Contrastive Analysis of the Russian and Korean Classifying Nouns "Type" and "Kind"*

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This corpus-based contrastive analysis examines the Russian classifying nouns, *tip* (type) and *vid* (kind) as well as the Korean classifying noun *yu-hyeong* and *jong-nyu*. In the Russian language, the use of the words *tip* and *vid* depends on characteristics and the general contents of the text. In addition, in strictly special scientific texts dealing with the systematization of any objects, these words represent different levels of the classification grid (objects are divided into types and types into kinds), and in non-scientific texts they can become synonyms (different types = different kinds of objects). The Korean scientific text classifying words *yu-hyeong* and *jong-nyu* also represent different classification levels (higher – *yu-hyeong*, lower – *jong-nyu*). But in non-scientific texts, the word *jong-nyu* is most often used. This suggests the possibility of changes in the meaning of the Russian words *tip* and *vid* depending on the characteristics of the text, which is not seen in the words *yu-hyeong* and *jong-nyu* in the Korean language, as well as a greater permeability of scientific-style vocabulary to non-scientific Russian texts. Understanding how these words are used from a comparative standpoint can be beneficial for translators and aid in developing practical curriculum for Korean students studying Russian as a foreign language.

Keywords: Russian language, Korean language, problems of translation, lexical-semantic group, comparative study of languages, classifying nouns

1 Introduction

There is limited scientific research, in both theoretical lexicology and applied sciences, on Russian abstract nouns (e.g. *tip* vneshnosti (type of appearance), *vid sporta* (kind of sport). At the same time, teaching Russian as a foreign language urgently requires the study of the rules for the use of these words. Russian as a foreign language students make similar mistakes during the course of instruction: Tennis is a favorite *Tennis – ljubimyj *tip sporta, Vot sobaka horoshego *vida (*tipa, *sorta),* (Type of sport, here is a good type of dog (*type, *variety))*, V Afrike mnogo *tipov ptic* (In Africa, there are many *types of birds), etc. These are not random but rather systemic errors. They are "semantically natural" errors, which are "frequent and regular, arising in speech regardless of the conditions" (Slesarevaja, 2011, p. 11).

Systemic errors in learning foreign languages are interesting to study since they are an indicator of typological differences that occur between languages. Many prominent researchers (e.g. Balli, 1955; Bryzgunova, 1963; Peshkovskij, 2009; Shcherba; 1977, Beloshapkova, 1997) adhere to this point of view on negative language material. The authors fully recognize that the analysis of errors of second language learners allows learning "many times faster and more efficiently than normal texts, to establish significant elements of the meaning of the word" (Apresjan, 1995, p. 105). In linguistics, it plays the same role as aphasia in neurophysiology. Shcherba (1977) describes negative language material as "any speech statement which is not understood or is understood not at once, or understood hardly, and therefore does not achieve the objectives" (Shcherba; 1977, p. 39).

In the foreign language learning context, it is critical for learners to be cognizant of language production errors to help improve proficiency. Korean students learning Russian as a foreign language and translators can benefit from examining the typological differences between Korean and Russian, which includes the classification nouns *tip* (type) and *vid* (kind). Analyzing the common errors, including classification nouns, is much quicker and more effective than the analysis of general texts.

To prevent systemic errors, comparative studies of the use of lexico-semantic groups with a similar meaning in different languages are needed. The motivation for this study is based on observations of Korean students in a Russian as a foreign language class who frequently made mistakes using the Russian words *tip* and *vid*. Such a large number of mistakes in the use of the words *tip* and *vid* by Korean students calls for an investigation into the question of why they systematically take place. We put forward a set of hypotheses that are rooted in the literature as well as practical classroom observations.

1. First hypothesis: It is possible that not all the objects of the surrounding world can be subjected to the logical procedure of "classifying" (bringing the conglomerate of objects to an ordered

hierarchical classification) and, consequently, with some nouns these words cannot be used.

2. Second hypothesis: In the contexts, where both lexemes are used and they are not synonymous, they are used as an indication of the different levels of the classification grid.

