

Received: 21 July, 2026

Accepted: 25 September, 2026

Published: 30 September, 2026

The Educational Value of Grammatical Transitivity in Teaching Russian: Syntactic Conditions for the Adverbialization of Nouns

Victor Shigurov

National Research Mordovia State University, Saransk,
Russia; shigurov@mail.ru

Tatyana Shigurova

National Research Mordovia State University, Saransk,
Russia

Cite this article:

Shigurov, V., & Shigurova, T. (2026). The educational value of grammatical transitivity in teaching Russian: Syntactic conditions for the adverbialization of nouns. *Revista Cultura Científica*, (24), pp. 1650–1657.

<https://doi.org/10.70517/revcc2624136>

Abstract

In the professional training of philology students and future Russian-language teachers, it is especially important to develop the ability to justify the categorial status of ambiguous units. The article treats the adverbialization of prepositionless noun forms as material for developing that ability. The study aims to identify contextual markers that make it possible to distinguish substantive, intermediate, and adverbial uses of formally identical units. The material consists of examples from the Russian National Corpus and constructions created by the authors. Oppositional, structural-semantic, transformational, distributional, and componential methods are used. Five contextual positions are identified, reflecting the successive redistribution of noun and adverb features. The au-

thors show that the classification of a word form depends on its syntactic function, the way it is linked to the head word, the presence of dependents, and the semantic connection to the source lexeme. The linguistic classification is interpreted as a system of didactic reference points for comparing contexts, transforming constructions, and justifying the analytical decision. The authors propose structuring classroom analysis around the comparison of contexts, the transformation of constructions, and the justification of the chosen classification. The results can be applied in training philology students and future Russian-language teachers.

Keywords: Teaching Russian, Grammatical Analysis, Adverbialization, Syntactic Conditions.

1. INTRODUCTION

In current philological education, the study of transitional and syncretic phenomena is a substantive component of building in learners a systemic understanding of Russian grammar. It is crucial in the training of future Russian-language teachers, who need not only to classify linguistic units correctly but also to explain to their students, in a methodologically grounded way, how the categorial status of a unit depends on context. In this regard, prepositionless noun forms which, depending on the conditions of use, can display substantive, adverbial, or syncretic properties pose a substantial difficulty.

The adverbialization of such forms is best explained not as a mechanical, one-step shift from one part of speech to another but as a stepwise, context-driven change in categorial properties. In classroom grammatical analysis, the classification of these word forms should rest on a set of interconnected criteria: the syntactic function of the word form, the character of its link with the head component, the presence or absence of dependent words, the possibility of morphological variation, and the degree to which the meaning of the source noun is preserved. This approach enables teachers to move beyond the formality of “asking a question of the unit” and helps students learn to compare linguistic facts and argue for the results of their grammatical classification.

One of the pressing tasks in the theory of transposition and syncretism in the grammatical structure of the language is a comprehensive, systemic study of the adverbialization mechanism for linguistic units of different part-of-speech affiliation: identifying the causes of this type of transposition, its semantic and morphological preconditions, syntactic conditions, stages, and limit; the properly syntactic (functional) and semantic-grammatical character of the process; and the ties this transpositional process has to grammar and word-formation.

One question stands out: how the balance between the noun and adverb features that interact during adverbialization shifts within a word form or across a lexeme's paradigm as the form moves from its source class (noun) toward its derived class (adverb). Studies of different types of categorial transformation within adjectivization, pronominalization, interjectivization, and related processes show that in different speech conditions linguistic units undergo shifts in their lexical and part-of-speech meaning, their lexico-grammatical subclasses, their grammatical categories and paradigms, their morphemic and phonetic structure, and their syntagmatics [1, 2].

The analysis of typical use for word forms that make different stages of adverbialization explicit demonstrates that in a number of cases a single-valued interpretation is hard to give because the proportion of noun and adverb features in such a form is uneven [3, 4]. Observation shows that a word form gradually moves from point A (noun) to point B (adverb) or, more precisely, from the noun core through the stages of noun periphery and hybrid structures to the stages of adverb periphery and core [5].

