



EDUCATIONAL IMPLICATIONS OF RUSSIAN GRAMMAR AS A MECHANISM OF SOCIAL ASSESSMENT: ADVERBIALIZATION OF CASE FORMS

IMPLICACIONES EDUCATIVAS DE LA GRAMÁTICA RUSA COMO MECANISMO DE EVALUACIÓN SOCIAL: ADVERBIALIZACIÓN DE FORMAS DE CASOS

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ABSTRACT

This study examines the phenomenon of Russian noun adverbialization in prepositionless case forms as both a grammatical process and an educationally significant phenomenon. The objective is to demonstrate how the dynamics of transposition, whereby nominal forms acquire adverbial meaning, can be integrated into the teaching of Russian grammar and discourse, contributing to the development of learners' communicative and cultural competence. The methodological framework combines corpus-based linguistic analysis with theoretical perspectives from educational linguistics, including communicative competence theory, systemic-functional grammar, and socio-cultural approaches to learning. The results show that adverbialized forms function not only as intensifiers and emotional markers in discourse but also as cognitive challenges for learners, who must navigate shifting category boundaries. Their ambiguous status highlights the importance of teaching grammar in close connection with pragmatics and discourse, ensuring that students understand both structural features and socio-evaluative meanings. The study concludes that adverbialization should be systematically included in Russian language curricula as an example of functional-semantic transposition, enabling students to grasp the fluidity of grammatical categories and their role in meaning-making.

Keywords:

Russian language, Education, grammar, adverbialization, syncretism.

RESUMEN

Este estudio examina el fenómeno de la adverbialización de sustantivos rusos en formas de caso sin preposición como un proceso gramatical y un fenómeno educativamente significativo. El objetivo es demostrar cómo la dinámica de la transposición, mediante la cual las formas nominales adquieren significado adverbial, puede integrarse en la enseñanza de la gramática y el discurso rusos, contribuyendo al desarrollo de la competencia comunicativa y cultural de los estudiantes. El marco metodológico combina el análisis lingüístico basado en corpus con perspectivas teóricas de la lingüística educativa, incluyendo la teoría de la competencia comunicativa, la gramática sistémico-funcional y los enfoques socioculturales del aprendizaje. Los resultados muestran que las formas adverbializadas funcionan no solo como intensificadores y marcadores emocionales en el discurso, sino también como desafíos cognitivos para los estudiantes, quienes deben navegar por los límites cambiantes de las categorías. Su estado ambiguo resalta la importancia de enseñar gramática en estrecha conexión con la pragmática y el discurso, asegurando que los estudiantes comprendan tanto las características estructurales como los significados socioevaluativos. El estudio concluye que la adverbialización debería incluirse sistemáticamente en los programas de estudio de la lengua rusa como un ejemplo de transposición funcional-semántica, que permita a los estudiantes comprender la fluidez de las categorías gramaticales y su papel en la creación de significado.

Palabras clave:

Lengua rusa, Educación, gramática, adverbialización, sincretismo.



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INTRODUCTION

The phenomenon of adverbialization, as a type of stepwise transposition, reveals not only the dynamics of grammatical categories but also the mechanisms by which language encodes social evaluation and intensity. In the context of language pedagogy, such processes are of fundamental importance because they demonstrate to learners that grammar is not a rigid system of forms but a functional continuum that reflects cultural and communicative practices. Integrating these insights into teaching Russian ensures that grammatical competence is developed in parallel with discursive and pragmatic competence, thus forming a more holistic model of communicative ability (Shigurov & Shigurova, 2016, 2019).

This study was carried out as part of the program to create a transpositional grammar of the Russian language. The program's tasks include a comprehensive analysis of the structure and principles of the unit transposition mechanism, which produces a wide range of functional and functional-semantic homonyms, as well as syncretic structures containing a concentration of clusters of human thought in close intersection with feelings (Bernasconi, 2023; Shigurov, 2024; Shutova et al., 2020).

The categorical status of syncretic units cannot be determined according to the «either... or» principle. Hence, many transitional cases have contradictory interpretations, which is natural. The situation is complicated because the movement of language units from one class to another is most often carried out not by leaps and bounds but in stages, through a series of steps fixed in typical contexts. Moreover, transpositional processes frequently take place without disrupting the semantic identity of the original lexemes, which gives reason to speak of two types of use of the same word form (Melchuk, 2023).

