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REPRESENTATION OF THE WORLDVIEW OF THE PEOPLE IN GRAMMATICAL SEMANTICS

This article is devoted to a comparative analysis of the grammatical characteristics of the Russian, English and Polish languages with a projection on the perception of their carriers. Grammems are taken as the basis of the factual material, in which the mental characteristics of the people are reflected to one degree or another. For research of actual material the complex of scientific methods was used, in particular the method of semantic analysis, the comparative method, and the method of cognitive analysis. The theoretical significance of the study lies in obtaining comprehensive data on the grammatical properties of European languages in the context of their similarities and differences. The obtained gnoseological material should be used in teaching practice. The practical focus of the research is connected with the thesaurus-oriented teaching methodology, which contributes to a more conscious assimilation of grammatical facts and the formation of a student as a multilingual personality. The results of the study indicate a significant unification of grammatical semantics in Russian, Polish and English, which projects a number of mental traits of native speakers of these languages to be common. At the same time the different ways of cultural and historical development of people stipulated distinction of a number of grammatical descriptions, foremost in the plan of expression. Efficiency of an offer methodology confirms the conducted pedagogical experiment.

Key words: grammeme, mentality, language picture of the world, semantics, thesaurus-oriented learning.

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Репрезентация мировидения народа в грамматической семантике

Настоящая статья посвящена сопоставительному анализу грамматических характеристик русского, английского и польского языков с проекцией на мировосприятие их носителей. За основу фактического материала приняты граммемы, в которых в той или иной степени отражаются ментальные характеристики народа. При исследовании фактического материала использовался комплекс научных методов, в частности метод семантического анализа, сопоставительный метод и метод когнитивного анализа. Теоретическая значимость исследования заключается в получении комплексных данных по грамматическим свойствам европейских языков в разрезе их сходства и различия. Полученный гносеологический материал целесообразно применять в практике преподавания. Практическая направленность исследования связана с тезаурусно ориентированной методикой обучения, способствующей более осознанному усвоению грамматических фактов и формированию студента как полиязычной личности. Результаты проведенного исследования свидетельствуют о значительной унификации грамматической семантики в русском, польском и английском языках, что проецирует на общность ряда ментальных черт носителей этих языков. Одновременно различные пути культурно-исторического развития народов обусловили различие целого ряда грамматических характеристик, прежде всего в плане выражения. Эффективность предложенной методики подтверждает проведенный педагогический эксперимент.

Ключевые слова: граммема, ментальность, языковая картина мира, семантика, тезаурусно ориентированное обучение.

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Грамматикалық семантикада халықтың дүниетанымын бейнелеу

Бұл мақала сөйлеушілерінің әлемді қабылдау проекциясы тұрғысынан орыс, ағылшын және поляк тілдерінің грамматикалық сипаттамаларын салыстырмалы талдауға арналған. Қолда бар тілдік деректердің негізі ретінде белгілі бір дәрежеде халықтың менталдық сипаттамалары көрінетін граммемалар алынды. Қолда бар тілдік деректерді зерттеу барысында ғылыми әдістер жиынтығы қолданылды, атап айтқанда семантикалық талдау әдісі, салыстырмалы әдіс және танымдық талдау әдісі. Зерттеудің теориялық маңыздылығы еуропалық тілдердің грамматикалық қасиеттері бойынша олардың ұқсастықтары мен айырмашылықтары тұрғысынан кешенді мәліметтер алуға негізделеді. Алынған гносеологиялық материалды оқыту тәжірибесінде қолдануға болады. Зерттеудің практикалық бағыты грамматикалық фактілерді саналы түрде меңгеруге және студентті көптілді тұлға ретінде қалыптастыруға ықпал ететін тезаурусқа бағытталған оқыту әдістемесімен байланысты. Зерттеу нәтижелері орыс, поляк және ағылшын тілдеріндегі грамматикалық семантиканың айтарлықтай біртұтас екендігін көрсетеді, осының негізінде тілдердің сөйлермендерінің бірқатар психикалық белгілерінің ортақ екенін болжауға болады. Халықтардың мәдени-тарихи дамуының әртүрлі жолдары себепті бірқатар грамматикалық сипаттамаларда, ең алдымен ойды білдіруде айырмашылықтар туындады. Ұсынылған әдістеменің тиімділігін жүргізілген педагогикалық тәжірибе растайды.

