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MEANINGS OF TENSE AND ASPECT IN MODERN GREEK AND SERBIAN FROM THE PERSPECTIVE OF LANGUAGE TEACHING AND LINGUOPRAGMATICS

Abstract: This study explores tense and aspect in Greek and Serbian through a comparative lens, emphasizing their relevance to grammar teaching and linguopragmatics. It examines modal and temporal meanings of verb forms, highlighting grammatical metaphor, contextual variation, and culturally embedded usage. The analysis integrates morphosyntactic, semantic, and pragmatic dimensions to reveal how cultural and linguistic parameters shape the expression of temporality. Findings underscore the need for teaching models that combine functional and semantic approaches. This multidimensional framework enhances the understanding of tense-aspect systems and supports more effective language instruction for learners of Modern Greek and Serbian.

Key words: tense, aspect, Modern Greek, Serbian, language teaching, linguopragmatics.

1. Introduction

This study explores the interplay of tense and aspect in Modern Greek and Serbian, framing them as cognitive and cultural constructs rather than purely formal grammatical categories. While both languages exhibit surface similarities in verb morphology, they diverge in how temporal meaning is structured, conceptualized, and pragmatically conveyed. These divergences pose significant challenges for language learners and

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educators alike, especially when conventional teaching materials reduce tense-aspect distinctions to rigid rules, omitting the deeper conceptual and sociocultural layers embedded within them.

The relevance of this analysis lies in its dual anchoring in cognitive linguistics and linguopragmatics, two complementary frameworks that illuminate how grammar is shaped by mental representation and cultural worldview. From this integrated perspective, grammatical forms are not neutral or interchangeable; they are symbolic patterns through which speakers of a language encode experience, express perspective, and engage with culturally specific notions of time, agency, and reality.

By comparing Greek and Serbian tense-aspect systems through this conceptual lens, the study aims to uncover both structural asymmetries and convergences in their semantic, pragmatic, and cultural underpinnings. This research advocates for a shift in language instruction: from rule-based form memorization toward meaning-oriented, context-sensitive grammar teaching grounded in conceptual understanding.

2. Conceptualization at the Intersection of Cognitive Linguistics and Linguopragmatics

In recent decades, both cognitive linguistics and linguopragmatics have significantly advanced our understanding of how language reflects, shapes, and encodes human thought. While these fields originate from different disciplinary orientations (cognitive linguistics emphasizing mental representations and linguopragmatics focusing on how language functions in social and cultural contexts, emphasizing the interaction between linguistic form, communicative intention, and cultural norms) they share a crucial theoretical convergence in the concept of conceptualization (see Драгићевић, 2024, pp. 73–75). This shared foundation allows for a richer, multidimensional approach to analyze grammar, meaning, and communicative competence in language.

In cognitive linguistics, conceptualization is understood as the mental structuring of experience. Language is not simply a code for transmitting information; it is a symbolic system in which grammar functions as a mapping of cognitive structures onto linguistic forms. Concepts are mental constructs through which individuals interpret the

world, and grammatical categories such as tense, aspect, mood, and modality are tools that encode these interpretations. They allow speakers to temporally situate events, express degrees of certainty or obligation, and convey their attitudes toward the truth or relevance of propositions. As Langacker (2008) emphasizes, grammar is not an arbitrary set of rules, but rather a system of meaningful patterns shaped by human experience. Grammatical forms, in this view, are symbolic units that bind form and meaning, inherently tied to conceptual domains such as time, causality, intentionality, etc.

This perspective reorients the role of grammar in language learning. It promotes the idea that grammatical constructions are not to be memorized in isolation, but to be understood as reflections of deeper conceptual patterns. Learning grammar from this cognitive perspective involves recognizing how language encodes experience and meaning. It becomes an experiential, meaning-based process in which learners internalize grammatical forms in much the same way they acquire vocabulary. This approach enhances communicative competence by encouraging learners to engage with grammar as a flexible, semantically rich component of language use (Langacker, 2008, pp. 67, 81; Achard, 2008, pp. 432–433).