For example, the adjectival and proper verb types of use of the word form *mytye* 'washed' within the initial lexeme *myt* 'to wash' are indicative in this regard: *mytye frukty* 'washed fruit' (the participial adjective) and *mytye khozyaikoi frukty* 'fruit washed by the housewife' (the passive perfective participle). A similar picture is presented by the adverbialization of the prepositional forms of the instrumental case, such as *zimoi* 'in winter', occurring in the semantic zone of the original substantive lexeme *zima* 'winter'. Cf. the actual substantive and adverbial types of *zimoi* 'in winter' usage: (a) *Osen smenyaetsya zimoi* 'Autumn gives way to winter' (noun) and (b) *Deti lyubyat zimoi katatsya na lyzhakh* 'Children like to ski in winter' (adverb).

The relevance of the problem under discussion is explained by the fact that studying the types of stepwise transposition in parts of speech makes it possible to identify hidden trends and dynamics in the development of the relevant fragments of the language system; the use of

various ways of enriching parts of speech, primarily their internal resources, such as splitting words and education based on the combinations or individual word forms of the original lexemes of new linguistic units during functional and functional-semantic adverbialization, adjectivation, etc.

The problem of transitivity and syncretism in the system of parts of speech, grammatical categories, and lexico-grammatical categories has long attracted the attention of researchers. Different types of interaction of linguistic units are considered in works on the theory of transposition (translation, derivation, conversion) (Petrunina, 2021), including in studies on lexical and grammatical homonymy (Kustova, 2018), and patterns of word combinations of different parts of speech (Ratsiburskaya & Sandakova, 2023).

The interpretation of the lexicographic interpretation of hybrids in Uryson's research (2023) also deserves attention. In Uryson (2023), opinion, when solving the problem of partial qualification of formations balancing in the transition zone between adverbs and prepositions, it is important to consider the economy of their description in grammars and dictionaries.

At the theoretical level, the study of adverbialization intersects with the goals of educational linguistics, which emphasize the need to present language phenomena as both structural and socially meaningful. Following socio-cultural and communicative approaches to teaching, adverbialized forms can be viewed as evidence of the inseparability of grammar and discourse, which must be conveyed to learners. Therefore, the investigation of these forms serves not only as a contribution to theoretical linguistics but also as a foundation for constructing didactic models that prepare students to perceive language as a flexible instrument of meaning-making.

MATERIALS AND METHODS

To study the mechanism of adverbialization of the substantive case forms, we used oppositional analysis, structural-semantic analysis, linguistic experiment, and elements of distributive, transformational, and component analysis.

We also used methods and approaches to the study of the structural and semantic properties of adverbial words, their aspectual features, systemic paradigmatic relationships, the role in the explication of specific fragments of the linguistic picture of the world, and the specifics of sentential and non-sentential usage.

At the same time, the research relies on didactic-linguistic frameworks such as contrastive analysis, cognitive load theory, and systemic-functional grammar (Zaliznyak, 2020). These frameworks allow the reinterpretation of purely linguistic findings into models of educational

significance (Kharchenko, 2019). For example, functional grammar highlights how adverbialization operates at the interface of categories, offering a theoretical justification for teaching grammar as a dynamic system. In this way, the methodological apparatus of linguistics becomes simultaneously a methodological apparatus for pedagogy, enabling a bridge between scientific analysis and educational theorization (Iomdin, 2019; Kustova, 2022). Furthermore, we considered the experience of describing syncretic (peripheral and hybrid) formations explained in our research (Shigurov, 2024; Tsimmerling, 2021).

The material for the analysis was taken from the National Corpus of the Russian language and our own examples database. This work focuses on substantive formations that explicate the result of the functional and functional-semantic transposition of the prepositional forms of the nominative, genitive, and accusative cases of nouns into the class of determinative and circumstantial adverbs. Adverbialization is a complex and not fully understood mechanism of stepwise transposition of words and word forms in the system of parts of speech. Its essence lies in the fact that linguistic units weaken or lose the semantic, morphological, and syntactic features of the original part of speech in the circumstantial function, acquiring categorical semantic and grammatical properties of the class of adverbs. The starting point is the recognition that the steps and stages that words and word forms of different parts of speech go through (including nouns without prepositions such as «strakh» 'fear', «uzhas» 'horror', «smert» 'death' (all used as adverbs with the meaning 'very'); «doma» 'at home'; «kroshechku» 'a little' (originating from the word 'crumb'), «chutochku» 'a tiny bit', «kapelku» 'a tad' (originating from the word 'drop'); «god» 'year', «mesyats» 'month'; «pulei» 'in haste' (originating from the word 'bullet'), «volkom» 'like a wolf', «shepotom» 'in a whisper', «shagom» 'at a slow pace' (originating from the word 'step'), «begom» 'at a running pace', «verkhom» 'astraddle, on horseback' (originating from the word 'top'), etc.) in single use or as part of phraseologized constructions on the way to adverbs are still not completely clear.