3. Third hypothesis: There may be a closed list of idiomatic phrases with these words. For example, *vid otdykha,* but *tip rosta rakovoj opuholi (*vid rosta)* (a kind of rest, but the type of growth of a malignant tumor). There is likely something common in the meaning of the words that are included in phrases only with the word *tip* or only with the word *vid.*

4. Many of the nouns (apart from those included in idiomatic phrases) can be used with both words: *raznye tipy=vidy vulkanov (different types/kinds of volcanoes), mnogo tipov=vidov oruzhija (many types/kinds of weapons), raznye tipy=vidy slovarej (different types/kinds of dictionaries)*. Hence, the fourth hypothesis is proposed: The synonymization of words is possible in certain contexts.

2 Theoretical Background

Comparative linguistics is a fairly modern field that is quickly expanding. Contrastive lexicology studies (*Kontrastivnaya leksikologiya i leksikografiya, 2006)* in Russian and other languages are becoming more common. The results of contrastive lexicology studies are important both for relevant science and practice, especially for those who study foreign languages, most of all, translators. A concrete method of analysis is the extraction of integral (general) semes and differential semes, which allows us to determine the degree of proximity of the values of the studied vocabulary. According to Kontrastivnaya leksikologiya i leksikografiya (2006), "The more the words of the integral semes are compared, the closer they are to each other in meaning, and on the contrary- the more they have differential semes, the less close in meaning these words are" (p. 31).

At present, synchronic-comparative studies in the field of lexicology are significantly increasing. Contrastive lexicology focuses on similarities and differences in two or more languages (Sternin, 2007). The results of these studies are important both for relevant science and practice, especially for those who study foreign languages, most of all, translators. In comparative terms, the study of the vocabulary of the Russian and Korean languages is gradually gaining momentum (Budnikova 2005; Cho, 2009; Kulkova & Han, 2009; Kulkova & Slepchenko, 2012; Nam, 2012; Shim, 2011; Yim, 2013; Yoo, 2016; Yoo & Kulkova, 2016). Furthermore, studies have also examined

vocabulary of various languages from a comparative standpoint (e.g. Cheng, 2018; Koneva, 2014; Shim, 2011).

The focus of our attention - the vocabulary of the Russian language against the specific background of the Korean language - is the lexico-semantic group (hereinafter "LSG") of classifying vocabulary, which in Russian is very extensive (*tip* (type)*, vid* (species)*, rod* (genus)*, sort* (variety)*, poroda* (breed)*, raznovidnost'* (variety)*, forma* (form)*, kategorija* (category)*, klass* (class)*, marka* (brand)*, model'* (model)*, modifikacija* (modification), *versija* (version)*, variant* (variant), etc.). We will focus on the meaning and use of the words "*tip* (type)" and "*vid* (kind)."

The current study is primarily based upon several theoretical propositions of the classics of linguistics and cultural anthropology. First, French cultural anthropologist Levi-Strauss (1994), concluded that the structures of human thinking are fundamentally universal in a comparative study of different cultures (Mukanov & Chistjakov, 1975). This hypothesis provides the authors with a conceptual foundation to compare the lexical expression of the same concepts in different languages. The study relies on the assertion that the in-depth development of the issues of lexicology and lexicography must be carried out "on the concrete material of different languages" (Vinogradov, 1977, p. 264). It is the comparative analysis of the vocabulary of different languages that allows for the observation of features as the meaning and use of vocabulary that are hidden from observation while the study is conducted solely on the data of one language. This investigation is based on the postulate that all aspects and phenomena of language are "a complex system of interdependencies" (Vinogradov, 1977, p. 3). Therefore, the words being studied are influenced by a higher level of language - the context (or even the subject matter of the text as a whole). The authors also presuppose the fact that if in the meaning of the words with which the word is used, learners cannot "discern any common semantic feature, that guides one to unerringly use the word" every time, the phrases should be "set by a list" which includes idiomatic phrases (Apresjan, 1995, p. 61). This is because "the rules of lexical compatibility, in any case in the synchronous description of the language, are largely unmotivated" (Apresjan, 1995, p. 231). In Russian as a foreign language classes, it is also important for students to be aware of which form they need to select to determine the correct meaning rather than when they need to use a particular form (Kibrik, 1992). The study also incorporates a linguistic presumption: "linguistic concepts of language are complicated because of their inadequacy, and language is arranged simply" (Kibrik, 1992, p. 25).