Describing typical contexts and stages of adverbialization has not only theoretical but also didactic value because it can serve as a basis for selecting and systematizing teaching material and for designing tasks aimed at recognizing and justifying the classification of transitional word forms.

The study aims to identify typical contexts that reflect the syntactic conditions and stages of the adverbialization of prepositionless nouns, and to define how the results can be applied in teaching the recognition and justified grammatical classification of transitional and syncretic word forms.

2. METHODS

The research object is the process and result of the adverbial transposition of prepositionless nouns viewed through the lens of its linguo-didactic interpretation and its use in teaching Russian grammar. The research subject is the degree to which the differential features of these forms match the features of typical representatives of the initial and final links of adverbialization at different stages of their categorial transformation into adverbs, and how these features can be turned into a system of teaching and diagnostic criteria needed to recognize and classify transitional and syncretic word forms. The research material is drawn from the Russian National Corpus [6], together with examples constructed by the authors. In selecting the linguistic material, we considered the representation of different stages of adverbialization, the visibility of the balance between substantive and adverbial features, the contextual clarity of the syntactic function of the word form, and the usefulness of the material for comparative, classificatory, and transformational teaching tasks. Corpus contexts were treated as a source of objective linguistic data and as a basis for modeling classroom grammatical analysis situations.

The methodological base of the study consists of Russian and international works on the theory of parts of speech and transposition [7, 8], translation, conversion [9–11], syntactic derivation, substitution, and syncretism [12], along with positions from linguo-didactics and the methodology of teaching Russian, which call for a systemic, contextual, and activity-based mastery of grammatical material. To increase the analytical objectivity of the data obtained from examining the stepwise adverbialization of prepositionless noun forms and the combinatorics of features in the structure of adverbializing word forms, we use the method of oppositional analysis with a transitivity scale [13]. In addition, we apply the structural-semantic method, a linguistic experiment, and elements of transformational, distributional, and componential analysis. To bring out the educational potential of the results, we use methods of pedagogical modeling,

didactic interpretation of the linguistic material, methodological analysis of learning difficulties, and the design of teaching and diagnostic tasks.

Our approach to studying the adverbialization mechanism is based on the oppositional analysis of syncretism in the system of parts of speech set out by V.V. Shigurov and T.A. Shigurova in the works on the theory of transpositional grammar. This covers the processes of substantivization, adjectivization, adverbialization, pronominalization [14], interjectivization, predicativization [15], and modalization of different parts of speech [16–18].

In the educational part of the study, the method of oppositional analysis is adapted to the task of teaching how to recognize transitional phenomena in the system of parts of speech. The five-link transitivity scale “core noun → peripheral noun → substantive-adverbial hybrid → peripheral adverb → core adverb” serves as the basis for a stage-by-stage algorithm of classroom grammatical analysis. Diagnostic parameters include the syntactic function of the word form, the presence or absence of dependent components, the character of its subordinating link with the head word, the possibility of morphological variation, and the degree to which the lexical meaning of the source noun is preserved. Taken together, these parameters allow the analysis to go beyond the formal “question test” so that the position of the form on the transitivity scale can be established and the classification defended.

The linguistic experiment included contextual transformations of the constructions under analysis: adding or removing dependent words, replacing the word form under study with a synonymous prepositional case construction or an adverb, and comparing substantive and adverbial uses of the same lexeme. The results of these procedures were used to identify the differential features of specific stages of adverbialization and to turn them into a sequence of classroom analytical actions. The educational model proposed is theoretical-methodological. It can serve as a basis for further testing in the teaching of the Russian morphology and syntax at both school and university level.

3. RESULTS AND DISCUSSION

This study focuses on the syntactic conditions for the transposition of case-number noun forms into the class of adverbs. From an educational perspective, establishing these conditions lets us define the system of diagnostic features needed for a consistent and justified analysis of transitional word forms. Observation shows that the adverbial transposition of substantive word forms such as *капельку* ‘a little bit’, *крошечку* ‘a tiny bit’, *минимум* ‘minimum’, *максимум* ‘maximum’, *малость* ‘a small amount’, *страх* ‘very much’, *страсть* ‘very much’, *дома* ‘at home’ is possible only in certain contexts.

