

DOI: <https://doi.org/10.18454/RULB.2020.24.4.25>**КОРРЕЛЯЦИЯ ПРЕДЛОЖНО-ПАДЕЖНЫХ ЗНАЧЕНИЙ В РУССКОМ И ПЕРСИДСКОМ ЯЗЫКАХ В СИСТЕМЕ ПРЕПОДАВАНИЯ РКИ**

Научная статья

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Аннотация

В статье анализируются и сопоставляются предложно-падежные значения в русском и персидском языке в системе преподавания в иностранной аудитории, изучающей русский язык как неродной и владеющей фарси. При сопоставлении глагольного управления отмечается зависимость выражения конкретного значения от предлога в персидском языке в отличие от русского. Актуальность данного исследования определена отсутствием подобного рода сопоставительного анализа в контексте преподавания русского как иностранного. В результате сравнительного анализа были установлены основные сходства и различия в значениях, которые передают русские шесть падежей и их аналогичная семантическая реализация в персидском языке. Предлагаются способы решения проблем, встающих перед преподавателями, работающими с иранскими студентами, дается таблица самых сложных глаголов с предложно-падежной системой.

Ключевые слова: русский как иностранный, предложно-падежные значения, фарси, семантика падежей, методика преподавания.

CORRELATION OF SUGGESTED VALUES IN RUSSIAN AND PERSIAN LANGUAGES IN THE SYSTEM OF TEACHING RUSSIAN AS FOREIGN LANGUAGE

Research article

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Abstract

The article analyzes and compares prepositional-case meanings in Russian and Persian in the system of teaching in a foreign audience that studies Russian as a foreign language and speaks Farsi. When comparing the verbal control, the dependence of the expression of a specific meaning on a preposition in Persian, in contrast to Russian, is noted. The relevance of this study is determined by the lack of such a comparative analysis in the context of teaching Russian as a foreign language. As a result of a comparative analysis, the main similarities and differences in meanings were established, which are conveyed by the Russian six cases and their similar semantic implementation in the Persian language. Ways to solve the problems faced by teachers working with Iranian students are proposed, and a table of the most complex verbs with a prepositional and case system is given.

Keywords: Russian as a foreign language, prepositional-case meanings, Farsi, case semantics, teaching methods.

Introduction

Verb control (type, mood) and the semantics of cases, as well as the determination of the factors of their use in specific constructions is one of the most promising areas in linguistics, and many researchers, relying on certain meanings that are expressed in specific communicative situations and syntaxemes, have built their classifications, which was reflected in the works of A.M. Peshkovsky [7], A.A. Shakhmatova [10], G.A. Zolotova [4, P. 118], M.V. Vsevolodova [2], E.V. Paducheva [6, P.18].

The purpose of this article is to point out some of the features and differences in the verbal management in Russian and Persian, which will allow the teacher not only to form grammatical skills and prevent mistakes, but also to explain to the student what the difference between the languages is. In addition, the article will be useful for those who start teaching Russian as a foreign language.

Among the various types of phrases — coordination, adjoining and control — the most complex are prepositional-case constructions, in which close — sometimes synonymous — meanings can be expressed in different cases (for example, *I live in a house, on the street, behind a house, under a bridge*, where the implementation specific case is predetermined by both the semantics of the case and the meaning of the verb), which causes great difficulties for foreigners [9, P.183-185]. However, it happens that in the student's native language, certain case meanings are absent or a different construction is used to implement it. For successful work, the teacher needs to point out both the similarities in prepositional-case constructions in the native language, and their differences.

One of the most difficult tasks for a linguist is to describe the syntax of a language in terms of form, meaning and unity of all components, thanks to which the meaning of the entire sentence is formed. In synthetic Russian, the unity of morphology and syntax is of great importance, which is explained by the use of such tools as the "model of the subject perspective of the statement", "the concept of the communicative register of speech" and "taxis as a technique of interpredicative relations in the text» [5, P.108].

Speaking about the methodology of teaching Russian as a foreign language, it is necessary to say about syntaxemes — free and connected — in the system of the linguistic model. In the Persian language there are related syntaxemes, the unity of which is prompted by the logic of their use, however, the existing differences in prepositional-case relations can cause enormous difficulties for a native speaker of Persian.

