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Article

The fourth generation of academic Kazakh grammar

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The article discusses the issue of compiling large grammatical works, including academic grammars. In particular, answers are sought for such questions as the following: What is the scientific character (style) of compiling fundamental grammatical works? What should their scientific apparatus, their design and structure look like? What research methods should be used? What is their target audience? In order to achieve this purpose, we carried out a comparison of academic grammars originating in the Soviet Union and those fundamental, voluminous grammatical works compiled according to the European-American model. The experience of compiling grammatical editions in Turkic languages has also been taken into account. The ideas obtained as a result were used in compiling the next academic grammar of the Kazakh language. This article was written with the objective of sharing the experience and elaborating on the results of the comparison.

It has been found out that fundamental grammatical works have their own scientific character (this concerns the Soviet school): academic grammars are written on the normative and descriptive basis, i.e. scientific descriptions must be accompanied by a normative differentiation. The structure is directly linked to the levels of language which the editorial board have chosen as the object of study (lexis, phonetics, word building, morphology and syntax). There are consistency and moderation in designing grammatical works as well. Research material and examples are taken from literary samples. These principles are based on the fact that academic grammars are oriented to scientific and educational community. At the same time, as European and American fundamental grammars are compiled for the general scientific community, the aforementioned academic principles may not be followed.

Since fundamental grammatical works are not compiled very often (once in 20–30 years), such studies are not frequent either. The grammars created in the Soviet period have not been revised fully yet. It is specifically important to revise academic grammars, as they need to document and standardize the new knowledge in the field of language. The issue of revising the academic grammar of the Kazakh language has been brought into the spotlight, and in 2022, the new generation of the grammar was prepared. For this reason, the conclusions of the article and the experience obtained while developing the new generation of the “Kazakh Grammar” may become useful while compiling new fundamental grammatical works.

Keywords: academic grammar; morphology; syntax; Kazakh grammar; grammatical structure; English grammar; Tatar grammar; Tuvan grammar; Turkish grammar; Kazakh language

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Четвертое поколение академической казахской грамматики

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В статье обсуждаются проблемы написания объемных грамматических работ, а именно академических грамматик. В частности, ищутся ответы на вопросы о том, какими должны быть научный характер (стиль) написания крупных грамматических произведений, научный аппарат, оформление и структура, материалы и аудитория исследования. В ходе реализации этой цели были сопоставлены академические грамматики, восходящие к советской школе, и крупномасштабные грамматические работы, написанные по образцу европейско-американских школ, а также учтены опыты составления грамматических изданий тюркских языков. Полученные в результате сравнения некоторые научные положения были использованы в составлении нового поколения академической грамматики казахского языка. Эта статья была написана с целью поделиться этим опытом, изложить результаты сравнения.

Было установлено, что написание крупных грамматических произведений имеет свой научный характер (это касается советской школы): академическая грамматика пишется на нормативно-описательной основе, т. е. научное описание обязательно должно сочетаться с нормативной дифференциацией. Структура напрямую связана с языковыми уровнями (лексика, фонетика, словообразование, морфология и синтаксис), выбранными редакционным коллективом в качестве формы обсуждения. В оформлении грамматических произведений также есть последовательность и сдержанность. Материал исследования и примеры взяты из образцов письменной литературы. Эти принципы связаны с тем, что академические грамматики ориентированы на научное и преподавательское сообщество. Поскольку крупные грамматические произведения, написанные по образцу работ ученых Европы и Америки, обращены широкой научной общественности, вышеописанная академическая позиция не соблюдается.

Поскольку грамматики пишутся раз в 20–30 лет, такие исследовательские работы также не часто выполняются. Большая часть академической грамматики, восходящей к советской школе, еще не обновлена. Ее обновление очень актуально для лингвистической науки. Важно актуализировать академическую грамматику, так как она должна регистрировать и нормировать новые знания в области языка. Также на повестку дня вышел вопрос обновления академической грамматики казахского языка, в 2022 году было разработано новое поколение. Поэтому выводы данной статьи и обмен научным опытом, полученным в ходе подготовки нового поколения «Казахской грамматики», могут стать полезными при разработке новых крупных грамматических работ.

Ключевые слова: академическая грамматика; морфология; синтаксис; казахская грамматика; грамматическая структура; английская грамматика; татарская грамматика; тувинская грамматика; турецкая грамматика; казахский язык

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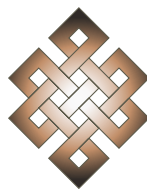
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Introduction

An academic grammar is a complex research work which describes the entire structure of a language in the most comprehensive manner. Such a work cannot be written by a single linguist and be based only on one conception — it is rather a result of collective research approved by the academia. It is a work with a full-fledged scientific apparatus and normative structure, although it is usually adapted for the general reader and for specialists in different fields.

In the USSR, a unique tradition of compiling academic grammars was formed. The academic grammars of Slavic and Turkic languages were written; some of them were revised and published on a regular basis. The majority of the Soviet academic grammars were compiled before the stagnation period, and a few of them (of Tatar¹, Uzbek² and Kazakh³ languages) were republished in the 2000s. Meanwhile, it is crucial to revise and enlarge grammatical works taking into account the requirements of the epoch. The linguistic thought constantly develops and acquires new research facets. In particular, contemporary Kazakh linguistics has shifted to the anthropocentric paradigm, and a language is observed in the context of human activities, i.e. not only “language”, but also “speech” are being studied extensively. For this reason, the sources of academic grammars must include and study not only standardized written texts (in the publicistic and belletristic styles), but also materials of speech (in the colloquial style).

The academic grammar of the Kazakh language was published in 1954⁴, 1967⁵ and 2002⁶. The most recently published academic grammar is that of 2002. This is the first publication that is on a par with academic works. Since then, more than 20 years have passed. During this period, many scholarly results have been achieved in the field of studying Kazakh grammar. Apart from that, since 2002, significant changes of language, society and consciousness have occurred, and these changes were fueled by various social, political and cultural processes. Namely, the grammatical works of the Kazakh intelligentsia of the 20th century, formerly stored in closed stacks, were gradually integrated into the research process. Therefore, attempts to develop national grammatical science have been made.

Publishing a new edition of Kazakh grammar pursues the following goals:

- considering new findings in Kazakh grammar which contain opinions different from those held by the previous generation of grammarians;
- disseminating previously unpublished theoretical viewpoints proposed by Kazakh grammarians who lived in the 20th century;
- taking into account new grammatical achievements in linguistics.

