

Issues of Defining and Classifying Verbs According to Their Auxiliary Nature in Korean

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Abstract: This article analyzes verbs, particularly auxiliary verbs, that are constantly being studied by linguists in Korean linguistics. The article presents how auxiliary verbs can be distinguished and their classification according to certain criteria. The classification is based on the meaning of the auxiliary verbs.

Keywords: Main verb, leading verb, auxiliary verb, criteria, classification, speaker, listener, modality, affix.

INTRODUCTION

In the middle of XX century, a new era in the study of auxiliary verbs in Korean began, and the criteria for determining auxiliary verbs and their classification became the most important and pressing issues. Research during this period was divided into two, based on the new grammatical theory: *syntactic research and semantic research*.

A number of Korean linguists have paid serious attention to the syntactic relationship between the main verb and the auxiliary verb, and to the classification of the auxiliary verb according to the suffix of the main verb. For example, a number of suffixes have been introduced in the conjugation of the auxiliary verb to the main verb, such as -글리 [-gineun], -지 [-ji], -는가 [-n ga], -게 [-ge], 고 [-go].

Research based on syntactic relations has been carried out in three different directions: the “leading verb (V1) + auxiliary verb (V2)” model has been prioritized; the definition of a compound sentence has been put forward in relation to a compound with an auxiliary verb; the semantic aspects of the auxiliary verb have been prioritized [Hwang, B. S., 1986]. It was on the basis of the third direction that the semantic relations of auxiliary verbs were studied. In these studies, the modal and aspect meanings of auxiliary verbs were in the spotlight. The research carried out during this period brought theories about auxiliary verbs to a new level.

In their research, Kim Sok Dik and Kim Gi Xyok compared the structural features and syntactic structure of auxiliary verbs with compound verbs. Kim Sok Dik proposed a criterion for identifying auxiliary verbs through six features: syntactic control, change of sentence order, syntactic meaning, sentence formation, antecedent in the

text, and compound structure. Kim Gi Xyok identified fourteen characteristics of auxiliary verbs, such as the interconnection of the participle, the dominant and subordinate verbs, their inseparability, the contraction of the individual parts of the compound rather than the whole, the continuous use of the auxiliary verb, the repeated use of similar auxiliary verbs, and the formation of a compound with an auxiliary verb [Kim, K. H., 1987].

An Myong Chxol summarized all the distinguishing features in studies on auxiliary verbs, including dominance in the sentence, the addition or absence of the affix 서 [seo] between V1 and V2, contraction, and exchange [Ahn, M. C., 1990].

The issue of whether or not to add the affix -ㅅ [seo] as a distinguishing feature of auxiliary verbs was also emphasized by Chxve Xyon Be, So Jong Su, Kim Sok Dik [Kim, S. D., 1984], and others. Kim Yong Sok distinguishes four characteristics that distinguish a compound verb from an auxiliary verb [Kim, Y. S., 1983]: it is attached to the main verb through the connecting affix -아/어/오 [a/eo/yo], it has a similar form to the main verb, it cannot be used separately, and it has the meaning of a mental state.

In general, the criteria for determining auxiliary verbs and their classification into groups remain one of the important issues in Korean linguistics to this day. The scientific research of Chxve Xyon Be (1937), Li Gvan Gyu (1986), Kim Gi Xyok (1987), Kim Sok Dik (1992), Ko Yong Gin, Nam Gi SHim (1993), Li Song Ung (1995), So Jong Su (1996) and Sonse Modol (1996) scholars on the classification of auxiliary verbs is important.

Choi Hyun-bae lists 42 verbs in his classification of auxiliary verbs. He also divides them into auxiliary verbs of action (도움움직씨 [toum-umjikshi]) and auxiliary verbs of state (도움그림씨 [toumkeurimshi]) depending on whether the adjective takes the present tense suffix -는 [neun] [Choi, H. B, 1937].

The varying number of auxiliary verbs and the different groups of meanings indicated in the studies indicate that this category is still in the process of change and development. Also, new units are being used as auxiliary verbs in modern Korean. If we look at the scientific research of Pak Son Ok [Park, S.-O] he calls auxiliary verbs a *morphological syntactic structure* that lies between the syntactic structure that forms compound sentences and the morphological structure that forms compound verbs. Because auxiliary verbs have the syntactic features of compound sentences and compound verbs. This idea has also been recognized by Kvon Je Il, (1987): Kim Gi Xyok, (1987) and Kim Sok Dik, (1992) [Park, S.-O].

