

Alena Rudenka

Belarusian State University, Minsk (Belarus)

E-mail: rudenka@bsu.by

ORCID: <https://orcid.org/0000-0002-1165-3299>

Polonisms among the Belarusian Names of Cognitive Events

Polonizmy wśród białoruskich nazw procesów kognitywnych

Паланізмы сярод беларускіх назваў кагнітыўных падзеяў

Abstract

Semantic study of verbs – names of cognitive events – in the Belarusian language has not been conducted before. As a separate lexical-semantic subsystem, verbs with the semantics of mental events were not considered on the material of other languages. The relevance of the article is due to the lack of a comprehensive description of this lexical and semantic sphere. The aim of the article is a comprehensive description of the names of cognitive events in the Belarusian language. The study reveals the semantic and syntactic characteristics of each verb and the types of relationships between them. The lexical values are determined accordingly; the type of each token chosen by the verb's mode of action, i.e Aktionsart; actant type of the verb and its syntagmatic connections. Polonisms are singled out and described in the article. Names of cognitive events are verbs with the semantics 'вырашыць', 'угадаць', 'зразумець', 'даведацца', 'запомніць', 'успомніць', 'вынайсці' [decide, conclude, guess, understand, learn, remember, recall, invent]. Of the forty units, seven lexemes are borrowed from the Polish language or the Polish language has acted as an intermediary in their borrowing. In the subgroup with the semantics 'вырашыць, зрабіць вывад' [decide, conclude] the lexemes *дэдукаваць*, *разважыць*, *размеркаваць*, *разрахаваць* [deduce, reflect, distribute, calculate] were borrowed in Belarusian through the Polish language. Three other Polonisms have a common semantics of 'зразумець', 'даведацца' [understand, learn]. The lexemes *даляць і распрацаваць* [finish and develop] were borrowed from the Polish language. The Belarusian word *асэнсаваць* [sense] has Latin roots, but it got into

* Financing: Funded from the budget of the Institute of Modern Languages and Literatures and the Institute of History of Maria Curie-Skłodowska University, from the funds of the Minister of Science and Higher Education for activities promoting science (contract no. 615/P-DUN/2019) and under the 'Support for Academic Journals' programme (contract no. 331/WCN/2019/1).

Publisher: Wydawnictwo UMCS

Belarusian through Polish mediation. At the same time, the verb formation exists today only in the Belarusian language. All these polonisms, except of the modern borrowing *дапяць* [achieve your own, finish], were already used in the old Belarusian language. They are transitive – the same rule was inherent in these verbs in the Polish language. The new borrowing *дапяць* [achieve your own, finish] is used without object or with an added sentence.

Keywords: verb, aspect, valency, borrowing, polonism

Abstrakt

Badanie semantyki czasowników – nazw procesów kognitywnych – na materiale języka białoruskiego nie było dotychczas podejmowane. Jako specjalny podsystem leksykalno-semantyczny czasowniki w znaczeniu ‘procesy mentalne’ na materiale innych języków również nie był wcześniej poddany badaniu. Aktualność tego artykułu wynika z braku kompleksowego opisu niniejszego zagadnienia leksykalno-semantycznego. Celem artykułu jest całościowy opis nazw procesów kognitywnych w języku białoruskim. Badaniu poddane zostały cechy semantyczne i składniowe każdego czasownika oraz rodzaje relacji między nimi. Zgodnie z czym definiowane są znaczenia leksykalne, typ każdego leksemu według rodzaju czynności; aktantny typ czasownika oraz jego związki syntagmatyczne. W artykule zwraca się również uwagę, które czasowniki zapożyczono z języka polskiego i które przez jego pośrednictwo. Nazwy procesów kognitywnych zostały podzielone na kilka grup z semantyką ‘decydować, wnioskować’, ‘zgadnąć’, ‘zrozumieć’, ‘dowiedzieć się’, ‘zapamiętać’, ‘przypomnieć’. Spośród czterdziestu jednostek siedem zapożyczono z języka polskiego lub język polski pełnił rolę pośrednika w ich zapożyczeniu. W podgrupie semantycznej ‘decydować, wnioskować’ za pośrednictwem języka polskiego do białoruszczyzny zapożyczono leksemu *дэдукаваць, развеажыць, размеркаваць, разрахаваць*. Trzy kolejne polonizmy mają semantykę ‘zrozumieć’, ‘dowiedzieć się’. Z języka polskiego zapożyczono wyrazy *дапяць* i *распрацаваць*. Brus. *асэнсаваць* ma korzenie łacińskie, ale do białoruszczyzny został zapożyczony przez polskie pośrednictwo. Wszystkie te leksemu, z wyjątkiem niedawnego zapożyczenia *дапяць*, były używane już w okresie starobiałoruskim. Są one przechodnie – taka sama rekcja była typowa dla tych czasowników w języku polskim. Czasownik *дапяць* używany jest bez obiektu lub ze zdaniem podzadnim dopełnieniowym.

Slowa kluczowe: czasownik, aspekt, rekcja, zapożyczenie, polonizm

Анататыя

Семантычнае вывучэнне дзеясловаў – найменняў кагнітыўных падзей – у беларускай мове раней не праводзілася. Як асобная лексіка-семантычная падсістэма дзеясловы з семантыкай ментальных падзей не разглядаліся і на матэрыяле іншых моў. Актуальнасць артыкула абумоўлена адсутнасцю цэласнага апісання гэтай лексіка-семантычнай сферы. Мэтай артыкула з’яўляецца комплекснае апісанне назваў кагнітыўных падзей у беларускай мове. Падчас даследавання выяўляюцца семантычныя і сінтаксічныя характеристыкі кожнага дзеяслова і віды адносін паміж імі. У адпаведнасці з гэтым вызначаюцца лексічныя значэнні; тып кожнай абраанай лексемы па спосабу дзеяслоўнага дзеяння; актантны тып

дзеяслова і яго сінтагматычныя сувязі. Асобна вылуччаны і апісаны ў артыкуле паланізмы. Найменні ментальныя падзеі – гэта дзеясловы з семантыкай ‘вырашыць, зрабіць вывад’, ‘угадаць’, ‘зразумець’, ‘даведацца’, ‘запомніць’, ‘успомніць’, ‘вынайсці’. З сарака адзінак сем запазычана з польскай мовы або польская мова адыграла ролю пасрэдніцы ў іх запазычанні. У падгрупе з семантыкай ‘вырашыць, зрабіць вывад’ праз польскую мову прыйшлі ў беларускую лексемы *дэдукаваць, разважыць, размеркаваць, разрахаваць*. Яшчэ тры паланізмы маюць агульную семантыку ‘зразумець’, ‘даведацца’. З польской мовы запазычаны *дапаць* і *распрацаваць*. Бел. *асэнсаваць* мае лацінскія карані, але ў беларускую трапіла праз польскую пасрэдніцтва. Пры гэтым дзеяслоўна ўтварэнне сёння існуе толькі ў беларускай мове. Усе гэтыя паланізмы, акрамя сучаснага запазычання *дапаць*, ужываліся ўжо ў старабеларускай мове. Яны з’яўляюцца пераходнымі – такое ж кіраванне было ўласціве гэтым дзеясловам і ў польской мове. Новае запазычанне *дапаць* ужываецца безаб'ектна ці з даданым дапаўняльным сказам.

Ключавыя слова: дзеяслоў, трыванне, валентнасць, запазычанне, паланізм

Not only philosophers, psychologists, physiologists, but also linguists are interested in human consciousness, its operative units, cognitive processes. Among the names of the cognitive sphere, the central place, of course, belongs to the verbs - the designations of thought processes. In Belarusian linguistics verbs were studied mainly from a morphological point of view, see: *Беларуская граматыка*, ч. 1: *Фаналогія. Арфаэпія. Марфалогія. Словаўтварэнне. Націск* (Belarusian Grammar, part 1: Phonology. Orthoepy. Morphology. Word-formation. Accent) (Biryla and Šuba, 1985); *Граматыка беларускай мовы*, т. 1: *Марфалогія* (Grammar of the Belarusian Language, vol. 1: Morphology) (Atrahovič and Bulahai, 1962), book *Сучасная беларуская літаратурная мова. Марфалогія* (Modern Belarusian Literary Language. Morphology) (Ânkouški, 1975).