Түйін сөздер: граммема, менталитет, әлемнің тілдік бейнесі, семантика, тезаурусқа бағытталған оқыту.

Introduction

Even at the dawn of the development of linguistics, W. von Humboldt emphasizes the importance of language in the identity of the worldview. The scientist writes: «Language is the external manifestation, as it were, of the spirit of nations» (Humboldt 1984: 56). The study of linguistic diversity allows to reveal a person's view of the world and the diversity of his national attitude. As O. A. Kuvshinnikova rightly notes, «it is language that is a source of invaluable information, on the basis of which the structure of self-consciousness of its speakers and the semantics of its individual structural components can be determined» (Kuvshinnikova 2005: 7). The features contained in the language units, thanks to which the originality of the world perception of native speakers of this language is revealed, form a linguistic picture of the world based on the principle of anthropocentrism.

The principle of anthropocentrism, characteristic of the modern postmodern paradigm, allows to consider the semantics of grammar as a fact of grammatical consciousness and, more broadly, the grammatical picture of the world. Separate fragments of this way in relation to the Russian language picture of the world are noted in the works of J.D. Апресян, E.V. Paducheva; to the Polish language picture of the world – in the works of A. Kiklewicz,

L.T. Kileva, A. Kamalova, etc. At the same time, according to the data available to us, a comprehensive description of the representation of the worldview of the nation in grammatical semantics, including in the comparative aspect, has not yet been carried out.

The purpose of this article is to compare semantic features in the grammatical units of the Russian, Polish and English languages, reflecting the uniqueness of the mental characteristics of their native speakers.

The obtained data will serve as an undoubted gnoseological basis for mastering a foreign language against the background of the information that the student has within the framework of previously mastered languages and the mental characteristics of their native speakers. The above emphasizes the practical significance of this study. The presentation of grammatical material, taking into account the reflection of elements of the world picture of native speakers in it, helps to increase the effectiveness of its assimilation and the formation of a multilingual personality. As experience shows, the effective development of grammar became possible due to the emergence of the theory of the thesaurus direction in the modern postmodern paradigm, on the basis of which a thesaurus-oriented teaching method was developed. Its essence lies in the concentration of attention on the content side of the linguistic facts that reflect the mental characteristics of the people. This method contributes, on the one hand, to understanding the picture of

the world of the nation-the native speaker of the studied language, and on the other – to more effective assimilation of grammatical material.

Material and Methods

The following was used as factual material of the research: 1) grammatical material reflecting the Polish, Russian and English worldviews in their interconnection; 2) mental characteristics of Poles, Russians and British. The collection of material was carried out by selective method. The sources of the material were the academic grammars of the last years of the publication, which set out the structural and semantic characteristics of the Polish, Russian and English languages, respectively; separate works on English grammar, compiled taking into account the cognitive direction (Radden, Dirven 2014), also philosophical and psychological works devoted to the analysis of Polish, Russian and English mentalities. In total, about 730 words were collected. 116 words of this were analyzed in the article.

To achieve this goal, the following scientific research methods were used: a) the method of semantic analysis – when identifying the grammatical meanings of the analyzed linguistic units; b) the method of comparative analysis – to determine the similarities and differences of grammatical phenomena in the designated languages and the mental characteristics of their native reflected in them; c) the cognitive method – with the purpose of selecting grammatical material that contains grammemes that fit into the Polish, Russian and English linguistic picture of the world; d) the method of a pedagogical experiment – with the purpose of diagnosing the effectiveness of mastering grammar by applying the thesaurus-oriented teaching methodology.