At the initial stage of training, each case is entered in the meanings that are necessary to solve the most simple communication problems. The teacher begins teaching students the cases in a strict sequence that can be called traditional. Following the proposed and comprehensive classification of case semantics proposed by G.A. Zolotova, let us take only those values that the teacher talks about at the initial stage of training.

1. The nominative case, as in Russian, indicates the subject of the action.

1.1. nominative (various names) Kievskaya station: истга «Киевская»-ایستگاه کیوسکایا-

б) predictable subject (student solves a problem: данешамуз хальмиконад масале ра-را می‌کند مسئله را-)

1.2. subject-carrier of a passive predicative feature (Documents are signed by the director: (Мадареки эмзамишаванд тавасотэ модир-

مدارک امضا میشوند توسط مدیر)

1.3. the object is the causator of an emotional or intellectual value relationship (I liked the film: Фильм дустдарам- فیلم دوست دارم)

1.4. predicate in qualification-assessment models (Water is the basis of all life: Аб асасе хаме джандаран хаст-

آب اساس همه ی جانداران است)

e) predicate in models characterizing the environment (It is raining outside: дар хиабан баран аст-در خیابان باران است-)

1.5. vocative (Maxim, where are you going?:Максим, куджа мири?-

ماکسیم کجا میری؟)

2. The accusative case is given in the following meanings [8, P. 4-8]: time (exact, days of the week, time period, as well as the time spent on the commission or completion of the action), movement, object of the action. There are no difficulties with temporal expression in prepositional-case constructions in Russian and Persian — you can easily point out the similarities in use. In the Persian language there are no so many verbs of movement, and any movement in space is conveyed by the verb *go* (**равтан** – **infinitive**). In addition, there is no difference between the prepositions *v / na* to indicate the place of movement (I go to the house and I go to the street; * Ман мирам бе хане-خانه به میرم به: Ман мирам бе хиабун- به میرم به (خیابان). However, difficulties are caused by some verbs, which after themselves require the accusative case in Russian, and in Persian there is a different realization of the meaning: for example, through a prepositional-case construction. The following meanings of the Accusative case are distinguished at the initial stage of teaching Russian as a foreign language:

2.1. tempora in various meanings (I read it three days; 5 minutes before the start: пишаз 5 дагиге та шуру- پیش از پنج دقیقه تا - شروع)

2.2. intensive (every hour, every Wednesday: хар саат-هر ساعت-; хар чаршанбэ-هر چهارشنبه-)

2.3. action object (build bridge: пол сахтан-پل ساختن-)

2.4. directives (to come to the city: амадан бе шахр-آمدن به شهر-)

2.5. transitive (drive through the city:убур кардан аз шахр-عبور کردن از شهر-)

2.6. tool (look in the mirror: диде шодан дар айне-دیدن در آینه-)

2.7. trasgive (included in: варед шодан дар сахтар-وارد شدن در ساختار-)

2.8. quantitative (twice: до бар-دو بار-)

2.9. qualitative (striped shirt: лебас чохархане-لباس چهارخانه-)

Some meanings are given only at the level of memorization or examples.

3. The prepositional case is used to express the following meanings: location in space (static) (My friend lives in the house = Дуст ман дар хане зендеги миконад- دوست من در خانه زندگی میکند-); object of conversation or perception; vehicle; time (week, month, year) (last year=дар сале гозаште-گذشته-در سال). The main meanings possessed by the prepositional case can be presented in the following sequence:

3.1. locative (in Moscow, in the park, in the house: the gift of Mosco-дар дар парк-در مسکو-)

3.2. deliberative (about brother, about life: дарбаре барадар-درباره ی برادر-; дарбаре зендеги-زندگی-)

3.3. temporific (in August, last century: дар агуст-در آگوست-; дар гарне гозаште-گذشته-)

3.4. thematic (the program does not cover: дар барнаме диде немишавад-

در برنامه دیده نمی شود)

3.5. physical or emotional state (in anger, in sleep, in anger: дар хашм-دار در خشم, -дар хаб- خواب, -дар асабанийат- در عصبانیت)