While cognitive linguistics focuses on the mental architecture of meaning, linguopragmatics approaches conceptualization through the lens of culture. It is grounded in the idea of the linguistic worldview – the notion that every language encodes a culturally specific way of perceiving and interpreting reality. This aligns with theories of linguistic relativity, where language does not merely reflect thought but actively shapes it. According to Ostapenko and Udovichenko (2019), language is both a cognitive and a behavioral blueprint, encoding the norms, values, and experiential templates of its speech community. In this light, a concept is not only a mental construct but also a cultural one, conditioned by historical, social, and communicative practices. As Rahimova (2024) notes, linguistic concepts carry socially embedded knowledge and are revealed through language and interaction.

Importantly, while vocabulary is often recognized as a primary carrier of cultural meaning, grammar also plays a vital role in expressing culturally shaped patterns of behavior and thought. Bobodzhanova (2019, p. 1706) argues that grammatical constructions such as tense-aspect distinctions, mood choices, and voice reflect how a culture conceptualizes

time, agency, causality, and social interaction. Grammar, therefore, is a culturally loaded system. Teaching it without attention to the sociocultural frameworks encodes risks reducing language to a mechanical set of forms, detaching learners from the pragmatic and cultural richness of real-world communication.

At the intersection of these two disciplines, conceptualization emerges as a powerful pedagogical tool. It enables learners to approach grammar not simply as formal syntax but as a cognitive and cultural system that reveals how speakers of the target language understand and navigate their world. Integrating grammar instruction with conceptual and cultural meaning allows learners to develop a more authentic and nuanced command of the language. It positions grammar as central to communicative competence and facilitates a deeper awareness of the perspectives embedded in linguistic choices.

This integrative approach is further supported by cognitive models that view knowledge as structured through mental imagery and conceptual domains. As Dragićević (Драгићевић, 2024) argues, conceptualization is not language-neutral; it is inherently shaped by language and culture. Each grammatical system reflects the lived experiences, values, and worldviews of its speakers. A striking illustration of this idea is captured in Končarević (Кончаревић, 2018, стр. 18, cited in: Драгићевић, 2024, стр. 21):

It is productive to consider that do not exist separate entities of language and culture, but that the language is an organic part of culture. Language phenomena are at the same time cultural phenomena; the perfect tense is as much a cultural phenomenon as Cologne Cathedral, and the perfective aspect of Russian verbs is as much a cultural feature of Russian culture as a matryoshka doll” (p. 21).

This comparison underscores the cultural significance of grammatical categories and challenges the assumption that grammar is universally interchangeable or context-free.

3. Method

As presented above, the conceptualization is a key in both approaches – cognitive linguistics and linguopragmatics. This is the reason why a contrastive approach to language analysis should be grounded in learners' awareness of essential conceptual principles. As noted in the literature, the commonality of cognitive processes across human consciousness gives rise to semantic universals, including conceptual and grammatical categories. However, the linguistic expression of these categories may vary across languages, being obligatory in some and optional in others. For instance, the category of tense is obligatorily expressed in both Serbian and Greek languages, typically through morphological and syntactic means.

Of particular importance is the concept of asymmetry, viewed as a linguistic universal that reflects fundamental properties of grammatical structure and function. This asymmetry appears prominently in the tense systems of Modern Greek and Serbian, especially in past and future tenses. Further asymmetries emerge through tense polysemy – where one form encodes multiple meanings – and tense transposition, where different forms can express the same temporal meaning.

This study places particular emphasis on the asymmetries between the two languages, which are reflected in diverse semantic equivalences, the polysemy of verb forms, and the transfer of meaning across temporal constructions. The contrastive methodology adopted here seeks to shed light on these linguistic patterns not only at the grammatical and syntactic levels, but also through the perspective of linguopragmatics, taking into account the pragmatic and contextual facets of language use.

To fully interpret these asymmetries, it is essential to move beyond formal grammatical analysis and engage with the deeper conceptual structures that inform language use. Here, linguopragmatics intersects with cognitive linguistics, as both disciplines prioritize the role of culturally and cognitively shaped meaning in the organization of grammar.