The semantic-grammatical class of adverbial vocabulary used to characterize events and their fragments qualitatively is a structurally heterogeneous set of items [19–21]. Through adverbialization, the class of adverbs includes noun forms (e.g., *(жить) рядом* ‘(to live) nearby’, *капельку (задержаться)* ‘(to linger) a little’), adjective forms (e.g., *зло (посмотреть)* ‘(to look) angrily’, *быстро (бежать)* ‘(to run) fast’), pronominal forms (e.g., *ничего (стали жить)* ‘(they came to live) well enough’), and verbs in gerundial forms (e.g., *молча (сидеть)* ‘(to sit) silently’, *шутя (решать задачи)* ‘(to solve problems) with ease’). Adverbial transposition affects both single word forms and combinations with prepositions (*наверху (расположиться)* ‘(to settle) upstairs’, *слева (идти)* ‘(to walk) on the left’, *про себя (говорить)* ‘(to say) to oneself’, *по-моему (сделать)* ‘(to do it) my way’, *направо (повернуть)* ‘(to turn) right’) and with the particle *не* (*немедля (принять решение)* ‘(to make a decision) without delay’, *нехотя (улыбнуться)* ‘(to smile) reluctantly’, *не спеша (идти)* ‘(to walk) unhurriedly’, *не торопясь (читать)* ‘(to read) without rushing’, *не переставая (говорить)* ‘(to talk) without stopping’).

Prepositionless noun forms across different cases and numbers are of particular interest for this problem. In relation to this transpositional process, they fall into two subgroups. The first includes word forms (nouns) unable to undergo adverbialization such as *роман* ‘novel’, *повесть* ‘novella’, *сметана* ‘sour cream’, *снег* ‘snow’, *дождь* ‘rain’, *Николай* ‘Nikolai’, *Петров* ‘Petrov’, etc. For example:

(1) Все зачитывались этой повестью; Дождя долго не было. ‘Everyone was engrossed in this novella; There was no rain for a long time.’

The second subgroup includes noun forms such as *зима* ‘winter’, *весна* ‘spring’, *вечер* ‘evening’, *день* ‘day’, *бег* ‘running’, *шаг* ‘step’, *бирюк* ‘lone wolf, recluse’, *волк* ‘wolf’ that show two patterns of use: (2) properly substantive and (3) adverbial. Compare:

(2) Становлюсь каким-то бирюком, присутствие людей раздражает, хочется побыть одному ‘I am turning into a kind of recluse; being around people irritates me, I want to be alone’ [22]; Я подумал, что, может быть, он занимается бегом, и только что прибежал со стадиона ‘I thought that maybe he was into running and had just come from the stadium’ [23]; Именно этим днём подписано в печать первое издание романа Аркадия и Бориса Стругацких — АБС — «Возвращение» с подзаголовком «Полдень, 22-й век» ‘It was on that very day that the first edition of the Strugatsky brothers’ novel — ABS — “Return”, subtitled “Noon, 22nd Century”, was signed off for printing’ [24] (nouns);

(3) Не любят, что он хорошо одевается, а живет бирюком, без жены и без любовницы, ходит с порт-

фелем, а машины не имеет 'They do not like that he dresses well but lives like a recluse, without a wife or a mistress, carries a briefcase but has no car' [25]; Юрка стремительно прошел через веранду, спустился с крыльца и почти бегом направился к калитке 'Yurka strode swiftly across the veranda, came down from the porch, and headed for the gate almost at a run' [26]; Днем было солнце, и Оля пришла в белом платье 'In the daytime the sun was out, and Olya came in a white dress' [27] (adverbs).

In the adverbialization contexts of (3), the transposition of substantive word forms into adverbs takes place and is accompanied by their desubstantivization.

Comparing substantive and adverbial uses of the same word form has direct didactic value. It lets teachers show students that the categorial status of a linguistic unit is determined not by its outer form but by a set of contextual, syntactic, and semantic features. In classroom grammatical analysis, pairs like these provide teachers with material for highlighting three distinctions: primary versus secondary syntactic functions, government versus adjoining, and preserved versus weakened substantive semantics.

