

## ЗАГАЛЬНЕ МОВОЗНАВСТВО

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### TO THE STUDY OF VIEW-TEMPORARY FORMS OF THE VERB AT THE RUSSIAN LANGUAGE CLASSES AS FOREIGN

*The article is devoted to the study of the aspectual-temporal forms of the verb in the classroom in Russian as a foreign language. The aspectual-temporal forms of the verb are a complex lexico-grammatical category and function depending on the context and situation. The choice of one or another species-temporal form is often determined by the speaker's idea of the nature of the course of the action. Moreover, all this does not exist, but actively interacts in the complex.*

*The objectives of the study included: a) to highlight the features of the functioning of the aspectual-temporal form of the verb; b) describe effective ways to identify and consolidate the meanings and functions of the aspect-temporal forms of the verb. Practice shows that the deeper the student comprehends the aspectual mechanism in action, in motion, the sooner he learns to approach grammatical facts from the point of view of a "dynamic" analysis of the speech process, the sooner he masters he rules the use of aspectual-temporal forms of the verb when constructing an integral statement, the more successfully he copes in pedagogical practice, and then in independent pedagogical activity with those tasks that he will have to solve when teaching non-Russian students the Russian verb. It is quite obvious that instilling in a student-philologist certain skills of functional analysis of grammatical categories will serve as a serious help in his future pedagogical activity, since the consistent study of language categories on a functional basis seems to be the surest way for non-Russian students to practically master Russian speech.*

*In order for students to be convinced of the expediency of a functional approach to grammatical phenomena, aimed at identifying the speech-productive capabilities of the language system and the patterns of its implementation, it is necessary to select such theoretical information for practical classes and develop a system of such exercises that would be useful to them in working with students. Nothing stimulates the activity of a student as much as the realization of the practical benefits of the efforts that he makes not only to improve his speech skills, but also to acquire skills in working with students.*

**Key words:** *Russian as a foreign language, aspectual-temporal forms of the verb, perfective, imperfective, meanings, functions, patterns of functioning, context.*

**The problem statement.** As you know, the types and tenses of the Russian verb are a stumbling block for non-Russian students. Experience shows that these grammatical categories cannot be fully assimilated without understanding the patterns of their use in coherent speech. Therefore, it is very important that the study of species-temporal forms in a non-Russian audience be built on a functional basis [4; 9; 10]. For the specific needs of teaching the Russian language to non-Russian students – future language teachers – it is necessary to involve such linguistic data that would allow modeling the behavior of the aspectual-temporal forms of the verb in the most common types of aspectual context. For these purposes, it

is useful to use the works of A. V. Bondarko [1], O. P. Rassudova [7], K. A. Sokolovskaya [8], A. A. Spagis [9], L. Z. Shakirova [11] and other aspectologists and methodologists, containing a compact and economical description of the specifics of the form and tense of the Russian verb in contextual speech. It should be noted that the tasks of studying morphological categories in the functional plan are primarily answered by active grammar, which is interested not so much in the system of forms of aspect or tense opposing each other, but in the causes, conditions for the realization of the meanings expressed by them in certain speech situations. In other words, work on the categories of form and tense

when teaching students Russian as a foreign language should be carried out mainly in terms of active syntax, when the main attention is paid to the meaning and use of a given language form. When organizing such work, it should be borne in mind that, firstly, familiarizing students with the general patterns of functioning of the aspect-temporal forms of the verb will help them consciously use these forms in their own speech, avoiding typical mistakes associated with differences in the representation of the flow of the verb action in Russian and native languages; secondly, a functional approach to grammatical categories is very important for a linguist teacher who has to work with non-Russian students in the absence of a language environment [12, p. 46].

**The purpose of the article** is to study the meaning, function of the aspect-temporal forms of the Russian verb and the patterns of their use in coherent speech.

**The main material.** The experience of working with Azerbaijani students shows that the most important prerequisite for the successful mastering of the functions of the aspect-temporal forms of the verb is the assimilation of the mechanism of speciation (mastering the processes of perfectivation and imperfectivation, the distribution of verbs by aspect oppositions and determining the methods of their production, distinguishing between single and double aspect verbs), as well as mastery of the system of intraverbal shaping, based on the ratio of two (or even three) verbal stems within the same species. The assimilation of the mechanism of speciation and the system of intraverbal shaping is accompanied by a comparative and comparative characteristic of the meanings and functions of the members of the species pair in certain contextual conditions.