Literature review

The scientific and methodological basis for the study was formed by scientific works in the aspect of: a) structural and semantic characteristics of grammatical units – the works of V.V. Vinogradova, N.Yu. Shvedova; Yu.S. Maslova; b) the functional and semantic field – the works of A.V. Bondarko (Bondarko 1990), B. Schaeffer (Schaeffer 2001); c) in the aspect of cognitive and discursive description – the works of R.W. Langacker (Langacker 2008), V. Evans, M. Green (Evans, Green 2006), P.N. Johnson-Laird (Johnson-Laird 1983), A. Kiklewicz (Kiklewicz 2012), I. Oukhvanova-Shmygova (Oukhvanova-Shmygova 2015), D. Sper-

ber, D. Wilson (Sperber, Wilson 1986) and others; d) in the linguoculturological aspect – the studies by A. Wierzbicka (Wierzbicka 1997), Kate Fox (Kate Fox 2007), Miller George A., Johnson-Laird Philip N. (Miller George, Johnson-Laird Philip 1976), etc.

As is known, in linguistic literature in its classical and modern directions in relation to grammar, considerable emphasis is placed on the grammatical meaning of a linguistic unit and its formal expression. A big step towards the semantics of grammar was made by A.V. Bondarko, who identified and described in detail in his numerous works semantic categories as universal structures of native speakers, embodied in the functional and semantic field of a particular language system. The modern postmodern paradigm, actualized in linguistics at the present time, predetermined a new approach to the interpretation of linguistic facts. Thus, in the studies of A. Kiklewicz, the relationship between semantics and pragmatics is substantiated, meaning in language as a reflection of meaning in human thought (Kiklewicz 2012). Research by I.M. Dyusekeneva aimed at analyzing the semantic category of aspectuality in the aspect of linguistic mentality (Dyusekeneva 2014).

The thesaurus-oriented teaching technology acquires special significance in linguodidactics. It is based on the principle of anthropocentrism and fits into the context of the thesaurus direction of the postmodern paradigm, which is the gnoseological basis of the proposed methodology. Researchers of this direction emphasize the undoubted importance of linguodidactic material in the formation of a multilingual personality, which determines its selection, taking into account the orientation towards the cultural facts of the nation of the target language and contributes to its effective assimilation.

Results and Discussion

The cognitive approach to the analysis of linguistic phenomena relative to the levels of linguistic thinking activity actualizes its mental level with a projection on the mental code. The mental code in the language system is a non-conventional conditional signal of the language system as a whole or its individual units, which allows determining a particular process in their development, reflecting the mental characteristics of a native speaker. In this regard, morphological and syntactic language elements are of interest, the analysis of which in linguistic science is unjustifiably left on the periphery.

The cognitive characteristics of grammatical expressions are based on the principle of obligation,

which is the most important feature of grammatical meaning (founder F. Boas). In the formal interpretation of «obligation», a certain formal indicator is a necessary element. For example, the meaning of the singular and plural verbs in the Russian language is obligation, therefore, grammatical, while the indication of a personality is ungrammatical. With a meaningful interpretation of «obligation», the semantic feature one or more may be less pronounced, and the indication of the personality of the subject may be more pronounced. The second interpretation turns out to be more reasonable when identifying «more grammatical» and «less grammatical» meanings of the language. Hidden grammatical categories (cryptotypes) function in the language, according to the theory of B. Whorf, along with explicit grammatical categories. To cryptotypes in the Russian and Polish languages relate: certainty/uncertainty, animacy/inanimacy; in the modern English grammatical system, there are much more of them, for example, the category of the genus of nouns relate this category.