The monographs by Jozefa Mackevich *Марфалогія дзеяслова ў беларускай мове* (Morphology of the Verb in the Belarusian Language) (Mackevič, 1959) and by Pavel Shuba *Дзеяслоў у беларускай мове* (The Verb in the Belarusian Language) (Šuba, 1968) are devoted to the morphology of the verb. The book by Viktor Martynau, Pavel Shuba, Maria Yarmosh *Марфемная дыstryбуцыя ў беларускай мове*, ч. 1: *Дзеяслоў* (Morpheme Distribution in the Belarusian Language, part 1: The Verb) (Martynau, Šuba and Ąromoš, 1967) the distributive analysis of verb morphemes in connection with the syntactic characteristic of the verb is offered. One of the latest works of this kind is *Граматычны слоўнік дзеяслова* (Grammar Dictionary of the Verb) (Padlužny and Rusak, 2007) and *Вялікі слоўнік беларускай мовы: арфаграфія, акцэнтуацыя, парадыгматыка* (The Great Dictionary of the Belarusian Language: Spelling, Accentuation, Paradigmatics) – about 223,000 words – by Fyodor Piskunou (Piskunoŭ, 2012).

The semantic study of the verbs of cognitive events, which stand out among the verbs of mental activity, has not been conducted before – the relevance of the article is due to the lack of a coherent description of this lexical-semantic sphere. The names

of intellectual events, among which polonisms are considered separately, are analyzed in this work in several groups. Belarusian verbs of cognitive activity in general have previously been the subject of research: a monograph by Alena Rudenko *Дзеясловы з семантыкай разумовых працэсаў у беларускай мове* (Verbs with Semantics of Mental Processes in the Belarusian Language) (Rudēnka, 2000) and a dissertation by Ivan Doda *Дзеясловы са значэннем інтэлектуальнай дзеянасці ў беларускай і рускай мовах (лексіка-семантычны і словаўтваральны аспекты)* [Verbs with the Meaning of Intellectual Activity in the Belarusian and Russian Languages (Lexical-semantic and Word-forming Aspects)] (Doda, 2004). A. Rudenko's monograph is much broader in material than this article, and differs in purpose and approach. The same is true with I. Doda's dissertation semantically more voluminous material selected from two languages – Belarusian and Russian, is analyzed not only from the point of view of semantics, but also word formation. The main attention in the dissertation is paid to the word-formation aspect; verbs with the meaning of intellectual events according to the semantic classification adopted in the work of I. Doda (intellectual activity is interpreted very broadly here), are not allocated to a separate group. A joint monograph by Alena Rudenko and Alla Kozhinova (Kožinova and Rudenko, 1994) is devoted to the origins of Slavic 'intellectual' names and their early functioning; the book is not only about verbs, but about the origin of 'mental' tokens, regardless of the part of speech.

The aim of our article is to study Belarusian verbs that nominate 'intellectual' events, according to semantic, valence, and strong characteristics, with consistent selection and analysis of polonisms among them.

The obligatory lexical-semantic variant (LSV) with the meaning of the event has in the system of meanings all the verbs represented by the perfect-imperfect pair. This is a general aspectological rule: in a pair of perfect and imperfect verbs, the perfective aspect always denotes an event, and one of the meanings of the paired imperfective aspect verb, the so-called trivial, is also an event. This meaning is not usually given in the dictionary, because in dictionaries verbs are often given in perfective aspect, but it is automatically assumed that if a verb has a paired verb of an imperfective aspect, then one of the meanings of the imperfective action is trivial (Zaliznâk and Šmelev, 1997, p. 45). In this regard, this article considers only the verbs that form the so-called trivial perfect-imperfect pairs, i.e. those where the significance of the event for the imperfective aspect is unique. Aspectologically paired verbs in which the imperfective aspect denotes a process or a condition are not analysed here.

Verbs that nominate cognitive events convey the semantics of 'рашыць, зрабіць вывад', 'угадаць', 'зразумець', 'даведацца', 'запомніць', 'успомніць' [decide, conclude, guess, understand, learn, remember, recall]. Let's study each group in more detail.

Verbs with the general semantics 'вырашаць (вырашыць), (з)рабіць вывад' [to decide (decide), (to) draw a conclusion] denote an event that completes the process of reflection, thinking. Such relations between 'думаць' [to think] and 'вырашыць, зрабіць вывад' [to decide, to draw a conclusion] are reflected in dictionary definitions, for example, *разважаць* [to think] is explained as як 'супастаўляючы падзеи,

панияці і пад., мысліць, рабіць вывады' [comparing events, concepts, etc., to think, to draw conclusions], but the last of the defined words stage definitions can be denoted by separate tokens.

The semantics of 'вырашыць' [decide] in the Belarusian language is conveyed by the verb *рашыць* [decide] and its more commonly used prefix derivatives *вырашыць* [decide], *пастанавіць* [determine], which are primarily characterized by limitation and completeness, i.e. denote the moment of change in the mental state and therefore are more often used in the form of the perfective aspect. Tokens are also found in the imperfective aspect (they are characterized by the use in the pseudo-conjunctive construction and in combination with phase verbs), but this property is rarely required. This is due to their completeness, which is best conveyed by using the perfect. The non-procedurality of the members of the group is also emphasized by the fact that they are not combined in the meaning, considered here, with adverbs of intensity of the type *напружана* [intensively], but deictic adverbs with the semantics of one-moment (*адразу*, *хутка* [immediately, quickly] etc.) are often added. A common feature of these tokens is the possibility of using them with a plural subject and a subject – the name of the team. They can control the additional complement sentences with the conjunction *што* [that, which] as well as the infinitive (the latter indicates the presence of a modal component in their semantics).

Differential combinatorial features of the selected lexemes are given here and below in the summary tables. Abbreviations accepted in the tables are as follows: **дл** – the ability to control the additional complement sentences with interrogative words and with the subordinate conjunction *чи* [or] (formed on the basis of the interrogative sentence); **абс** – absolute one-actant construction; **на** – possibility of direct object; **п** – transitivity; **ім** – the presence of the imperative form; **адм** – construction with negation; **мс** – the possibility of joint action, denoted by a verb (construction with a multiple subject of the type *мы думаем разом* [we think together]); **кс** – the ability to combine with the subject of action, which indicates the collective (*people, group*, etc.). (+) – indicates an unused, 'unsuccessful' form, possible only in special contexts and situations, [+] – the only possible use.

Specific connecting features of each of the verbs with the semantics 'рашыць, зрабіць вывад' [decide, draw a conclusion] are presented in Table 1. In addition to the abbreviations mentioned above, the following abbreviations are used in the Table 1: **на + я** – the ability to control an indirect object in the dative or prepositional case with prepositions *наконт* (*адносна*) [about (relatively)].

Table 1. Combinatorial characteristics of the verb with the semantics 'рашыць, зрабіць вывад' [decide, draw a conclusion]

	<i>nra (аб) + я</i>	<i>на + я</i>	<i>наконт (адносна) + я</i>	<i>ім</i>	<i>адм</i>
<i>Рашыць</i> [decide]	+	+	+	+	+
<i>Пастанавіць</i> [determine]	-	+	+	(+)	(+)

Some characteristics of the group members are listed below.