To understand the patterns of functioning of the types and tenses of the verb, an important role is played by the consideration of each of these categories in relation to the functional-semantic categories of aspectuality and temporality, based on various – lexical, morphological and syntactic – means of expressing the nature of that verbal action, which is presented in a certain temporal plan. Such consideration of the aspectual-temporal forms of the verb develops in students attention to those elements of the context that affect the functioning of these forms in speech.

To understand the relationship between the categories of aspect and time, it is also essential to determine the nature of the verbal action from the point of view of its singularity, concreteness (localization in time) or repetition, commonness, generalization

(temporal non-localization). Let's compare the concrete-process meaning of the imperfect form of verbs in sentences:

Душистою смолою пахнет бор. У освещенной солнцем старой сосны резвятся веселые проказницы – белки. Радуются они солнышку, светлой весне (И. С. Соколов-Микитов).

Куда-то в поле, за сараи, как груженные баржи, плыли низкие угрюмые тучи. Соседняя изба, плетень, одинокая осина смутно чернели в темноте. По двору дул порывистый ветер, и осина шумела так, словно листва ее кипела. Надвигалась гроза (С. Антонов).

Imperfective verbs are used in the unlimited multiple meaning in the following sentences:

Он (Ваня) часто приходил к нам в деревню из дедовской сторожки с Урженского озера и приносил то кошелку белых грибов, то решето брусники (К. Паустовский).

Сколько я ни читаю книг, а каждый раз заново берет меня какая-то радостная оторопь, когда держу в руках новую книжку (Л. Кассиль).

It should be noted that in order to develop the ability to determine particular aspectual-temporal meanings of verbs, i.e. such regularly repeated semantic types that are the result of the interaction of grammatical form and context, it is useful to exercise students in using members of the same aspect pair in different sentences, describing different speech situations. In other words, the introduction of verbs of the same aspectual opposition into different contextual conditions, the analysis of the distribution of the verb form and the determination of its meaning are the most important stages in the assimilation of the structural, semantic and functional features of the studied grammatical categories. So, when getting acquainted with the particular meanings of the perfect and imperfect species, students made sentences for each of these meanings and traced which elements of the context show the impact on the functioning of the species forms.

A. Perfect look:

– with a concrete-actual meaning (Samir noticed two birch trees standing by the pond).

– with a visual-approximate meaning (He often does this: he notices a beautiful tree somewhere, he will definitely come up to it, touch it, admire it, or even copy it into an album);

– with potential meaning (Don't worry: Samir will notice if someone wants to offend his new acquaintances);

– with the total value (He noticed three times how the elk swam across the river).

B. Imperfect view:

– with a specific process meaning (Early morning. The boy is sitting on the shore of the lake and notices how two people came out of the thicket of the forest and went to the boat);

– with unlimited-multiple value (He sometimes noticed this strange noise in the forest);

– with a generalized-actual meaning (He came to us, but I don't remember noticing Irada);

– with a potential-qualitative value (In any situation, Samir noticed the mistakes of his comrades and tried to correct them);

– with a limited multiple value (Three times he noticed how a bear was sneaking up to the apiary, but he never saw a clubfoot devastating the beehives).

It seems effective to replace members of a species pair with synonyms in certain constructions, if such a replacement is possible, cf.: notice (notice – notice) notice, see (see, detect) detect. For example: Arif noticed (saw) several dark boats floating on the river.

The features of the functioning of the aspectual-temporal forms of the verb can best be understood if they are considered not so much within a separate, isolated sentence, but within the framework of a complex syntactic whole, which is a collection of sentences (simple and complex), united in meaning and grammatically. As is known, the ratio of the aspectual-temporal forms of verbs-predicates is one of the means of expressing semantic relations between complete sentences in the text [5, p. 148], and this ratio depends on the nature of the content, purpose and style of the utterance. So, in descriptive complex syntactic integers [2] (in landscape or portrait sketches), imperfective verbs with a specific process meaning are most often used, cf.:

Волга задумчиво текла в берегах, заросшая островами, кустами, покрытая мелями. Вдали желтели песчаные бока гор, а на них синел лес; кое-где белел парус, да чайки, плавно махая крыльями, опускаясь на воду, едва касались ее и кругами поднимались опять вверх, а над садами высоко и медленно плавал коршун (И. Гончаров).