Russian grammemes, unlike Polish grammemes, are borrowed to a certain extent, therefore, they project on the «foreign» component, which is a mirror reflection of the mental traits of a Russian person. This is evidenced by the research of Russian philosophers, in particular A.N. Berdyaev (Berdyaev 2004), N.S. Trubetzkoy (Trubetzkoy 1995), etc. Thus, N.S. Trubetzkoy reasonably sees in the Russian mentality, along with the Slavic component, the Turanian element. The scientist claims that «in ethnographic terms, the Russian people are not exclusively representatives of the «Slavs». The Russians, together with the Finno-Ugric people and the Volga Turks, constitute a special cultural zone that has ties with both the Slavs and the «Turanian» East, and it is difficult to say which of these ties are tougher and stronger» (Trubetzkoy 1995:138). Both Slavic and Turkic elements are manifested in the mental preferences as components of the culture of the Russian people, which is historically justified.

The Old Russian nationality formed by the X century with a single Old Russian language already at the end of the XIII century breaks up into completely incongruous in mental and linguistic terms, Russian, Ukrainian and Belarusian nationalities with their corresponding languages. As N.S. Trubetzkoy notes, during the XV, XVI and the first half of the XVII centuries, the culture of Western Russia and the culture of Moscow Russia were formed so differently that the difference between these two cultures in the second half of the XVII century was quite strong. The scientist especially emphasizes

the role of Polish culture in the Europeanization of Ukrainian culture (Trubetzkoy 1995: 362). Different historical ways of development contributed to differences in culture, and in this regard, in the way of thinking of the Slavic nations, which could not but leave its imprint on their languages. From the point of view of cognitive science, language differences are not the creation of different names of things as such, but are the result of a different vision of them by native speakers.

In relation to grammar, the grammatical category of gender is indicative, in particular. In the context of the studied languages, it is of interest that this grammatical category is absent in the English language – it can be interpreted either as a semantic category or as a hidden grammatical category, that is, a cryptotype. The reason for the loss of the grammatical status of this category in the medieval period as an explicit English noun, unfortunately, is not noted in linguistic studies. They are limited only to general indications of the cultural and historical basis of this process. We can only assume that the leveling of generic differences at the modern stage is supported by postmodern culture with its characteristic tendency to lose ambivalence.

Significant differences are noted in the generic differences of nouns of the Polish and Russian languages. Russian's grammatical system differs from other Slavic languages, including Polish, due to the fact that «the Russian folk character ... it is decidedly not similar to the folk character of other Slavs» (Trubetzkoy 1995: 138). This fully applies to generic differences as identical-sounding lexemes, for example: russian. берлога (*den*), насыпь (*embankment*), собака (*dog*), тетрадь (*notebook*), медаль (*medal*), степ(*steppe*), тен (*shadow*), тушь (*ink*), - feminine, but Polish. *barłog*, *nasyp*, *pies*, *zeszyt*, *medal*, *step*, *cień*, *tusz* – masculine gender; and non-identical: Russian. грязь (*dirt*), крыша (*roof*), бумага (*paper*) – fem., but Polish. *Brud* (*dirt*), *dach*(*roof*), *papier* (*paper*)– m.g.

According to observations, in practical terms, this phenomenon makes it difficult for Polish students to master the gender of nouns of the Russian language. The consideration of morphological indicators in the form of endings, which is possible for generic distinctions, does not always create the desired effect. It is inapplicable, in particular, to the definition of a gender with a zero ending of nouns such as зверь (*beast*), тень (*shadow*), *tusz*, *medal*. The approbation of the use of the gender picture of the world, which assumes knowledge of the features of the privative opposition «male–female», con-

firms the effectiveness of this method. It is based on the fact that the definition of the meaning of gender in nouns with a zero ending such as *степь* (*steppe*), *степ*, *уголь* (*coal*), *węgel* is facilitated by an appeal to their denotative properties. It is known that the formation of the grammatical category of gender occurs by interpreting a word in an inseparable connection with the thing that it means. In this case, a person's view of an object or phenomenon from the position of which beginning, male or female, notes in it is significant. For example, since from the point of view of a Russian person, the steppe is interpreted as something broad, calm, beautiful, he actualizes the feminine principle in it, and the sign denoting this object, in the process of categorization, refers to feminine nouns. The opposite perception of the steppe is noted in the Polish picture of the world: this phenomenon, which is not characteristic of the Polish landscape, is perceived by native speakers as something cold, harsh, menacing. This is, in our opinion, the determining criterion of the masculine origin of this denotation and, accordingly, provokes the masculine gender of the noun denoting it. Similarly, the reason for the belonging of words like *уголь* (*coal*), *węgel* to the masculine gender of nouns in both languages is explained, since the object designated by them inherently contains an indubitable masculine principle.