Scholars usually hold that nouns move into the class of adverbs only when the word form is fully desubstantivized, i.e. when the form loses the categorial properties of the source part of speech (object semantics, the lexico-grammatical categories, the grammatical categories of gender, number, and case, the inflectional paradigm, the primary functions of subject and object, combinability with adjectives and with past-tense or subjunctive verbs, etc.) along with its substantive lexical meaning. At the same time, in the adverbial modifier position, the form acquires adverbial properties: the categorial semantics of "feature of a feature", invariability, adjoining as the mode of adnominal subordinating link with the head of the phrase, and the categorial meanings of attributive and circumstantial adverbs [3].

However, what is often overlooked is that transposition into adverbs happens not "instantaneously" but in stages, through a series of intermediate steps marked by the gradual loss of noun features and the gradual acquisition of adverb features. In different speech conditions, we can observe an uneven degree of the word form's progress from noun toward adverb. Shifts in syntactic conditions display, in the current language, different stages of the word form's movement toward the class of adverbs. These stages of adverbialization can be traced by comparing contexts of use for core nouns and core adverbs, as well as for syncretic word forms that represent both the peripheral zones of nouns and adverbs and the zone of hybrid, intermediate substantive-adverbial formations.

The stages of the adverbialization of prepositionless nouns can be mapped onto the following links of the transitivity scale:

$$N \rightarrow N \text{ adv} \rightarrow n \text{ adv} \rightarrow n \text{ Adv} \rightarrow \text{Adv}.$$

For each type of context of use (the core noun, the peripheral noun, the hybrid, the peripheral or core denominal adverb), specific syntactic conditions can be identified.

From a linguo-didactic standpoint, this scale can function as the orienting basis for stage-by-stage grammatical analysis. Its links set the sequence for the gradual complication of the teaching material: from typical nouns with unambiguously expressed categorial properties to peripheral and hybrid formations, and then to peripheral and core adverbs. This sequence connects each stage of adverbialization to a specific set of diagnostic features and the corresponding analytical actions on the learner's part. Let us look at the types of context and possibilities for their subsequent linguo-didactic interpretation.

3.1. LINGUO-DIDACTIC INTERPRETATION OF THE IDENTIFIED TYPES OF CONTEXT

The types of context identified can serve as the structural basis for a model of teaching the analysis of transitional phenomena in the system of parts of speech. The sequence "core noun — peripheral noun — substantive-adverbial hybrid — peripheral adverb — core adverb" supports the gradual progression of learning material: from units with an unambiguous categorial status to word forms whose interpretation requires morphological, syntactic, and semantic features to be considered together. Intermediate formations are treated not as deviations from a grammatical norm or exceptions to the rules but as regular links in the transpositional process.

At the initial stage, learners can be offered contexts with core nouns used in the primary functions of subject and object. The analysis of such examples should activate the main substantive features: object meaning, case-and-number variation, and the possibility of combining with agreed and governed dependents. At the next stage, peripheral nouns are examined, i.e. nouns that perform an adverbial or object-adverbial function while still belonging to the source part of speech due to the presence of dependents. Let us compare pairs like *нынешней зимой* 'this winter' — *зимой спит* 'sleeps in winter', *строевым шагом* 'in military step' — *идти шагом* 'walk at a walking pace', and *лёгким бегом* 'at a light jog' — *направиться бегом* 'head off at a run'. These show that adverbial function on its own is not enough to classify a word form as an adverb.

The most difficult stage of classroom analysis is the classification of substantive-adverbial hybrids, in whose structure the features of the source and the derived parts of speech are combined. When looking at them, the requirement to pick

just one part-of-speech label should be set aside. Learners have to establish the combined syntactic functions, define the character of semantic-syntactic relations, and justify the intermediate position of the word form on the transitivity scale. Thus, assessment should therefore address not only the final classification but also the reasoning by which it was reached.