When transferring actions that dynamically replace each other, perfective verbs with a concrete-factual meaning are used, being the rhemes of a number of sentences combined in a complex whole:

Женя ушла в сад. Выбравшись на лужайку перед старым двухэтажным сараем, Женя вынула из кармана рогатку и, натянув резинку, запустила в небо маленького картонного парашютика.

Взлетев вверх ногами, парашютист перевернулся. Над ним раскрылся голубой бумажный купол, но тут крепче рванул ветер, парашютиста

поволокло в сторону, и он исчез за темным чердачным окном сарая (А. Гайдар).

## **Effective ways of mastering the meanings and functions of the aspect-temporal forms of the verb.**

The most effective ways to identify and consolidate the meanings and functions of the aspect-temporal forms of the verb are:

**1. Reception of the analysis of the distribution of the verb form:** Lena lies down on the edge of the bunks, covers her with an overcoat and, warming up, thinks in a half-drowse: "It's good! I never knew what was so good in a dugout!" (Yu. Bondarev. Unforgettable). (Lies down – takes cover, (warming up) thinks – inconsistent v. with a specific process meaning; real actual; didn't know – generalized actual meaning.

**2. Reception of substitution-replacement of one member of a species pair with another in a certain context to show the possibility / impossibility of interchangeability ("competition") of species.** Analyzing texts, students discover that perfect and imperfect verbs are used in the same complex syntactic whole:

Тройка машин фыркнула на старте, тронулась, побежала, за ней потянулась другая, и уже приходила в движение третья. Вот первые самолёты скользнули в небо. Вслед за ними разбегается звено Мересьева. Уже внизу покачивается из стороны в сторону плоская земля. Не теряя из виду первой тройки, Алексей пристраивает к ней свое звено, а сзади, впритык к ним, идет третье (Б. Полевой).

(The concrete-actual meaning of the modern century and the concrete-process meaning of the non-contemporary century; the aoristic meaning of the past tense is the present historical).

The aspect category includes the possibility of a dual view of the action, which, with different types of the verb, can be the same in meaning, which underlies the synonym of the aspect-temporal forms of verbs and their parallel use in a particular context.

Marfenka was a fresh, blond, healthy, plump girl, lively and cheerful. She is diligent, likes to sew, draws. If he sits down to sew, he deepens seriously and can sit silently for a long time; she sits down at the piano, will certainly play everything to the end, which she assumes will read the whole book and talk for a long time about what she read, if she likes it. Sings, goes for flowers, for birds, loves household chores, a hunter for delicacies (I. Goncharov).

(The potential value of the Sov. v. is the potentially-qualitative value of the non-sov. v.; bud. simple in the meaning of the present irrelevant).

There are complex syntactic integers in which some verbs do not allow aspectual interchangeability, while others do, although the main meaning of the statement does not change, compare:

They often spent the afternoons together with their grandmother – and Vera did not get bored, listening to him, even sometimes smiling at his jokes. And sometimes it happened that she, suddenly not listening to the end of the page, without finishing the conversation, slightly apologized and left – no one knows where, and returned in an hour, two or did not return to him at all – he did not ask (I. Goncharov).

In the first sentence, it is impossible to replace one type with another (the verb sat with an unlimited multiple meaning is often combined with a circumstance that the perfective verb cannot be combined with in the past tense; (not) bored, listening – with a generalized factual meaning; smiled – with unlimited – multiple value). In the second sentence, in addition to the verb happened, indicating the repetition of actions, instead of the verbs she apologized, left, returned, the verbs of owls can function. V. with illustrative meaning).

The assimilation of the competition of certain private meanings of opposite types, which depends on the lexical meaning of the verb, on the mode of action, on the specific correlation or non-correlation of the verb, as well as on the individual characteristics of the context, sharpens the language sense of the students, enriches their style and understanding of literary texts.