The reason that Russian nouns tend to gravitate towards the feminine, can be assumed, is also due to Russian mental traits. So, N.A. Berdyaev writes about «the eternal feminine in the Russian soul» (Berdyaev 2004). Taking into account the opinion of the scientist-philosopher, V.V. Kolesov points out the female hypostasis of the Russian person and his language, emphasizing the following: «Russian spaces are vast, and Time – a male symbol – has not yet begun. Russians prefer female expansion in breadth, gravitation into the distance, to stable sanctity vertically (hierarchy of levels). And in the thoughts of the «male» head, the «female» heart. Not the masculinity of fire, but the femininity of water are described as a symbolic element of the Russian spirit». And then the scientist emphasizes: «... the mystery of the Russian soul is explained by the same feminine depth» (Kolesov 2004: 161).

If we compare the grammatical Polish, Russian and English pictures of the world, it can be noted that the Polish language system shows the greatest adherence to the Slavic language tradition, and the European tradition as a whole is fragmentary English language system. This is due to the fact that the later self-identification of the Polish nation contrib-

uted to the stability of the Proto-Slavic mental relics in the Polish everyday consciousness, which in turn directly projects onto the linguistic consciousness of the Polish nation as a native speaker and is reflected in the semantics of grammar. Relict phenomena in the Polish language system are the result of the originality of the spirit of the Polish nation, who are striving, perhaps on a subconscious level, to preserve their Slavic identity. It is no accident that the famous philosopher N.A. Berdyaev, comparing the Polish and Russian soul in his studies, characterizes the Polish nation as a nation that has «such a tense national feeling» that no other nation in the world has, and points out that «the Poles are absolutely not amenable to assimilation» (Berdyaev 2004: 408).

Actualization of the «foreign» component in the composition of the «own/foreign» opposition in the Russian ordinary consciousness defines the spiritual orientation of the Russian people and is reflected in the Russian language system, which is significantly different at all language levels in the modern state from the language systems of other Slavic languages, primarily from the Polish language system. The Polish literary language, to a lesser extent than the Russian literary language, unifies the system of declensions of nouns, preserving their traditional Proto-Slavic endings. In the process of its development, it does not lose the enclitic forms of pronouns, the forms of the plusquamperfect and the conditional future tense. The individualism of the Polish soul, which is pointed out by philosophers, is also largely explained by the preservation in the Polish language of personal endings in past tense verbs and in the forms of the subjunctive mood. Here is the following illustrative material in relation to the forms of personal-masculine and non-personal-masculine (in other terminology – feminine-material): *sluchałem / słuchałam, czytałeś / czytałaś, szukaliśmy / szukałyśmy, znaleźliście / znalazłyście, kochali / kochały*. A similar phenomenon is observed in the forms of the subjunctive mood, for example: *sluchałbym / słuchałabym, czytałbys / czytałabyś, szukałibyśmy / szukałybyśmy, znalazlibyście / znalazłybyście, kochaliby / kochałyby*. In contrast, the indication of the person in the marked forms in the form of an auxiliary verb *быть* (*to be*) in relation to the forms of the past tense and personal endings – in relation to the forms of the subjunctive mood in the Russian literary language is lost in the process of its historical development. Let 's compare the following forms: regardless of the person: I, you, he listened, read, searched; we, you, they searched, found, loved (In

the case of the subjunctive mood, a particle would be added to the above and similar forms: I, you, he would read, use; we, you, they would read, found would). The individualism of English culture provokes the writing of the personal pronoun of the first person singular *I* in English with a capital letter.