When analyzing peripheral adverbs, primary attention should be given to their use in the function of adverbial modifier or non-agreed attribute, to the absence of adjectival and adnominal dependents, to adjoining as the mode of syntactic link, and to the preservation of the semantic connection with the source noun. To distinguish between peripheral and core adverbs, it is worth using semantic paraphrasing. For example, *работать дома* ‘work at home’ can be paraphrased as *работать в своём жилище* ‘work in one’s dwelling’; *век не забуду* ‘I will never forget (in a lifetime)’ as *никогда не забуду* ‘never forget’; and *крошечку побаивался* ‘was a tiny bit afraid’ as *немного побаивался* ‘was a little afraid’. The possibility of such substitution reveals the degree of the source lexeme’s semantic transformation and shows whether word identity is preserved or lexico-grammatical homonymy arises.

The procedure of classroom analysis can include several sequential actions: identifying the syntactic function of the word form; identifying agreed and governed dependent components; establishing the nature of its link with the head word; checking the possibility of case-and-number variation; comparing with the substantive use of the same lexeme; semantic paraphrasing; and mapping the features obtained onto one of the links of the transitivity scale. Using a single sequence of actions lowers the chance of classifying a word form formally on the basis of the question put to it alone, and it makes the grammatical analysis demonstrative.

The system of teaching tasks can include comparing functional homonyms, adding or removing dependent components, replacing the unit under analysis with a synonymous adverb or a prepositional-case construction, distributing corpus examples across stages of adverbialization, and having students construct contexts themselves with different categorial statuses of a single word form. Using materials from the Russian National Corpus lets the phenomenon under study be presented in real speech and helps learners independently observe how the grammatical properties of a unit depend on context.

The proposed interpretation of the results is aimed at building in learners the ability to view the morphological, syntactic, and semantic features of a linguistic unit in their interconnection. For future Russian-language teachers, this ability also has a professional-methodological value because it presupposes not only defining the categorial status of a word form but also consistently explaining the reasons for the classification, selecting examples, and avoiding typical student mistakes. The proposed model is theoretical and methodological. Assessing its effectiveness will require subsequent testing in the educational process using diagnostic and control tasks.

4. CONCLUSION

Our analysis shows that each context type we examined corresponds to a link on the transitivity scale set out above. As the syntactic conditions change from one context to the next, a noun form takes another step toward becoming an adverb, i.e. moving stage by stage from the core noun to the core adverb. At the same time, each prepositionless noun follows an individual trajectory of adverbial transposition that only rarely includes all the stages identified. Most often, the adverbialization of prepositionless noun forms unfolds within the semantic zone of the source lexemes without producing lexical homonyms. The most typical limit of such a transformation is the zone of properly grammatical adverbs, which represent the periphery of the class of denominal adverbs. As a result, functional homonyms appear: *утром, днём, летом, шёпотом* (nouns) and *утром, днём, летом, шёпотом* (adverbs) — ‘in the morning’, ‘in the daytime’, ‘in summer’, ‘in a whisper’. Different nouns go different distances along this scale. Some take only the first, purely syntactic step toward becoming adverbs — *идти лесом, полем, берегом* ‘walk through the forest, through the field, along the shore’. Others reach the stage of hybrid, intermediate forms — *смотреть волком* ‘give someone a hostile, wolf-like look’. Still others reach the stage of peripheral, functional adverbs — *зимой кататься на лыжах* ‘ski in winter’. A fourth group reaches the stage of core adverbs, i.e. forms that have broken the semantic connection with their source lexemes and turned into grammatical and lexical homonyms, as in *дома никого не было* ‘nobody was home’.

The results obtained have linguo-didactic value because they present adverbialization not as a one-step change in the part-of-speech affiliation of a word form but as a gradual, context-driven process. In teaching the classification of such word forms, the guiding principle should be not a single formal marker, in particular, not the question posed to a sentence constituent but a set of diagnostic criteria. These include the syntactic function of the unit under analysis, the presence or absence of dependent components, the nature of its link with the head word, the possibility of morphological variation, and the degree to which the lexical meaning of the source noun is preserved. Applying these criteria together lets learners not only place the word form on the transitivity scale but also argue for the result of the grammatical analysis.