4. Tense, Aspect, and Conceptualization in Modern Greek Verbal System

In the study of the verbal system of the Greek language, the categories of tense and aspect are inseparable, because aspect is revealed

exclusively through the morphology of past and future tenses as well as through subjunctive and imperative forms. Although inseparable, these categories differ in how they conceptualize the action – tense views the action “from the outside” and places it on the time axis before, during, or after the moment of speech, while aspect reveals the “internal” structure of the verbal action, i.e., it views the action in terms of its duration, repetition, frequency, etc.

Even traditional descriptions of tenses address their meaning, and the most widespread is Reichenbach’s (1947) semantic theory of tenses, and are not distinguished only in terms of three divisions relative to the “now”. Instead, they are distinguished based on the relationship between the speech time (S), the event time (E), and an abstract reference point, the temporal “point of view” (R). This multidimensional theory of tenses also allows the placement of verbal action along the time axis, and the relationships that can arise between the three points are anteriority, posteriority, and simultaneity. The relation between R and E determines whether the tense is absolute or relative. When the reference point and the event moment coincide, the tense is absolute; otherwise, it is relative (Рађеновић, 2017, pp. 26–27).

The advantage of this theory is that it systematizes the tenses by recognizing primary (absolute) tenses, where R coincides with S, and secondary (relative) tenses, where R and S do not coincide.

According to this theory, the aorist in its primary uses refers to a definite event or action that preceded the moment of speech:

- 1) Τον περασμένο μήνα ταξίδεψα στο Παρίσι.
Last month I travelled to Paris.
Прошлог месеца сам путовао/-ла у Париз
- 2) Διάβαξε όλο το καλοκαίρι.
He/She was studying the whole summer.
Учио/-ла је цело лето.

However, there are also secondary uses that do not align with the semantics of the imperfect, so the imperfect can be used to express politeness (3), hypothesis (4), or probability (5):

- 3) Θα μπορούσες να με βοηθήσεις;
Could you help me?
Да ли би могао/-ла да ми ђомоїнеш?

- 4) Θα ερχόταν μαζί μας, αν ήταν εδώ.
He/She would come with us if he were here.
Ишао/-ла би с нама да је овде.
- 5) Ο Κώστας κοιμάται. Θα κουράστηκε!
Kostas is sleeping. He must be tired!
Κοσῳας σῳαβα. Биће да је уморан!

In traditional grammar approaches, such (secondary) uses of tenses are considered exceptions to the rule and treated as separate phenomena, whereas in the cognitive approach, tense and aspect are conceptualized as ways in which language users interpret temporal information. These uses are seen as flexibility in conceptualization (Грујић, 2013, p. 175).

From the cognitive grammar perspective, grammatical and lexical units are similar in that they carry meaning, and therefore the categories of tense and aspect are no exception. Tense expresses how the verbal action is related to the speaker's point of view and the speech moment (Boogaart & Janssen, 2007, p. 803), and thus the use of a tense indicates the speaker's stance toward a particular situation (Kermer, 2016, p. 61). In contrast, the aspect category does not link the event to the speech moment or place it on a timeline but instead represents a grammaticalized conception of how the event is perceived (Boogaart & Janssen, 2007, p. 803 in Kermer, 2016, p. 61). The choice of aspect depends on how the speaker perceives the verbal action and how they understand or want others to understand and experience it (Niemeier & Reif, 2008, p. 316).

Since cognitive linguistics views tense and aspect as cognitive constructions, they are not just grammatical categories but are intertwined with cognitive processes and the conceptualization of temporality. The way a speaker expresses tense and aspect in language is seen as a reflection of how they mentally represent and perceive time and events in everyday experience. From a cognitive linguistic perspective, non-temporal (modal) uses of tenses are not exceptions but are systematically related to temporal meaning. Temporal morphemes are fully meaningful and symbolic, which allows them, through conceptual metaphors, to extend their basic meanings (Tyler & Evans 2001, p. 65).