This is also evidenced by the absence of impersonal sentences in it: not only the action itself is significant for the Englishman, but also the subject who performs it. Distinctive for the Slavic, Polish and Russian people is the concentration of attention on the action being performed, which in the Polish language, and also to a certain extent in Russian, manifested itself in the active functioning of impersonal constructions.

Of particular interest in the comparative plan is the grammatical conceptualization of internal time, which is based on the semantic category of aspectuality. The grammatical category of the verb type in the comparative aspect allows to comprehend this grammatical category from the positions of the Russian and Polish worldview, on the one hand, and the English on the other. The aspectual characteristic of an utterance is expressed with the participation of the form, but not by the verb itself. Grammatical meanings of specific-time forms interact with other aspectually significant factors, which include the following: a) the character of temporal distributors; b) the denotative status (type of reference) of the subject and object terms; c) the type of lexical meaning of the verb. Due to this, the functional and semantic field of aspectuality is formed.

Of interest is the aspectological concept, which consists in the fact that the imperfective and perfective verbs are a species pair only if the imperfective verb can be used to denote the same events as the corresponding perfective verb. The diagnostic contexts of such usages are the contexts of multiplicity, negation, the present historical, etc.

The functional and semantic field of aspectuality is associated with temporal distributors, which manifests itself in: a) various combinable possibilities of forms with different specific meanings; b) temporal distributors of different types. The connection of specific meanings with the referential properties of the names surrounding the verb is manifested in the incompatibility of the non-referential use of the subject or object with the specific event value of the perfect form, which explains the anomaly of combinations of the type *Anyone noticed...*

In the context of aspectology, mental predicates are considered, which are mental verbs. Mental verbs are verbs that denote a particular mental state (*to know, to believe, to suggest*), mental ac-

tivity aimed at obtaining knowledge (*to reflect, to ponder*), an indication of the occurrence of a certain mental state (*to recognize, to guess, to understand*). The choice of forms for verbs of the perfect and imperfect forms of the imperative mood in the presence of negation depends on the controllability – the uncontrollability of the corresponding mental situation on the part of the subject. The peculiarity of mental predicates is that they express a complex set of pragmatic meanings in the imperative (Bulygina, Shmelev 1997: 151-166).

The researchers emphasize that the category of species is a native Slavic grammatical category. According to scientists, it is the quality of work that prevails in the Slavic mentality (Kolesov 2004: 124). In other words, for the Slavic mentality, it is not so much the external time of the action that is significant, as the way it flows through time, bringing it to a certain limit. On this basis, the stability of internal time is formed in the Slavic language consciousness, transmitted using the grammatical category of the form. In practical terms, the presentation of material in such a context to the Polish audience in the study of the Russian verb is advisable to use against the background of the grammatical properties of the English verb, the gnoseological material of which can serve as scientific works in which the category of aspectuality in the Russian and English language mentality is analyzed, in particular the researches of I.M. Dyusekeneva (Dyusekeneva 2014).

The most complex and ambiguous is the comparative study of grammatical meanings of time in the designated language systems. The understanding of linguistic time, in our opinion, can be facilitated by its philosophical interpretation. This is eloquently evidenced by the statement of St. Augustine in his Confession: «And I also confess to You, God, that I still do not know what time is. I am only aware that when I speak of time, I am speaking in time, and that I have been talking about this time for a long time, and that this very «long time» is only a continuation of the same time. How do I know this when I do not know what time is? Maybe I do not know how to express what I know? Oh, how poor I am that I am not even able to distinguish between what I know and what I do not know!» (Quoted by: Kilevaya 2003: 139). The actualization of such elements as *long ago* (the plan of the past), *the continuation of time* (the plans of the present and the future) in the above statement determines the need for an integrated approach to the interpretation of the phenomenon of time, taking into account its physical (real) and cognitive plans.

