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PROBLEMS OF STUDYING THE VERBAL SEMANTICS OF DIFFERENTIAL LANGUAGES IN THE CONDITIONS OF BILINGUALISM

Abstract

The article analyses the lexical-semantic group of verbs describing movement in modern Tatar and Russian languages. The relevance of this topic is determined by intercultural barriers in the study of verbs of motion in polylingualism. In the study, identities and differences in the verbs of movement in the Tatar and Russian languages were identified. The study found many similarities in the meaning and use of the verbs of movement in Russian and Tatar. The research results will be used in developing and improving the methodology for teaching Tatar and Russian languages in conditions of Tatar-Russian polylingualism. The authors propose to develop exercises and dictionaries aimed at mastering the most difficult to study verbs of motion from the semantics of close spheres.

Keywords: polylingualism, teaching language, Russian, Tatar, verbs of movement, the lexical-semantic group.

Introduction

This paper aims to study the process of pedagogical experience of polylingual schools, training of personnel and implementation of best practices. On this basis, new types of general education establishments have been established in the constituent entities of the Russian Federation: polylingual complexes whose activities are aimed at personal-oriented education and the development of a socially active and independent personality to develop students' intellectual, communicative abilities and critical competencies.

The issue of polyglotism in the context of glo-

balisation and close intercultural communication is becoming particularly important (Isaikina, Nedogreeva, & Pokotilo, 2021; Balganova, 2021). Consequently, the role of polyglotism education in preserving and enhancing the national and cultural traditions of peoples living in the Russian Federation is very relevant.

As noted in the methodological literature, polylingual education is the unity of the interrelated processes of learning at least three languages at school and the organisation of a purposeful process of teaching and education, personal development and socialisation of schoolchildren. The introduction of several languages into world culture (Mashudi, Nurmansyah, Saen-

ko, Nurjamin, & Sharifullina, 2022; Shurygin & Krasnova, 2017). They serve as a means of acquiring expertise and learning from various countries and peoples' cultural and historical experiences.

Federal state educational standards for pre-school, primary general and basic general education provide an opportunity to receive education in native languages from among the languages of the peoples of the Russian Federation, study the state languages of the republics of the Russian Federation, native languages from among the languages of the peoples of the Russian Federation, including Russian as a native language.

Since 2021, the Ministry of Education of the Russian Federation has been working in the direction of a "Comparative analysis of practices for implementing a polylingual model of polylingual education" (using the example of such subjects as the Republic of Tatarstan, the Republic of Bashkortostan, Kabardino-Balkaria, the Republic of Sakha, North Ossetia-Alania, the Chechen Republic, Chuvashia, etc.). To date, some pedagogical experience has been accumulated in creating polylingual pre-school and general education institutions in the regions mentioned above of the Russian Federation: concepts of polylingual education have been developed and approved; their implementation is carried out following regulatory legal acts in the field of secondary general education; pilot polylingual complexes have been opened. The analysis of their activities shows that polylingual education is a particular model in the system of national general education, which requires changes in the goals, content, methods and technologies of teaching, in the organisation of educational activities of schoolchildren, in the system of monitoring and evaluating results (Otts et al., 2021; PANOVA, Tjumentseva, Koroleva, Ibragimova, & Samusenkov, 2021). As a positive example, we present the experience of the Republic of Tatarstan, where 2019 is implementing a unique project to create polylingual educational complexes, "Adymnar – the path to knowledge and consent", which aims to "create a model of the mod-

ern polylingual educational complex providing a competitive education in Russian, Tatar, English, education of the younger generation in the spirit of interethnic concord.

Some languages in the world are related to each other. The most common form of language connections or language contact is polylingualism. Polylingualism is the possession of two languages and regular switching from one to another, depending on the communication situation. In the Republic of Tatarstan live more than a hundred nationalities. Therefore, depending on the territory, there are different types of polylingualism. The Tatar and Russian languages are the state languages of the republic. "The State Program for the Preservation, Study and Development of the Languages of the Peoples of the Republic of Tatarstan" provides for the study of two official languages in different educational institutions in equal volumes.

