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## THE MODEL OF LEARNER'S DICTIONARY OF RUSSIAN VERB FORMS FOR INTERNATIONAL STUDENTS

**Summary.** This article represents an innovative model of learner's dictionary of Russian verb forms that provides the most optimal way for their presentation to foreign students: the forms of verbs, comprising aspect pairs, are given in a table format and are supplied with examples of usage with English equivalents; in addition to the above, students can practice the pronunciation of verb forms using Internet links available in the dictionary. The conclusions reveal the peculiarities of methodology of teaching Russian verbs to foreign students; the possibility of using this model in practice of distance learning is estimated.

**Key words:** Russian verb, imperfective aspect, perfective aspect, conjugation, verb government, Russian as a foreign language.

**Introduction.** Russian verb forms are rather complicated and certainly cause difficulties for those studying Russian as a foreign language. These difficulties, arising from verb form formation, can be described as follows.

1. Bilingual dictionaries, without which it is impossible to study a foreign language, represent verbs in the infinitive form that is an initial form for the rest of verb forms. However, the infinitives of Russian verbs are rather different (the types of infinitives are: *-АТЬ/-ЯТЬ, -ЕТЬ, -ОВАТЬ / -ЕВАТЬ. -НУТЬ, -ИТЬ, -ЫТЬ, -ОТЬ, -УТЬ, -ТИ, -СТИ, -СТЬ, -ЧЬ*, and every type has its own model of form-building). Besides, the wide spread infinitives, such as *-АТЬ/-ЯТЬ, -ЕТЬ, -ИТЬ*, can have different variants of formation, for example: *читать – читаю*, but *писать – пишу; гулять – гуляю*, but *принять – приму; уметь – умею*, but *одеть – одену; курить – курю*, but *шить – шью*, stipulated by morphological transformations (alternation, insertion of sounds, etc.). There are also some verbs having a special conjugation paradigm (*дать, жить*, and others). Thus, it is not always possible to correctly "predict" form-building of Russian verbs by an infinitive type.

2. Just as it is not always easy to make personal forms of a verb from the infinitive, so it is sometimes difficult to define the infinitive by a personal form (heard or encountered in the text) in order for the verb could be found in a bilingual dictionary. (One can never guess that past tense *шёл* should lead to infinitive *идти*, or future tense *дадим* has anything to do with infinitive *дать*, etc.)

3. Russian verbs have three tenses (present, past, and future) and two aspects (imperfective and perfective). The aspects are used

to define the mode of an action expressed by the verb. For actions, which are actually taking place, which are repeated or continuous, or denote permanent states with no indication of the start or end of the action, imperfective aspect is used. For a single action, an action which is complete, or which is considered to be limited, or which has a clear result, one should use perfective aspect. Russian verbs appear in aspect pairs (for example: *читать – прочитать*) with each of the aspects having its own nuance. Most verbs have two aspects: imperfective and perfective. When studying Russian as a foreign language, each verb must be memorized by learners in these aspects. One can tell the aspect of a verb by some peculiarities (for example, in aspect pairs *звонить – позвонить, читать – прочитать, делать – сделать*, verbs of perfective aspect have prefixes that do not change their lexical meanings; in aspect pairs *получать – получить, проверять – проверить*, verbs of imperfective aspect have suffixes *-а, -я*, and verbs of perfective aspect have suffix *-и*; in aspect pairs, such as *отдыхать – отдохнуть*, perfective aspect has suffix *-ну*, etc.), but some verbs, having individual peculiarities, are to be remembered.

All these difficulties and the real need for proper learning of Russian verbs have encouraged philologists in their attempts to make dictionaries of Russian verb forms for international students.