Another problem lies in presenting objects in the spheres of morphology and word formation separately (if we consider the difficulties arising due to roots and affixes). Specifically, because of the agglutinative character of Kazakh, sometimes its affixes serve for dual purposes, and that is why previous grammars did not separate affixes performing purely relative function from those performing purely derivative one. The new grammar resolved this problem. The word-building function of every part of speech in Kazakh was represented fully and clearly. For the first time, a chapter on intonology was included in the new grammar. While writing this work, examples were changed according to the ideas expressed above.

While developing a new edition of Kazakh grammar (“The Kazakh grammar 4.0”), materials related to voluminous multi-authored grammatical works in different languages and the academic grammars of the Soviet period were collected, compared and analyzed, their main advantages were studied. Thus, quite many grammatical works were scrutinized. The study showed the importance of comparing different grammatical works published in the USSR and other countries in order to create a new version of the academic grammar. Main conceptions related to the grammatical theory and design technologies characteristic for these works

¹ Tatar grammar : in 3 vols. / ed. by M. Z. Zakiev, F. A. Ganeev and K. Z. Zinnatullina. Kazan, Tatar Book Publishing House, 1992–1993. (In Russ.).

² Abdurahmonov G. Grammar of the Uzbek language. Tashkent, Uqituvchi, 1996. (In Uzb.).

³ Kazakh grammar. Phonetics, word formation, morphology, syntax / ed. by E. Zhanpeisov. Astana, 2002. (In Kaz.).

⁴ Balakaev M., Ysakaev A. Modern Kazakh language. Almaty, Nauka, 1954. (In Kaz.).

⁵ Balakaev M., Ysakaev A. Grammar of the Kazakh language. Almaty, Nauka, 1967. (In Kaz.).

⁶ Kazakh grammar. Astana, 2002. (In Kaz.).



were found useful for preparing the Kazakh grammar. In this regard, the aim of this article is to share the experience and results of compiling the new academic grammar of the Kazakh language with enthusiasts of writing fundamental grammatical works.

To carry out analytical work, the authors use “Kazakh Grammar”¹, “Russian Grammar”², “Tatar Grammar”³, “Belarusian Grammar”⁴, academic grammars of Uzbek⁵, Yakut⁶, Kyrgyz⁷, Bashkir⁸, Tuvan⁹, Turkmen¹⁰ languages and grammars by Bas Aarts¹¹, Ronald Carter, Michael McCarthy¹², Rodney Huddleston and Geoffrey K. Pullum¹³ as a material for the study of grammatical works. Theses set out in introductions and articles by Kira A. Rogova (Rogova, 2018), Olga O. Valentinova (Valentinova, Rybakov, Ekshembeyeva, 2023) are used as a theoretical methodology.

The novelty of the research is associated with a comparative analysis of large-scale grammatical works with different linguistic geography (Soviet school, European and American school and Turkish school).

Research methods

The research was conducted by using the methods of collecting, grouping and comparing voluminous joint grammatical works published in different languages and materials related to the academic grammars published in the Soviet period. The method of synthesis was applied as well.

In order to create a new generation of academic grammar, it is important to compare grammatical works published in the USSR and other countries of the world. The main concepts and technologies used in these works should be applied to national science as well.

Academic grammars of the Soviet school, their structure and design

In the Soviet linguistics, there was a tradition and models of writing and preparing academic grammars. Linguistic institutes of each Soviet republic set a long-term task of producing academic grammars themselves. In the Soviet era, more than one wave of academic grammar writing took place: the grammar of the Russian language (“Russian Grammar”) was published three times (1952–54¹⁴, 1960–61¹⁵, 1980¹⁶),

¹ Ibid.

² Russian grammar : in 2 vols. / ed. by N. Yu. Shvedova. Moscow, Nauka, 1980. (In Russ.).

³ Tatar grammar : in 3 vols. Kazan, 1992–1993. (In Russ.).

⁴ Grammar of the Belarusian language / ed. by K. K. Atrakhovich, M. G. Bulakhov. Minsk, Publishing House of the Academy of Sciences of the BSSR, 1962. Vol. I: Morphology. (In Belarusian).

⁵ Abdurahmonov G. Grammar of the Uzbek language. Tashkent, Uqituvchi, 1996. (In Uzb.).

⁶ Grammar of the modern Yakut literary language / ed. by L. N. Kharitonov, N. D. Dyachkovsky, S. A. Ivanov, E. I. Korkina, N. E. Petrov and P. A. Sleptsov. Moscow, Nauka, 1982. Vol. I: Phonetics and morphology. (In Russ.).

⁷ Abdullaev E. Grammar of the Kyrgyz literary language. Frunze, Nauka, 1987. Part I: Phonetics and morphology. (In Russ.).

⁸ Yuldashev A. A. Grammar of the modern Bashkir literary language. Moscow, Nauka, 1981. (In Russ.).

⁹ Iskhakov F. G., Palmbakh A. A. Grammar of the Tuvan language: Phonetics and morphology. Moscow, Publishing House of Oriental Literature, 1961. (In Russ.).

¹⁰ Baskakov N. A., Chamzaev M. J., Čaryjarov B. Grammar of the Turkmen language. Ashgabat, Nauka, 1970. (In Russ.).

¹¹ Aarts B. Oxford modern English grammar. Oxford, Oxford University Press, 2011.

¹² Carter R., McCarthy M. Cambridge grammar of English : A comprehensive guide. Cambridge, Cambridge University Press, 2006.

¹³ Huddleston R., Pullum G. K. The Cambridge grammar of the English language. Cambridge, Cambridge University Press, 2002.

¹⁴ Grammar of the Russian language / ed. by V. V. Vinogradov. Moscow, Publishing House of the Academy of Sciences of the USSR, 1952–1954. (In Russ.).

¹⁵ Grammar of the Russian language / ed. by V. V. Vinogradov. Moscow, Publishing House of the USSR Academy of Sciences, 1960–1961. (In Russ.).

¹⁶ Russian grammar. Moscow, Nauka, 1980. (In Russ.).



grammar of the Tatar language — five times (1959¹, 1969–71², 1992–95³, 1998–2002⁴, 2013–15⁵), and “Uzbek Grammar” — twice (1975–76⁶, 1992–96⁷). “Belarusian Grammar” was published once (1962⁸), and “Kazakh Grammar” came out three times (1954, 1967–68, 2002).