The article analyses the lexical-semantic group of verbs describing movement in modern Tatar and Russian languages. The verbs of translational movement denote a directed movement that often is committed by a person and most often observed by him in the surrounding world (Barys-Hoo, 2006, p. 326).

Interest in the study of translational verbs of the motion of differently structured languages is explained by the fact that these verbs occupy an important place in the semantic side of the language. Comparative analysis will help students to understand the essence of the linguistic phenomena compared and will serve as a basis for constructing a lingua didactic theory.

The relevance of this topic is determined by intercultural barriers in the study of verbs describing movement in polylingualism, which arise from insufficient comparative analysis. The specificity of each language is quite evident in comparing the difference-structured languages (Pogosyan, 2021). The specificity of word formation is especially interesting. In the study of the word formation, the characteristic that is the basis for the name of whole classes of words is determined, and the systemic connections and rela-

tions linking the entire structure of the language are more distinctly manifested.

The study aims to identify and systematically describe the lexicosemantic groups of translational movement verbs of the Tatar and Russian languages in a comparative aspect. Achieving this goal implies the solution to the following tasks:

1. to analyse the semantic connections of the verbs of the progressive movement of the Tatar and Russian languages;
2. to identify the equivalents of verbs in two languages and determine the similarities and differences in their semantics;
3. to analyse the word-forming features of the verbs of the movement of the Tatar and Russian languages.

Methods of Research

The following research methods were used in the article: the study and analysis of the literature, the descriptive method of comparing the lexical-semantic variant of the verbs in terms of the degree of semantic intimacy, and the method of predicting the accuracy of the translation of the lexical-semantic version of the verbs of translational motion from the Tatar language into Russian and from Russian into Tatar.

The study of lexico-semantic groups of verbs of motion in different-system languages has an essential theoretical and practical significance for semantic research, vocabulary, grammar, word formation and stylistics, as well as for the practice of lexicographic work and methods of teaching language in high school and school.

Theoretical Background

Many linguists researched the verbs of movement in various aspects based on many languages. However, in the early works of linguists on the verbs of translational motion, there were only separate statements that illustrated the species difference in the process of word formation. There has been a long debate over the definition

of common criteria for distinguishing verbs of translational motion among scientists. Some researchers believe that the main criterion for distinguishing them is the multiplicity and non-multiplicity of motion. Others believe that the basis is the direction of the movement. The third group considers that the main criterion is the abstractness or concreteness of the movement, indicated in the basis of the verb. Some researchers believe that the main criterion for isolation is the multiplicity and non-multiplicity of motion. The researches by Yusupov R. A., Barys-Hoo, V. S., and Aminova A. A. formed the theoretical basis of this study. The study material was monolingual and polylingual (Russian-Tatar and Tatar-Russian) dictionaries. An additional source was found in explanatory dictionaries of the Russian and Tatar languages.

The main feature of verbs of translational motion is the direction of movement, consisting of the following components: movement horizontally and vertically, upwards and downwards, inside and from inside to outside, with crossing the boundary of space and without crossing the border, from point and to point, etc. The verbs of translational motion are divided into two subgroups based on lexical and semantic features:

1. Verbs indicating the direction of movement: бапу - to go, керу - to enter, күчү - to move, төшү - to go down.
2. Verbs denoting the mode of movement: атлау - to step, йөзү - swim, йөрерү - to run, агу - to flow, үрмәләү - to climb.

Verbs indicating the direction of motion include a group of verbs that fix the vector characteristics of the movement along the vertical:

- a) up: күтәрелү - to rise, менү - to scramble, to climb, to go up;
- b) down: төшү - to go down, to descend, егылу - to fall, инү - to come down.

Verbs indicating the direction of motion include a group of verbs that fix the vector characteristics of the movement horizontally:

- a) inward: керү - to enter;
- b) from the inside: чыгу - to go out;
- c) to the subject or object: якынаю - to ap-

- proach, килү - to come;
- d) from the subject or object: китү - to leave, ерагаю - to retire, чигенү - to recede;
- e) multidirectional movement: таралу - to diverge, чәчелү - to scatter (Gilazetdinova & Salahova, 2016, p. 48).