However, in the framework of educational theory, these methods can be reconceptualized as a basis for pedagogical modeling. By identifying patterns of adverbialization in authentic discourse, corpus-driven data provide material for constructing theoretical descriptions that can later be transformed into teaching modules. Thus, linguistic methodology underpins not only descriptive accuracy but also the development of didactic strategies rooted in authentic language use.

The analysis of Russian adverbialization demonstrates that the transition of nominative, accusative, and genitive forms into adverbs is accompanied by the loss of nominal

semantics and the acquisition of adverbial properties. From a linguistic perspective, this reflects a process of de-substantiation and re-categorization. From a pedagogical-theoretical perspective, however, these processes illustrate the cognitive challenges learners face when mastering shifting category boundaries. Such findings support the claim that teaching grammar should highlight not only stable paradigms but also transitional phenomena, which reveal the dynamic and functional nature of linguistic categories.

In the dynamic aspect, the adverbial transposition of nominative forms (*strakh* 'fear', *uzhas* 'horror', *zhut* 'dismay', *strast* 'terror, passion', *smert* 'death', *chudo* 'miracle' (all meaning 'very' as adverbs), *vechor* 'evening' (meaning 'last night'), genitive (*doma* 'at home', *vchera* 'yesterday') and accusative cases (*kapelku* 'drop', *kroshechku* 'crumb' (both meaning 'a little'), *vek* 'for centuries, always, never') is a process of changing their semantic and grammatical features as they move away from the noun class and approach the adverb class. During adverbialization, they are de-substantiated and decategorized, i.e., they lose their substantive (subject) semantics and related grammatical categories of gender, number, and case. The result of these processes is the isolation and petrification of the gender, number, and case forms of adverbialized word forms and their disappearance from the case-number paradigms of the original nouns. Case inflections degenerate into adverbial suffixes. The syntactic and lexical compatibility of units that transform into adverbs is also changing. Attributive and subject-object relations in constructions with the original substantives and constructions transformed into adverbs are replaced by circumstantial ones. Substantiality (subjectivity) in adverbializing word forms gives way to circumstantiality. The semantic types of circumstantial meanings often change in the structure of emerging substantive adverbs. Action relations and characteristics are considered in adverbialization contexts.

The transposition of prepositional noun forms into adverbs can be carried out both within the semantic zone of the original lexemes, i.e., in the form of their special, adverbial type of use, and beyond their limits, disrupting the word's identity. In the first case, adverbialization is a purely grammatical process [cf.: *Ee okhvatil uzhas* 'She was overcome by horror' (≈ 'she felt terrified, afraid') --> *Tam bylo uzhas kak gluboko* 'It was very deep there' (≈ 'very')]. In the second case, it is already the sphere of grammar and word formation. Adverb *doma* 'at home' is connected with the word *dom* 'house, home', but those word-forming elements based on which this adverb could arise are lost. The separation from the noun *dom* 'house, home'... affects the semantics: *doma* 'at home' does not simply mean 'in the house', but rather 'at one's house, at one's dwelling, in one's native land'. The passing of the word form *doma* 'at

home' beyond the semantic boundaries of the substantive lexeme «house» demonstrates a tendency towards the asymmetry of the linguistic sign and the formation of a lexico-grammatical homonym. The function of the circumstance conflicts with the morphological form of the noun. The conflict between form and content is resolved eventually in the formation of a new language unit, which is part of the class of adverbs; cf. also: On zametil na stole kroshechku khleba 'He noticed a breadcrumb on the table' --> *My kroshechku opozdali* 'We came a little late' (for the dynamic interpretation of the interparticle transposition of linguistic units).

The process of adverbialization of prepositional case forms of nouns can be accompanied by phonetic shifts, which include stress changes (*krúgom* 'in a whirl' --> *kru-góm* 'around; about turn!') (1), vowel alternation (*vecher* 'evening' --> *vechor* 'last night') (2), vowel reduction (*ve-chera* 'of the evening' --> *vchera* 'yesterday') (3).