The beginning of the Soviet tradition was the two-volume academic grammar of the Russian language that was published in 1952–54. Later, this grammar was reprinted in 1960 (revised and enlarged). But the grammar published in 1980 is different from previous editions. Russian linguists worked hard to produce this work. Many years were spent on studying the unexplored fields of syntax and word formation of the Russian language. The results were included in the academic grammar, and it was supplemented with a new chapter entitled “Word Building”.

Academic grammars of Turkic languages such as Yakut, Tuva, Turkmen, Bashkir, Karakalpak were also published during the Soviet period. Among them, academic grammars of Sakha (Yakut), Tuva, Turkmen and Bashkir languages were written in Russian. The academic grammar of the Uzbek language published in 1982 under the editorship of G‘anijon A. Abdurahmonov was published under the title “Grammar of the Mother Tongue”. Later, this work was republished in two volumes in 1995–96.

The first academic grammar of the Tuvan language was published in 1961⁹. This was the pioneering work to systematize the phonetics and grammar of the Tuvan language. It is based on the works of Professor Nikolai F. Katanov. The academic grammar consists of two parts: phonetics and morphology. The issues of syntax are not considered. The peculiarity of this grammar lies “in the fact of introducing the scientific discoveries in Turkic studies and comparing them with examples in the Tuvan language”¹⁰. Currently, studies on Tuvan grammar are aimed at determining the position of the Tuvan language in the grammatical system of Turkic languages (Shamina, 2019: 184). We know that the use of Tuvan folklore as a source of research morphological materials is also a novelty for academic grammar. In our opinion, in a study of the grammatical structure of a language, the use of linguistic data of folk oral literature, which is a basis for the formation of literary languages, allows a deeper understanding of the grammar of a national language.

All these academic grammars (both Russian and Belarusian) were published in two volumes. The first volume deals with the topics of phonetics and morphology and the second volume deals with the issues of syntax. It means that during the Soviet era, the school of preparing academic grammars had its traditions of writing and structuring.

“Tatar Academic Grammar”¹¹ published in 2013–15 under the editorship of Professor Mirfatykh Z. Zakiev consists of three volumes. The first volume deals with phonetics, graphics, morphonology and word formation, the second volume examines morphology, and the third volume is about syntax.

There were three waves of publishing academic grammars in Russian. Although Russian scholars had the aim to revise the academic grammar in the early 21st century, it has not been fulfilled yet. Since 2016, there have been heated debates on this issue. The work is titled “Russian Grammar 4.0” meaning it is a new project, but the date of publication is unknown. So far, among the above-mentioned academic grammars, only “Tatar Grammar” has been published in a new edition since 2010 (2013–15).

¹ Hangildin V. N. Grammar of the Tatar language: Morphology and syntax. Kazan, Tatar Book Publishing House, 1959. (In Tatar).

² Modern Tatar literary language: Lexica, phonetics and morphology / ed. by N. B. Burganova, M. Z. Zakiev, H. R. Kurbatov. Moscow, Nauka, 1969. (In Russ.).

³ Tatar grammar : in 3 vols. / ed. by M. Z. Zakiev, F. A. Ganeev, K. Z. Zinnatullina. Kazan, Tatar Book Publishing House, 1992–1995. (In Tatar).

⁴ Tatar grammar : in 3 vols. / ed. by M. Z. Zakiev, F. A. Ganeev, K. Z. Zinnatullina. Kazan, Fiker, 1998–2002. (In Russ.).

⁵ Hisamova F. M. Tatar grammar : in 3 vols. Kazan, TAHSI, 2013–2015. (In Tatar).

⁶ Grammar of the Uzbek language / ed. by G. Abdurakhmanov, Sh. Shoabdurahmonov, A. Hozhiev. Tashkent, Nauka, 1975. Vol. I: Morphology. (In Uzb.); Grammar of the Uzbek language / ed. by G. Abdurakhmonov, Sh. Shoabdurahmonov, A. Hozhiev. Tashkent, Nauka, 1976. Vol. II: Syntax. (In Uzb.).

⁷ Abdurahmonov G. Grammar of the Uzbek language. Tashkent, Uqituvchi, 1992–1996. (In Uzb.).

⁸ Grammar of the Belarusian language. Minsk, 1962. (In Belarusian).

⁹ Iskhakov F. G., Palmbakh A. A. Op. cit.

¹⁰ Ibid. P. 6. All translations are by the authors of this article.

¹¹ Hisamova F. M. Op. cit. (In Tatar).



An academic grammar views languages as a unified system, an organic whole, and solves linguistic problems in their relation to each other. For instance, it allows to solve the issues of morphology with the help of syntax-level language paradigms, while the problems of word building may be resolved with the help of morphological categories.

For this reason, an academic grammar has its own structure – it is divided into chapters according to branches of linguistics. The ideas encompassed in these chapters must not be contrary to each other; vice versa, they must conform to one another and be synthesized as a system. That is why a question arises: What levels of language should an academic grammar include? The answer can be found in the structure of academic grammars prepared by scholars of the Soviet school.

For example, in the work “Russian Grammar” published in 1980, the following principle describes the proper structure of an academic grammar:

“‘Russian Grammar’ aims to give a description of the contemporary state of the grammatical structure of the Russian literary language – its morphemics, word formation, morphology and syntax. The ‘Grammar’ also includes a description of Russian phonetics, phonology, stress and intonation: the information contained here is necessary in the sections covering morphology, word formation and syntax”¹.

Grammatical descriptions may be provided fully (extensively) or briefly (laconically). Brief academic grammars only cover the grammatical issues (morphology, syntax, word building), while extensive grammars also include phonetics and lexicology.

Based on the information above, it can be concluded that academic grammar includes issues of phonetics, morphology, word formation and syntax. Therefore, “Kazakh Grammar” written in 2022 also relied on this tradition. The issues covered in each section are described in more detail in the last section of the article.

Paying attention to the design of the Soviet academic grammars, we can notice that layout of a book did not follow any strict patterns. Tables, drawings and pictures are provided, while illustrations are absent. Until 1980, the academic grammars were printed in a full-page format, and later works were presented in double columns. Such a design, in turn, seems quite compact and give an academic character to a voluminous book.

In the preface, the contributors and topics of the work are indicated. And at the end, academic and literary works taken as research materials as well as dictionaries are presented section by section. However, references are not given within the text itself (between chapters). Foreign research literature can also be used. In some of the grammars, a list sources on special issues is given separately (*photo 1*).