Verbs that denote modes of motion can acquire a directional attribute in a specific context in contrast to directional verbs. Its motion character is refined from the point of view of the environment, the mode, the tempo, and the imaginative characteristics. In the group of verbs that denote the medium of motion, the following types of verbs can be distinguished:

- a) verbs with the meaning of motion over a solid surface: басу - to tread, атлау - to step, мукәләү - crawl on all fours, тәгәрәү - to roll, үрмәләү - to crawl, шуу - skating, sledging, skiing;
- b) verbs with the meaning of movement through the air: очу - to fly;
- c) verbs with the meaning of motion in the liquid: йөзү - to swim, агу - to flow, to pour.

Verbs of intensive and slow motion are distinguished in a subgroup of verbs with a characteristic of the tempo of movement. The verbs of intensive motion include the following йөгерү, чабу - to run, to rush, to race, сызу - to run away, сыптыру - to slip away, томырылу - to run fast.

The verbs өстрәләү expresses the slow pace of motion - to drag, сөйрәләү - to trail, тәпиләү - to walk, чатанлау - to limp, тыйтаклау - to hobble, еру - to wade, көчкә йөрү - to move with difficulty (Salahova, 2015, p. 160).

As seen from the examples, the main feature of the verbs of motion is the direction of the movement, consisting of different components.

An indication of a subject moving between two points horizontally and vertically is obligatory for both languages. This is represented by antonymic means like керү - to move in, килеп керү - to enter, кайтып керү - to come back, барып керү - come in, чыгу - to go out, йөзеп чыгу - to cross, сикереп чыгу - jump over, китү - to leave, килү - to come etc.

In Russian, such verbs are formed by joining prefixes. One “meaning” can be conveyed by different levels of formal means in the language and compared to different-lingual languages. For example, the meaning of “movement around a point” in the Russian language is expressed by verbs with the prefix around: to go around, fly around, crawl, and in the Tatar language, the lexemes of әйләнү, урау или әйләнәп үтү, урау узу (Sagdieva, Husnutdinov, & Mirzagitov, 2019, p. 105).

There are no compound verbs in the Russian language, but in the Tatar language, these verbs are very common. As can be seen from the examples, compound verbs in the Tatar language consist of a combination of verbal participles on -n with some modifying verbs. Moreover, verbs of motion very often perform the role of modifying verbs. The following verbs possess such qualities: йөрү - to walk, керү - to enter, китү - to leave, килү - to come, төшү - to descend, узу - to pass.

There is a word-forming type of “gerundive + modifying the verb bar”, which expresses:

1. the increase, the development of action, the intensification of action: яхшыланып - to improve;
2. the action developing in the direction of its end, the limit: бетеп бару - to end;
3. regularly occurring action: укып бару - read regularly;
4. sudden or impetuous action directed from the speaker or any starting point: китеп бару - to leave quickly;
5. the action proceeding in a specific direction: менеп бару - to rise (Tatar grammar, 1993, p. 639).

Verbs of movement in the Tatar language are used to describe the action. For example:

1. The following verbs of motion are most often used to convey the incompleteness and duration of action expressed by the main verb like килү, бару. Эш бетеп килә. - The work ends (comes to an end). Хәлләр яхшыра бара. - The condition improves (gradually).
2. The following verbs of movement and their

causative forms are more often used to convey the completeness and effectiveness of the action expressed by the main verb: чыгу, чыгару, житү - to go out. Айдар йөрөп чыкты. - Aidar went out.

3. An intensive manifestation of the action is most often conveyed by the verb of movement китү (to go): Күк ачылып китте. - The sky cleared up.
4. A large number of spatial verbs are used to transfer the direction of the action: керү, чыгу, менү, төшү, килү, китү (to go in, to go out, to rise, to go down, to come). Ул йөгөрөп чыкты. - He ran out. Син очып чыктың. - You flew out. Мин сикереп мендем. - I jumped. Айрат сикереп төште. - Airat jumped down.
5. The verbs of китү are used most often to express the one-time and fast completion of the action (to leave). Галия егылып китте. - Galiya fell. Самолет очып китте. - The plane left.

