent sentences are usually used at the beginning of a sentence and indicate the logical connection between ideas. Their connective function becomes clear and evident within the framework of a text — that is, in the process of the mutual connection of several sentences.

For example:

— Inim, Turdimuratov, bárimiz musulmanbiz, aqırı. Meniń moyńıma alǵanday gúnam joq qoy.

— Toqtatıń! — Tergewshi stoldı judırıq penen qoyıp qaldı. — birinshiden men saǵan ini emespen. Ekinshiden, men..., — «musulman emespen», dep aytıwǵa tili barmadı, shaması, azǵana shaynalıp turıp dawamladı, — moyınlay berıń, ózińizge jeńilirek boladı.

(— Brother, Turdimuratov, we are all Muslims, after all. I don't have any guilt to confess.

— Stop! — The investigator struck the table with his fist. — Firstly, I am not your brother. Secondly, I... — his tongue would not let him say "I am not a Muslim," it seemed, and after chewing on the words a little, he continued, — just confess, it will be easier for you.)

(K. Karimov, "On úshinshi awıl" (The Thirteenth Village), p. 44)

Qońıratıń basqa qalalardan ózgeshelikleriniń biri: ol pútkilley derlik aq terek egedi. Kanaldıń eki boyındaǵı xojalıqlardıń barlıǵınıń jayları da aq terek arasında. Jáne de olar terekti úy qaptalı uchaskalarınıń qır dógerek shetine kógertedi, al, uchaskalarınıń ishinde alama, erik, shabdal aǵashların otırǵızadı. Bunıń birinshiden, jerdegi miywa aǵashlarına hám eginge túsetuǵın sayası shamalı hazarsız aǵash. Ekinshiden, olar tez ósedi hám jıyilew egip, er jetkennen keyin arasınan alıp paydalanıwǵa qolaylı, mıqlı jáne kútá zárúrli qurılıs

materialı.

(One of the distinguishing features of Qońırat compared to other towns is that it grows almost entirely white poplar. The homes of all the households along both sides of the canal are also situated among white poplars. Moreover, they plant this tree along the outer edges of their household plots, while inside the plots they plant plum, sweet cherry, and peach trees. Firstly, this is because it is a tree that casts little shade and poses no threat to the fruit trees and crops growing in the soil. Secondly, they grow quickly, and once planted densely and matured, they are convenient to harvest from and provide sturdy, highly necessary construction material.)

(I. Yusupov, "Ǵarrı tuttaǵı gúz" (Autumn on the Old Mulberry), p. 53)

In this excerpt, the introductory words are positioned at the beginning of each sentence and establish the logical connection and narrative sequence between the sentences that make up the complex syntactic whole (CSW).

Some introductory words form the concluding part of a CSW.

For example: Sultan Barakh's forces were preparing, and in the end achieved victory. However, he could not fully subjugate the Junior Zhuz (Kishi júz). In the part he had subjugated, a man named Erali from the Shekti clan was raised as khan, and returned. The war stopped... The other half of the Junior Zhuz(Kishi júz) preserved its own khanate and raised Nurali, son of Abilkhair, as khan.

Thus, two khans appeared in the Junior Zhuz(Kishi júz). (T. Qayıpbergenov, "Maman biy ápsanası" (The Legend of Maman Biy), p. 399)

No sound came from the well until the last coil of the ten-fathom braided rope, to whose end a wooden bucket was tied, had been let out and dropped into the well. Only when the last coil was let out was a sound heard, and it was not the usual «shalp» (splash) sound made when the bottom of the wooden bucket strikes water. This meant there was no water in the well — it had dried up.

(K. Karimov, "Aǵabiy" ("Elder Brother") [novel, Books I, II], p. 184)

In the examples given, the introductory words "solay

etip" ("thus") and "demek" ("this means" / "therefore") carry a concluding meaning, forming the logical conclusion of the fragment.

In addition to connecting text components, introductory words express the speaker's attitude toward the stated idea — conveying evaluation, confidence, or emotional state. For example:

—Bileseñ be, Ketj, biz internet dúkánımızda satılátuğın tovarlar dizimin kóbeytiwdi sheshtik. Endi úyinde keshki awqat tayarlawdı xosh kóretuğın úy biykeleri ushın arnalğan asxana buyımların satıwdan bólek paydalanılğan avtomashinalar menen de sawda qılamız. Álbette, tez arada bayıp ketemiz. Bizge okean arjağınan buyırtıplar kele baslaytuğınına isenemen.

(— You know, Katy, we've decided to expand the list of goods sold in our online store. Now, besides selling kitchenware for housewives who enjoy preparing dinner at home, we'll also be trading in used cars. Of course, we'll get rich in no time. I believe orders will soon start coming in from across the ocean.)

(K. Karimov, "Zardusht", p. 86)

Finally, the young man who had put down the violoncello and settled into the folding chair felt as though a chord within him had snapped. He recalled that this same instrument, the violoncello, had once been an old, worn instrument on which Katy, in a fit of anger, had struck and broken a piano. True, a broken instrument is unfit for playing music until it is repaired, but what advantage does an unbroken violoncello have over a broken one, when the young man himself, though whole in body and healthy, feels weak and wronged?