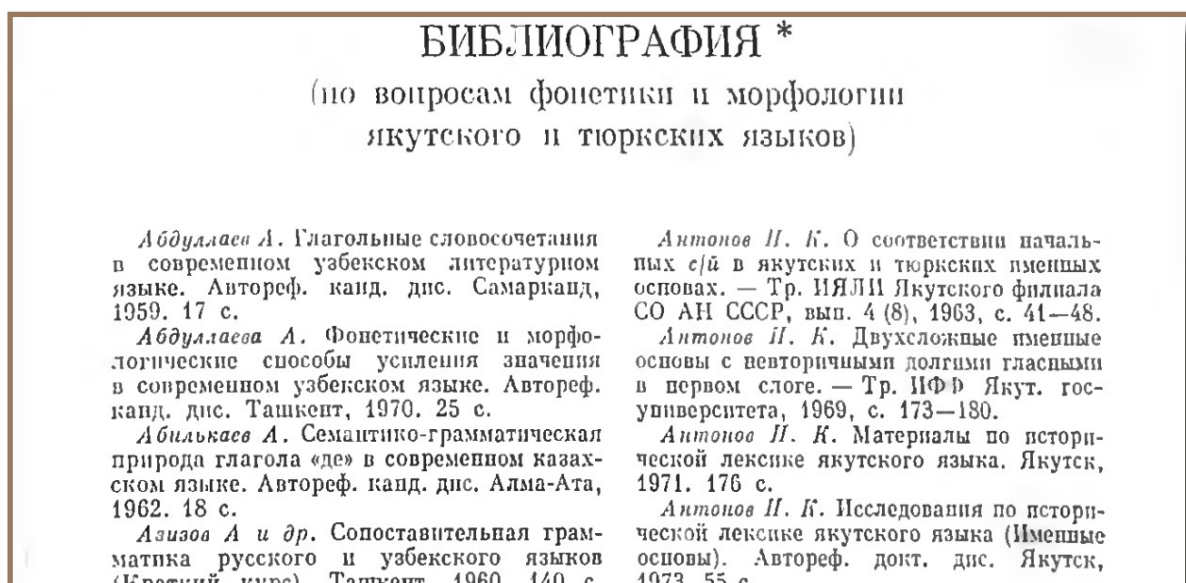


Photo 1. Specific bibliographies of “Yakut Grammar”² (1982).

¹ Russian grammar : in 2 vols. Moscow, Nauka, 1980. Vol. 1. P. 3. (In Russ.).

² Grammar of the modern Yakut literary language. Moscow, Nauka, 1982. Vol. 1. P. 484. (In Russ.).



In some academic grammars, specific subject indexes (*photo 2*), term indexes (*photo 3*) and references (*photo 4*), name indexes (*photo 5*), and abbreviations are given. In the volumes that address the issues of morphology, indexes of morphemes (transformative and formative) are provided (*photo 6*).

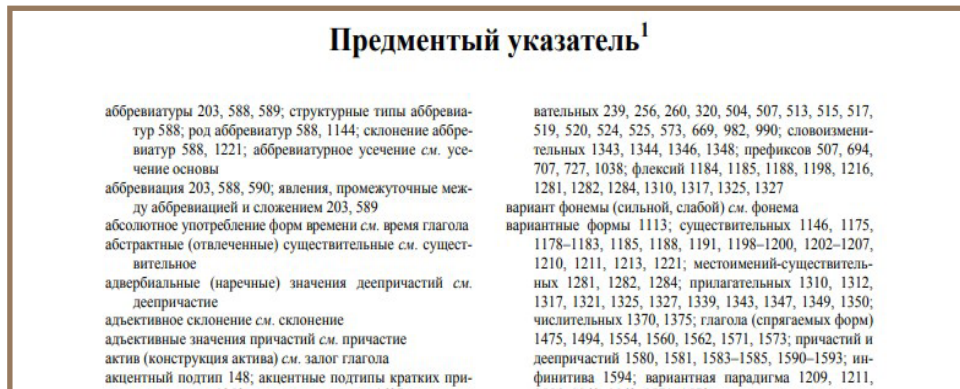


Photo 2. Subject index of “Russian Grammar”¹ (1980).

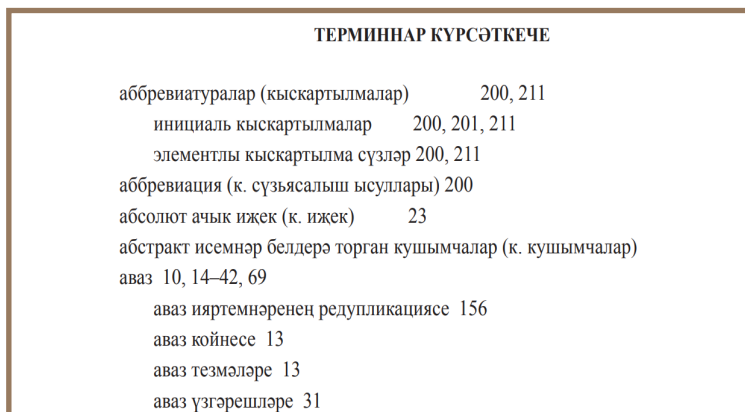


Photo 3. Term index of “Tatar Grammar”² (2015).

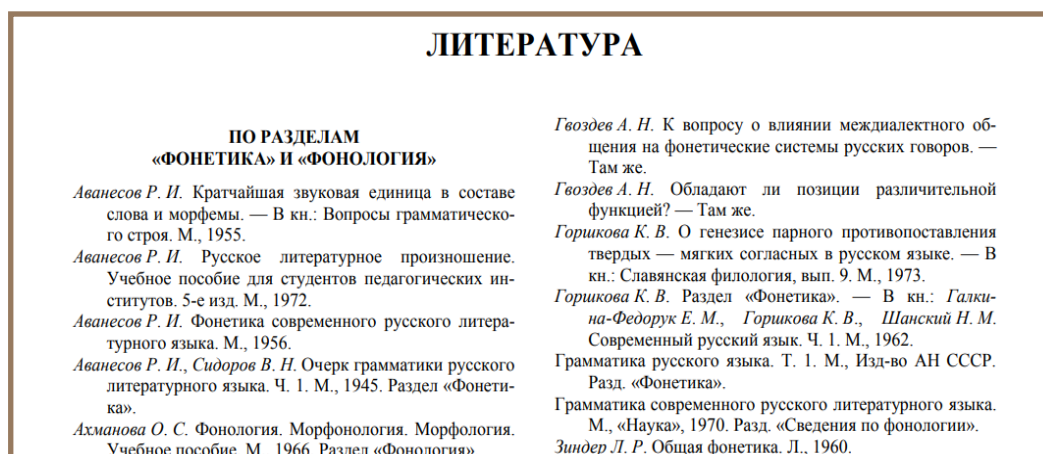
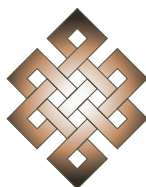


Photo 4. References in “Russian Grammar”³ (1980).