3 Methodology

The data used in this comparative corpus analysis is the collection of more than 1,000 Russian language samples from different styles and genres, both written and oral. The samples were obtained through: 1) an independent

collection of examples form scientific and fiction writing and oral informal
conversations of contemporaries and 2) a selection of examples from the
Russian National Corpus site (http://www.ruscorpora.ru). It contains more
than 600 million vocabulary entries. The search option was used to examine
the words *tip* and *vid* (*tip* – 9,302 words and *vid* – 39,508 words). Examples
specifically relevant to Russian as a Second Language were used (from
within educational, scientific, social, political, and cultural examples). Due to
the large number of samples, this article does not explain the samples in
complete sentences and paragraphs. All of the samples were translated into
Korean for comparative analysis. Vocabulary were extracted and classified
according to the characteristics of the vocabulary. Thus, word combinations
were extracted that are related to the *tip* (type) and *vid* (kind) and placed them
in typical contexts for the words instead of using them in the full contexts.
For example, from the sentence, *Ja ne soglasen, chto dlja predvidenija
izverzhenija vulkanov nado znat' tol'ko ego vozrast, a tip vulkana jakoby ne
vazhen…* ("I do not agree that to predict the eruption of volcanoes it is
necessary to know only its age, and the type of the volcano is supposedly not
important...") (from oral conversation) we extracted only the phrase "*tip
vulkana (type of volcano)*." Then we put this phrase into statements typical of
texts about classifications, e.g., *Razlichajut neskol'ko tipov vulkana, Ja chital,
chto est' mnogo tipov vulkanov* ("There are several types of volcanoes" or "I
read that there are many types of volcanoes"), etc. Next, it was important for
us to present a couple of words to be studied "in the closest contexts, to make
the differences between words more clear" (Slesarevoj, 2011, p. 16).

With this purpose, the possibility of synonymizing the words in the
study in the same context was verified based on a linguistic experiment, and
the conclusions were confirmed through review by native Russian speakers.
For example, *Na lekcii rasskazyvali o tom, chto vulkany deljatsja na tipy, a v
tipah vydeljajutsja raznye ih vidy* (replacement of one word by another is
impossible). *Eshhe v shkole on vyuchil vse tipy=vidy vulkanov (The lecture
explained that volcanoes are divided into types, and types into kinds. Even at
school he learned about all types/kinds of volcanoes)* (the equal sign here and
henceforth means synonymization).

4 Results and Discussion

It is important to examine the meaning and functions of the word *tip* and *vid*
as well as their definitions. Type (*Tip*). 1. A form, a kind of something
possessing certain properties, as well as a pattern to which a known group of
objects corresponds. *Tipy rel'efov* (Types of reliefs). *Slavjanskij tip lica*
(Slavic type of face). *T. avtomobilja* (Type of car). 2. The highest subdivision
in the systematics of animals, uniting classes of similar origin" (Ozhegov &
Shvedova, 1998, p. 798). Kind *(Vid)*. 1. The subdivision in the taxonomy,

which is part of the higher section is of the genus. *Vidy rastenij, zhivotnyh (Types of plants, animals)*. 2. Variety, type. *Vidy obuchenija, sporta (Types of training, sports)*" (Ozhegov & Shvedova, 1998, p. 82).

If these words are disregarded in the systematics of plants and animals (for the word *tip* is the second meaning, the word has the kind for the first), then the remaining definitions for speakers of other languages are insufficient. Moreover, words are interpreted one by another. The type is this form, the appearance of something possessing certain properties, as well as a pattern to which a known group of objects corresponds. These definitions do not explain why in some cases these words are used as synonyms. For example, *Ravnina – odin iz vidov=tipov zemnogo rel'efa. Est' raznye tipy=vidy opery (the plain is one of the types/forms of terrestrial relief. There are different types/kinds of opera)*.

The words of the LSG under consideration are, for brevity, treated as classifying words, since they indicate the place of an object in the classification grid of similar objects and have a common "separate part of the collection of homogeneous objects." For example, *Futbol – populjarnyj vid sporta i Kal'dera – redkij tip vulkana, vulkan-proval (Soccer is a popular kind of sport and caldera is a rare type of volcano)*, the words *tip* and *vid* indicate that some objects (football, caldera) are a special case with certain characteristics in the composition of a more general set of homogeneous objects with common characteristics (sports, volcanoes). We use the word part not in the sense of part of the whole (as, for example, in the sense that *Karbjurator – chast' mashiny (the carburetor is part of the machine)*), but to mean place in the hierarchical classification.