Polysemant *рашыць* [decide] refers to the names of cognitive events in the sense of ‘пасля раздуму, разважанняў прыйсці да якога-н. выніку’, ‘заключэння’ [after thinking, reasoning to come to some result, conclusions] when managing the additional complement sentence with the conjunction *што* [that] and in the sense of ‘вынесці, прыняць рашэнне адносна каго-, чаго-н.’ [decide, make a decision about someone, something] when managing the infinitive – in this case it borders on the designation of will. In some cases it is quite difficult to differentiate the meanings in which the word *рашыць* [to decide] appears in this or that concrete context. For example, when controlling an indirect complement, a verb has the semantics *прыйсці да выніку, заключэння* ‘(рашыць пра каго-н., што...)’ [to come to a result, the conclusion (to decide about someone, that...)], with direct inanimate object (*рашыць задачу*) – ‘падлічыць’ [(to solve a problem) – to count], with an infinitive (*рашыць зрабіць*) [(decided to do)] – contains a modal seme of intention. It is possible to manage the additional complementary sentence with a conjunction *што* [that] of the word *рашыць* [to decide] in the following way: a) in the sense close to ‘намервацца, збірацца’ (*Я рашыў, што пайду ў гості*) [to intend, to gather (*I decided that I will go on a visit*)], b) when expressing the semantics of ‘прыйсці да выніку, заключэння’ (*Мэр горада рашыў, што забудова новага раёна адбываецца вельмі марудна*) [to come to the result, the conclusion (*The Mayor decided, that the construction of the new district is very slow*)], and in this case there may be the seme ‘лічыць, мець думку, меркаваць’ (*Я вырашыў, што ён не вельмі разумны чалавек*) [consider, think, believe (*I decided that he is not a very smart person*)], c) actually in the meaning of ‘прыняць рашэнне’ [make a decision]. For this last LSV it is possible to use with the additional complement sentence which is subordinated by means of a question word: *Я нарэшце рашыў, калі падedu ў Гродна* [I have finally decided when I will go to Grodno]. The system of LSV of polysemant *рашыць* [decide] and the relationship between them is discussed in detail by us in the article (Rudēnka, 1998). The most typical for a verb is the use in a compound sentence, even if the subordinate connection is not formally expressed: *Людзі самі рашылі: Глінскаму быць старшынёй, а мне ісці ў пасмухі або ў вартаўнікі – Кулакоўскі* [People themselves decided: Glinsky should be the Chairman, and I should be the shepherd or the guard – Kulakousky]¹. The lexeme *рашыць* [to decide] is used without limits with denial and in the imperative. Characteristic of *рашыць* [to decide] is the use in reverse form with an indirect object with the preposition *на* [on] (*Соцкі таму і рашыўся на смелы ўчынак, што спадзяваўся паставіць мясцовую ўладу ў смешинае становішча перад народам – Каваленка* [Sotsky therefore decided on a bold action, that hoped to put the local government in a ridiculous position before the people – Kovalenka] or the infinitive (*Устаць і пайсці, што ён ужо колькі разоў памыкаўся зрабіць, Лабановіч не*

¹ Here and below, examples from fiction are given according to *Тлумачальнаага слоўніка беларускай мовы* [the Explanatory Dictionary of the Belarusian Language] (TSBM 1–5, 1977–1985).

рашыўся, баючыся пакрыўдзіць гаспадара і гасцей – Колас [Labanovich did not dare to get up and to go, that he had already tried to do several times, fearing to offend the host and the guests – Kolas].

The verb *настнанавіць* [determine] is synonymous with the verb *рашыць* [decide] only in the sense of ‘прыняць рашэнне’ [make a decision]: *Дзеду Талашу настнанавілі выдаць чырвонаармейскую стрэльбу і быць за правадніка на разведцы* – Колас [It was determined to give grandfather Talash a red army rifle and be a guide in the reconnaissance – Kolas]. It is narrower both in stylistic, and in combinatorial parameters. The token is used mainly in the official-business style, and this limitation is due to its connecting and formative specificity, for example, it has no inverse form, as in its synonym described above. The verb does not control indirect objects with intermediate prepositions about *пра* (*аб*) [about], but only with book prepositions like *наконт*, *адносна*, *у дачыненні да* [about, relatively, in relation to] etc. The use of *настнанавіць на* [determine] + dative case (*пытанню*, *справе* і пад. [question, case, etc.]) in a stable official-business turnover is more characterized for it than for the verb *рашыць* [decide]. By the way, with the preposition *на* [on] (+ prepositional case) for these verbs it is possible to indicate the reason for the decision: *на азначеных прычынах* (= *на падставе азначеных прычын*) *рашылі/настнанавілі...* [for the specified reasons (= on the basis of the specified reasons) decided / determined...]. The stylistic marking of the verb *настнанавіць* [determine] is indicated by the limitation in use with the negative and in the imperative: this use is only possible in artificial contexts.

Thus, the semantics of ‘вырашаць’ [decide] in the Belarusian language is denoted by two verbs. One of them – *рашыць* – is rather fuzzy in terms of semantic characteristics and often ‘captures’ the semantic spheres bordering on the given. In a trivial sense, it is replaced by a more frequent derivative *вырашыць*. It is united with the verb *рашыць* (apart from a number of common contexts and roots) by the semantics of borderline, changes in the cognitive state. By the way, it is this semantic element that allows the verb *рашыць* [decide] to convey the meaning of ‘зрабіць вывад’ [make a conclusion]. The second lexeme of the series – *настнанавіць* [determine] – is stylistically marked: this is evidenced by a number of limitations in use.

In the Belarusian language, the semantics of ‘зрабіць вывад’ [make a conclusion] is nominated by the tokens *вывесці*, *дэдукаваць*, *заключыць* [make a conclusion, deduce, conclude]. These verbs mainly denote a one-moment act of inference, conclusion; they are necessarily resultant, i.e. all have perfective aspect (taking into account that the derivative *дэдукаваць* [deduce] – bi-aspectual verb); practically do not combine with phase verbs and have other characteristics inherent in the name of the event, for example, adverbs denoting a moment or a very short period of time (*адразу*, *у момант* [immediately, at the moment], etc.) are more often used with them. In contrast to the sememe ‘вырашаць (вырашыць)’ [decide], the verbs of this group cannot control the infinitive, i.e. do not have modal characteristics.

All these synonyms can control the complement clause with the conjunction *што* [that], they are used with the plural subject, are seldom used in the form of an imperative, and are more often combined with modal verbs to introduce negation.

The lexemes of this group differ by the type of control: in addition to the direct object with the meaning of the object of action, they can have indirect objects with the prepositions indicating the grounds for conclusion. The differential features of the considered verbs are given in the summary Table 2. The abbreviation ‘пк’ indicates the possibility of using in a pseudo-connective construction.

Table 2. Combinatorial characteristics of verbs with semantics ‘зрабіць вывад’ [draw a conclusion]

	па	п	з + я	абс	кс	пк
<i>Вывесьці</i> [make a conclusion]	+	+	+	-	+	+
<i>Дэдукаваць</i> [deduce]	+	+	+	+	-	+
<i>Заключыць</i> [conclude]	-	-	-	-	+	-

The verb *заключыць* [to conclude] means ‘прыйсці да заключэння (вываду)’ [to draw a conclusion (an inference)], ‘зрабіць заключэнне (вывад)’ [to make a conclusion (an inference)] and in this sense is used only with an added complement clause with the conjunction *што* [that]: *Доктар заключыў, што ў Андрэя стэнакардыя, і адразу накіраваў у палату* – Кандрусеўіч [The doctor concluded that Andrey had angina, and immediately sent him to the ward – Kandrushevich]. With a complement object, this verb means ‘афіцыйна дамовіцца пра што-н., прыйсці да пагаднення’ [officially agree on something, come to an agreement] and is thus excluded from the outlined semantic sphere. The word *заключыць* [conclude] is close to *рашиць* [decide], and in many sentences with the complement clause with the conjunction *што* [that], these verbs can replace each other: *А мы з Петрусём ужсо прачакаліся цябе і рашылі* (= *заключылі* – A. R.), *што ты не прыйдзеши* – Гартны [Peter and I have been waiting for you and decided (= concluded – A. R.) that you will not come – Gartny]. But, unlike *рашиць* [to decide], *заключыць* [to conclude] cannot control the infinitive, i.e. does not introduce the semantics of expression of will. Of all these verbs *заключыць* [to conclude] is the most limited combinatorically and, accordingly, semantically: it is used only with the added complement clause, which is introduced by the conjunction *што* [that], and is strictly localized to introduce the semantics of ‘рабіць заключэнне, вывад’ [make a conclusion, an inference], in contrast to other lexemes in this section, which, having a wider range of connections, can penetrate into other semantic spheres, as, for example, *дэдукаваць, выводзіць* [to deduce, derive], capable of denoting not only the moment of a conclusion, an inference, but also preliminary reasonings.