¹Russian grammar : in 2 vols. Moscow, 1980. Vol. 1. P. 745. (In Russ.).

²Hisamova F. M. Op. cit. Vol. I. P. 476 (In Tatar).

³Russian grammar : in 2 vols. Moscow, 1980. Vol. 1. P. 739. (In Russ.).



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Photo 5. Name index of "Tatar Grammar", (2015).

УКАЗАТЕЛЬ ГРАММАТИЧЕСКИХ ФОРМ*

а/-ә 82, 100, 135, 181, 222,	-ай/-эй, -й 82, 178, 228,	-аһы/-әһе, -йһы/-йһе, -йһо/
229, 240, 279, 320	233, 281	-йһө 268, 317, 318
-а/-ә бар 224	-ар, -ыз/-ер 183	-аһы/-әһе бар (юк) 238,
-агай/-әгәй 185	-айым/-әйем 70	269
-агала/-әгәлә 80	-ак/-әк, -к 82, 177	-(а)быз/-(ә)бәз, -(ы)быз/
-а/-ә, -й 69, 95, 213, 237,	-ака/-әкә 185	-(е)бәз, -(о)боз/-(ө)бөз,
238, 265, 279, 308, 309,	-ала/-әлә 92	-(й)быз/-(й)бәз 83, 122,
403	-ал/-әл, -л 181, 228, 233	129—132, 158, 266, 268,
-а/-ә, -й бар 219	-аль 187	279, 363
-а/-ә, -й башла- 214	-ам/-әм 279	-(ы)быззы/-(е)бәззе, -(о)боз-
-а/-ә, -й бир- 219	-ан/-ән, -н, 180, 228	зо/-(ө)бәззө 122
-а/-ә, -й икән 292	-ар/-әр, -ыр/-ер, -ор/-өр, -р	-(ы)бызса/-(е)бәзсә 159
-а/-ә, -й ине 93, 275, 278,	82, 92, 156, 166, 180, 187,	-бый/-бей 183
289, 295	233, 254, 266, 272, 277,	-быр 182
-а/-ә, -й күр- 284	281, 316	-гер/-гез 83
-а/-ә, -й кал- 237, 290, 291,	-(и)ар/-(и)әр 164	-гай 182

Photo 6. Morpheme index of "Bashkir Grammar", (1981).

It is observed that there is no strict rules in the formalization of academic grammars.

Based on the above-mentioned information, the following decisions were made while preparing the new "Kazakh Grammar". Research literature, literary works and dictionaries are given section by section. There are no references within the text. A list of recommended books by branches of linguistics (phonetics, morphology, word formation, syntax) is presented separately. The list includes foreign academic works.

Scientific nature of academic grammar

The main difference of academic grammar from other grammatical works lies in its scientific nature. Two methods of writing an academic grammar can be mentioned: they are descriptive and normative. The literary form of a language is taken as a research object. It is clearly stated that this grammar should be based only on a literary language.

The academic grammar of the Belarusian language (1962) states that such a grammar is written on a descriptive and normative basis. The purpose of the academic grammar is to describe and write down the grammatical norms of the modern Belarusian literary language³. The authors also called "Russian Grammar" published in 1980 "the grammar of the modern Russian literary language"⁴.

¹ Hisamova F. M. Op. cit. Vol. I. P. 472. (In Tatar).

² Yuldashev A. A. Op. cit. P. 487. (In Russ.).

³ Grammar of the Belarusian language. Minsk, 1962. Vol. I: Morphology. P. 4. (In Belarusian).

⁴ Grammar of the Russian language : in 2 vols. Moscow, 1980. Vol. I. P. 3. (In Russ.).



Similarly, in “Kazakh Grammar” (2002) the following principle is stated: “‘Kazakh Grammar’ is a grammar of the Kazakh literary language”¹. The following is stated in the academic grammar of the Tatar language (2015): “Academic grammar is the largest unified work written in a scientific language in a normative and descriptive framework, taking into account all linguistic treasures of the language”².

Academic grammars are generally preferred to be written in a neutral or in a specific style. They also present normative or customary grammar, which describes linguistic norms.

Some language forms are explained (formally) by means of other forms, then it is referred to semantic or mental grammar. Thus, in “Kazakh Grammar” (2022), the semantics of words, sometimes historical and cultural semantics, the nature of grammatical meanings are explained by connecting them with lexical ones.

A new linguistic paradigm in compiling a fundamental voluminous grammar

In recent years, it seems that the approach to the production of academic grammar in Russian linguistics has changed somewhat. The new generation of Russian linguists claim that academic grammar should use the data of the spoken language along with the literary language.

For instance, the Russian linguist Prof. Galina I. Kustova brings forward the necessity of distinguishing the following two notions:

“We often confuse the concepts ‘academic’ and ‘related to the academia’. It is believed that academic grammar should study strict, correct language, cleared from colloquial elements. In fact, academic grammar is a scientific grammar that covers and describes the entire language, all its structures, including colloquial ones. They are the face of the Russian language, its specific features that distinguish it from other languages. And one of the tasks of grammar is to describe how one language differs from others. Academic grammar is opposed not to spoken language, but to school grammar, simplified and adapted. Since the times when old grammars were being written, scientific ideas have changed more than once. Many different theories have appeared that have never been applied to the Russian language, because during the Soviet period there were no international connections and we did not have access to publications in foreign languages. And it turns out that our grammar remains somehow provincial, peripheral. And now all these theories are available, we monitor new trends in science. Naturally, our grammar should be written in a new scientific language”³.

Also, the Russian economist Prof. Yury B. Rubin has the following opinion on whether examples for an academic grammar should be taken from literary works:

“It is obvious that today normative grammar is very far removed from the real basis, from what is convenient for people to use. In my opinion, this is wrong — there should be no double standards. Earlier, when high language and colloquial language existed at the same time, it was quite justified: wealthy and educated people used the first, while ordinary folk used the second. However, today the posh language risks becoming a dead phenomenon. And one of the most important tasks of the reform of the language is not to allow this. Of course, the normative function of grammar should be preserved, but at the same time it should be convenient for people to communicate with each other”⁴.