As the analyzed material shows, in the temporal pictures of the world of the speakers of the English, Russian and Polish languages, an identical, pan-European context of perception and interpretation of time by the British, Russians and Poles is noted. A comparative analysis of grammemes shows that the semantic palette of tenses characteristic of the English language in terms of content in the form of Simple, Continuous and Perfect fully corresponds to the palette of tenses in Polish and Russian languages. The differences are noted only in terms of expression, which was facilitated by the historical process of optimizing the temporal formal indicators of the Russian and Polish verbs.

Actualization of the dominant position of the semantic component in the temporal paradigm of the English verb allows us to comprehend the functional purpose of each of them. In this regard, it is difficult to underestimate the study of the semantic category of temporality in functional grammar. It is appropriate in connection with the effectiveness of comparing the temporal values of the time category paradigm in English with the corresponding values in Polish and Russian languages. The criteria of verb semantics put forward by us (Kilevaya, Sternal 2018), based on the following three oppositions, are significant in this regard: 1) dynamics/ statics (action/state); 2) definition in functional grammar; 3) fact/event (process). It is easy to see that with respect to the presented criteria, the meaning of Simple as a simple form of the verb tense is reduced to the following characteristics: 1) to statics, 2) to delocalization of time, 3) to factual nature of the action; the value of Continuous – to: 1) dynamics, duration of the action, 2) periodic repetition, characterology of the action, its evaluability, 3) eventfulness, processality; the value of Perfect – to: 1) statics as the result of the action performed, 2) perfectivity as the achievement of the effect of the action performed, 3) fact as the result of the action performed.

The noted semantic differences between Simple, Continuous and Perfect are quite effectively applicable to specific grammatical meanings of time. In the light of the semantics of Simple, the meanings of the present and future tenses of the verb in functional grammar are interpreted respectively as the present/future constant tense, the meaning of the past tense is interpreted as the aoristic meaning of time. In relation to Continuous, the meanings of the present and future tenses of the verb are interpreted as the present/future actual tense, the meaning of the past tense is interpreted as an imperfective meaning. In the context of perfect semantics, the present tense

is defined as a perfective value. Identical semantics in the form of Past Perfect – a prematurely occurring action is also noted in verbs of the Polish, Russian and English languages.

The unity of the sign in its meaningful and formal expression equally determines the meaningful assimilation of the form of expression of each temporal meaning of the verbal paradigm. Among the forms expressing the values of Present Simple, Past Simple, Future Simple, transmitted by a simple form of time, the forms Past Simple and Future Simple are subject to mandatory interpretation. The Past Simple form is transmitted using the past participle (Participle II), which serves as an indicator of the static nature of an action in the past as a fact. The component *will*, which is part of the Future Simple form, corresponds in Russian and Polish to the verbs *хотеть* (*want*), *chciéć*, transmitting the meaning of the desirability/ undesirability of an action in the future.

The forms Present Continuous, Past Continuous and Future Continuous are also endowed with a non-random character. The English verb *to be* included in their composition in the form of the corresponding tense indicates that the subject of the action was, is or will be in the position of performing a certain action. The form of the present participle (Participle I) in this case denotes a specific action of the subject. It follows that an expression as *I am working* is transformed into statements: *Я являюсь работающим* (I am employed), *Jestem pracującym*, assuming in this case a positive assessment of the subject.

The forms Present Perfect, Past Perfect, Future Perfect clearly reflect two time plans in their composition: the plan of the past and the plan of the present. The verb *have* essentially projects its semantics onto the plan of the present, regardless of the tense form in which it is used. In the structure of the verb form, it is far from accidental, since it is identical in semantic terms to the Russian verb *иметь* (*to have*) and the Polish *mieć*. With its help, the meaning «I have in the present the result of an action performed in the past» is realized. The name of the action itself in the form of the simple past tense of the verb conveys the meaning of completeness as an accomplished fact. It follows from this that the expression *I have worked* implements the speaker's intention, the meaning of which is that the subject of the action, working in the past, has a specific result in the present.