(K. Karimov, "Zardusht", p. 136)

Maman did not spend the night at the Amanliq family's home as he usually did — he couldn't sleep that night at all. Someone came looking for him. He was told that Murat Shayiq had sent for him. Perhaps the great shayiq had forgiven him. Maman could not think for long. His own father appeared before his eyes, as if reciting a blessing into his ear: "Do not offend the memory of your shayiq-father; remain faithful."

(T. Qayıpbergenov, "Maman biy ápsanası" (The Legend of Maman Biy), p. 31)

Black-bearded, flat-nosed Ayğara Biy, whose large eyes beneath thick eyebrows still gleamed brightly in his

ruddy face, stepped out in front of his door and, removing his beaver-trimmed cap, slowly scratched his head. It seemed he was deep in thought. His hand did not leave his head.

(T. Qayıpbergenov, "Maman biy ápsanası" (The Legend of Maman Biy), p. 70)

Though it was not yet autumn, the yellowish-green leaves of the white poplar falling onto the water's surface seemed somehow melancholy to me. Who knows — perhaps, I thought, our own traces too would disappear from this place in a day or two, as though nothing had ever happened here.

Perhaps the leaves themselves would quietly conceal this from everyone... Leaves! Leaves! Yellow leaves!!!

(U. Prjanov, "Aq tal astındağı aqsham" (Evening Beneath the White Willow), p. 35)

Researchers of the ancient history of Khorezm say that the places named in the "Avesto" were located here, around the old fortresses. For example, Huvarno.

(K. Karimov, "Zardusht", p. 174)

Every day, from dawn, he divides the young men into two groups and has them race on horseback, run on foot, wrestle on the sand; he has stakes driven into the ground in various places for them to spear from horseback, has them practice swordsmanship while riding at full gallop, and has them strike at targets with a mace. In short, he gives them no rest.

(T. Qayıpbergenov, "Maman biy ápsanası" (The Legend of Maman Biy), p. 320)

It seemed as though someone had called an ambulance. One or two people in white coats could be seen at the door.

— "In my opinion, the person who needs medical assistance has already come to himself. If further assistance is needed, let it be provided outside the hall. Please, do not disrupt the court proceedings," said the judge upon seeing the ambulance team.

(K. Karimov, "On úshinshi awıl" (The Thirteenth Village), p. 175)

— "You're such a big girl, and yet so clumsy!" — I said jokingly, teasing her a little to provoke her anger. I liked it when she got playfully upset. But she didn't get angry. Instead, showing her rice-white teeth, she laughed and said again:

— "I know myself."

(U. Prjanov, "Aq tal astındaǵı aqsham" (Evening Beneath the White Willow), p. 23)

In the examples given above, the introductory words "álbette" ("of course"), "duris" ("true"), "bálkim" ("perhaps"), "shaması" ("apparently"), "itimal" ("possibly"), "máselen" ("for example"), "qullası" ("in short"), "menińshe" ("in my opinion"), and "kerisinshe" ("on the contrary") — besides their function of uniting CSW components into a single whole — express confidence, doubt, supposition, explanation, argumentation, conclusion, whose opinion is being stated, and contradiction between ideas within the content of the text.

These introductory words are widely used not only in monologic texts but also in dialogic texts. In dialogic speech they are used as a response to a given question.

— "When will a person ever be satisfied with, ever be content with the earth?"

— "Perhaps never," said Amanlıq.

(T. Qayıpbergenov, "Maman biy ápsanası" (The Legend of Maman Biy), p. 65)

— "Gather round, we are not the enemy," Amanlıq called out.

Kewlimjay, recognizing his voice, said: "Stand up, don't be afraid, Amanlıq has come." From beneath the low tamarisk thicket, people gathered in twos and threes. Kewlimjay stepped forward.

— "Amanlıq, we thought you might be the enemy."

— "Would the enemy run away?"

Not realizing that this question had been asked by Ğayıp, son of Qara Bahadır, Kewlimjay said:

— "Of course they would run. After all, do they know at night that we are all orphans? They don't know. They would slaughter us all."

(T. Qayıpbergenov, "Maman biy ápsanası" (The Legend of Maman Biy), p. 245)

"Who else knows about this picture, that is, the bust?"

— "I believe you are the third."

(K. Karimov, "On úshinshi awıl" (The Thirteenth Village), p. 145)

Above, we examined the syntactic and logico-semantic functions of frequently used introductory words

between sentences. In almost all the examples given above, we can observe that when the introductory words are removed, the connection between the sentences is preserved. Nevertheless, the use of introductory words strengthens the sequence and coherence of thought within the text. They not only express the speaker's attitude toward the idea but also make the logical connection between sentences clearer.

Introductory words used to connect sentences within a text may be employed in nearly all styles of language. They help convey ideas sequentially and clearly in scientific, official, journalistic, and literary styles.

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