As we have seen, the representatives of Russian academic community abandon the strict principles formed by Soviet linguistics and prefer to follow new trends and ideas of modern linguistic schools of thought. They wish to introduce not only the data of scholarly language and literary language into academic grammar, but also phenomena of colloquial speech. In the last decade, Russian researchers began to raise the problem of publishing the fourth generation of the academic grammar of the Russian language. The preparations started around five or six years ago.

¹ Kazakh grammar. Astana, 2002. P. 4. (In Kaz.).

² Hisamova F. M. Op. cit. Vol. I. P. 5. (In Tatar).

³ Cited in: Bateneva T. Academic Russian grammar will undergo changes. Rossiyskaya Gazeta. 2016, April 13. № 78 (6946). Special Issue: Education and Career. [online] Available at: <https://rg.ru/2016/04/13/akademicheskaiia-russkaia-grammatika-podvergnetisia-izmeneniam.html> (accessed 09.01.2024). (In Russ.).

⁴ Cited in: Ibid.



The structure and organization of European and American academic grammars

A version of academic English, which is considered a highly stylistic form of the English language, has been developed. It has its own grammar guide. It is known as “academic English grammar”. In European languages, there are no works similar to academic grammars written during the USSR period. Therefore, it can be seen that preparing this type of grammar was a good tradition and initiative characteristic of the Soviet school. In Europe in the 20th century, the basis for writing transformational and generative grammars was formed. They differ from structural grammars (structuralism) as theoretical knowledge is not developed on a scientific linguistic basis. It has little normative character. It is proposed to study language constructions at the expense of the structure of linguistic phrases. In this grammar, rather than morphology and phonetics, syntax is considered the dominant concept. The founder of transformational grammar is the American linguist Noam Chomsky. He explains that the structure of a language is mostly primitive, it has typical constructions deep inside, and a sentence is realized through the algorithm of those typical constructions and pre-learned methods and modes (Chomsky, 1957: 13). This type of grammar does not differentiate between the right and wrong usage of language. It does not approve guiding towards “*proper use of grammar*” or giving any advice.

It was observed that writing structuralist grammars was impossible in Europe and the USA during the development of transformational and descriptive grammar.

The tradition of writing a grammar of the English language dates back to the Middle Ages: many grammatical works have been published to this day. These are the latest ones published in the 21st century: “The Cambridge Grammar of the English Language”¹ by Rodney Huddleston and Geoffrey K. Pullam (2002), “Cambridge Grammar of English”² by Ronald Carter and Michael McCarthy (2006) and “Oxford Modern English Grammar”³ by Bas Aarts (2011).

In “Oxford Modern English Grammar”, it is stated that the work was written in order to describe the current synchronic grammar of the English language:

“The aim of this grammar is to offer a modern, concise, but nevertheless wide-ranging description of the structure of contemporary standard British and American English. <...> The account of grammar presented in this book is descriptive, not prescriptive: it describes the language as it is used today”⁴.

The author also states that he used the following works as a basis: “Comprehensive Grammar of the English Language”⁵ (1985) by Randolph Quirk, Sydney Greenbaum, Geoffrey Leech and Jan Svartvik and the above-mentioned “The Cambridge Grammar of the English Language”⁶ (2002) by Rodney Huddleston and Geoffrey K. Pullam.

This grammar deals with morphology and syntax. Phonetics is not included. Little attention was paid to the problem of word formation. The examples were taken from the two grammars (literary works and colloquial data), online newspapers and BBC News. Data from the International Corpus of English (ICE-GB) was also used. The sources are listed at the end of the book.

As Bas Aarts argues,

“traditional grammars often used literary examples, while more modern texts on grammar often use made-up examples. Using authentic examples is preferable because they offer an insight into how language is used naturally in real situations”⁷.

The English grammars under scrutiny use tables, formulas and schemes quite often.

Generally, 13 authors participated in writing “The Cambridge Grammar of the English Language” (2002). The list of authors in the preface is far more extended. The purpose of this work was to summarize new ideas achieved in linguistics in recent years and analyze the modern grammar of the English language from a theoretical point of view. That is why scholars from Great Britain, USA and Australia participated in it. It took about 10 years to research and write the book. The number of pages of the book is about 1900.

¹ Huddleston R., Pullam G. K. Op. cit.

² Carter R., McCarthy M. Op. cit.

³ Aarts B. Op. cit.

⁴ Ibid. P. xv.

⁵ Quirk R., Greenbaum S., Leech G., Svartvik J. Comprehensive grammar of the English Language. London, Longman, 1985.

⁶ Huddleston R., Pullam G. K. Op. cit.

⁷ Aarts B. Op. cit. P. 6.



The authors formulate the aim of publishing the grammar in the following way:

“This book is a description of the grammar of modern Standard English, providing a detailed account of the principles governing the construction of English words, phrases, clauses, and sentences. To be more specific, we give a synchronic, descriptive grammar of general-purpose, present-day, international Standard English”¹.

The authors provide the following view on the principle of describing grammatical phenomena:

“Our aim is to describe and not prescribe: we outline and illustrate the principles that govern the construction of words and sentences in the present-day language without recommending or condemning particular usage choices. Although this book may be (and we certainly hope it will be) of use in helping the user decide how to phrase things, it is not designed as a style guide or a usage manual. We report that sentences of some types are now widely found and used, but we will not advise you to use them. We state that sentences of some types are seldom encountered, or that usage manuals or language columnists or language teachers recommend against them, or that some form of words is normally found only in informal style or, conversely, is limited to rather formal style, but we will not tell you that you should avoid them or otherwise make recommendations about how you should speak or write. Rather, this book offers a description of the context common to all such decisions: the linguistic system itself”².

The first chapter of the book is written as an introduction to grammar. The contributors provide an overview of traditions in grammar, diachrony and synchrony, descriptive grammar, the origin of English grammar, writing and speech, morphology and syntax, semantics and pragmatics.

“The Cambridge Grammar of the English Language” mainly focuses on morphology and syntax. Word formation and phonetics do not occupy much space. Some chapters describe the issues of phonology and inflectional morphology. Also, the last chapter touches upon the problem of punctuation. The following definition of the “grammar” as science is provided in the book:

“A grammar of a language describes the principles or rules governing the form and meaning of words, phrases, clauses, and sentences. As such, it interacts with other components of a complete description: the phonology (covering the sound system), the graphology (the writing system: spelling and punctuation), the dictionary or lexicon, and the semantics.