The interpretation offered can be used in selecting and structuring teaching material on the morphology and syntax of Russian, in designing comparative, classificatory, transformational, and corpus-based tasks, and in the professional training of future Russian-language teachers. For the teacher, it is essential not only to establish the categorial status of a transitional word form correctly but also to explain to students, in a consistent way, how that status depends on the conditions under

which the form functions. Further research will focus on classroom testing of the approach and on measuring how well it builds skills for contextual, reasoned grammatical analysis.

The research was carried out with the financial support of the Russian Science Foundation within the framework of scientific project No. 24-28-00674 “Study of adverbialization as a type of stepwise transposition of substantive word forms in the system of parts of speech of the Russian language.”

AUTHORS CONTRIBUTION

Both authors contributed to the development of the study, critically reviewed the manuscript, approved the final version, and agreed to be accountable for all aspects of the work.

CONFLICTS OF INTEREST

The authors declare no conflicts of interest.

FUNDING

This research was supported by the Russian Science Foundation under scientific project No. 24-28-00674, “Study of adverbialization as a type of stepwise transposition of substantive word forms in the system of parts of speech of the Russian language.”

DATA AVAILABILITY

The corpus data used in this study are publicly available through the Russian National Corpus. Additional author-constructed examples and analytical materials are available from the corresponding author upon reasonable request.

REFERENCES

- [1] Marchand, Hans. “Expansion, Transposition, and Derivation.” *La Linguistique*, vol. 3, no. 1, 1967, pp. 13–26. <https://doi.org/10.2307/30248805>.
- [2] Vykhovanets, Ivan Romanovych. *Chastyny movy v semantyko-hramatychnomu aspekti* [Parts of Speech from a Semantic-Grammatical Perspective]. Naukova Dumka, 1988. In Ukrainian.
- [3] Dymskii, A. S. “O kriteriyakh otgraniicheniya predlozhno-padezhnykh sochetanii ot narechii v sovremennom russkom yazyke” [On the Criteria for Distinguishing Prepositional-Case Combinations from Adverbs in Modern Russian]. *Filologicheskie nauki*, no. 6, 1978, pp. 97–104. In Russian.
- [4] Shigurov, V. V. “The Substantival Word Form Malost’ (English a Bit): On the Way to Adverbs.” *Russian Language at School*, vol. 86, no. 5, 2025, pp. 54–65. In Russian; English title supplied in the bibliographic record.
- [5] Shigurov, Viktor V. “Degrees and Limits of Adverbial Transposition of Nouns in the Russian Language (Based on Formations with the Semantics of the Season and the Day).” *The Bulletin of the Russian Academy of Sciences: Studies in Literature and Language*, vol. 83, no. 3, 2024, pp. 19–32. In Russian. <https://doi.org/10.31857/S1605788024030024>.
- [6] Russian National Corpus. *Russian National Corpus*. <https://ruscorpora.ru/>. Accessed 20 Sept. 2026.
- [7] Eichinger, Ludwig M. *Syntaktische Transposition und semantische Derivation: Die Adjektive auf -isch im heutigen Deutsch*. Niemeyer, 1982. Linguistische Arbeiten 113.
- [8] Shigurov, Victor Vasilievich, and Tatyana Alexeevna Shigurova. “Theoretical Basics of the Transpositional Grammar of Russian Language.” *International Journal of Applied Linguistics and English Literature*, vol. 5, no. 5, 2016, pp. 237–245. <https://doi.org/10.7575/aiac.ijalel.v.5n.5p.237>.
- [9] Isaev, Danil V., and Dmitrii A. Myachin. “Conversion and Part-of-Speech Theory (By the Material of the English, French and Chinese Languages).” *Philology. Theory & Practice*, vol. 12, no. 12, 2019. In Russian. <https://doi.org/10.30853/filnauki.2019.12.66>.
- [10] Kravtsov, S. M., and A. Yu. Golubeva. *Konversiya v slovoobrazovanii: Uzus i okkazional’nost’* [Conversion in Word Formation: Usage and Occasionalism]. Izdatel’sтво Yuzhnogo federal’nogo universiteta, 2016. In Russian.
- [11] Štekauer, Pavol. *A Theory of Conversion in English*. Peter Lang, 1996.