In this study, based on the established criteria, units that are considered auxiliary verbs in the Korean language were collected and their semantic functional properties were studied. The 13 auxiliary verbs (가다 [gada], 오다 [oda] va -고 있다 [-go itta], -아/어/여 있다 [-a/eo/yo itta], 버리다 [beorida], -고 나다 [-go nada], 내다 [naeda], 두다 [duda] va 놓다 [nohda], 대다 [daeda], 주다 [chuda], 보다 [poda], 싶다 [sipda], 지다 [chida]) selected for the study based on the criteria are described semantically. When naming semantic groups, the general semantic functional properties of the auxiliary verbs included in the group were taken into account. As a result of the analysis of the research materials, auxiliary verbs in modern Korean were divided into the following nine semantic groups:

1. 가다 [gada], 오다 [oda] and -고 있다 [-go itta] action or state expressed by the leading verb is continuous and continuous.

날이 더워서 꽃이 시들어 간다.

Kun issib, gullar so'lib boryapti.

(The day is getting warmer and the flowers are wilting).

그이는 3년 동안 축구를 해 왔다.

U 3 yil davomida futbol o'ynab keldi.

(He has been playing football for 3 years).

저는 오늘 공원에서 산책하고 있었어요.

Men bugun bog'da sayr qilayotgan edim.

(I was walking in the park today.)

2. -아/어/여 있다 [-a/eo/yo itta] action implied by the leading verb expresses the meaning of the stability of the action and state.

여덟시까지 앞으로 사십분이 남아 있었다.

Soat sakkizgacha yana qirq minut qolgan edi.

(There were forty minutes left until eight o'clock).

있다 [itta] [Lee, H.-S, 2002] auxiliary verb is present in groups 1 and 2. The fact that this verb expresses the meaning of the duration of action and stability of the state is explained by its attachment to the main verb through various suffixes.

3. The group of auxiliary verbs expressing the completion of the action includes three verbs:

버리다 [beorida], -고 나다 [-go nada], 내다 [naeda].

누군가 가지고 놀다 잃어버렸거나 놓쳐버린 것이라 [Yoon, D.-N, 2004].

Kimdir olgan-u, o'ynab, yo'qotib qo'ygan yoki tushirib goldirgan bo'lsa kerak.

(Someone must have taken it, played with it, lost it, or dropped it.)

In the sentence, the auxiliary verb 버버다 [beorida] is used twice, meaning the completion of the action of “losing” and “dropping”.

우리는 자전거를 타고 집에 돌아 가려고 했지만, 100 미터 정도 가고 나니 케이트가 지쳐서 거의 울기 직전이었다 [Harding, P, 2021].

Biz velosipedda uyga qaytmoqchi bo'lgan edik, ammo 100 metrcha yo'l bosib o'tganimizdan so'ng Keyt charchab yig'lab yuboray dedi.

(We were going to cycle home, but after about 100 metres, Kate was so tired she started crying.)

시간이 지날수록 할머니는 휴가나 가상 천외한 모험에 관련된 얘기를 지어 내고, 칼레는 할머니가 만들어 낸 일을 실제로 경험한 것처럼 느끼며 차차 적응해 나갔다 [Park, Y.-G, 1990].

Vaqt o'tishi bilan buvisi o'zining ta'tillari va tasavvuridagi sarguzashtlari bilan bog'liq bo'lgan hikoyalarni to'qib aytar, Kalle esa buvisi to'qib aytganlarini haqiqatdan ham boshidan o'tkazgandek sekin-asta moslashib borar edi. (Over time, his grandmother would tell him stories about her vacations and imaginary adventures, and Calle would slowly adapt to what his grandmother was telling him, as if he had actually experienced them). In a sentence with an auxiliary verb, the auxiliary verb 내다 [naeda] conveys the meaning of "the story is finished" expressed in the main verb.

4. 두다 [duda] va 놀다 [nohda] auxiliary verbs indicate the completion and result of the action expressed by the main verb.

할머니는 종이에 이렇게 적어 놓았다 [Park, Y.-G, 1990].

Buvisi qog'ozga shunday yozib qo'ydi.
(Grandma wrote this on a piece of paper).