3.6. a feature component denoting the outer covering of a face or object (in a shirt, in socks: дар пирахан-در پیراهن-; дар джураб-در جوراب-)

ж) limiting (used in chemistry, not accepted in relationships: эстефаденемишавад дар шимми-استفاده نمیشود-در شیمی)

3.7. mediation (by boat, by car: ба гайег-,با ماشین-با قایق-,)

и) causative (provided that: дар шарайете-,در شرایط-; дар ноэ-در نوع-)

4. The dative case at the initial stage of learning is given in the following values: age, addressee of the message; specialty, occupation, time (end of action by a certain date; cyclicity (on Mondays = дошанбе ха-ها- / хар (every) дошанбе- هر (دوشنبه)); source of information movement in open space (I'm walking down the street = Ман мирам аз хиабун-

(من میرم پیش دوست-; movement (to something or to somebody (I go to a friend = Ман мирам пише дуст-)

The main meanings of the dative case can be presented in the following sequence:

4.1. addressee (letter to mom: наме бе мадар-نامه به مادر-)

4.2. subject of any state (I'm dreaming, I'm tired of: ман хаб мибинам-,من خواب میبینم-,)

4.3. subject of causal action (I'm bored: барам хасте конандас-

(برام خسته کننده است)

4.4. subject-carrier of age (I am 20 years old: Ман 20 (бист) саламе-

(من بیست سالمه)

4.5. modal value (I need, I had to, I succeeded = correlative value I have to: Ман лазем дарам-, Ман Нияз дарам-, Ман даряфт миконам- (من دریافت میکنم-)

4.6. directives (come to a friend, to the house: рафтаг пишет дуст-, (پیش خانه-رفتن پیش دوست)

4.7. correlative (glasses to face: ейнак бе сурат- (عینک به صورت-)

4.8. intensive (came to the conclusion: расидан бе натиже- (رسیدن به نتیجه-)

4.9. transitive (along the road, along the bottom: аз рах-, (روزانه-روزانه)

4.10. rubricative (in chemistry: шими- (شیمی-)

4.11. causative (by mistake, unknowingly: бе эштебах- (به اشتباه-)

5. The instrumental case is given in the following meanings: together (with somebody or something); compatibility; tool, tool (I write with a pen and pencil); profession (I work as a teacher); way of travel (I travel by train.); location in space (The book lies next to / under / above / behind / in front of the table); congratulations (Happy New Year!сале но мобарак- سال نو- مبارک). It is with the grammatical expression of the meaning that most of the errors are associated: in the Persian language, the accusative case is used without any prepositions instead of the instrumental case. The main meanings of the instrumental case can be presented in the following sequence:

5.1. temporific (day, day) (рузане — (روزانه- (adjective), собу), but: from new day = рузе джадид- (روز جدید-)

5.2. locative (behind / in front of / above / under the house, between trees: пошт- (پشت- (post- (between trees- (بین در ها- (bayn darha-)

5.3. instrumental (do it yourself: ба дастхае ход- (با دستهای خود- (ba dasthae khod-)

5.4. mediation (go by train: равтон ба гатар- (رفتن با قطار- (rafton ba gatar-)

5.5. passive models (signed by the director: эмза мишавад тавасоте модир- (امضا میشود توسط مدیر- (emza mishod tosoot modir-)

5.6. models with a quality value (differ in character, have intelligence, are characterized by decency: мотамазбудан- (متمایز بودن- (motamazbudan-)

5.7. object (run a factory, rule oneself, be interested in music, do chemistry: конторолкардан қархане- (کنترل کردن کارخانه- (kontorolkardan qarhane-)

5.8. objective-quantitative value (filled with water: поршодан ба аб- (پر شدن با آب- (porshodan ba ab-)

5.9. object-instrumental (wave hand: теқан даданэ даст- (تکان دادن دست- (tekan dadane dast-)

5.10. deliberative meaning (sore throat, pain). There are no equivalents in Persian language.