-
- [12] Zaliznyak, Anna A. “Russkoe razve: Ot predloga k voprositel’noi chastitse” [Russian Razve: From a Preposition to an Interrogative Particle]. *Izvestiya Rossiiskoi akademii nauk. Seriya literatury i yazyka*, vol. 79, no. 4, 2020, pp. 5–11. In Russian.
- [13] Babaitseva, Vera V. *Yavleniya perekhodnosti v grammatike russkogo yazyka* [Transitional Phenomena in Russian Grammar]. Drofa, 2000. In Russian.
- [14] Shigurov, Viktor V. *Pronominalizatsiya kak tip stupenchatoi transpozitsii yazykovykh edinits v sisteme chastei rechi: Teoriya transpozitsionnoi grammatiki russkogo yazyka* [Pronominalization as a Type of Stepwise Transposition of Linguistic Units in the Part-of-Speech System: Theory of the Transpositional Grammar of Russian]. 2nd rev. and expanded ed., INFRA-M, 2015. In Russian.
- [15] Shigurov, Viktor V. *Predikativatsiya kak tip stupenchatoi transpozitsii yazykovykh edinits v sisteme chastei rechi: Teoriya transpozitsionnoi grammatiki russkogo yazyka* [Predicativization as a Type of Stepwise Transposition of Linguistic Units in the Part-of-Speech System: Theory of the Transpositional Grammar of Russian]. Nauka, 2016. In Russian.
- [16] Shigurov, Viktor V. *Teoriya transpozitsionnoi grammatiki russkogo yazyka: Modalyatsiya kak tip stupenchatoi transpozitsii yazykovykh edinits v sisteme chastei rechi* [Theory of the Transpositional Grammar of Russian: Modalation as a Type of Stepwise Transposition of Linguistic Units in the Part-of-Speech System]. INFRA-M, 2025. In Russian.
- [17] Shigurov, V. V., and T. A. Shigurova. “Core Modalates Zone Correlative with Short Adjectives and Predicates in the Russian Language.” *Man in India*, vol. 97, no. 25, 2017, pp. 177–191.
- [18] Shigurov, V. V., and T. A. Shigurova. “Functional Modulates Derived from Short Adjectives and Predicates in the Russian Language.” *Opción*, vol. 35, special issue 20, 2019, pp. 1108–1123.
- [19] Filipenko, Marina V. *Semantika narechii i adverbial’nykh vyrazhenii* [The Semantics of Adverbs and Adverbial Expressions]. Azbukovnik, 2003. In Russian.
- [20] Pankov, Fedor I. “Polifunktsional’nost’ russkikh leksicheskikh edinits v ustnoi rechi (na materiale slova eshche)” [Multifunctionality of Russian Lexical Units in Oral Speech: Based on the Word Eshche]. *Dinamika yazykovykh i kul’turnykh protsessov v sovremennoi Rossii: Materialy V Kongressa ROPRYAL*, vol. 5, ROPRYAL, 2016, pp. 434–439. In Russian.
- [21] Zimmerling, Anton V. *Ot integral’nogo k aspektivnomu* [From Integral Frameworks to Aspective Descriptions]. Nestor-Istoriya, 2021. In Russian.
- [22] Vronskii, B. I. *Dnevnik* [Diary]. 1969. Text cited through the Russian National Corpus.
- [23] Gelasimov, Andrei. “Ty mozhesh” [You Can]. 2001. Text cited through the Russian National Corpus; also available at <https://proza.ru/2001/01/29-25>.
- [24] Skalandis, Ant. “Glavy iz knigi” [Chapters from the Book]. *Nauka i zhizn*, 2008, nos. 2–3. Text cited through the Russian National Corpus.
- [25] Buzulukskii, Anatolii N. “Palchikov.” *Volga*, nos. 7–8, 2014. In Russian.
- [26] Gelasimov, Andrei. *Dom na Ozernei* [House on Ozerneya Street]. Eksmo, 2009. In Russian.
- [27] Pilnyak, Boris A. *Prostye rasskazy* [Simple Stories]. 1923. In Russian.
-