Classification, in practice, is the result of logical operations on objects with the aim of ordering them into subordinate groups. To classify means to distribute into specific groups or categories (Ozhegov & Shvedova, 1998). The result of the classification is not a simple list, nor an assortment of groups, but their systemization, which is a holistic representation of "mutually connected parts" (Ozhegov & Shvedova, 1998, p. 719). The general definition of classification, therefore, would be formulated as follows: a human-constructed hierarchical system (complex unity) of interrelated objects (groups of homogeneous objects) that are in some way subordinated to each other based on certain criteria (features and characteristics).

Levels in the classification system can number from two to several dozen. An example of multi-story, multistage classifications is two fundamental classifications: systematics of animals and plants.

Such complex classifications in both languages are presented in scientific works and encyclopedias. A simple, two-story classification, *Mne ne nravitsja avtoritarnyj tip otnoshenij v sem'e, Ja izuchil tol'ko odin vid oruzhija – holodnoe (I do not like the authoritarian type of relations in the family, I studied only one type of weapon – cold))* system is widely

represented in other texts, we call the aggregate of these texts "extra-scientific." These include popular science texts, fiction, and others.

To describe the meaning of the classifying vocabulary, we use the conventions: mega-group ► group ► mini-group. The largest set of objects based on the most common, fundamental characteristics will be called the mega-group. For example, a volcano as a mega-group of volcanoes is a collection of all geological formations with a magma inside. There are allocated sets of lower level (rank, level) – groups in the mega-group. For example, *vulkany central'nye i linejnye (volcanoes are central and linear)*. Groups, in turn, break up into mini-groups: *Linejnye vulkany deljatsja na shhitovye, stratovulkany (Linear volcanoes are divided into shield volcanoes)*, etc.

Let us now turn to the question of whether the hypotheses advanced are confirmed or refuted by the collected data.

The first hypothesis was confirmed: not all words are combined with the nouns *tip* and *vid* because you can only classify what is not binary. In both languages, words of the binary type *svet-t'ma,* (light-darkness)*, muzhchina-zhenshhina,* (male-female)*, zhizn'-smert'* (life-death), are not used with words *tip* and *vid* for example, a man and a woman (**dva vida cheloveka (two kinds of person)*), life and death (*dva *vida sostojanija (two kinds of state)*) light and darkness (*dva *vida substancii (two kinds of substance)*), etc. In addition, several more words have been found that do not allow a combination of words and types. These are words like *specnaz*, or phrases like *policejskij uchastok (police station), pozharnaja stancija (fire station)*. In relation to them, only expressions of special forces (police station, fire station) of a new type are possible. This also applies to the Korean language (*teuk-ssu bu-dae*), (*gyeong-chal-sseo*), (*so-bang-seo*).

The second hypothesis was supported. In those contexts where both lexemes are used, the words *tip* and *vid* denote different levels of the classification grid, subordinate to each other. This is confirmed using verbs with the general meaning of "divide mega groups into groups:" share (*delit'(sja)), subdivide (podrazdeljat'(sja)), divide (razdeljat'(sja)), differ (razlichat'(sja)), concern (otnosit'(sja)), happen (byvat')*[1], etc.*, Vulkany deljat na dva tipa – dejstvujushhie i potuhshie. V zavisimosti ot formy vulkany deljatsja na vidy – stratovulkany, kal'dery (Volcanoes are divided into two types - active and extinct. Depending on the shape of the volcanoes they are further divided into species - stratovolcanoes, calderas)*, etc. When learning Russian as a foreign language, it is important to recognize that in texts where

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[1] In conversational speech, the verb "to be" is frequent: You ask, what is a sapper blade? A small blade to carry or carry. It is used as a weapon. There is a large demolition paddle (on cars carry), but there is a small one (it rushes with itself behind the belt).

multistage classifications are described, words of type and kind have different meanings. In this case, in their meaning there is one common family ("an individual part of the collection of homogeneous objects") and additional families: for the word *tip* is a "group of objects in a mega group," and the word *vid* is a "mini-group of objects in a group." For example, in the mega group of volcanoes (the largest set of all volcanoes), groups (*tipy* vulkanov (types of volcanoes)) are distinguished and within those groups are mini-groups (*vidy vulkanov* (kinds of volcanoes)). Similarly, this is seen in the following examples.