**Techniques of “deployment of the text” with the use of “suspension” of the statement.** Students are offered the beginning of sentences or text, and they must find out what kind and tense of verbs can be used in this passage, and determine the type of aspectual context.

Two old pensioners received a two-room apartment in a new house. (We moved in at the same time, met right on the landing, very pleased: there are no relatives and friends, it will not be so boring to live out the sunset days together.) (Yu. Bondarev. Neighbors) – Type of context – “chain”.

I lay in the bluish light of a night-light, could not fall asleep, the carriage rocked in the northern darkness of winter forests, the wheels under the floor squealed vilely, as if sipping, pulling the bed now to the right, then to the left, and I was sad and lonely in the coldish double compartment, and I hurried frenzied run of the train: hurry, hurry home!

And suddenly (I was amazed: oh, how often I expected this or that day, how imprudently I counted the time, urging it on, destroying it with obsessive

impatience!) (Yu. Bondarev. Waiting) – “Duration – the onset of a fact”.

**Functional-semantic commentary to the integral text.** The analysis of the finished text allows «to reveal the potential possibilities of deploying aspectual lines in various “nodes” of the statement in order to more accurately determine the relationship of aspectual elements of the text, the degree of freedom and dependence of each of them” [1, p. 196].

For the “potential-dynamic” analysis, the simple types of the species context are taken first, and then the complex ones.

Перед зеркалом

В Новый год она остановилась в фойе перед зеркалом и там, в отраженном блеске огней, люстр, нарядных женщин, показалась самой себе такой заурядной, некрасивой, простенькой, что испуганно оглянулась на него и, бледнея, проговорила:

– Уйдем отсюда, скорее уйдем!

Он понял, о чем она думала, поцеловал ее в висок, сказал ласковым голосом:

– Ты смотрела на себя глазами чужой зависти.

И она облегченно опустила руки, улынулась ему с покорной благодарностью:

– Спасибо, ты меня все-таки любишь (Ю. Бондарев).

Type of aspectual context “precedence-following” (“chain” + “chain”, interrupted by direct speech with verbs of Sov. v. with a concrete-actual meaning and non-verb. v. with a generalized-actual meaning; the verb thought in the second complex syntactic whole appears also in a generalized factual sense).

**Algorithmic description of the syntactic functioning of the view.** The practical significance of this technique is now more and more recognized by methodologists and linguists involved in teaching Russian as a foreign language [6, p. 43]. The first attempts to construct algorithms for choosing the perfect and imperfect forms of verbs [6, p. 40-43] show that researchers outline only general approaches to identifying semantic, syntactic-contextual and extralinguistic factors influencing the choice of verbs of one kind or another. The proposed algorithms are mostly partial, since they do not cover all cases of the use of verb forms, but only those when certain, given parameters of the functioning of aspectual forms are taken into account. It should be remembered that, according to V.V. Vinogradov, “the category of aspect is an arena of struggle and interaction of grammatical and lexical meanings” [3, p. 395] and its use in speech is often intimate. At present, the algorithms for choosing a perfect or imperfect species are the



easiest to build, taking into account semantic features within a certain time plan.

Moreover, at first, you should use the rules-instructions regarding special cases of the use of verbs of one kind or another. So, the rule for the functioning of verbs of the imperfect form of the past tense with a generalized factual meaning can be formulated as follows. "If you need to indicate that the action was or was not (took place or did not take place) in the past, you must use an imperfective verb with a generalized factual meaning":

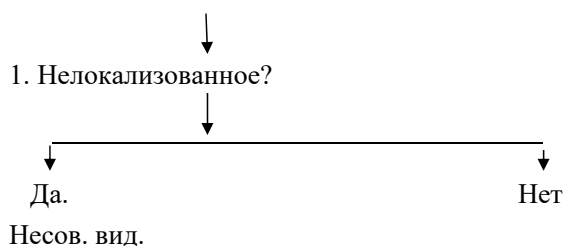
- What did you do yesterday?
- Wrote an article.

In the future, the rules for the use of verbs of both types become more and more complicated and take the form of algorithmic prescriptions. For example, when choosing types of verbs in the past tense, students performed actions and operations in this sequence.