**Review of literature.** According to [1], in practice of teaching Russian as a foreign language, there is a tradition to rely on teaching verb forms not on the notion of I or II conjugation (which reflects only the nature of verb inflexions), but on the notion of a verbal class distinguished on the basis of a certain relation of infinitive to personal forms. With verbs of the five main productive classes (such as *читать / гулять, уметь, рисовать, вернуть, курить*), special training to develop the skill of verb formation, according to the model being learned, should be conducted. As for verbs of unproductive classes, such training is considered to be impractical. There are three sections in this dictionary. Section one represents alphabetical lists of verbs having productive models of formation. In Section two, there is an alphabetical list of infinitives of non-productive classes, where personal forms, past tense, imperative, active participle, passive participle, adverbial participle, and correlating aspect form are given. Section three, devoted to difficult cases of finding an infinitive by one of the forms of a verb, gives an alphabetical list of different verb forms by which it is difficult to find the in-

infinitive for looking up verb meaning in a bilingual dictionary. Despite the fact that the dictionary explicates the systemic nature of Russian verbs within the framework of five productive classes and ensures development of students' skills of verb form-building by productive models, the separation of verbs of productive and non-productive classes may cause a "two-step" mode of usage for learners, looking for the forms of some verbs of non-productive classes, whose formants (usually *-АТЬ, -ЕТЬ, -ИТЬ*) coincide with the formants of productive classes: for example, the verb *брать* is not in the list of Section one, so one needs to look for its forms in Section two, i.e. to take the "second step". Being neither explanatory nor bilingual dictionary, it does not have real means to fix (with sufficient completeness) polysemy, homonymy and other semantic parameters of verbs; it does not give any examples of verb usage either.

The dictionary "501 Russian verbs" [2] presents most commonly used verbs arranged alphabetically in a table format; one verb per page contains a single imperfective verb and its corresponding perfective verb with English pronunciation and translation. Verbs are fully conjugated and presented in all forms. The book's special features include common idioms with example sentences to demonstrate verb usage and a grammar review. "The Big Silver Book of Russian Verbs" [3] includes 555 fully conjugated verbs, listed alphabetically; current idioms and expressions for each verb; the top 50 verbs with many examples of their usage in context; more than 4000 verbs cross-referenced to conjugation models; a handy guide to deciphering irregular verb forms, etc.

The dictionaries [2–3] appear rather similar in structure and reflect modern trends in American dictionary-making. The strong points of these dictionaries are solid grammar sections, highlighting of essential verbs, as well as alphabetical arrangement of verbs and a table format of their presentation. Their main deficiencies consist in lacking enough notes on the cases governed by the verbs and non-distribution of examples of verb usage in context according to the aspects. It should be also said that some verb forms, such as imperfective future, or subjunctive, can be easily made by instructed learners and may not be given in a table format.

**The purpose of this study** is to represent the innovative model of bilingual dictionary describing to international students the forms of Russian verbs and their usage and implemented in "The learner's dictionary of Russian verb forms (with English equivalents)" [4].

**Main body of the research.** The key features of the proposed model are as follows.

1. Grammar section which contains explanatory material relating to the most important concepts of the Russian verbal system (tenses, imperfective and perfective aspects, verb government, infinitive, persons of the verb, changes in the stem, irregular past tense forms, telling the aspect of the verb, conjugations, reflexive verbs, imperative, verbs of motion without / with prefixes, etc.).

2. In the dictionary, Russian verbs are given in aspect pairs. Imperfective verbs are always given on the left, and Perfective verbs – on the right. The verbs, which don't have imperfective or perfective pair, are given alone with a note "imperfect / perfect only".

3. Verb endings are separated by long vertical lines. First and second conjugations are denoted as (I) and (II) after infinitives of the verbs comprising the aspect pair; the verbs with individual peculiarities in conjugation are denoted as (\*). Changes in the stems (for example: *я люблю*) appear in italics. With the verb forms of the 3-rd person singular (imperfective present and perfective future), only personal pronouns *он* and *она* are used, because *оно* is rarely a subject,

and besides, the verb forms with *оно* are the same as with *он* and *она*; though, with the past forms *оно* appears when necessary.

4. For imperfective verbs, the forms of present and past are given; for perfective verbs, the forms of future and past are shown. The forms of imperfective future are not presented because they can be easily made by formula: to be (*быть*) in the corresponding form + infinitive for any imperfective verb (for example: *я буду читать, ты будешь читать, он / она будет читать, мы будем читать, вы будете читать, они будут читать*).