The verb *вывесці* [derive] can replace the verb *заключыць* [conclude] in many contexts, but its LSV, considered here, is used less frequently than the verb *заключыць* [conclude], which is due to the active use of the word in the literal sense. In contrast to the verb *заключыць* [conclude], the verb *вывесці* [derive] can also have a direct object in the meaning considered here: *У крыжовай частцы бяруць тры вымярэнні і выводзяць сярэднюю велічыню – Паўленя* [In the cross section we take three dimensions and derive the average value – Paulenya]. In this regard, the verb *вывесці* [derive] is used in the passive voice and in this form can be combined with a modal verb: *формула (можа быць) выведзена* [the formula (can be) derived]. The bases for inference in a verb are indicated by an indirect object with the preposition *з* [from]: *З вашага даклада, панober-лейтэнант, можна вывесці, што ў вашым раёне партызан няма – Шамякін* [From your report, Mr. Ober-Lieutenant, it can be concluded that there are no partisans in your area - Shamyakin]. The synonym may have a subject – the name of the team: *лабараторыя нарэшце вывела новы антыкаагулянт* [the laboratory has finally derived a new anticoagulant]. It is also used in the pseudo-conjunctive construction and can be combined with deictic adverbs, denoting a certain period of time: *доўгі час ён выводзіў новую формулу* [for a long time he derived a new formula]. Such a combination shows that the verb semantically covers not only the actual moment of conclusion, conclusion, inference, but also the preliminary reflection, the process of drawing a conclusion. Prolonged action of verbs is very rare: only when it is controlled by several nouns in the role of direct complement (*выводзіць формулу, заканамернасць* [derive formula, regularity] etc.), it is more often used in presents historicum, as evidenced by the data files of TSBM [TSBM], see, for example *Гаварылі і аб нейкай вялізной страшнай спрэчцы (выводзілі яе лагічнымі збудаваннямі), у якой абодва бакі нібыта асыпалі адзін аднаго ўзаемнымі аброзамі – Караткевіч; З чаго вы гэта выводзіце, дараіт прараб, што я шкадую? – Савіцкі* [We also talked about some huge terrible dispute (deduced it by logical constructions), in which both sides allegedly showered each other with mutual insults - Karatkevich; From what do you, dear Brigadier, conclude that I am sorry? – Savitsky]].

The Belarusian verb *дэдукаваць* [deduce] is used exclusively in the literary language, mainly in texts on logic, philosophy, etc. (this is due to its foreign origin) and means ‘*вывесці (выводзіць) заключэнне шляхам дэдукцыі*’ [to make (deduce) a conclusion by deduction]. It can carry a direct object, an indirect object with the preposition *з* [from, with], which names the original premises for inference, conclusion, or subordinate complement clause with the preposition *што* [that]. The lexeme is used absolutely in the pseudo-conjunctive construction, ie. it preserves the seme of processuality with the general resulting semantics. Confirmation of the limit of its meaning is the possibility of forming the adjective of the dependent clause of the past tense (which can be used in combination with the verb *быць* [to be] as a conjunction and a modal verb): *заключэнне (можа быць) дэдукавана* [the conclusion (can be) deduced]. As a rule, the verb is called an individual mental

action and is not used with the subject – the designation of the collective. Like the verb *выводзіць* [derive], it can name not only an event, but also a process, but due to its marginality and the general low frequency, especially when designating a process, it is considered as a part of the given group. This semantic specificity of the named lexemes is related to their functional specificity: in addition to the fact that they can be used absolutely and are part of a pseudo-conjunctive construction, they attach deictic adverbs with the meaning of a certain period of time, which is typical for the designation of a long action.

The borderline semantics of the event ‘прыйсці да вываду, заключэння, вырашыць’ [to come to a conclusion, inference, to decide] is also transmitted by the verb *рассудзіць* [to reason, to judge] which does not have an imperfect in the meaning given here (*А кім быць, сам рассудзіш сваёй добраі воляй – Колас* [And whoever you are, you will judge with your good will – Kolas]). The verb *рассудзіць* [to reason, to judge] can subordinate an added complementary sentence with the conjunction *што* [that] or with a question word. The same meaning is given to the perfective verb *разважыць* [to think] (unfinished *разважаць* [to reason] in the trivial sense), but only when controlling an added complementary sentence with the conjunction *што* [that] and a direct object.

The peculiarity of this group is that the meaning of the event ‘зрабіць заключэнне, вывад’ [to draw a conclusion, an inference] can be expressed by prefix derivatives of perfect verbs denoting mental processes: *дадумача*, *надумача*, *прыкінуча*, *размеркавача*, *разлічыча*, *разрахавача*, *рассудзіча* [to guess, to decide, to estimate, to define, to calculate, determine, to reason] (with their imperfective equivalents in the trivial sense, if any). This is natural, because any mental process ultimately implies a formed conclusion, inference, concept as a result of mental work, perhaps intermediate. These verbs, used in the sense of ‘зрабіць вывад’ [make a conclusion], acquire the functional features characteristic of the lexemes of this group: they control the added complement with the conjunction *што* [that], are not used absolutely, and so on.

Another characteristic feature of this group is that the sememe ‘(з)рабіць вывад’ [draw a conclusion], as well as the sememe ‘вырашыць (вырашаць)’ [to decide (to solve)] are often denoted by phrases. If the phrases play a supporting role when expressing other semem, then the mentioned meanings, on the contrary, are often nominated by phrases *прыходзіць да заключэння (вываду, высновы)*, *рабіць заключэнне (вывад, выснову)*, *прымаць рашэнне* [to draw a conclusion (inference, finding), to make conclude a conclusion (inference, finding), to make a decision].

Despite the fact that the described lexemes of the group are characterized by promptness and efficiency, they are closely connected with the previous logical stage of reasoning, the formation of the conclusion, finding.

Part of the verbs of this group – *разважыць*, *рашыць*, *вырашыць*, *пастанавіць*, *вывесці*, *дэдукаваць*, *заключыць*, *размеркаваць*, *разлічыць*, *разрахаваць* [to think, to decide, to solve, to determine, to infer, to deduce, to conclude, to define, to calculate,

to estimate] – borrowings. Most of them are borrowed either directly from the Polish language or through it.

The lexemes *дэдукаваць, разважыць, размеркаваць, разрахаваць* [to deduce, to reason, to define, to estimate] came through the Polish language to the Belarusian.

A special place among these borrowings is occupied by the verb *разважыць* [to reason], which dates back to the Old Belarusian *розважисти* < *важысти* ‘абдумваць’ [to think about, to ponder] < Old Polish *vażyć* ‘абдумваць’ [to think about, to ponder] (ÈSBM 2, 1980, p. 23). According to another version, the Belarusian *razvazhit* [to think about, to ponder] (< Old Belarusian *razvazhiti*) dates back directly to the Old Polish *waga* [weight, scales] < old-w.-German *waga* < mod.w.-German *Wage* [dare] (ÈSBM 2, 1980, p. 12).