Phonology and graphology do not receive attention in their own right here, but both have to be treated explicitly in the course of our description of inflection in Ch. 18 (we introduce the concepts that we will draw on in §3 of this chapter), and Ch. 20 deals with one aspect of the writing system in providing an outline account of the important system of punctuation”³.

It should be noted that such introductory sections are also can be found in academic grammars published during the Soviet era. For example, the academic grammar of the Belarusian language (1962) contains information about the formation of Belarusian, the birth of the science of grammar and the study of the grammar of the language⁴.

In “The Cambridge Grammar of the English Language”, subject indexes are divided into *lexical* and *conceptual*:

“The index is divided into two parts, lexical and conceptual; in addition, there are two specialised indexes given in the main text of the book, one covering the classification of catenative verbs (Ch. 14, pp. 1239–40), one the inflection of verbs with simple bases (Ch. 18, pp. 1608–9)”⁵.

The lexical index includes unique morphemes (*a few, aglow, apex, attack*), affixes (*-ed, -een, -eer, -ly*), regular (*look, call*) and irregular verbs (*begin, choose*), prepositions (*about, for, before, in*), proper names (*NATO, NIREX, Portuguese, Scottish*), while the conceptual index provides notions (*action, ascriptive, bare role NP*) and terms (*abbreviation, active voice, ascriptive*). Also, the authors of chapters are mentioned in the content section.

At the end, other works that can be read within the framework of English grammar are given as suggestions. For instance, the following works related to the topic of verbs are mentioned: by Geoffrey N. Leech (Leech, 1987), Frank R. Palmer (Palmer, 1988), Bernard Comrie (Comrie, 1976, 1985), Robert I. Binnick (Binnick, 1991), Renaat Declerck⁶, Robert W. McCoard (McCoard, 1978) and Yishai Tobin (Tobin, 1993). When it comes to

¹ Huddleston R., Pullum G. K. Op. cit. P. 2.

² Ibid.

³ Ibid. P. 3.

⁴ Grammar of the Belarusian language. Minsk, 1962. Vol. I: Morphology. P. 4. (In Belarusian).

⁵ Huddleston R., Pullum G. K. Op. cit. P. 1779.

⁶ Declerck R. A comprehensive descriptive grammar of English. Tokyo, Kaitakusha, 1991.



the topic of nouns, the works of researchers such as Wallis H. Reid (Reid, 1991), Mark A. Wickens (Wickens, 1992), and Keith Allan (Allan, 1980) are offered¹.

There is no work similar to “Kazakh Grammar” (2002) in Turkish. However, some authors have comprehensive works on the grammar of the Turkish language. One of them is Prof. Zeynep Korkmaz’s book “Türkiye Türkçesi grameri: şekil bilgisi” (“The Grammar of Turkish in Turkey: The Notion of Form”)². This work was published in 2003.

The author says that she wrote this monograph in a normative and descriptive form to contribute to the development of the modern grammar of the Turkish language. According to her, Turkish grammar has not been carefully studied for centuries, and the conceptual direction has not been set properly. The author says that the grammatical knowledge of the Turkish language was previously influenced by the grammatical principles of the Arabic language and later by French grammar. And since the establishment of the Republic of Turkey, grammar has been briefly taught in an applied form in schools, not as a theoretical science. Then the author begins to describe the conceptual structure of the Turkish language. In the preface she notes that:

“There has been no real academic research in the field of grammar. To write this work, the author has conducted a 6–7-year independent research project and gained professional qualifications for many years”³.

In the process of writing this work, the author collected examples from 300 selected literary works, scholarly works and historical documents, press materials published after 1910. The book consists of 1,300 pages.

Bibliographies and references are given at the end of the book. However, there are no references within the text itself.

Scientific apparatus of the fourth generation of “Kazakh Grammar”

As we have seen, the tradition of writing academic grammar and unified character of its structure and content, in our opinion, was formed during the Soviet period. However, there is no universal standard for writing academic grammatical works that do not imply an unchanging structure. Over time, under the influence of modern trends, the format of writing voluminous grammatical works also began to change. It was preferred not to use the strict academic style of the past, but to prepare grammars in accordance with the needs of the times.

It is not obligatory to fully observe all conditions, principles and theoretical conclusions of large-scale grammatical works on languages all over the world, especially the dominant ones, like the English language. The grammatical principles of the Kazakh language are studied in schools, higher educational institutions and other spheres where they use the written language, and this is accepted as a means of preserving the language and ensuring its vitality.

The publication of the academic grammar of the Kazakh language began in the 1950s and continued in the 1960s. In 1954, the first grammar course “Modern Kazakh Language”⁴ was published, and in 1961, study guides for courses “Modern Kazakh Language”⁵ came out of press. In 1964, the “Modern Kazakh Language”⁶ consisting of chapters on phonetics and morphology was published. In 1967, a two-volume academic edition “Grammar of the Kazakh Language”⁷ covering the fields of morphology and syntax was printed. More than 30 years later, in 2002, a unified work entitled “Kazakh Grammar” was published. Finally, 20 years later, in 2022, the fourth generation of “Kazakh Grammar” was written.

The academic grammar of 2002 provides some information about the history of compiling the structural grammar of the Kazakh language. The following works are reviewed there: “Brief Grammar of the Kazakh-

¹ Huddleston R., Pullum G. K. Op. cit. P. 1767.

² Korkmaz Z. The grammar of Turkish in Turkey: The notion of form. Ankara, Turk Dil Kurumu, 2003. (In Turkish).

³ Ibid. P. 40.

⁴ Балақаев М., Ысқақов А. Modern Kazakh language. Almaty, Nauka, 1954. (In Kaz.).

⁵ Балақаев М., Қордабаев Т. Modern Kazakh language. Almaty, Nauka, 1961. (In Kaz.).

⁶ Ысқақов А. Modern Kazakh language. Phonetics. Morphology. Almaty, Nauka, 1964. (In Kaz.).

⁷ Балақаев М., Ысқақов А. Grammar of the Kazakh language. Almaty, Nauka, 1967. (In Kaz.).