5. Different meanings of verbs, or shadings of verb meaning are separated with semicolons (for example: *ВСТАВАТЬ – ВСТАТЬ* – to get up; to rise from seat); if necessary, for more convenience in learning of the examples of verb usage, the verbs with different meanings are given separately (as dictionary entries), and in this case, they are denoted with (1) and (2) (for example: *НОСИТЬ* (1) – to carry (on foot); *НОСИТЬ* (2) – to wear).

6. Verbs of motion without prefixes are given in this dictionary in full; these verbs are divided into 2 groups (unidirectional ones, for example: *идти, ехать* and multidirectional ones, for example: *ходить, ездить*); they are all imperfective.

7. Prefixes are added to verbs of motion to express particular nuances, and they appear in aspect pairs. Verbs of motion with prefixes are represented by verbs *входить – войти, въезжать – въехать; выходить – выйти, выезжать – выехать; приходить – прийти, приезжать – приехать*, etc. Other verbs of motion with prefixes are given in a special appendix.

8. Formation of passive participles (present and past), active participles (present and past), and adverbial participles is shown in appendices. We believe these forms can be made by instructed learners, and their presentation in table format may be avoided.

9. Below the verb forms of every aspect pair (or a single verb with a note "imperfect / perfect only"), verb government and examples of verb usage with the translation into English are given. Students are recommended to add other examples they have learnt from native Russian speakers, or when reading, watching TV, listening to the radio, etc. at the bottom of the page.

10. Every learner has a chance to listen to (or download) the pronunciation of more than 400 verbs, presented in the dictionary, using the List of Russian verbs with Internet links for listening.

**Conclusions.** The proposed model of learner's dictionary of Russian verb forms for international students is based on the principle of maximum practical expediency with taking into account the traditions and specifics of teaching Russian as a foreign language.

Verb presentation within the conjugation types ensures the systematic approach to developing the learners' skills of verb forming due to uniformity of certain infinitive formants for a significant number of verbs. It should be said that such a task is directly related to the practice of classroom grammar.

This dictionary is an ideal handbook giving a valuable reference material on verb formation of both productive and non-productive classes (personal forms of present, past and future, imperative, etc.) for students and teachers of Russian of all levels. It also represents aspectual correlations, considering that correlates are practically memorized as new words, since models of their formation are quite unpredictable.

The indisputable importance of innovation and Internet technologies, applied in this model of learner's dictionary of Russian verb forms, provides an opportunity to effectively use it when developing distance-learning courses in Russian as a foreign language [5].

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**Романов Ю. О., Квашина Т. С., Криволапова О. В. Модель навчального словника російських дієслівних форм для іноземних студентів**

**Анотація.** У статті надано інноваційну модель навчального словника російських дієслівних форм, що забезпечує найбільш оптимальний спосіб їхньої презентації іноземним студентам: форми дієслів, що складають видові пари, подані в табличному форматі та супроводжуються прикладами вживання з англійськими еквівалентами, при цьому учні можуть відпрацьовувати вимову дієслівних форм, використовуючи інтернет-посилання, що є у слов-

нику. У висновках розкрито особливості методики викладання російського дієслова іноземним студентам; оцінюється можливість використання цієї моделі у практиці дистанційного навчання.

**Ключові слова:** російське дієслово, недоконаний вид, доконаний вид, відмінювання, дієслівне управління, російська як іноземна.

**Романов Ю. А., Квашина Т. С., Криволапова Е. В. Модель учебного словаря русских глагольных форм для иностранных студентов**

**Аннотация.** В статье представлена инновационная модель учебного словаря русских глагольных форм, обеспечивающая наиболее оптимальный способ их презентации иностранным студентам: формы глаголов, составляющих видовые пары, даны в табличном формате и сопровождаются примерами употребления с английскими эквивалентами, при этом учащиеся могут отрабатывать произношение глагольных форм, используя интернет-ссылки, имеющиеся в словаре. В выводах раскрыты особенности методики преподавания русского глагола иностранным студентам; оценивается возможность использования данной модели в практике дистанционного обучения.

**Ключевые слова:** русский глагол, несовершенный вид, совершенный вид, спряжение, глагольное управление, русский как иностранный.