Cf. sentences with correlative forms of nouns and adverbs:

(1) (a) *Dlya vlyubchivogo Yury Nastya vseгда byla napers-nitsej, plakatelnoi zhiletkei i spasatelnyim* krugom odnovremennno 'For the amorous Yura, Nastya has always been a confidante, a shoulder to cry on, and a life preserver all at the same time';

(b) *Krugom byla voda – na desyatki kilometrov odna voda, gladkaya, bez morshchinki, rozovaya vecherom voda, i iz nee – verkhuski derev'ev chernovatymi shapkami* 'There was water all around; for tens of kilometers there was only water, smooth, without a wrinkle, pink water in the evening, and [one could see] the tops of the trees with blackish caps [growing] from it';

(2) (a) *Veche pyatnitsy – eto vse ravno chto utro ponedel'nika* 'Friday night is just like Monday morning';

(b) *O priezde brat'ev Liza uznala eshche vechor ot Anki* 'Lisa learned about the brothers' arrival from Anka the night before';

(3) (a) *Vtoruyu polovinu vechera promolchal i Vladimir Fedorovich* 'Vladimir Fedorovich also remained silent for the second half of the evening';

(b) *Segodnya eto uzhe ne tot gorod, chto byl vchera, i zavtra budet ne tot, chto segodnya* 'Today this is not the same city that it was yesterday, and tomorrow it will not be the same as today'.

Adverbialized word forms are involved to varying degrees in other transpositional processes, such as pronominalization (functional convergence with pronouns-numerals when pointing to an indefinite number of something) (*Gribov bylo uzhas skolko!* 'There were an awful lot of mushrooms!') and interjection (functional convergence with

the class of emotive interjections) (*Ya tak obradovalsya – strakh!* 'I was awfully happy!').

Adverbial transposition of the prepositional forms of the nominative, accusative, and genitive cases of nouns forms adverbs with semantics of a high degree of quality (*strast* 'terror, passion', *strakh* 'fear', *smert* 'death', *uzhas* 'horror', *zhut* 'dismay', *koshmar* 'nightmare', *chudo kak* 'miraculously' (all meaning 'very') (4); adverbs of place (*doma* 'at home') (5); adverbs of time (*vechor* 'last night'; *vchera* 'yesterday') (6) and duration (*kapelku* 'a drop', *chutochku* 'a tad', *kroshechku* 'a crumb' (all meaning 'a little'); *vek* 'for centuries, always, never') (7). Cf. typical contexts of their use:

(4) (a) *Pit strast khochetsya* '[I am] terribly thirsty'; *Na kolenkakh polzet medlenno, vetki pushistye uprugie ot-gibaet, smotrit, slushaet, mishkoi vonyaet* – *uzhas*, sled ego krovyanoi v metre tyanetsya 'He crawls slowly on his knees, bends back the fluffy, elastic branches, looks, listens, horribly stinks of a bear; his blood trail stretches a meter away';

(5) *Khozyain byl doma: priekhal na obed i uzhe sidel za stolom, vozle letnei kukhni* 'The owner was at home: he had arrived for lunch and was already sitting at the table near the summer kitchen';

(6) *I khotya vchera ya ee uprashival vstretitsya segodnya zhe, a ona nikak ne soglasyalas, ssylayas na domashnie dela, teper mne kazalos, chto peredokhnut odin den dazhe ne pomeshayet* 'And although yesterday I begged her to meet today, and she would not agree, saying she had household chores, now it seemed to me that it wouldn't hurt to take a break for one day';

(7) *Eshche kapelku ona otvlechetsya ot ucheby, a potom uzhe budet sidet nad zadachei do vechera* 'She'll take a little more time off from studying, and then she'll sit over the task until the evening'; *Obnyalis my s podpolkovnikom. – Spasibo vam, podpolkovnik. Vek ne zabudu! – Dai tebe Bog, synok... I poshli my s vestovym na postoyalnyi dvor* 'The lieutenant colonel and I hugged. – Thank you, lieutenant colonel. I will never forget it! – God bless you, son... And the orderly and I went to the inn'.