5.11. the object-causator of an emotional relationship (to be proud of a person: эвтахаркардан бе адам- (افتخار کردن به آدم- (evtakharkardan be adam-)

5.12. directives (follow the leader, for the thoughts: донбалкардан модира- (دنبال کردن مدیر- (donbalkardan modira-)

5.13. temporific (at lunch, between exams: габл аз Назар, бейне эмтеханат- (قبل از نهار ، بین امتحانات- (gabl az nazar, bayne emtexanat-)

5.14. finitive (for a gift, for flowers: барае кадо- (برای گل- (barae kado-)

5.15. causative (for lack of a handle: бехатере набуд ходкар- (بخاطر نبود خودکار- (behatere nabud khodkar-)

5.16. committing (with love, with joy: ба эшг- (با عشق- (ba eshg-)

5.17. modal qualification of action (rest is prohibited: эстрахаткардан дар нахие мамнуэ- (استراحت کردن در منطقه ممنوعه- (estrahatkardan dar nahie mamnu'e-)

5.18. subject-partner, accomplice (to argue with the father: шартбандикардан ба педар- (شرط بندی کردن با پدر- (shartbandikardan ba pedar-)

5.19. deliberative-causative (congratulate you on the holiday: табрикговтанд джашн бе шума- (تبریک گفتن جشن به شما- (tabrikgovtand jashn be shoma-)

6. At the initial stage of training, students are introduced to the following meanings of the Genitive case: belonging of something to someone; lack of something or somebody (after the word no); after 2,3, 4 + Gen. case (units), after 5-20 + Gen. case (plural) reverse movement (from something or from somebody) after a lot, a little, a little, a lot, how much, etc. + Gen. case (plural); comparative design; date (number) of the event (no preposition); event time; object / subject attribute; reason (because of, from), while the main semantic load is carried by prepositions. The main meanings of the genitive case can be presented in the following sequence:

6.1. date (1st May 1995: авале май сале 1995- (اول مای -1995 (avale may sale 1995-)

6.2. number (three houses: се хане- (1.Nominative case)) (سه خانه- (se khane-)

6.3. in negative constructs (there was no book: кетаб надаштан- (کتاب نداشتن- (ketab nadashstan-)

6.4. affiliation (friend's book: кетабе дустам- (کتاب دوستم- (ketabe dostam-)

6.5. trait carrier (beauty of nature: зибание табнат- (زیبایی طبیعت- (zibaniye tabnat-)

6.6. precomparative (above me: боландтар аз ман- (بلند تر از من- (bolandtar az man-)

6.7. sign (without help: бедуне кумак- (بدون کمک- (bedune kumak-)

6.8. destination (for parents: барае валедейн- (برای والدین- (barae valdeyin-)

6.9. finitive (for speed: барае сорат- (برای سرعت- (barae sorat-)

6.10. directives:

6.10.1. with an endpoint (home: та хане- (تا خانه- (ta khane-)

6.10.2. with a starting point (from home: аз хане- (از خانه- (az khane-)

6.10.3. starting point (from home: аз хане- (از خانه- (az khane-)

6.10.4. point with an obstacle (because of the cabinet: аз поште комод- (از پشت کمد- (az poshte komod-), (from under the bed: аз зире тахт- (از زیر تخت- (az zire takt-)

6.11. temporative

6.11.1. limited time (before breakfast: та сопхане- (تا صبحانه- (ta sopkhane-)

6.11.2. from the starting point (from lunch, from the lesson: аз нахар- (از نهار- (az nahar-), аз класс- (از کلاس- (az kelas-)

6.12. dimension (up to 30 degrees, up to two meters: та си дарадже- (تا دو متر- (ta si daradje-), та до метр- (تا دو متر- (ta do metr-)

6.13. intensive (until the end: та ахер- (تا آخر- (ta akher-)

6.14. fabricated (from metal, from apple juice: аз ахан- (از آهن- (az ahn-), аз абе сиб- (از آب سیب- (az ab sib-)

