

Thus, constructing eidoses, we start the process of conceptualization. Rendering one or another concept, lexical unit activates an appropriate cognitive context or frame as a model of ordinary knowledge of the basic concepts. There is still an important problem about the boundary between linguistic meaning and common (encyclopedic) that is not related to language and knowledge of the world that are important for understanding the meaning of individual texts or lexical units. More likely, this border does not exist, cause the context of the cognitive model is a model with canonized cultural knowledge that is shared by speaker of the community. Hence, thesaurus units represent objective implementation of mental units — language unit of

knowledge that captures contextual link the individual words [4, 141–145].

Exploring the thesaurus, you must remember the cultural, mental and experiential differences in the experience of a percipient. The list of lexical units proposed by TQM thesaurus partially corresponds with the reality of Russian society, as the images that arise in the minds of citizens of our country are not only ontological but also culturally specific. It creates difficulties in the perception of the proposed universal terminology. For a successful implementation of TQM education system, the supplied thesaurus should be revised and expanded, taking into account the perception of a Russian person.

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Functions of modal particles in Hungarian

Abstract: The article discusses the functions of Hungarian modal particles from the Relevance Theory perspective, which offers a cognitive account of utterance interpretation. It is argued that Hungarian modal particles govern the selection of context by guiding the hearer towards relevant interpretation.

Keywords: modality, modal particles, Relevance Theory, contextual effect, Hungarian.

The term “modal particles” refers to a special class of elements in different languages which express the speaker’s attitude towards the propositional content of the utterance. Modal particles are distinguished from other particles and functional parts of speech

on the basis of the following identification criteria: (1) they do not express syntactic relations; (2) they do not change the truth conditions of the utterance; deletion of a modal particle does not make the utterance ungrammatical. Though modal particles are

syntactically optional, they have important pragmatic functions.

Apparently little research on Hungarian modal particles (to my knowledge) has analyzed authentic data in a pragmatic framework. The research by Ch. Fábri [1] was one of the first attempts at a description of Hungarian particles. The researcher divides the word class “*módotósók*” into “*modalis szavak*” (modal words) and “*partikulák*” (particles). Modal words are claimed to denote various degrees of probability. However, the study does not discuss the status of modal particles in Hungarian or their distinctive features. B. Keszler [2] distinguishes particles from adverbs and modal verbs and defines them as words with a weakened semantic meaning which cannot be used in answer to a question, do not perform any syntactic functions and are used to express emotions. Within the class of particles, the researcher identifies “*árnyaló partikulák*” (toning particles), which perform pragmatic functions. However, such functions are not described in the study. A. Péteri gives a comprehensive account of German and Hungarian modal particles. He argues that Hungarian modal particles form a heterogeneous class; their role in a sentence depends on the part of speech from which they originated [4].

The present study aims at describing Hungarian modal particles in terms of their communicative functions and how they are interpreted in contemporary speech. The analysis requires a theoretical framework that can account for the variety of functions associated with the use of modal particles. Relevance Theory, developed by D. Sperber and D. Wilson [3], can be an adequate basis for this study. The theory is built around the claim that the speaker does not encode meaning but provides evidence of their intention to convey some meaning; the hearer infers the speaker’s meaning trying to find the best possible interpretation of the speaker’s verbal/non-verbal communicative act.

D. Sperber and D. Wilson argue that human cognition is geared to the maximization of relevance. One of the basic ideas of Relevance Theory is known as the Cognitive Principle of Relevance. Humans tend to perceive those stimuli which in a given context are more relevant to them than others, to select background assumptions which best fit the perceived stimuli, and to infer conclusions that provide the best explanation of the situation.

Another basic idea of Relevance Theory is the Communicative Principle of Relevance. D. Sperber and D. Wilson claim that the general tendency to maximize relevance makes it possible to predict and manipulate the addressee’s mental processes: the speaker uses an

ostensive stimulus which is certain to attract the addressee’s attention because it is relevant to him/her.

The Communicative Principle of Relevance presupposes that an act of communication is based on the presumption of optimal relevance. It means that a verbal or non-verbal communicative act should be relevant enough for the addressee to process. To have the addressee’s attention, the speaker has to make an act more relevant than other communicative acts, i. e. to ensure minimal processing effort on the part of the addressee. Thus optimal (maximal) relevance of an input presupposes that the first interpretation the addressee comes across, i. e. the one that requires the least effort, makes it unnecessary to look for other interpretations which will require extra processing effort.