The range of nouns without prepositions in the nominative, accusative, and genitive forms involved in functional and functional-semantic adverbialization is limited. Observations show that singular masculine (*uzhas* 'horror', *strakh* 'fear', *koshmar* 'nightmare', *maksimum* 'maximum', *minimum* 'minimum', *vek* 'century', *dom* 'house') (8), feminine (*strast* 'passion, terror', *zhut* 'dismay', *malost* 'little thing', *kroshechka* 'crumb', *kapelka* 'drop') (9), and neuter nouns (*chudo* 'miracle') (10) are transposed into adverbs; cf.:

(8) I k oseni situatsiya izmenilas dazhe v khudshuyu stononu, uchityvaya, chto rublevye tseny podrosli maksimum do 16%, a dollarovye proseli do 30% 'And by autumn, the situation had changed even for the worse, considering that ruble prices had grown by a maximum of 16%, while dollar prices had fallen by 30%';

(9) Vy znaete, u nas tak bylo v vashem vozraste k 6 vse proshlo, ya obrashchalas k psikhologu, govoryat perezhiyaet za den proizoshedshee, ya perezhivala zhut, vse vremya k krovatke begala, no seichas vse proshlo 'You know, we had the same thing when my child was the same age as yours, by six everything had passed, I went to a psychologist, they say the child processes what happened during the day, I was terribly worried, I used to run to the crib all the time, but now everything is gone';

(10) Esli by tolko ne eti neskonchaemye dozhd, voobshche bylo by chudo kak khorosho 'If only it weren't for this endless rain, it would be wonderfully good';

Substantives such as *strast* 'passion, terror; very', *kapelku* 'a little' (from 'drop'), *doma* 'at home' (from 'house') are adverbialized only in the singular form; for example:

(11) *Priezzhaem na nashei telege: doma nikogo net* 'We arrive in our cart: there is no one at home'; «Nu nichego, – skazal on, – vy, mozhet byt, i szhivetes s nim, dazhe naverlyaka szhivetes: k vam emu nezachem pristavat, vy chelovek priezzhii da eshche intelligentnyi, a on strast lyubit intelligentsiyu, kak zhe, knigi chitaet...» '«Well, never mind,» he said, «you might get along with him, you'll almost surely get along with him: he has no reason to pester you, you're a person from a different place and an intelligent one at that, and he loves the intelligentsia so much, of course, he reads books...».

The nouns belonging to the subclasses of common, inanimate, and abstract or concrete substantives are the lexical and grammatical basis for the prepositional forms of the nominative, accusative, and genitive cases:

(12) *Tane, mozhet byt, bylo kroshechku stydno, no ela ona s appetitom* 'Tanya may have been a little ashamed, but she ate with appetite';

(13) *Vot takoi sluchilsya razgovor, malost grustnovaty* 'This is the conversation that happened, a little sad';

(14) *Prinimat pishchu nuzhno minimum cherez polchasa posle zanyatii* 'You should eat at least half an hour after exercising'.

No facts of adverbialization of proper (Ivan, Moskva 'Moscow', etc.), animate (brat 'brother', kon 'horse', etc.), material (stal 'steel', neft 'oil', etc.), or collective nouns (listva 'foliage', molodezh 'youth', studenchestvo 'students', etc.) have been found.

From abstract nouns, words that become adverbs usually denote a very strong feeling (more often with a negative connotation), the highest degree of intensity in the manifestation of a person's emotional state, for example, his fear, horror; cf. adverbs based on the nominative/accusative case without the preposition *strakh* 'fear', *uzhas* 'horror', *zhut* 'dismay'; *strast* 'passion, terror'. An adverb's quantitative meaning is developed by «isolating» the semantic unit «very» from the semantic structure of adverbializing nouns expressing strong emotions. Something similar can be observed in the formation of quantitative meanings for those qualitative adjectives in synonymous series that denote a feature to a large extent; for example: *uzhasnyi* 'terrible', *strashnyi* 'horrible', *koshmarnyi* 'nightmarish', *neveroyatnyi* 'incredible', *adskii* 'hellish' (Ermakova, 2015).

In contrast to the neutral quantitative adverb *ochen* 'very', non-substantive adverbs with the meaning of degree *uzhas* 'horror', *strakh* 'fear', *zhut* 'dismay' denote emotional quantity, synthesizing senses of emotional and quantitative assessment of a feature (in an adjective, adverb, or verb). Such adverbs are similar to subjective adverbs like *strashno* 'scary', *uzhasno* 'horribly', *bezumno* 'crazy', capable of acting as intensifiers for qualitative adjectives. The semantics of degree in adverbs explicates not only the gradual, but also the emotionally expressive content; cf.: *vesma*, *ochen* vs. *uzhasno*, *potryasayushche*, *kosmicheski talantlivyi chelovek* 'a very talented person' (both *vesma* and *ochen* mean 'very') vs. 'a terribly, amazingly, cosmically talented person'.