1. *V sporte* (megagruppa) *sushhestvujut raznye tipy sporta – komandnyj sport, individual'nyj sport* (gruppy)*, vnutri tipov sporta vydeljajutsja vidy sporta – futbol, basketbol i dr.* (minigruppy)*.

2. *Sredi vsej sovokupnosti sobytij vydeljajut sobytija bez negativnyh posledstvij i katastrofy. Poslednie deljatsja na tipy (proizvodstvennye i bytovye), tipy deljatsja na vidy (pozhary, vzryvy bytovogo gaza i dr.).*

3. *Vydeljajutsja raznye tipy i vidy rel'efa.*

4. *On izuchaet razlichnye tipy i vidy slovarej.*

5. *a) Kazhdyj tip i vid uroka trebuet raznoj podgotovki.* (In sports (mega-group) there are different types of sport - team sports, individual sports (group) and additional team sports - football, basketball, etc. (mini-group)

   b) Among the whole set of events, accidents stand out with negative consequences and catastrophes. The latter are divided into types (industrial and household), these types are divided further (fires, explosions of domestic gas, etc.).

   c) There are different types and kinds of relief.

   d) He studies various types and forms of dictionaries.

   e) Each type and kind of lesson requires a different preparation.

In Korean, the same phenomenon can be observed in scientific texts: the type of transport –*gyo-tong su-dan yu-hyeong (yuk-ssang gyo-tong su-dan, su-sang gyo-tong su-dan, hang-gong gyo-tong su-dan deung* (modes of transportation (land transport, water transport, air transport, etc.) and mode of transport –*gyo-tong-su-dan jong-nyu* (*taek-ssi, beo-seu, gi-cha, bi-haeng-gi deung*).

The third hypothesis was also confirmed. The analysis of various word combinations with the words *tip* and *vid* revealed that in a number of word combinations, only one word from the pair of nouns is used. For example, in the collected data, only the word *otdykh* (rest) and the phrase *dorozhno-transportnoie proicshestviie* (road accident) are found in most cases in combination with a noun: *vid otdykha* (kind of rest), *vidy dorozhno-transportnykh proicshestvii* (kinds of road accidents). Some other words, however, are combined only with the word *tip: tipy materei* (types of mothers), *tip rosta rakovoi opukholi* (the type of growth of a cancerous

tumor). Therefore, this study confirms that there are many unmotivated phrases that can be set by a closed list (idiomatic phrases). The following are selected combinations of words that support the third hypothesis. Table 1 shows expressions with the word *tip* and Table 2 shows expressions using the word *vid.*

Table 1. Expressions with the Word "Type" (*tip)*

*Tipy yazykov (*Bidy yazykov)*	*Types of languages (*kinds of languages)*
*Tipy vneshnosti (*Bidy vneshnosti)*	*Types of appearance (*kinds of appearance)*
Tipy pejzazha	*Types of landscapes*
Tipy pishhevyh cepej	*Types of food chains*
Tipy harakterov	*Types of characters*
Tipy mirovozzrenija	*Types of worldview*
Tipy veshhestva biosfery	*Types of matter in the biosphere*
Tipy lichnosti, materej, nevest, zhenihov,mediatorov, sobstvennikov, serijnyh ubijstv, medsester, killerov i dr	*Types of personality, mothers, brides, grooms, mediators, owners, serial killings, nurses, killers, etc.*
Tipy medicinskih (rabochih) brigad	*Types of medical (work) teams*
Tipy razmnozhenija	*Types of reproduction*
Tipy razvitija rebenka (nasekomyh i dr.)	*Types of child (insects, etc.) development*
Tipy vosprijatija	*Types of perception*
Tipy narushenija psihicheskogo razvitija	*Types of mental development disorders*
Tipy rosta rakovoj opuholi	*Types of cancer growth*
Tipy avtomobilej	*Types of cars*
Tipy ob"ektov, processov, sobytij, dostupa	*Types of objects, processes, events, access*
Tip sklonenija	*Types of declension*
Tip sprjazhenija	*Types of conjugation*
Tipy jazykovyh norm	*Types of language norms*
Tipy izmenenija v buhgalterskom uchete, izmenenija balansa	*Types of changes in accounting, changes in balance*
Tipy temperamenta, teloslozhenija, ozhirenija, lica, glaz, figury, pohodki i dr.	*Types of temperament, body build, obesity, face, eyes, figure, gait, etc.*
Tipy narodov, plemjon tipy narodov, plemjon	*Economic and cultural types of peoples, tribes*