It is difficult for a Russian-speaking audience to understand such verbal constructions. Similar constructions can be free syntactic combinations. Also, it is often challenging to understand whether a given combination is a compound verb or a simple phrase of syntactic order when translating Tatar texts into Russian (Husnutdinov, Yusupova, & Shakurova, 2016, p. 48).

For example, сатып алып кайттым and барып кайттым are similar to compound verbs, but their content radically differs from the compound verb. Verbs in these combinations express two different actions, occurring in sequence or parallel. In addition, these combinations can be separated by a third independent word. For example, combination барып кайттым in the sentence Китап кибетенә барып кайттым can be divided by third word Китап кибетенә барып китаплар сатып алып кайттым. When I arrived at the bookstore, I bought books and returned.

The possibility of being separated by a third word shows that the verbs of these combinations are not characterised by lexical interdependence and interpenetration. These verbs are autono-

mous and express completely separate meanings. Therefore, in studying verbs of translational motion, it is necessary to pay attention to the following structural and semantic features:

- a) Free combinations arise when the verbal participle expresses a circumstance, and the following verb is the main action.
- b) Free combinations consist of gerunds expressing the circumstance and the verb expressing the main action after it.
- c) Verbal participle and verb express actions that occur sequentially or in parallel.

Examples: шәһәргә барып кайттым. I went to town. Кибеткә кереп чыкты. I went to the store and went out. In the above examples, the combination of verbal participle and verb in a personal form resembles compound verbs in structure, but the contents radically differ. Such verbs express two different types of movement: бару “to go” - кайту “to come”, “to return”, керү “to go in” - чыгу “to go out” (Aminova, 1996, p. 8).

The compound verbs of motion express one new lexical meaning. Therefore, compound verbs in a sentence have one syntactic function as one of the sentence’s members. Galiya asyhnyg menep kitte. - Galiya climbed the stage. In this sentence, a compound verb expresses one action. The verb is a predicate.

It is necessary to consider that different meaning verbs of movement in Russian can have the same forms. For example:

1. Хатын-кыз баскыч буйлап өченче катан әкрән генә төште. The woman slowly descended the stairs from the third floor.
2. Мин даруханәгә даруга барып кайттым. I went to the pharmacy for medicine.

In Russian, prefixes with a homonymous character form homonymous verbs of movement. In the first sentence, the verb “descended” means a downward movement, a vertical movement, and in the second sentence, it means moving horizontally.

Such property also has verbs of movement with prefixes “с, (co)-, по-, за-, про-, из-(ис-)”:

1. “с-,(co-)”: а) move down: “сойти - сходять

- по лестнице” (to go down the stairs); “слететь-слетать с крыши” (to fly off the roof) b) move back and forth (quickly, for a short while): “сходить в магазин” (to go to the store); “слетать в Ригу” (to fly to Riga).
2. “по-”: a) the beginning of the movement, the purpose of the movement: “пойти к бабушке” (to go to the grandmother), “пойти в гости” (to go to visit) b) for a short time: “походить по магазинам” (to go shopping).
 3. “за-”: a) for a short time: “зайти /заходить в магазин” (to go in / enter the store) b) the goal: “зайти за хлебом” (to go to buy bread) c) the beginning of a multidirectional movement: “он встал и заходил по комнате” (he got up and paced the room).
 4. “про-”: a) through: “пройти/проходить лес” (pass the forest) b) past: “пройти/проходить мимо дома” (pass the house) c) from where to: “пройти из института в библиотеку” (to go from the institute to the library) d) time is fully occupied with the action: “весь день проходить по магазинам” (to go shopping for all day).
 5. “из-(ис-)” a) the action with the end: “исходить весь город” (to proceed the whole city), “изъездить всю страну” (to travel the whole country) (Shvedova, 2007, p. 463).

Verbs of movement in the Tatar and Russian languages have a figurative semantic component, represented in the phraseological units.

Verbs of movement in phraseological units lose categorical and lexical, and phraseological units with verbs of motion designate an action, state or attitude. For example, “сойтисума”- to go crazy (Salahova & Sibgaeva, 2014, p. 326).

In the Tatar language, such phraseological units can include the following: “чыгырдан чыгу” - to get annoyed, “анга килү” - to calm down.