A very high degree of intensity of an action, feature, or condition in such adverbs corresponds to a high degree of intensification of a feature or phenomenon on the scale of transitivity developed by Kustovaya (2018).

The adverbialization of *uzhas* 'horror'-type substances has a selective, individual character. This is reflected in the fact that not all nouns belonging to the same lexico-semantic group or synonymous series are subjected to adverbial transposition. Thus, from the synonymous series *smert* 'death', *konets* 'end', *konchina* 'demise', *gibel* 'destruction', only the noun *smert* 'death' with the most general meaning of the end of life or inevitability which is rooted in biological life, without specifying the specific factors that lead to its termination, is involved in the process of adverbialization. It is unlikely to expect the transition to adverbs of other words from this synonymous series. Thus, we can say: *Smert khochetsya uзнat ob etom podrobnее* 'I would very much like to learn more about this' (*smert* ≈ 'very much'), but we won't say: **Konets (konchina, gibel) khochetsya uзнat ob etom podrobnее*.

Here is an example of using the quantitative adverb *smert* 'death' from the National Corpus of the Russian language:

(15) «Okh, leshii vas rasshibi, – pritivorno zevaya, skazala Dashka, – spat smert khochetsya!» 'Oh, damn you, – said Dashka, pretending to yawn, – I'm terribly sleepy'.

The degree of semantic departure of a particular word form from the substantive lexeme during adverbialization may be greater or lesser, giving reason to speak, respectively, of the grammatical (16) and lexico-grammatical transposition (17) into the category of quantitative adverbs denoting a high degree of manifestation of the feature; cf.:

(16) Vitenka, strakh boyus, prishli vestochku s gorodovym 'Vitenka, I'm terribly afraid, send a message with the policeman';

(17) Sam ya nikuda dalee Peterburga i Moskvu ne ez-zhal, a strakh lyublyu slushat rasskazy puteshestvennikov 'I have never traveled further than St. Petersburg and Moscow myself, but I love listening to stories of travelers very much'; Bozhus tebe, ya strakh peremenilsya v dva mesyatsa; ty menya ne uznaesh teper 'I swear to you, I have changed terribly in two months; you won't recognize me now'.

In cases of this kind, there is either an actualization of the quantitative seme in the semantic structure of the word denoting a state of severe fright (strakh boyus 'I am terribly afraid') or the complete elimination of the original lexical meaning of the word with the development of a new, quantitative meaning in the non-substantive adverb used as a functional and lexical homonym concerning the original substantive word form (strakh lyublyu 'I love very much', strakh peremenilsya 'I have changed terribly').

A greater degree of adverbialization is found in those substantive word forms that lose the semantics of emotional evaluation due to the lexical meaning of the original noun.

Let us compare two types of use of the quantitative adverbs strakh 'fear; very' and uzhas 'horror; very', with the preservation (18) and loss (19) of the emotive semantics of the original noun:

(18) Nu, slava Bogu, otkhodili, kazhetsya, nashu novenku-yu, – ulybnulas ona, – a to vchera uzhas kak napugali nas; prinesli plastom iz klassa – obmorok... '«Well, thank God, we seem to have cured our new girl,» she smiled, «because yesterday you gave us a terrible fright; they brought you out of the classroom unconscious – you had fainted»...'; Nashi muzhichki, da cheremisy, da votyaki strakh kak boyatsya kontsa sveta i suda bozhego 'Our peasants, and the Cheremis, and the Votyaks are terribly afraid of the end of the world and God's judgment';

(19) Nu esli eta zapiska byla?.. Uzhas priyatno!.. 'Well, if this note was there?.. It's awfully nice!'; On khoroshii

takoi... Strogii takoi... i laskovyi. Silnyi... uzhas! Prosto si-lach! 'He's so good... So strict... and affectionate. Horribly strong! Just like a strongman!' (Oseeva); Ukh, i krasivyi zhe byl etot pasynok Opanas, strakh krasivyi 'Wow, this stepson Opanas was so handsome, terribly handsome' (Korolenko); Ne boisya ty menya, golubchik Alesha, strakh kak ya tebe rada, gost ty moi neozhidannyi 'Don't be afraid of me, my dear Alyosha, you cannot think how glad I am to see you, my unexpected visitor';