Table 2. Word Combinations Using the Word "Kind" (*vid*)

*Vidy nakazanij (*Tipy nakazanij)*	*Kinds of punishment (*types of punishment)*
*Vidy pooshhrenij (*tipy pooshhrenij)*	*Kinds of incentives (*types of incentives)*
Vidy premirovanija	*Kinds of bonuses*
Vidy shtrafov, nalogooblozhenija	*Kinds of fines, taxation*
Vidy oplaty truda	*Kinds of payment*
Vidy zanjatosti naselenija	*Kinds of employment*
Vidy obshhestvenno opasnyh posledstvij	*Kinds of socially dangerous consequences*
Vidy sledstvennyh dejstvij	*Kinds of investigative actions*
Vidy dokazatel'stv v sude	*Kinds of evidence in court*
Vidy otvetstvennosti	*Kinds of responsibility*
Vidy prichinennogo vreda	*Kinds of harm caused*
Vidy pirotehniki	*Kinds of pyrotechnics*
Vidy vozgoranija	*Kinds of ignition*
Vidy nauki	*Kinds of science*
Vidy seksa	*Kinds of sex*
Vidy otdyha	*Kinds of recreation*
Vidy pomoshhi	*Kinds of assistance*
Vidy ubijstv	*Kinds of murders*
Vidy bezopasnosti	*Kinds of security*
Raznye vidy zhivotnyh	*Kinds of animals*
Vidy bombometanija	*Kinds of bombing*
Vidy ognja artillerii, hakerskih (psihologicheskih i dr.), atak i dr	*Kinds of artillery fire, hacker (psychological, etc.) attacks, etc.*

By analyzing the meaning of nouns, commonalities emerge. A systematic pattern would be found in the fact that in stable expressions with the word *tip:* all nouns are related to the outer or inner world of man. These are associations of people (people, tribe), human language, personality in its different hypostases (mother, mediator), and the external characteristics of a person (person, figure). Only with the word *tip* there are combined nouns with the general meaning of the process (reproduction, growth), etc. As for the word combinations with the noun *vid* it is interesting that their significance relates to the sphere of human social activity. These are the established legal rules (e.g. penalty, punishment, investigative actions, responsibility, evidence), power relations and their consequences (e.g. attack, harm), etc.

This study has revealed some generalities encompassing different languages, with which classifying noun a single word can be combined. However, it is necessary to admit that the perfect explanation of the use of the words *tip* and *vid* in stable word combinations might still be almost impossible. This is particularly evident in comparing the word combinations of classifying nouns, *"pomoshh' (help)," "vzaimopomoshh' (mutual*

assistance)," on the one hand, and, *"sotrudnichestvo (cooperation),"*
"vzaimodejstvie (interaction)," on the other. It would seem that the concepts
of *"pomoshh' (help)"* and *"sotrudnichestvo (cooperation)"* are close in
meaning. Both mean a relationship of friendly interaction between peoples;
nevertheless, these words have different compatibility. *Sotrudnichestvo
(Cooperation)* is combined with both nouns: *tipy=vidy sotrudnichestva,
tipy=vidy vzaimodejstvija (types = kinds of cooperation, types = kinds of
interaction)*, and the words *"pomoshh' (help)"* and *"vzaimopomoshh' (mutual
assistance)"* are combined only with the word "*vid* (kind)": *vidy pomoshhi,
vzaimopomoshhi (*tipy pomoshhi, vzaimopomoshhi) (kinds of assistance,
mutual assistance (*types of assistance, mutual assistance))*. Similarly, in
word combinations *vidy medicinskoj pomoshhi (ambulatornoe lechenie,
skoraja pomoshh' i dr.) (e.g. kinds of medical care (outpatient treatment,
ambulance), vidy mezhdunarodnoj vzaimopomoshhi (kinds of international
mutual assistance)*. In another example, the word *religija (religion)* can be
combined with both words *(tipy=vidy religii (types = kinds of religion))*, and
the word *verovanija (belief)*, that is very close to the word *religija (religion)*,
is combined only with the word *tip: tipy verovanij (types of beliefs)*.
Similarly, *vidy vody (dozhdevaja, mineral'naja i dr.) (kinds of water (rain,
mineral, etc.)),* but *tipy vodnoj sredy (types of aquatic environment)*.