We emphasize that the proto-Slavic polysemantic verb *имети* symbolizes a kind of Slavicness, remaining effective as part of the verbal paradigm of the Polish, as well as Ukrainian and Belarusian languages. Embodying the meaning of futurity, possi-

bility and duty, transforming into its modern state in the designated languages, it organizes a construction with an assumed meaning of the type *mamy słuchać, mam iść, masz szukać, macie wiedzieć* in the Polish language and the word forms of the future tense of the verb such as *чытацьму, чытацьмеш* in the Belarusian vernacular, *працаватиму, працаватимеш* in the Ukrainian literary language. At the same time, in the Russian language system, forms with the verb *имети* occurs only sporadically in some, the most archaic, dialects of the Northern Russian dialect, for example: *imu chitat (I have 'to read'), imesh rabotat (you have 'to work')*.

The correlation of the Perfect Future form with the Old Russian and modern Polish form of the conditional future tense of the verb allows us to indicate the priority of its use in the context of the conditional meaning. This makes it possible to distinguish it from semantically and grammatically identical forms with it as a form that conveys a meaning that has received the name of prospects in linguistic studies of recent years.

Prospective semantics is a component that enters in different proportions into the semantic zones of the categories of futurity, aspectuality and modality. It conveys the meaning of a favorable condition for the implementation of a future action in conjunction with the action itself, based on efficiency and effectiveness. In other words, the prospect positions the obligatory semes 'intention', 'goal' and 'wish' in combination with the seme 'favorable condition of the future action'. These semes allow us to express the meaning of an action in time, designed for the plan of the future, which is perceived by native speakers as realizable or unrealizable only in the context of certain conditions: ***If it doesn't rain, I will definitely come to visit you.*** We will especially stipulate that in such cases, the thesaurus-oriented teaching method is especially significant. After all, students initially do not suspect that identical semantics is represented in their native language in the form of a conditional future tense of a verb: ***Jeśli nie będzie padało, przyjdę do Państwa obowiązkowo (If it doesn't rain, I will come to you compulsorily).***

The verbal paradigm of the Russian literary language opposed itself in formal expression, losing its «European» character, and when the form of the prematurely passed time was transformed into forms of the type *było poshel (was gone), było poshła (she was gone), było poshli (they were gone)*, leveling the generic belonging of the subject of action. The corresponding forms in the Polish language of the type *był poszedł, była poszła, byli poszli, były poszły* retain their Proto-

Slavic appearance during historical development, as well as Past Perfect forms of the *had played* type.

As already noted, the significance of the theoretical data obtained lies in their practical application in the teaching process. They provide angnoseological basis for the selection and development of practical material. We tested the principles of selection of didactic material for a thesaurus-oriented teaching methodology by conducting a pedagogical experiment. He had unvariable conditions, which are characterized by approximately the same level of philological preparation for the beginning of experimental work; the same quantity of hours; the volume of didactical material that contributes to the assimilation of grammatical facts; the same tasks for the control section. The results of the control experiment prove the effectiveness of mastering grammatical facts of Polish, Russian and English on the basis of thesaurus-oriented teaching, since at the stage of the final control, the students' assimilation of grammemes in the context of pictures of the world of peoples was approximately 90-100%.

Conclusions, findings

The study of Russian, Polish and English languages in the mirror of mentality testifies to many universal features of these European languages. Universal language features are also projected onto the universal characteristics of the mentality of their native speakers. Indicative in this respect is the semantics of the verb tense, which reflected the common view of actions occurring in a certain time, thereby forming an identical temporal picture of the world of Russians, Poles and English. Differences in world perception on the basis of gender were manifested in the presence of grammatical disagreement regarding the generic affiliation of nouns; egocentricity – in the obligatoriness of the subject formally transmitted in the utterance in English language and a lot of impersonal sentences in Polish and Russian languages.

Approbation of the conducted pedagogical experiment was expressed in sufficiently high indicators on its control section, which confirms the effectiveness of the application of a methodology based on the development of grammar by analyzing the linguistic picture of the world of a native speaker in the educational process.

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