Sandakova (2020), who has studied correlates like uzhasnyi 'horrible' – uzhasno 'horribly', concludes that adverbial type intensifiers more freely, compared with adjectival intensifiers, lose the semantics of quality and the associated pejorative assessment, while maintaining the value of a high degree; cf.: uzhasno dobryi 'terribly kind', zversky khorosh 'awfully handsome'. Studies suggest that intensifiers such as uzhasnyi 'horrible', strashnyi 'terrible', zhutkii 'awful', and their derived syntactic derivatives-adverbs are widely used in colloquial speech «as evaluatively neutral». Word combinations with the meaning of a "high degree" based on the National Corpus of the Russian Language, contains a significant group of words and expressions of the adjectival and adverbial type with quantitative semantics, including the adverb poryadkom (nadoelo) 'quite (fed up)', which appeared as a result of the adverbialization of the instrumental case of a noun without a preposition. However, the specified dictionary does not contain adverbs of the degree formed based on adverbialized prepositional and accusative forms of the nouns smert 'death', uzhas 'horror', strakh 'fear', zhut 'dismay', chudo 'miracle' (kak), koshmar 'nightmare' (all meaning 'very'); kapelku 'drop', kroshechku 'crumb', chutochku 'tad' (all meaning 'a little').

Substantive adverbs with the meaning of a high degree of quality have limited compatibility with the defined words. They are most often used with the syntagmatic support of words like kak 'how', kakoi 'which', skolko 'how many/how much', do chego 'until what', for example:

(20) Uzhas kak golosa pokhozhi 'The voices are awfully similar';

(21) Uzhas kakoi tsinizm – Valerka ne rabotaet, Lenochka sama iz Bryanska, u nee tam staren'kaya mama i brat, razve posobie? 'What horrific cynicism! Valerka doesn't work; Lenochka herself is from Bryansk; she has an elderly mother and brother there. Are they of any help to her?';

(22) A eshche ya zachem-to chitayu «Velikogo Mouravi»; vse by nichego, tolko tam uzhas skolko edyat i pyut 'And for some reason I am also reading The Great Mouravi; which would be fine, but there's an awful lot of eating and drinking there';

(23) Vysokaya takaya devushka, pryamo uzhas do chego vysokaya, Evgenii Ilich ryadom s nei sovsem malenkim smotritsya, no vidno, chto ona ego lyubit, bukvalno glaz s nego ne svodit i vsya svetitsya ot schastya 'Such a tall girl, just terribly tall, Evgeny Ilyich looks very small next to her, but it is clear that she loves him, she literally does not take her eyes off him and glows with happiness'.

Cases of using the adverbs *uzhas* 'horror, very', *strakh* 'fear, very', *strast* 'passion, terror, very' without these words are rare; cf.:

(24) (a) Opyat obeshchalsya priekhat: «Ya, govorit, takie priklyucheniya smert kak lyublyu!» 'He promised to come again: «I,» he says, «love adventures like this to death!»; A teper strast kak khochetsya pobyyat i v etikh pamyatnykh mestakh 'And now I awfully want to visit these memorable places'.

(b) Smert lyublyu besedovat za chaikom, a nasha beseda budet prodolzhitelnoi 'I love talking over tea, and our conversation will be long'; Pozhalei ty menya, sirotu neschastnuyu, a to menya vse kolotyat i kushat strast khochetsya, a skuka takaya, chto i skazat nelzya, vse plachu... 'Have pity on me, an unfortunate orphan, because everyone beats me and I am dying to eat, and it is so dull here that I can't even say it, I keep crying..'

The use of quantitative adverbs without a syntagmatic «binding» to words like *kak* 'how', *kakoi* 'which' has not yet been fully studied. The substantive adverb *chudo* 'miracle; very', for example, cannot be used at all without pronominal support in the form of words *kak* 'how', *kakoi* 'which':

(25) Bezuslovno, shtambovaya roza i sama po sebe chudo kak khorosha, no umeloe obramlenie otkroet vzoru novye grani ee ocharovaniya 'Of course, a standard rose is wonderful in itself, but skillful framing will reveal new facets of its charm'; Avner malo s kem obshchaetsya, no k nam uzh koli zaidet, sidit do nochi, chudo kak tolkovo rassuzhdaya s Gavriloi o vsevozmozhnykh materiyyakh 'Avner rarely communicates with anyone, but when he comes to us, he stays late, wonderfully sensibly discussing all sorts of matters with Gavril'; Posle etogo chudo kakoi golosisty, petukh uzhe i ne kukarekal, a tolko zhalobno po-utinomu kryakal, – smertnyi strakh darom emu ne prosheh 'After this, the rooster, who had such a loud voice, no longer crowed, but only quacked pitifully like a duck – the mortal fear had left a mark on him'.