The Belarusian *дэдукаваць* [to deduce] is borrowed from Polish *dedukować* < *dedukcja* < Latin *deductio* ‘выведзенне’ [deduction] (ÈSBM 3, 1985, p. 178).

The verb *размеркаваць* < *меркаваць* < Old Belarusian *мерковати* ‘разважаць’ [to define] < Old Polish *miarkować* [moderate] ‘разважаць’ [to define] < German *merken* ‘запамінаць, заўважаць’ [remember, notice] (Bulyka, 1980, p. 132).

The modern Belarusian token *разрахаваць* [to estimate, to calculate] goes back to the Old Belarusian *разраховати* < *раховати* ‘лічыць’ [to calculate] < Old Polish *rachować* ‘лічыць’ [to calculate] < old-w.-German *rechnen* ‘лічыць’ [to calculate] (ÈSBM 11, 2006, p. 151).

The next group of verb names of cognitive events are tokens with generalized semantics ‘угадаць’ [to guess].

The designation of the processes of thinking, in particular the verb *гадаць* [to guess], in the Belarusian language is contrasted with its derivatives *здагадацца* ‘па якіх-н. прыметах прыйсці да правільнай думкі аб чым-н.; пазнаць, зразумець’, *угадаць* ‘вызначыць, выявіць па якіх-н. прыметах, здагадацца’ [to guess ‘on the basis of any signs to come to the right thoughts about something; to know, to understand’, to guess ‘to surmise, to discover with the help of any signs, to realize’]. They have imperfect equivalents – *здагадвацца, угадваць* [to guess, to surmise] – but they are different perfect-imperfect pairs. The pair *здагадвацца* – *здагадацца* is unique in its properties, and its Russian analogue is described in detail in the book (Zaliznâk and Šmelev, 1997, p. 51). In addition to the fact that it can function as a trivial perfect-imperfect pair, where both members nominate the event, the imperative *здагадвацца* can convey the meaning of ‘мець гіпотэзу, быць у стане гіпатэтычнага меркавання, які папярэднічае моманту, абазначанаму закончаным трываннем дзеяслова *здагадацца*’ [to have a hypothesis, to be in a state of hypothetical reasoning preceding the moment indicated by the perfect action of the verb *здагадацца*]. The pair *здагадвацца* – *здагадацца* is a classic trivial pair.

The verbs *здагадацца, угадаць* [guess, surmise] can subordinate an auxiliary complementary sentence with the interrogative word (*Я здагадаўся (= угадаў), калі прыедзе брат; Я здагадаўся (= угадаў), хто заўтра прыедзе*) [I guessed (= surmised) when the brother will come; I guessed (= surmised) who will come

tomorrow] and with the conjunction *што* [that] (*Я здагадаўся (= угадаў)*, *што брат прыедзе заўтра*) [I guessed (= surmised) that the brother will come tomorrow]. The lexemes are regularly used in imperatives and with negation, with the subjects of different types. Their distinguishing features are presented in Table 3.

Table 3. Combinatorial Characteristics of Verbs with the Semantics ‘угадаць’ [to guess]

	па	п	<i>пра (аб) + уа</i>	<i>дд + што</i>	+ інф
<i>Здагадацца</i> [to guess]	-	-	+	+	+
<i>Угадаць</i> [to surmise]	+	+	-	+	-

The lexeme *здагадацца* controls an indirect object with the prepositions *пра (аб)* [about (on)] (*здагадацца пра месца сховіща скарбу*; *Усе здагадваліся аб нейкай непрыемнасці ў іхняга інжынера – Пальчэўскі* [to guess about a place of storage of a treasure; All guessed about some troubles of their engineer – Palcheusky) and an infinitive, in contrast to *угадаць*: *Добра, што ты здагадаўся купіць хлеба* [It is good that you guessed to buy bread].

The verb *угадаць* [to guess, predict, divine] does not control an indirect object with the prepositions *пра (аб)* [about (on)], but a direct object (*угадаць далейшыя падзеі* [to guess further events]) and, accordingly, can be used in a passive voice, which is expressed by the inverse form or past participle (*угадваецца, угадана* [guessed]). Like the verb *здагадацца*, it controls the auxiliary complementary sentences of different types, in particular with the conjunction *што* [that]: *Малая ўгадала, што маці схавала цукеркі ў стол* [A little girl guessed that her mother had hidden candy into the table].

A large group with generalized semantics of ‘зразумець’ [understand] is represented in the Belarusian language by such semelfactives as *асэнсаваць, дайсці, пранікнуць, спасцігнуць, схапіць, схваціць, паняць, улавіць, усвядоміць, уясніць*, [to comprehend, to reach, to penetrate, to perceive, to grasp, to grab, to understand, to catch, to realize, to conceive], by one-type perfect verbs *даняць, (з)даўмецца* [to understand, to comprehend] and with verbs (*а)валодаць, асвоіць (засвоіць), пазнаць* [to learn, to internalize, to grasp, to understand] in a trivial sense. The semantics of the event ‘зразумець’ [to understand] is the closest to the procedural meaning of ‘разбірацца’ [to know], although it also correlates with the meanings of ‘думаць’ [think] and ‘вызначаць’ [define] as the name of the result of these processes. The common feature of these verbs is that they are not used absolutely (except in answer to a general question), they can be combined with a plural subject and with negation.

The verbs *ўсвядоміць (асвядоміць), асэнсаваць, спасцігнуць, уясніць* [to realize (understand), to comprehend, to grasp, to conceive] are direct transitives: they control a direct complement or auxiliary clause, mostly with the conjunction *што* [that].

Theoretically, they can denote the process of comprehension, awareness (for example, in combination with the adverb *паступова* [gradually]), but they are practically not used in this capacity and for this reason are rarely used in an imperfect form or with the auxiliary clause, which is introduced by the conjunction *чи* [or]: such control is more characteristic of the names of long processes (cf. *вызначаць* [to define]). In such contexts, they are often combined with modal verbs *Ён не мог уясніць (усвядоміць, асвядоміць)*, *як трэба паводзіць сябе ў гэтых абставінах* (He could not understand (realize, grasp) how to behave in these circumstances)) or predicative proverbs (*І дзіўныя пачуці апанавалі мяне: да болю ў сэрыці захацелася паехаць туды, на поўдзень, дзе ідзе, шырыцца страшная бітва, якую нават цяжка асэнсаваць – Шамякін* (And strange feelings overflowed me: my heart ached to go there, to the South, where there is a terrible battle, which is even difficult to comprehend – Shamyakin)). Semantically, the verbs are very close: *Чытаючы вершы маладых паэтаў, мне ў першую чаргу хочацца спасцінучь духоўны свет новага пакалення – Грахоўскі* (Reading the poems of young poets, I first of all want to understand the spiritual world of the new generation – Grahousky); *Важна, каб вучні ўсвядомілі адрозненне правапісу шыпячых – Самцэвіч* (It is important that the students realize the difference in the spelling of sibilants – Samtsevich); *План дапамагае вучням лепш уясніць развіццё асноўных думак выкладчыка – Казанцаў* (The plan helps students to better understand the development of the main ideas of the teacher – Kazantsau); *Ён імкнуўся па-філософску асэнсаваць ролю граматыкі як науки ў сярэдневяковай сістэме ведаў – Батвіннік* (He sought to philosophically comprehend the role of grammar as a science in the medieval system of knowledge – Batvinnik). As the verbs are transitive, they have passive forms, are regularly used in the imperative and with negation. As symbols of an individual mental act, they are seldom combined with a collective subject. The differential application for *уясніць* [*understand, comprehend*] is the possibility of controlling the reflexive pronoun *сабе* [myself]: *Вялічка ўспомніў, што ён, калі быў яшчэ ў забыцці, чуў гэты шэпт, але не мог уясніць сабе яго як сапраўднасць – Чорны*. (Wialichka remembered that when he was still in oblivion, he heard this whisper, but could not understand it as the authenticity – Chorny).