- 6.15. sursiv (from school diary: аз дафтар нумре-نمبره-از دفتر)
- 6.16. generative (from a family of doctors: аз ханевадее доктор-از خانواده ی دکتر)
- 6.17. instrument (from a pistol: аз тофанг-از تفنگ)
- 6.18. каузатив (out of fear, out of hunger, out of boredom: аз тарс-از ترس, аз гороснеги-از گرسنگی, аз хастеги-از خستگی)
- 6.19. locative (between houses, opposite the house, among the room: бейне ханеха-ها-بین خانه ها, руберуе хуне-خانه-روی به روی, واسطه اتاق-وسط اتاق)
- 6.20. destination (leaf from a tree: барг аз дерахт-برگ از درخت)
- 6.21. subject of the sender (from parents: аз валедейн-از والدین)
- 6.22. potensive (hide from children: махфикардан аз бачаха-ها-مخفی کردن از بچه ها)
- 6.23. distinguish (a book from a manual: Ман мидонам тафовот ра)
- 6.24. directives (go against the wind: рафтаг дар халяфе джахате бад-رفتن در خلاف جهت باد)
- 6.25. deliberate (against weapons, war: зеде селах-ضد سلاح, ضد جنگ)
- 6.26. directives (from Russian to Persian: аз руси бе фарси-از روسی به فارسی)
- 6.27. locative (at / near the house: пише хане-پیش خانه / наздик хане-نزدیک خانه)
- 6.28. the subject of the state (I have happiness: ман хошхалам-من خوشحالم)

In Russian, when expressing the meaning of an object, the accusative case is most often used without a preposition in the presence of a transitive verb, in the presence of a return verb with the same meaning — the creative case, in Persian these meanings are transmitted using the prepositional case construction, mainly the preposition "к" and the dative case or preposition "из" and the genitive case. The main semantic load is carried by prepositions. For foreigners who learn Russian and have the grammatical system of their mother tongue as the main one, the main difficulty, along with the endings, is different prepositions than in their native language. Thus, the teacher will face certain mistakes (especially at the initial stage) that will be caused not by a lack of knowledge, but by the influence of the grammatical system of the mother tongue. In particular, Persian may contain both the meaning of the object and the cause, so the teacher, building an exercise system, must first select lexical material, the prepositional and case constructions of which coincide with the native language (for example, the accusative case without a preposition), then select verbs that use the creative case with the preposition "c" in At the same time, it is very important to give a synonymous meaning with a grammatical difference when explaining the value that the case carries.

The main meanings of the creative case are always expressed, unlike in the Russian language, with the help of the preposition "c" — at this point, the teacher faces a difficult task — to form a skill that will not mix two grammatical systems. An important distinguishing feature of an expression of a certain meaning is the presence of a preposition in Persian, but certain difficulties can arise when expressing the same meaning by means of the same preposition: for example, in Persian, the preposition "from" denotes both directives and the addressee. If the pretext is used correctly, the student may use the wrong case form in Russian, which will also be caused by the influence of the mother tongue.

The main difficulties in most cases are the presence of a preposition in Persian in the absence of one in Russian. Below is a comparative table, thanks to which a teacher working with Iranian students will not only be able to predict an error, forms certain competencies, but also systematize verbs, and decide to include them in a particular stage of study.

Table 1. – Differences in case use in Russian and Persian verbs

verb	case and preposition in Russian	case and preposition in Persian
to influence	На + Accusative	(without preposition) + Accusative
to fall in love	В + Accusative	(without preposition) + Accusative
to get married (for woman)	За + Accusative	С + Instrumental
to vote on	За + Accusative	(without preposition) + 3 Д.п.
to guess	О + Prepositional	(without preposition) + Accusative
to suppose, to admin	Accusative	К + Dative
to complain	На + Accusative	О + Prepositional
to take care, to worry	О + Prepositional	(without preposition) + Accusative
to be sick	Instrumental	Из + Genitive
To afraid	Genitive	Из + Genitive
To shave	Instrumental	С + Instrumental
To deprecate	Dative	С + Instrumental
To perform	в/на + Prepositional	В + Accusative
To criticize	Против + Genitive	С + Instrumental
To be proud	Instrumental	Dative
To prepare	К + Dative	Для + Genitive
To threaten	Dative	Accusative
To give	Accusative; Dative	Accusative, к + Dative
To choke	Instrumental	Accusative
To give a present	Dative	К + Dative
To trust	Dative	К + Dative