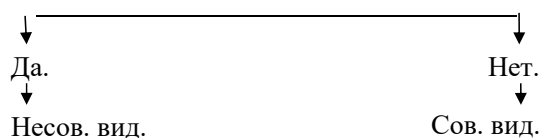
1. Determine what action (or actions) it is.
2. If the action is ordinary, repetitive, use the imperfective verb and combine it with the circumstances always, sometimes, often, on Saturdays.
3. If the action is specific, single, then find out how it is presented:
  - a) in the process of making it, use an imperfective verb;
  - b) holistic – use the perfective verb.

Then, on this basis, the students compiled the following algorithm:

Определите, какое это действие.



2. Представлено ли это действие в процессе его совершения?



In teaching the aspectual-temporal forms of the verb, the compilation of sentences and coherent texts by analogy or models, the performance of creative oral and written works (verbal sketches, reports, interviews, various types of presentations, essays, etc.) are also effective.

**Conclusion.** When teaching students to use the aspectual-temporal forms of the Russian verb in certain contextual conditions, the teacher necessarily draws the attention of students to the particular-specific meanings of verbs. In the meantime, students will be able to accumulate enough similar facts so that new concepts can form in their minds that correspond to particular-specific meanings. Species-temporal forms are considered in relation to the functional-semantic categories of aspectuality and temporality, based on various – lexical, morphological and syntactic – means of expressing the nature of the verbal action that is presented in a certain temporal plan. Such consideration of the aspectual-temporal forms of verbs develops in students attention to those elements of the context that affect the functioning of these forms in speech. Summarizing the above, it is important to emphasize that the techniques that researchers use when studying the meanings and functions of grammatical forms can also be applied in practical classes with students, adapting these techniques in accordance with the speech abilities and philological preparedness of students. The best results can be achieved when students learn to operate with these techniques not only in the analysis of texts, but, most importantly, in the construction of integral statements.

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### **Алієва Ф. А. ДО ВИВЧЕННЯ ВІДОВРЕМЕННИХ ФОРМ ДІЄСЛОВА НА ЗАНЯТТЯХ З РОСІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ**

*Стаття присвячена вивченню аспектуально-часових форм дієслова на заняттях з російської мови як іноземної. Аспектуально-часові форми дієслова являють собою складну лексико-граматичну категорію і функціонують в залежності від контексту і ситуації. Вибір тієї чи іншої видовременної форми часто визначається поданням говорить про характер ходу дії. Більш того, всього цього не існує, але активно взаємодіє в комплексі.*

*Цілі дослідження включали: а) виділити особливості функціонування аспектуально-часової форми дієслова; б) описати ефективні способи виявлення і закріплення значень і функцій аспектуально-часових форм дієслова. Практика показує, що чим глибше студент осягає аспектуальний механізм в дії, в русі, тим швидше він навчиться підходити до граматичних фактів з точки зору «динамічного» аналізу мовного процесу, тим швидше він опанує правилами використання аспектуально-часових форм дієслова при побудові цілісного висловлювання, тим успішніше він справляється в педагогічній практиці, а потім і в самостійній педагогічній діяльності з тими завданнями, які йому доведеться вирішувати при навчанні неросійських учнів російського дієслова. Цілком очевидно, що прищеплення студенту-філологу певних навичок функціонального аналізу граматичних категорій послужить серйозною підмогою в його майбутньої педагогічної діяльності, оскільки послідовне вивчення мовних категорій на функціональній основі представляється неросійським студентам найвірнішим способом практично оволодіти російською мовою.*

*Для того щоб учні переконалися в доцільності функціонального підходу до граматичних явищ, спрямованого на виявлення речепродуктивних можливостей мовної системи і закономірностей її реалізації, необхідно відібрати таку теоретичну інформацію для практичних занять і розробити систему таких вправ, які були б корисні для їх в роботі зі студентами. Ніщо так не стимулює активність студента, як усвідомлення практичної користі від зусиль, які він докладає не тільки для поліпшення своїх мовних навичок, а й для придбання навичок роботи зі студентами.*

**Ключові слова:** російська як іноземна мова, аспектуально-часові форми дієслова, досконалий, недосконалий, значення, функції, закономірності функціонування, контекст.