Such aberrations lead us to another conclusion. In practical work with a
foreign audience, when instructors are asked questions by students about the
system by which the words *tip* and *vid* are combined with other nouns, they
may need to point out a certain list of stable word combinations. In teaching
Russian language to a foreign audience, especially in groups of future
translators, the lists of irregularities should be memorized.

The fourth hypothesis, according to which the ban on the
synonymization of these words and their synonymization depends on the
characteristics and the general contents of the text, was also confirmed. As
stated above, all nouns, except for those included in idiomatic phrases (see
above), can be combined with both words *tip* and *vid*. Types of volcanoes are
divided into kinds of volcanoes, types of lessons are divided into kinds of
lessons and so on. This is observed in texts dealing with multistage
classifications. In such texts, these words are not synonymous, because they
denote different levels of the classification grid. But in texts that do not aim
to describe multi-rank classifications, *tip* and *vid* lexemes can be
synonymous. Examples: *V mire est' mnogo tipov=vidov vulkanov. Izvestno
mnogo tipov=vidov oruzhija. V magazine prodajut raznye tipy=vidy slovarej.
Ja smotrela po televizoru razlichnye tipy=vidy urokov. V ofise est' shablony
mnogih tipov=vidov dokumentov. Est' raznye tipy=vidy druzhby: druzhba-
pokrovitel'stvo, druzhba-pomoshh', diskotechnaja druzhba i tak dalee (*There
are many types/kinds of volcanoes in the world. There are many types/kinds
of weapons. The store sells different types/forms of dictionaries. I watched
different types/forms of lessons on the TV. In the office, there are templates

of many types/kinds of documents. There are different types/kinds of friendship: friendship-patronage, friendship-help, disco friendship and so on).

Henceforth, it can be concluded that the value of the words *tip* and *vid* varies depending on the characteristics and the general contents of the text. In strictly scientific texts devoted to classifications, the meaning of these words is different: where *tip* denotes the higher level of the classification grid, while *vid* is a subset within the grid (examples above). In all other texts, the meaning of these words coincides and is reduced to the general (integral) sema,"an individual part of the collection of homogeneous objects:" *Posle vojny v lesu ostalos' mnogo oruzhija raznyh tipov=vidov* (After the war, many weapons of different types/kinds of species remained in the forest). In other words, the more scientific the classification and the more levels in it, the clearer the line between the meaning of the words being studied as being subordinated to each other the *tip* is wider than the *vid*. The further the speaker is from the scientific classification, the less differentially he will use the words *tip* and *vid*. In other words, in the texts of "extra-scientific" work the use of these words is not assigned to any level of classification, the choice of a word is not fixed rigidly, and the scope of their meaning begins to fluctuate, blur, and lose clear boundaries. Beyond a strict, "contractual" classification, the hierarchy of meanings of these words, their interdependence and subordination to each other disappears, and the word *vid* can be used in the same meaning as the word *tip*.

A general conclusion can be drawn that the use of these words is text-oriented. If the text is devoted to the description of strict scientific classification, then the use of these words is strictly regulated by the framework of this conditional classification. Since multistage classifications are necessary only in science, they are created by scientists, and they are the product of the subjective opinion of their creator, in the words of Sapir, they are "neat constructions of speculative reason" (Sapir, 1993, p. 135). In the multistage classifications of three (mega-group, group, and mini-group) or more levels, both words are used: for the group - a type, for the mini-group - the kind, and in this case these words are in relations of subordination. In all other texts (if we exclude idiomatic phrases), in which the author does not set out to provide any complex classification, the choice of the word is not so strictly regulated, and the words *tip* and *vid* are used as synonyms: *tipy=vidy chrezvychajnyh situacij, tipy=vidy vulkanov, tipy=vidy oshibok uchashhihsja.* (types = types of emergency situations, types = types of volcanoes, types = types of student errors). For example, *Ty sprashivaesh', chto takoe arbalet? Nu, jeto takoe special'noe oruzhie (vid oruzhija=tip oruzhija) dlja metanija strel. (You ask, "What is a crossbow?" The reply, "Well, it's a special weapon (type of weapon = weapon type) for throwing arrows.").* The conclusions made in this analysis are multifunctional. They are important for comparative lexicology, for teaching Russian as a foreign language, and for

translation theory and practice. The observed tendencies can be presented in textbooks for foreign language learners and in textbooks for translators.