Continuation of table 1. – Differences in case use in Russian and Persian verbs

verb	case and preposition in Russian	case and preposition in Persian
To wait	Genitive	Accusative
To touch	До + Genitive	К + Dative
To wish	Dative Genitive	Для + Genitive Accusative
to get married (for man)	На + Prepositional	С + Instrumental
To have breakfast	Instrumental	Accusative
To give a task	Dative	К + Dative
To have a snack	Instrumental	С + Instrumental
To practice	Instrumental	Accusative
To sign up	в/на + Accusative	Для + Genitive
To get infect	Instrumental	С + Instrumental
To greet	с + Instrumental	Dative
To misuse	Instrumental	Из + Genitive
To be interested in	Instrumental	С + Instrumental
seems	Dative + Instrumental	Dative + Accusative
To touch on	Genitive	Accusative
To slander	Accusative	О + Prepositional
To feed	Accusative	К + Dative
To shout	Genitive	Из + Genitive
To deprive	Accusative; Genitive	Из + Genitive; Accusative
To flatter	Dative	Accusative
To admire	Instrumental	К + Dative
To wave	Dative	Для + Genitive
To disturb	Dative	Accusative
To be silent	Genitive	Из + Genitive
To take revenge	Dative	Из + Genitive
To reward	Accusative; Instrumental	К + Dative; Accusative
To bother	Dative	Из + Genitive
To attack	Accusative	К + Dative
To fill	Instrumental	Accusative
To insist	На + Prepositional	Для + Genitive
To dispose oneself	На + Accusative	Для + Genitive
To go numb	Genitive	Из-за + Genitive
To like	Nominative; Dative	Accusative
To take offense	На + Accusative	С + Instrumental
To exchange	Instrumental	Accusative
To service	Accusative	К + Dative
To announce	Accusative; Dative	Accusative; к + Dative
To explain	Accusative; Dative	Accusative; к + Dative
To acquire	Instrumental	К + Dative
To reply	Dative	К + Dative
To refuse	Dative	к + Dative
To deny	От + Genitive	Accusative
To open	Accusative; Instrumental	С + Instrumental
To report	Перед + Instrumental	К + Dative
To pay	Dative	Для + Genitive
To give way	Dative	С + Instrumental
To suggest	Dative	К + Dative
To emphasize	Accusative	Dative
To congratulate	Accusative	Dative
To transform	В+ Accusative	Dative
To warn	Accusative	К + Dative
To overcome	Accusative	Dative

The end of table 1. – Differences in case use in Russian and Persian verbs

verb	case and preposition in Russian	case and preposition in Persian
To ask	Accusative	Из + Genitive
To let	Accusative	Dative
To be jealous *	Accusative; к + Dative	К + Dative
To follow	За + Instrumental	Accusative
To laugh	Над + Instrumental	Dative
To shoot	Accusative	Dative
To trade	Instrumental	Accusative
To oppress	Accusative	Dative
To teach	Accusative	Dative

Note: *Persian does not represent the meaning of the address object: *be jealous off all to Maxim.*

This typology of prepositional and case meanings in Persian, as well as its comparison with the Russian system, will be useful for young teachers who start working with Iranian students. In addition, this study can be relevant in the development of a specialized textbook for Iranians studying Russian as a foreign language, which will avoid certain mistakes and contribute to the rapid assimilation of Russian grammar and the formation of the necessary skills and abilities. This manual can be based on the differences between the Russian and Persian prepositional and case systems.

Conclusion

When comparing the prepositional-case systems in Russian and Persian, it becomes noticeable that many meanings that are expressed by the accusative case in Persian are represented in the genitive case in Russian, while various forms without prepositional structures (including in the genitive case), presented in Russian, requires a preposition in Persian. The ending in Russian also conveys a certain meaning, which implies possible variation in Russian as opposed to Persian. Due to the fact that in the Persian case, nouns do not have endings, the semantic load is taken on by prepositions that convey a certain shade of meaning in syntaxemes in a particular situation. The Iranian language is not such a complex prepositional-case system as in Russian, therefore it is difficult for students to differentiate the shades of meanings, due to the fact that Russian cases and the entire prepositional-case system perform huge syntactic functions.

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Не указан.

Conflict of Interest

None declared.

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