At the same time, in the Tatar language, there are several phraseological units with a component of the movement, and these verbs preserve the categorically lexical “movement”. For example, “күктән төшү” - to appear suddenly; “жиргәсенгәндәй булу” - to disappear instant-

ly; “аякны санап атлау” - to go very slowly (Sibgaeva, Zamaletdinova, & Nurmuhametova, 2016, p. 116).

As seen from the examples, some verbs of motion have several meanings, some are idiomatic, and a literal translation of the components can easily translate others.

Results

The semantic structure of the motion verbs of the Tatar language coincides with the analogous structure of the motion verbs of Russian. The verbs of both languages develop portable meanings associated with a change in the subject of the action. It is explained by the similarity of the properties of these substances that the senses can perceive.

The categories of the method and direction of action in the Russian language can be combined in one lexeme. In the Tatar language, these categories are usually expressed by different analytical verbs or verbal combinations that reflect one denotation.

Thus, in the Tatar language, gerunds serve to create numerous analytical forms of the verb. The verbal participles with auxiliary verbs carry the basic meaning of the action. The most common form of gerunds in the Tatar language is formed by attaching the affix “-ып/-еп/-п” to the verb stem. This form participates in the formation of analytical verbs: “китеп бара, узып бара”.

In teaching the Tatar language to Russian-speaking students, it becomes imperative to consider the national identity of the semantic structure of verbs. For example, in the speech of Russian-speaking students in the first years of their education in the Tatar language, transference has a significant place. The lexico-semantic transference in students’ speech consists of transferring the meaning of the word identical in meaning to one language in another language. A Polylingual student or student uses a contextual rather than a basic dictionary correspondence to express a value. For example, a learner of the Tatar language

can say “кап бапа” (it’s snowing). It’s right to say “кап ява” (Sibgaeva, Salakhova, & Kirillova, 2016, p. 120).

It should be noted that there is also a complex relationship between the verbs of these languages. For example, two Tatar verbs of movement correspond to one Russian verb: “бару, кайту - ходить” (to walk). Two Russian verbs correspond in the Tatar language to one Tatar verb: “идти и ехать - бару” (to go). In the explanatory dictionary of the Tatar language, 14 meanings of the verb “бару” and six meanings of the verb “кайту” are given (Explanatory Dictionary of the Tatar Language, 2015). In N. D. Shvedova dictionary, the verb “to walk” has seven shades of meanings (Shvedova, 2007, p. 463). Consequently, a person who learns the language must learn 27 meanings for only one pair of verbs. You should also pay attention to the semantics of the verbs “идти” (to go) and “ехать” (to ride). The verb “идти” (to go) means walking on foot. The verb “ехать” (to ride) means moving employing some kind of transport.

Conclusion

Verbs of translational motion are one of the critical lexical-semantic groups of verbs. As seen from the examples, in both languages, verbs of translational motion are very common in speech. Such verbs convey critical processes of reality. Verbs of translational motion are associated with the philosophical categories of time and space. It has specific structural-semantic, morphological-syntactic, and functional features.

The study found many similarities in the meaning and use of the verbs of movement in Russian and Tatar. The research results will be used in developing and improving the methodology for teaching Tatar and Russian languages in conditions of Tatar-Russian Polylingualism.

First, the elements of comparing the lexico-semantic groups of the Tatar and Russian verbs should be widely used when studying verbs.

Secondly, the Russian-speaking Tatar language learners should understand the differences

in similar words and meanings of contacting languages. They also need to know about equivalent and contextual correspondences. Another aspect of studying Tatar is the understanding that the specific derivative or transfer value of a polysemantic verb is revealed only in combination with certain words. Therefore, students must have the notion of similarities and differences in the compatibility of words in different languages.

Third, the teacher should determine the range of most relevant and complex verbs of correlated semantic spheres in advance. This action will help to achieve correct learning of the using norms in the context of semantically close verbs of native and second languages.

Recommendations

It is necessary to develop exercises aimed at mastering the most difficult to study verbs of motion from the semantics of close spheres. Perhaps, it would be better to create dictionaries of such a verb.

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