The semantics of ‘*зразумець*’ [*understand*] can be denoted by tokens with the original meaning ‘*уязць, схапіць*’: *схапіць, схваціць, паняць, улавіць, асвоіць* (*засвоіць*), *авалодаць* [to take, to seize: to seize, to grasp, to understand, to catch, to master (to learn), to comprehend]. These verbs have combinatorial characteristics similar to those of the above-mentioned synonyms. However, there are some differences.

The lexeme *улавіць* [to catch, grasp] means a one-time mental work to receive and register a pure and accurate impulse for further processing, comprehension, emphasizes the moment of primary understanding, grasping, a cursory look at nature, the importance of the object of reflection. *Пахомаў ліхаманкава рабіў накіды фігуры. Галоўнае – улавіць тое светлае, што так і лілося з вялікіх шэрых вачэй дзяўчыны – Даніленка* [Pahomov was feverishly sketching the figure. The main thing is to catch

the light that was pouring out of the big gray eyes of the girl – Danilenko.]. It follows from the given example that the semantics of a one-time mental act was developed into a verb not directly from the meaning of ‘схапіць’ [to seize], but on the basis of transitional semantics of perception, and these two meanings – ‘улавіць органамі пачуццяў’ [to catch by sense organs] and ‘зразумець’ [to understand] – differ only in the semantics of object. The verb *улавіць* [to catch, to grasp] rarely subordinates additional auxiliary sentences with interrogative words and the conjunction *што* [that], and for its synonyms *схапіць* [to grab] and *схваціць* [to grasp] such subordination without an indicative word is uncharacteristic.

For the verbs *схапіць* [to grab] and *схваціць* [to grasp] ‘хутка, без намагання ў зразумець’ [quickly, effortlessly understand] the sense perception was also an intermediate semantics: *Ты хочаши розумам схапіць, пра што зара з зарой гаворыць – Дубоўка*. [You want to grasp what the dawn is talking about with the dawn – Dubouka]. *Калгасныя курсанты, відаць, якіч сядзелі ў клубе над канспектамі, хапалі там тое, што не паспелі схапіць за дні вучобы – Шашкou* [The collective-farm cadets were probably still sitting in the club over their notes, grabbing what they hadn't managed to catch in the days of their studies – Shashkou]. Interestingly, in the dictionary definitions of all three tokens, not only the semantics ‘хутка зразумець’ [to understand quickly], but also ‘хутка, адразу запомніць’ [to remember quickly] is registered. In the semantic system of the Belarusian language the connection of acts of perception of information (i.e. the comparison of an external signal with a prototype in long-term memory), its assimilation, ‘understanding’ (establishing links with other conceptual units of cognition) and memorization (‘placing’ new information in the long-term memory storage) is shown. Of the synonyms *схапіць*, *схваціць*, *улавіць* [to grab, to grasp, to catch], the token *схваціць* [to grasp] is the least used, as evidenced by the data from the card index of *Тлумачальнага слоўніка беларускай мовы* [the Explanatory Dictionary of the Belarusian Language] (TSBM).

The same motivation ‘ўзяць, схапіць’ [to take, to grasp] has the verb *панияць* [to understand], which is rarely used in the modern Belarusian language and only in its perfect form (cf. Rus. *понять* — *пониматъ* [understand]). It also does not have an imperative form, as well as the verbs *схапіць*, *схваціць*, *улавіць* [to grab, to grasp, to catch]. The absence of the imperative mood for the ‘cognitive’ LSV of the last three verbs is due to their active use in the direct, motivating sense. Judging by the contexts, the token *панияць* [to understand] can control a direct object and an additional auxiliary complement with the conjunction *што* [that]: *Сальеры ў творчасці ўсё хацеў панияць, ва ўсім упэўніцца, ўсё абмеркаваць – Багдановіч*. [Salieri wanted to understand everything in his work, make sure of everything, discuss everything – Bagdanovich]. Belarusian *панияць* [understand], Rus. *понять* [understand] < old Russian *яти* ‘браць, мець’ [take, have]. The functions of this Belarusian verb are now completely switched to *зразумець* [understand].

The verb *асвоіць* (засвоіць) [to master (assimilate)] in a trivial sense, in contrast to *улавіць*, *схапіць*, *схваціць* [to catch, to grab, to grasp] means a more precise, deep

perception, understanding of something: *Іван памагаў па матэматыцы – прагрэсіі, лагарыфмы, сінусы і косінусы Міця асвоіў як мае быць* – Навуменка. [Ivan helped in mathematics – Mitya progressions, logarithms, sinuses, and cosines mastered as it should be – Navumenka]. In fact, the token means a deeper degree of understanding than other above mentioned synonymous verbs. According to this sign – the depth, thoroughness of the mental act – it is synonymous with *авалодаць* ‘выучыць, трывала засвоіць што-н. [to learn to study, mastering something firmly], which to a greater extent means the process of learning, mastering knowledge – *авалодаць англійскай мовай* [learn English].

In addition to the words with the meaning ‘браць, схопліваць’ [to take, to grasp], in the Belarusian language, the semantics of ‘разумець’ [to understand] is regularly conveyed by the verbs of directed motion, such as, for example, *дайсі*, *пранікнуць* [to reach, to get, to penetrate].

The verb *дайсі* [to reach, to get, to hit], as well as in the literal sense, is used with an indirect object in combination with the preposition *да* [to]: *Дзядзька Максім – чалавек цікаўны, пакуль да ўсіх дробязей не дойдзе – не адступіцца* – Пянкірат [Uncle Maxim is a curious man, until he gets to all the little things – does not retreat – Pyankirat]. In such cases, the subject is the designation of the person, and the object is the nouns denoting mental entities or related hyponymic names. In cases where such an object becomes a syntactic subject, the verb conveys the semantics of ‘стаяць вядомым, зразумелым, асэнсаваным, пранікнуць у свядомасць’ [become known, understood, aware, penetrated into consciousness]: *Да Нора не адразу дайшоў сэнс таго, што сказала гэтая прыгожая руская жанчына ў афіцэрскай форме – Шамякін* [Nora did not immediately understand the meaning of what this beautiful Russian woman in an officer's uniform had said. – Shamyakin.]. The impersonal use of this verb is very common in the Belarusian language: *Мікалай стаяў і нібы не разумеў, што тут адбываецца. Нарэшце да яго дайшло – Чарнышэвіч.* [Mikalai stood and did not seem to understand what was happening here. Finally, it hit him – Charnyshevich.]. In the last two cases, the word *дайсі* [to reach, to get, to hit] does not belong to this group.

The features of the use of the verb *дайсі* [to reach, to get, to hit], described above, in the ‘mental’ sense are characteristic and for the verb *пранікнуць* [to penetrate] (with the exception of impersonal use). *Мастак, які свядома імкненцца пранікнуць у дыялектыку і логіку сапраўдных фактаў, мае магчымасць найбольш поўна і глыбока раскрыць сутнасць жыццёвых з'яў – ‘Маладосць’.* [The artist, who consciously seeks to penetrate the dialectic and logic of real facts, has the opportunity to fully and deeply reveal the essence of life phenomena – *Maladost* (Youth)]. The type of control of this token is also dictated by its use in the literal sense – the control of an indirect object in the accusative case with the preposition *у*.