5. 대다 [daeda] auxiliary verb expresses the repetition and intensification of the action expressed by the main verb.

그녀는 졸리면 끊임 없이 커피를 마셔 댁니다.

U uyqusirasa, tinimsiz qahva icha boshlaydi.
(When he gets sleepy, he starts drinking coffee nonstop.)

6. The auxiliary verb group that indicates an action directed at or performed for a person includes the auxiliary verb 주다 [chuda] and its respectful forms 주시다 [jusida], 드리다 [deulida].

그날 전해드릴 물건이 있습니다. 꼭 나와주시기 바랍니다 [Yoon, D.-N, 2004].

O'sha kuni berib yuboradigan narsam bor. Albatta chiqib turasiz deb umid qilaman.

(I have something to give away that day. Of course, I hope you'll show up.)

7. 보다 [poda] auxiliary verb expresses the meaning of trying to perform the action expressed by the main verb. It is based on the meaning of "knowing the result of the action and being able to do it".

부모들이 하는 말을 들어보면 결론은 이렇습니다. 부모인 나는 잘 하고 있어서 문제가 없는데, 온통 아이가 문제라는 것입니다 [Ma, J.-P, 2021].

Ota-onalarning so'zlarini tinglab ko'radigan bo'lsak, xulosa quyidagicha: Ota-ona sifatida men yaxshi ishlab yuribman, shu sababli hech qanday muammo yo'q, barcha muammo bolada.

(If we listen to the parents' words, the conclusion is as follows: As a parent, I am doing a good job, so there are no problems, all the problems are with the child.)

8. 싶다 [sipda] auxiliary verb expresses the desire that the action expressed by the main verb be performed or not by the subject.

뭔가 더 묻고 싶은 얘기가 있었으나 말문이 열리지 않았다 [Yoon, D.-N, 2004].

Yana nimanidir so'ramoqchi edi, ammo so'ray olmadi.

(He wanted to ask something else, but he couldn't.)

9. 지다 [chida] expresses a change in degree and norm of the action or state expressed by the main verb. This auxiliary verb is mainly combined with verbs of state.

할머니가 얼굴을 조금만 찡그러도 가게 주인은 아주 친절해졌다.

Buvim yuzlarini biroz burishtirgan bo'lsalar ham, do'kon egasi juda xushmuomala munosabatda bo'ldi.

(Even though my grandmother frowned a little, the shop owner was very polite.)

The 13 auxiliary verbs identified in the study based on the criteria presented were divided into 9 semantic groups, taking into account their general semantic properties. The name of each group was determined according to the main semantic-functional properties of these auxiliary verbs, more precisely, the meaning they assign to the main verb.

Thus, the following conclusions can be drawn from the chapter:

- ✓ In Korean linguistics, more than ten terms have been used for auxiliary verbs. Among them, 보용언 [pojo-yong-eon] is the only acceptable term. After all, the fact that auxiliary verbs in Korean include verbs of action and state, as well as the verb 있다 [itta] "to be", and the fact that the 용언 [yong-eon] part of the term 보용언 [pojo-yong-eon]

covers all types of verbs indicates that this term was chosen correctly;

- ✓ Five main criteria for defining auxiliary verbs in modern Korean have been identified. These are: 1) auxiliary verbs are syntactically and semantically subordinate to the main verb; auxiliary verbs 2) enter into a relationship with subordinate forms; 3) auxiliary verbs are used sequentially after the main verb; 4) in auxiliary verb compounds they can be accompanied by a main verb of similar form; 5) auxiliary verbs have aspectual and modal meanings;
- ✓ The aspect of auxiliary verbs is divided into lexical and grammatical aspects according to the way in which the meaning is expressed in the sentence. The lexical aspect is characterized by the beginning, duration, and completion; in the grammatical aspect, it is characterized by the tense;
- ✓ In Korean, there are concepts of “speaker’s modality” and “possessor’s modality”. “Speaker’s modality” refers to the speaker’s attitude towards the idea expressed in the sentence, and “possessor’s modality” refers to the speaker’s ability, probability, necessity, etc., expressed through the speaker, or the speaker’s knowledge, belief, plans, dreams, and assumptions.; Auxiliary verbs are divided into nine groups according to their semantic-functional characteristics: duration (진행), stability of state (상태), completion of action (종결), preservation (보유), intensification (강세), delivery (제공), test/verify (시행), desire (희망), change of state (기동).

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