Information processing results in a certain contextual effect, which is defined as the information which will help us to make an inference. Thus according to D. Sperber and D. Wilson, an input has greater relevance if (a) its processing yields greater contextual effect and (b) achieving this contextual effect does not require great processing effort. To paraphrase, at a given time in a given context, the most relevant input (information, idea, event, sound, image, etc.) for an individual is the one which in the context of background information requires minimal effort to process and ensures maximal result.

D. Sperber and D. Wilson [3, 108–116] point out that there are three basic types of “contextual effects”: (1) “contextual implications”, (2) the confirmation or “strengthening” of old assumptions, and (3) the correction or “abandonment” of old assumptions. This paper will argue that Hungarian modal particles can be classified in terms of their communicative function on the basis of these three types of contextual effects.

The present study analyzes the following modal particles: *hogyne, persze, még, már, is, hiszen, hát, csak, aztán, ám, éppenséggel, bezzeg, egyszerüen, ugye, ugyan*. The particles were elicited from four informants — native speakers of Hungarian who come from the Transcarpathian Region of Ukraine. All the informants have received secondary education at Hungarian schools. The elicitation procedure involved the following steps:

1. providing examples of sentences with modal particles;
2. analyzing the pragmatic meaning of the sentences;
3. outlining minimal situational contexts where the sentences can be used;
4. explaining the difference between a sentence with and without a modal particle.

The research material suggests that Hungarian modal particles maximize contextual effects and minimize the processing effort spent on interpreting an utterance. Building on D. Sperber and D. Wilson's classification of contextual effects, we identify the following functions of modal particles:

1. expressing contradictions between old assumptions/background knowledge and new information;
2. strengthening the existing assumption;
3. signalling a change in assumptions;
4. weakening the existing assumption.

Let us consider the first function, i. e. expressing contradictions between old assumptions/background knowledge and new information, which is performed by the modal particle *hiszen*.

Miért nem csináltad meg a házit? — Hiszen tudod, foglalt voltam.

Why didn't you do your homework. — But you know I was busy.

By using *hiszen* the speaker signals a contradiction between what she was sure of (that her interlocutor knows she was busy) and the new information (that the interlocutor reproaches her for not having done the homework).

The second function, i. e. strengthening the existing assumption, is typical of the modal particles *aztán*, *bezzeg*, *ugyan*, *még*, *már*, *persze*, *hogyne*, *ám*. In terms of strengthening effect, the particles have the following functions:

1. Strengthening assurance:

Hogyne tudnám, hogy mikor van a születésnapot. I sure know when your birthday is.

2. Strengthening admiration, praise:

Ez ám a jó idő! It's such fine weather!

Ez aztán nagyszerű! It's really so great!

The effect of *ám* is weaker than that of *aztán*.

3. Strengthening rejection:

Én ugyan nem mondok neked semmit. I won't tell you anyway.

4. Strengthening curiosity:

Vajon megmondja-e az igazat? Will he tell the truth, I wonder? (curiosity is directed at the speaker).

Ugye minden jó lesz? Will all be really okay? (curiosity is directed at the hearer).

5. Strengthening surprise:

Még hogy én ilyet mondtam? Did I really say so?

6. Strengthening reproach:

Bezzeg te jól tudtad, hogy ez fog történni. But you did know well that it would happen.

7. Strengthening impatience:

Gyere már! Go now, faster!

8. Strengthening irony:

Persze, neked mindig igazad kell, hogy legyen. Of course you always have to be right.

As regards the third function, the following particles signal a change in assumptions: *bezzeg*, *csak*, *egyszerűen*.

The particle *bezzeg* creates an ironic effect in the following example: *Bezzeg őt nem érdekli. Good that he's not interested in this.* The sentence can be interpreted like this: the speaker uses "good" ironically meaning that everybody is interested, but he is not, which is annoying. Without *bezzeg*, the speaker would just state that he is not interested.

Egyszerűen expresses despair or excuse:

Annát egyszerűen nem velték figyelembe. Nobody paid attention to Anna, that's it.

Csak turns a request into an order:

Add csak ide egy kicsit a könyvet. You now give me this book for a moment.

Two particles — *hát* and *éppenséggel* — perform the function of weakening the existing assumption. In the examples that follow, the particles express indifference, passivity:

Akkor még haza vagy nem? — Hát persze.

Are you going home or not? — Well, of course.

Éppenséggel nem mondanám. I wouldn't exactly say that.

Therefore, Relevance Theory offers tools that demonstrate how speakers are able to manipulate linguistic resources to get the intended message across to hearers. The research findings show that Hungarian modal particles encode meanings which govern the selection of context by guiding the hearer towards relevant interpretation.

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