Kyrgyz Language”¹ by Platon M. Melioransky, “General Grammar of the Turkish-Tatar Language”² by Mirza A. Kazem-bek, “Über die Sprache der Jakuten”³ and “Grammar of the Altai Language”⁴ by Otto N. von Böhtlingk as well as “Language Tool”⁵ by Ahmet Baitursynuly. The question of why this academic grammar is unique is answered in the introduction by its editor Prof. Erbol N. Zhanpeisov in the following way:

“‘Kazakh Grammar’ is a descriptive and normative grammar. In the practice of preparing academic grammars, a descriptive grammar implies scientific description, not the usual syntactically oriented and external description. And this scientific description is always connected with normative differentiation. This tradition was preserved in ‘Kazakh Grammar’ as strong as possible: the description of the grammatical structure of the Kazakh literary language was also created on a scientific basis (i.e. tasks such as solving various theoretical problems, scientific systematization of linguistic facts were intended, and the writing of grammar according to a general normative pattern was also taken into account). ‘Kazakh Grammar’ describes the grammatical structure of the Kazakh literary language – the current state of phonetics, word formation, morphology and syntax”⁶.

In the new grammar, these issues will be of special significance.

A number of innovations have been introduced into the latest academic grammar. First of all, at the initiative of Nurzhamal O. Oralbayeva, a separate chapter entitled “Word Formation” was added. This field was separated from morphology in Kazakh linguistics and began to form as an independent sphere in the 1980s. In the academic grammar of 2022, the chapter on morphology was placed before the chapter of word formation.

In “Kazakh Grammar” published in 2002, the following definition is given to the Kazakh academic grammar: “‘Kazakh grammar’ is a complete work that considers the entire grammatical structure of the Kazakh language, all its levels”⁷. This principle was also fundamental when the new grammar was being written.

Grammar itself teaches proper writing and shows how to create a grammatical form out of another, how to transform one into another and how to replace one with another. We believe that examples from literary or classic language are scarce for revealing the functions of words in speech: colloquial examples are used as well. Basically, what is considered a language fact is a functional material of contemporary literary language.

The preface to “Kazakh Grammar” of 2022 presents the authors and topics involved in writing the joint work.

In the new grammar, the chapters on phonetics, phonology, intonology and morphology are rewritten completely compared to the previous grammar. This was the result of a long and hard work of the authors.

“Morphemic Content of the Words” is a separate chapter. It is known that a Kazakh word consists of two elements, the root (the base) and the affix (or affixes). The chapter contains a completely new subchapter that deals with affixes. In the Kazakh language, some affixes do not obey the rules of conjugation and perform dual functions. For instance, such affixes are named “two-functional”, “double-functional” or “functional”. In the new grammar, the subchapter covering such affixes was included (“Multifunctional Affixes”). Several affixes were analyzed. For instance, it was approved that the affix *-dai/-dei*, if necessary, performs the function of linking words in a sentence and forms adjectives when attached to the singular nouns in the nominative case. It also creates word forms in all other cases. Other affixes have similar descriptions.

As morphology is a part of the grammatical structure of a language (the sphere of grammar), its main objects of study must be the elements which show the grammatical nature of the structure of a language and its words. From this standpoint, what might be the morphological character of such a linguistic phenomenon as a root which has a lexical meaning? Lexical meanings must be studied not in the scope of phonology or morphology, but within the sphere of lexicology. Then, can we consider a root as a morpheme? Here the following issue needs clarification. A root of the word is not called a morpheme because it has a lexical

¹ Melioransky P. M. Brief grammar of the Kazakh-Kyrgyz language. St. Petersburg, Printing House of the Imperial Academy of Sciences, 1894. Part I: Phonetics and etymology; Part II: Syntax. (In Russ.).

² Kazem-bek M. A. General grammar of the Turkish-Tatar language. Kazan, At the University Printing House, 1835. (In Russ.).

³ Böhtlingk O. Über die Sprache der Jakuten. Grammatik, Text und Wörterbuch. St. Petersburg, Kaiserliche Akademie der Wissenschaften, 1851.

⁴ Grammar of the Altai language / ed. by O. Böhtlingk. Kazan, At the University Printing House, 1869. (In Russ.).

⁵ Baitursynuly A. Language-tool. Orynbor, G. G. Husaiynov ushrkasynyn parauai matbugasy, 1914. (In Kaz.).

⁶ Kazakh grammar. Astana, 2002. P. 5. (In Kaz.).

⁷ Ibid. P. 3.



meaning, it is called a morpheme as it has a grammatical meaning. Surely, the grammatical meaning expressed by the root is a general meaning formed on the basis of the generalization of the lexical meaning, i. e. its origin of formation is lexical. However, the sense expressed here is purely grammatical, not lexical. When it comes to the fact that in some cases a root morpheme as a grammatical element coincides with the lexical word (or does not coincide in some languages, namely in Russian) it is due to the structural peculiarities of a language and its dialectic system, as these two phenomena (lexical meaning and grammatical meaning and the fact that they might have both different and similar meanings) are not within the scope of grammar (the grammatical structure of a language).

The chapter on morphology begins with “the notion of a morphological paradigm”. This is one of the novelties of the book. Here the word *paradigm* is merely the model of word formation and alteration, the outer demonstration of grammatical tools in the structure of word forms. There are three signs of a morphological paradigm:

- a) a sign based on the group of affixes (according to the type of word formation or alteration; for instance, the declension paradigm of a noun (the model), the conjugation paradigm of a verb, etc.);
- b) a sign based on the group of roots/bases (according to this sign, the formal characteristics and groups of verbs, nouns and other parts of speech are defined);
- c) a sign based on accentuation (different accentual paradigms are identified).

Conclusion

To summarize, every geographic region has its own established tradition and principles of compiling a grammar. The Soviet linguistic school adhered to the strict rules of creating an academic grammar, and this approach is continuing today. However, works and discussions of Russian grammarians note the fact that the modern linguistic community has changed their attitudes to this approach and attempts to move to the European and American model of compiling grammars. In this regard, an international symposium was held in 2016, and different ideas of lexicologists, phonologists, grammarians, ethnolinguists, linguaculturologists, researchers of orthography, the representatives of the anthropocentric strand and pedagogues were compiled into a collection and published¹.

The most recent academic grammar of the Kazakh language was written in 2022, taking into account the world experience of writing large-scale grammatical works. Popular scientific ideas in this field were created in a short time and presented as a descriptive and normative grammatical work. They were guided by the above-mentioned major modern scientific tools, technical models and technological methods.

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¹Russian Grammar 4.0 (2016) : A collection of abstracts of the International scientific symposium (April 13–15, 2016) / ed. by V. G. Kostomarov. Moscow, The Pushkin State Russian Language Institute. 951 p. (In Russ.).



Rogova, K. A. (2018) On the way to a new academic grammar. *The World of the Russian Word*, no. 2, pp. 5–12. (In Russ.). DOI: <https://doi.org/10.24411/1811-1629-2018-12005>

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