The semantics of the directed boundary motion is the basis of some other verbs of the group, for which the meaning of mental action is no longer figurative in the modern Belarusian. Such words include *даняць* ‘дайсі, дабрацца куды-н., ‘змагчы,

дасягнуць' [to reach, to get somewhere, to be able, to reach], on the basis of which the independent meaning of 'зразумець' [to understand] has developed, which fully functions along with them. The modern Belarusian token *спасцігнуць* [comprehend] in the sense of 'зразумець' [understand] dates back to the old Belarusian language (*постигнути, постигти*) [comprehend], where it was used both in this meaning and in the meaning 'дагнаць, схапіць' [catch up, grab]. Thus, this verb is motivated by the semantics of purposeful motion and grasping, mastery.

The verbs *даліаць* and *(з)даўмецца* [to understand and to guess], which belong to this group, are used only in the perfect form and without any object, but they can have an auxiliary complement sentence of any type. Both words are colloquial. *Кляпнёў зразумеў, што яго далікатна просіаць вымесціся з кабінета, толькі не адразу даліаў – завошта?* – Шамякін. *Вартайкі паціскаў плячамі і, было відаць па ўсім, не мог здаўмецца, хто стаіць перад ім* – Шамякін. [Klyapneu understood that he was being gently asked to leave the office, but he didn't understand at once – why? – Shamyakin. The guard shrugged and, apparently, could not understand who was standing in front of him – Shamyakin.].

It has been said above that the designations of the acts of understanding are closely connected with the designations of the acts of experience and memorization. Such verbs as *авалодаць, асвоіць, пазнаць* [to master, to learn, to know], at the same time mean 'даведацца, навучыцца' [to find out, to get to know]. The moment of cognition, knowing, as well as comprehension, are closely connected with perceptual acts, and the semantics of cognition can be conveyed by means of verbs of perception, for example, *наспрабаваць, пацучь* [to try, to hear] and close to them *прачытаць* [to read] (all three verbs are strictly transitive, and for the verb *прачытаць* [to read] deliberative object is possible: *прачытаць пра каго-, што-н., аб кім-, чым-н.* [to read about someone, something]). Just like the designation of the moment of understanding, the cognitive verbs can be motivated by the semantics of mastering: it is the above-mentioned *авалодаць, асвоіць* [to master, to learn] and similar figurative designations *нахапацца, вынесці* [to grasp, to take out]. It is clear that the semantics of 'даведацца' [to know] can be conveyed by the verbs *вызнаць – вызнаеаць, выведаць – выведваць, даведацца – даведвавацца* [to know, to find out, to learn] in their trivial meaning. The above-mentioned proximity of the acts of understanding and cognition is shown in: 1) the designation of the semantics of cognition and understanding by common tokens with syncretic meaning; 2) semantic proximity to both acts of perception and contiguity of the corresponding semantic spheres in the language; 3) similar ways of motivation of the names of acts of understanding and cognition.

The act of memorization can be denoted by verbs *схапіць, схваціць, улавіць* [to grab, to grasp, to catch], which also convey the semantics of the moment of understanding, and as well as perfect-imperfect pair *запамінаць – запомніць* [to remember] in the trivial sense. The reflexive verb *запомніцца* [to remember], which can be applied impersonally, conveys only the semantics of the event. In addition, the meaning of 'запомніць' [remember] includes the colloquial transitive verb

запамятаць [to memorize], which is of little use in the Belarusian language and occurs only in the perfect form. The event semantics of ‘успомніць’ [to recall] is conveyed by the semelfactives *згадаць, прыгадаць* [to mention, to recall], which are characterized by the same combinatorial characteristics as *ўспомніць* [to recall]. They are adjoined by reflexive forms, which can be used impersonally: *згадацца, прыгадацца, успомніцца* [to mention, to recall, to remember] – they have the same temporal characteristics as personal verbs.

From the above verbs of understanding and comprehension the verbs *даліць* and *распрацаваць* [to understand and to develop] go back to the Polish language. Belarusian *даліць* ‘зразумець’ [to understand] < ‘змагчы’ [to be able to] < Polish *dopiąć* ‘змагчы’ [to be able to], ‘дайсі, дабрацца куды-н.’ [to reach, to get somewhere] (ÈSBM 3, 1985, p. 131). Belarusian *распрацаваць* [to develop] < *працаваць* [to work] < Polish *pracować* [to work] (ÈSBM 10, 2005, p. 126).

The lexeme *асэнсаваць* [to make sense], formed from the word *сэнс* [meaning], goes back to the old Belarusian *сенсъ* [meaning] < Old Polish *sens* [meaning] < lat. *sensus* [meaning] (Bulyka, 1980, p. 132).

The lexemes with the semantics of ‘вынайсці’ (*адкрыць, вынайсці, стварыць*) [invent (to discover, to invent, to create)] denote an event that is the culmination of creative activity, creation. It should be said separately about verb *распрацоўваць* [to develop, to design]: the process which is designated by this verb, can come to an end both with the completion of action on the verb *распрацоўваць – распрацаваць* [to develop, to design], and a moment of creative enlightenment. This moment is nominated by the above-mentioned verbs, and the described preliminary stage is not obligatory.

All three lexemes are transitive-direct and, accordingly, have the forms of dependent verbs; they are not used absolutely; they are rarely combined with the subject – the name of the team. From them an unusable form of the imperative, this is due to the fact that verbs denote an event that is difficult to influence from the outside. Related to this is the fact that the verbs in question do not have causatives. The verb *адкрыць* [to open] refers to the cognitive sphere in two senses: ‘вынайсці, зрабіць адкрыццё’ [to invent, to make a discovery] and ‘зрабіць вядомым’ [to make known], in which it belongs to the causatives of knowledge.

The names of mental events are the verbs with the semantics ‘вырашыць, зрабіць вывад’ [to decide, to draw a conclusion], ‘угадаць’ [to guess], ‘зразумець’ [to understand], ‘даведацца’ [to learn], ‘запомніць’ [to remember], ‘успомніць’ [to recall], ‘вынайсці’ [to invent]. From the names of cognitive events under consideration: *вывесьці* [to deduce], *вырашыць* [to solve], *дадумайцца* [to guess], *дэдукаваць* [to deduce], *заключыць* [to conclude], *надумайць* [to think up], *пастанавіць* [to decide], *прыкінуць* [to estimate], *разлічыць* [to calculate], *размеркаваць* [to distribute], *разрахаваць* [to calculate], *рассудзіць* [to reason], *рашыць* (‘рашыць, зрабіць вывад’) [to decide (to solve, to draw a conclusion)], *здагадацца* [to guess], *угадаць* (‘здагадацца’) [to guess (to surmise)], *(a)валодаць* [to master], *асвоіць*

(*засвоіць*) [to master (to assimilate)], *асэнсаваць* [to comprehend], *даісці* [to reach], *даліць* [to achieve, to understand], (3)*даўмечца* [to obtain, to guess], *зразумець* [to understand], *пазнаць* [to learn], *памяць* [to understand], *пранікнуць* [to penetrate], *спасцігнуць* [to comprehend], *схапіць* [to grasp], *схваціць* [to grab], *улавіць* [to catch], *усвядоміць* [to realize], *уясніць* ('зразумець') [to realize (to understand)], *запомніць* [to remember], *запамятаць* ('запомніць') [to remember (to memorize)], *успомніць* [to recall], *згадаць* [to mention], *прыгадаць* ('успомніць') [to recall (to remember)], *адкрыць* [to discover], *вынайсці* [to invent], *стварыць* ('вынайсці') [to create (to invent)] – seven units are borrowed from the Polish language or the Polish language played the intermediary role.

In the subgroup with the semantics 'вырашаць (вырашыць), (3)рабіць вывад' [to decide (to solve), to draw a conclusion] the tokens *дэдукаваць* [to deduce], *разважыць* [to reason], *размеркаваць* [to distribute], *разрахаваць* [to calculate] came to the Belarusian language through the Polish language. Three more units have the common semantics of 'зразумець', 'даведацца' [to understand, to learn]. The verbs *даліць* і *распрацаваць* [to understand and to develop] were borrowed from the Polish language. Belarusian *асэнсаваць* [to make sense] < *сэнс* [sense] < old Belarusian *сенсъ* < старапольск. *sens* < лац. *sensus* 'сэнс' [to make sense], i.e. has Latin roots, but through Polish mediation. At the same time, the verbal formation *сёння* [today] exists only in the Belarusian language. All these tokens, except for the modern borrowing *даліць* [to understand], were used in the old Belarusian language and are transitive-direct. Bel. *даліць* [to understand] is used without object or with a complement clause. The same management was inherent in these verbs in Polish.