We would hardly say:

(26) *Roza sama po sebe chudo khorosha 'The rose in itself is wonderfully good'.

The static aspect of characterizing adverbialization of word forms such as *strakh* 'fear' and *vek* 'century' involves

identifying different steps or stages of their movement towards adverbs. With functional adverbialization, it can explicate the core and periphery of substantives, hybrids, intermediate structures, and the periphery of adverbs. These are different stages of adverbialization, which develop without disrupting the semantic identity of the original substantive lexemes. When a word's semantic identity is disrupted, and its word form goes beyond the limits of the original lexeme, a functional and semantic adverbialization of the noun is observed. This demonstrates the zone of the core of adverbs, which contains lexical and grammatical homonyms of nouns. This is the final stage of the adverbial transposition of substantive word forms. See, for example, the contexts of using the abstract noun *vek* 'century' without a preposition (18) and the homonymous adverb of duration *vek* 'always' that arose as a result of its adverbialization (19 ab):

(27) Dvadsatyi vek delal stavku na silnuyu lichnost, tverdyy volyu, na geroya 'The twentieth century relied on a strong personality, a strong will, a hero' (≈ 'a period equal to a hundred years, a century');

(28) (a) Ochen my vam blagodarny, mademuazel Ramzai! Vek budu za vas Boga molit, Ramzai! 'We are very grateful to you, Mademoiselle Ramsay! I will pray to God for you forever, Ramsay!' (≈ 'always, forever');

(b) Sami ne znaete, kak vy mne pomogli. Vek ne zabudu. Esli chto dlya vas sdelat – so vsei radostyu 'You don't know how much you helped me. I'll never forget it. If I can do anything for you, I'll do it gladly' (≈ 'never').

The analysis of the semantic and grammatical properties of the adverbialized substantive word form of the *vek* 'century; always, never' shows that it has lost the main partial signs of the noun, namely the meaning of the subject, the categories of gender, number, and case, case-numerical paradigms, the system of inflections, the primary functions of the subject and complement, compatibility with adjectival and substantive distributors, belonging to the subclasses of common, inanimate and abstract nouns, having acquired the differential features of adverbs, like the part of speech feature semantics, immutability, the function of the adverbial modifier of time (duration), adjacency as a way of communicating with a dependent word, the meaning of a subclass of circumstantial (temporal) adverbs.

Furthermore, the results show that adverbialized forms often carry evaluative or emotive meanings that go beyond grammatical function. In the framework of educational theory, this supports the need to teach grammar in close connection with discourse and pragmatics. Theoretical approaches such as communicative competence theory and socio-pragmatic models of language learning suggest that the acquisition of such forms is central to forming students' linguistic worldview. Consequently, the linguistic

results can be reinterpreted as theoretical confirmation that grammar and social meaning must be integrated into any model of Russian language education.

CONCLUSIONS

The study of the facts of the adverbial transposition of the prepositional forms of the nominative, accusative, and genitive cases of nouns indicates that this group of adverbs is semantically diverse. It includes substantive adverbs used to denote varying degrees of manifestation of static and dynamic features (*strakh* 'fear; very', *uzhas* 'horror; very', *strast* 'passion, terror; very', *malost* 'little thing; a little', *minimum* 'minimum', *kapelku* 'drop; a little', etc.) and temporal (*vek* 'century; always, never', *vechor* 'last night', *vchera* 'yesterday'), and spatial (*doma* 'at home') relationships. Almost all of these adverbs have homonyms among nouns that function both within the semantic zone of the original lexemes (as their adverbial types of use) and beyond it, with a disturbance of the semantic identity of words (as lexico-grammatical homonyms of nouns). The analysis of substantive adverbs of the type under consideration demonstrates, on the one hand, the absence of structural and semantic properties of nouns and, on the other, the presence of signs of an adverbial class.

The findings support the development of an educational paradigm in which grammar is taught as a tool of social evaluation and cultural interpretation. Such a paradigm is consistent with theories of communicative language teaching, systemic-functional linguistics, and socio-cultural learning. Future research should focus on expanding the theoretical bridge between linguistics and pedagogy by exploring how other types of transposition (e.g., adjectivization, interjectivization) can be integrated into teaching frameworks. In this way, the study contributes to the theoretical grounding of educational linguistics as a discipline that unites descriptive accuracy with pedagogical relevance.

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