If instructors explain such classification to a Korean audience, then in teaching one can rely on, on the one hand, the general use of language, and on the other, subtle and specific differences. The general fact is that the classifying words in multi-level classifications in both languages are used in accordance with the same logical law of the hierarchical relationship. They denote different levels of the classification grid: the word *yu-hyeong* denotes the higher level in the hierarchy (in Russian - the type), and the token *jong-nyu* - the lower one (in Russian - the kind). The difference is that the word *yu-hyeong* is used only in scientific texts. The native speaker of the Korean language must reconstruct his linguistic consciousness. He or she must understand that the words *tip* and *vid* are freely used both in scientific texts and in all other texts (extra scientific). At the same time, in the former they have different values, fixating different levels of the classification grid, and in texts of a non-scientific nature, they are synonymized (when not included in the list of idiomatic phrases). There are also interesting differences. For instance, Russian phrases in areas such as politics and recreation cannot be translated into the Korean language literally, translating it figuratively is necessary to achieve an accurate descriptive variant.

5 Conclusion

In summary, it can be stated that classification vocabulary can be used both in a strictly delineated, logical-hierarchical sense, the boundaries of which are determined by the hierarchy and the criteria for constructing this hierarchy (the mega group, the group, the mini-group in the classification grid), and in a non-strict sense, logically diffuse meaning, the boundaries of which are undefined (for example, a group is described in the same manner as a mini-group). In Korean, we do not observe synonymization of the lexemes designating different levels of classification as different lexemes are assigned to scientific and non-scientific texts.

Is it possible to interpret the obtained data as demonstrating the universality of the Russian classifying vocabulary, which the speaker can use in all text styles and any content, in contrast to Korean vocabulary, which is assigned to different styles of speech (in scientific and "extra-scientific" texts different vocabulary is used)? This question may be answered by further study of other words of this group (*rod* (genus)*, raznovidnost'* (species)*, klass* (class), etc.), as well as other LSG. The only conclusion that can immediately be made with certainty to some degree is that if the unclassifiable vocabulary in the Russian language is subject to a known law, according to which the difference in the meaning is due to the difference in compatibility, then to the words *tip* and *vid* this rule only partially applies (*pol'zovat'sja* kosmetikoj, but *primenjat'* metod). Their use (if you do not consider the list of idiomatic

phrases) depends not so much on the mini-context (word combination) as on the characteristics and content of the text as a whole. The scientific text on multistage classifications or the text of any other text and style. It is a scientific text dealing with multistage classifications or the text of any other subject.

The results of this study can be especially useful to Korean learners of the Russian language, and the principles can be applied to the classroom to help distinguish differences in the Russian and Korean use of the words. The results confirm the well-known thesis that one of the central questions in modern semantics remains the issue "about the difference between the lexical meaning of a word and its compatibility" (Apresjan, 1995, p. 60). Based on the examined word pairs, we can determine that idiomatic phrases with these words can be specified by a list, and the meaning of the classifying vocabulary changes depending on the characteristics of the text (scientific versus non-scientific). The similarity between the Russian and Korean languages is that in the framework of multistage classifications, the classifying vocabulary has different meanings, and these values themselves are in the relations of subordinates. In addition, the difference between the languages is that in Russian, unscientific texts use the same vocabulary, and it can be synonymous. In the Korean language there is a stricter system for the texts of different characteristics.

From the lexicon we studied, two conclusions can be drawn. First, the meaning of the classifying vocabulary changes depending on the type of text; secondly, idiomatic phrases can be specified by a list. The similarity between the Russian and Korean languages is that in the framework of multistage classifications, the classifying vocabulary has different meanings, and these values themselves are in the relations of subordination. In addition, the difference between the languages is that in Russian, unscientific texts use the same vocabulary, and it can be synonymous, and in the Korean language there is a stricter focus on the vocabulary for the texts of different styles. Another conclusion is that not all words of Russian and Korean can be combined with classifying words, but the list in both languages is relatively small. Finally, we can discuss such words in the Korean language, which for some reason generally push aside classifying vocabulary.

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