Translated into English by Marharyta Svirydava

List of sources

ÈSBM 2, 1980 – Martynaŭ, Viktar (ed.). (1980). *Ètymalagičny složník belaruskaj movy*. Vol. 2. Minsk: Navuka i tèhnika. [Мартынаў, Віктар (рэд.). (1980). Этымалагічны слоўнік беларускай мовы. Т. 2. Мінск: Навука і тэхніка].

ÈSBM 3, 1985 – Martynaŭ, Viktar (ed.). (1985). *Ètymalagičny složník belaruskaj movy*. Vol. 3. Minsk: Navuka i tèhnika. [Мартынаў, Віктар (рэд.). (1985). Этымалагічны слоўнік беларускай мовы. Т. 3. Мінск: Навука і тэхніка].

ÈSBM 10, 2005 – Cyhun, Genadz' (ed.). (2005). *Ètymalagičny složník belaruskaj movy*. Vol. 10. Minsk: Belaruskaâ navuka. [Цыхун, Генадзь (рэд.). (2005). Этымалагічны слоўнік беларускай мовы. Т. 10. Мінск: Беларуская навука].

ÈSBM 11, 2006 – Cyhun, Genadz' (ed.). (2006). *Ètymalagičny složnič belaruskaj movy movy*. Vol. 11. Minsk: Belaruskaâ navuka. [Цыхун, Генадзь (ред.). (2006). Этымалагічны слоўнік беларускай мовы. Т. 11. Мінск: Беларуская навука].

TSBM – Atrahovič, Kandrat (Krapiva, Kandrat) (ed.). (1977–1984). *Tlumačal'ny složnič belaruskaj movy*. Vol. 1–5. Minsk: Belaruskaâ Saveckaâ Ènycyclapedyâ. [Атраховіч, Кандрат (Крапіва, Кандрат) (ред.). (1977–1984). *Тлумачальны слоўнік беларускай мовы*. Т. 1–5. Мінск: Беларуская Савецкая Энцыклапедыя].

References

Ânkoŭskì, Fëdar (ed.). (1975). *Sučasnaâ belaruskaâ litaraturnaâ mova. Marfalogiâ*. Minsk: Vyšějsaâ škola. [Янкоўскі, Фёдар (ред.). (1975). *Сучасная беларуская літаратурная мова. Марфалогія*. Мінск: Вышэйшая школа].

Atrahovič, Kandrat; Bulahaŭ, Mihail (eds.). (1962). *Gramatyka belaruskaj movy*. Vol. 1: *Marfalogiâ*. Minsk: Vydavectva AN BSSR. [Атраховіч, Кандрат; Булахаў, Міхail (ред.). (1962). *Граматыка беларускай мовы*. Т. 1: *Марфалогія*. Мінск: Выдаўцтва АН БССР].

Biryla, Mihail and Šuba, Pavel. (1985). *Belaruskaâ gramatyka*. Part 1: *Fanalogiâ. Arfaèriâ. Marfalogiâ. Slovaûtvarènne. Nacisk*. Minsk: Navuka i tèhnika. [Бірыла, Міхайл, Шуба, Павел. (1985). *Беларуская граматыка*. Ч. 1: *Фаналогія. Арфаэпія. Марфалогія. Словаûтварэнне. Націск*. Мінск: Навука і тэхніка].

Bulyka, Alâksandr. (1980). *Leksichnyya zapazychanni i belaruskaj move XIV–XVIII stst.* Minsk: Navuka i tèhnika. [Булыка, Аляксандр. (1980). *Лексічныя запазычанні ў беларускай мове XIV–XVIII стст.* Мінск: Навука і тэхніка].

Doda, Ìvan. (2004). *Dzeâslovы sa značènñem intellektual'naj dzejnasci ūbelaruskaj i ruskaj movah (leksika-semantycny i slovaûtvaral'ny aspekyt)*. Aûtarèf. dys. na stupen' kand. fil. navuk. Minsk: AN RB. [Дода, Іван. (2004). *Дзеясловы са значэннем інтэлектуальнай дзеянасці ў беларускай і рускай мовах (лексіка-семантычны і словаûтваральны аспекты)*. Аўтарэф. дыс. на ступень канд. філ. навук. Мінск: АН РБ].

Kožinova, Alla; Rudenko, Elena. (1994). *Intellektual'nye oboznačeniâ: funkcionirovaniye i motivaciâ*. Minsk: MGDU. [Кожинова, Алла; Руденко, Елена. (1994). *Интеллектуальные обозначения: функционирование и мотивация*. Минск: МГЛУ].

Mackvič, Úzëfa. (1959). *Marfalogiâ dzeâslova i belaruskaj move*. Minsk: Vydavectva AN BSSR. [Мацкевіч, Юзэфа. (1959). *Марфалогія дзеяслова ў беларускай мове*. Мінск: Выдаўцтва АН БССР].

Martynaŭ, Viktar; Šuba, Pavel; Ármoš, Maryâ. (1967). *Marfemnaâ dystrybucyâ i belaruskaj move*. Part 1: *Dzeâsloj*. Minsk: Navukai tèhnika. [Мартынаў, Віктар; Шуба, Павел; Ярмош, Марыя. (1967). *Марфемная дыstryбуцыя ў беларускай мове*. Ч. 1: *Дзеяслоў*. Мінск: Навука і тэхніка].

Padlužny, Alâksandr; Rusak, Valâncina (eds.). (2007). *Gramatyčny složnič dzeâslova*. Minsk : Belaruskaâ navuka. [Падлужны, Аляксандр, Русак, Валянціна (ред.). (2007). *Граматычны слоўнік дзеяслова*. Мінск: Беларуская навука].

Piskunoŭ, Fëdar. (2012). *Vâlikî sloūnîk belaruskaj moy: arfagrafiâ, akcèntuacyâ, paradygmatyka*. Minsk: Têhnalogiâ. [Піскуноў, Фёдар. (2012). *Вялікі слоўнік беларускай мовы: арфаграфія, акцэнтуацыя, парадыгматыка*. Менск: Тэхналогія].

Rudènka, Alena. (1998). Funkcyânal'na-semantyčny analiz dzeâslova rašac' / rašyc'. *Vesnik BDU*, Series 4(1), pp. 58–61. [Рудэнка, Алена. (1998). Функцыянальна-семантычны анализ дзеяслова рашаць / рашиць. *Веснік БДУ*, Серыя 4(1), с. 58–61].

Rudènka, Alena. (2000). *Dzeâslovy z semantykaj razumovoyh pracësaў u belaruskaj move*. Minsk: BDU. [Рудэнка, Алена. (2000). *Дзеясловы з семантыкай разумовых працэсаў у беларускай мове*. Мінск: БДУ].

Šuba, Pavel. (1968). *Dzeâsloj u belaruskaj move*. Minsk: Vydavectva Belaruskaga dzăržaŭnaga universitèta. [Шуба, Павел. (1968). *Дзеяслоў у беларускай мове*. Мінск: Выдавецтва Беларускага дзяржаўнага універсітэта].

Zaliznâk, Anna; Šmelev, Aleksej. (1997). *Lekcii po russkoj aspektologii*. München: Slavistische Beitrage. [Зализняк, Анна; Шмелев, Алексей. (1997). *Лекции по русской аспектологии*. München: Slavistische Beitrage].

Article submission date: 06 May 2019