5. Interdependence of Time, Space and Language

Time is often conceptualized and described through spatial metaphors; a phenomenon widely attested across the world's languages. Words such as interval, distance, near, far are primarily spatial in origin, yet they are commonly employed to describe temporal relations (Κλαίρης & Μπαμπινιώτης 2005, p. 448). This linguistic pattern reflects a fundamental aspect of human cognition: temporal relations are abstract and intangible, and thus we rely on the concrete and material domain of space to make them accessible and meaningful in language. As Casasanto and Jasmin (2012, p. 644) observe, human perception of time appears to derive from spatial perception, a finding echoed in cognitive linguistic accounts such as that of Alonso-Aparicio and Llopis-García (2019, p. 274), who illustrate how time is metaphorically rendered through the conceptual mapping NOW IS HERE – THEN IS THERE.

This metaphorical structure helps explain certain grammatical patterns in Greek, particularly the function of the aorist, which is not merely a marker of past time but also signals detachment from both the moment of speech and the speaker's subjective stance. That is, past tense forms like the aorist are not only temporally distanced but also conceptually distant, framing the event as complete, removed, or external to the speaker's current cognitive frame. Langacker (1991) reinforces this interpretation by arguing that the difference between past and present is fundamentally one of proximity and distance within the speaker's mental representation, not merely a chronological distinction.

In this framework, grammatical tense functions as a deictic category, anchoring the verbal event either in relation to the speaker's present (absolute tense) or to another event (relative tense), much like spatial deixis anchors objects or movements in relation to the speaker's location. Beyond simply placing events on a temporal axis, speakers can indicate directionality – motion toward or away from a point in time – mirroring physical movement in space. Such conceptualizations reflect how time is mentally structured as a straight line, a geometric and inherently spatial construct.

These mappings are evident not only in lexical choices but also in grammatical structures, particularly in verb morphology. In Modern Greek, the placement of events in time is typically expressed through indicative

verb forms, which encode grammatical tense. In contrast, modal forms – such as the subjunctive and imperative – foreground mode of action (ποιόν ενεργειας) rather than temporal placement (e.g., να γράφω – να γράψω, γράφε – γράψε). However, future forms represent an important exception, as they often carry both temporal and modal meanings (Alonso-Aparicio & Llopis-García, 2019, p. 448).

Ultimately, this spatial grounding of temporal expression reveals the deep interdependence of time, space, and language. The human mind leverages the tangible domain of space to give structure to the abstract experience of time, and this is reflected in both lexical metaphors and grammatical constructions. Such insights are crucial for understanding the conceptual foundations of tense and aspect in languages like Modern Greek, where temporal reference, cognitive distance, and speaker perspective are tightly interwoven.

Regarding aspect, Niemeier (2013) notes that the difference between tense and aspect also has a spatial basis. Just as tense has a spatial dimension, observing events from the outside and placing them on a time axis, aspect has its own internal space within which an action can be seen as bounded (with a beginning and end at some moment) (6) or unbounded (with the meaning of possessing a characteristic) (7) (Doiz 2013, p. 64) (see Рађеновић 2024, pp. 464–465):

6) Η Μαρία μάς διάβασε το κείμενο πολύ γρήγορα.

Maria read the text to us very quickly.

Марија нам је њрочиџала џнексиџ веома брзо.

7) Η Μαρία πάντα διάβαζε αργά.

Maria always read slowly.

Марија увек чиџаа сџоро.

In example 7), Maria’s characteristic is that she reads slowly; this is an inherent trait and, therefore, not bounded, lacking an endpoint – this is an imperfective aspect, which can be described as “open,” “unfinished,” without beginning or end. In contrast, in example 6), the fact that Maria read the text very quickly is true only for that specific moment; the action has a beginning and end, is bounded and completed, representing the perfective aspect. As we have seen, cognitive grammar, like traditional grammar, distinguishes perfective from imperfective aspect (Langacker, 2002: 87). The perfective aspect concerns situations involving change and

which are bounded, whereas the imperfective denotes unchanging and unbounded situations (Bielak & Pawlak, 2011, p. 369).

6. Flexibility and Function: A Contrastive Analysis

As observed by Klairis and Babiniotis¹ (Κλαίρης & Μπαμπινιώτης, 2005):

Language allows great flexibility in expressing actual time. Contrary to what school teaching of the tense system suggests, it must be emphasized that the nature of time, which has a strongly subjective character for the speaker, permits the use of nearly all verb forms for nearly all temporal references during communication, especially when accompanied by temporal adverbs or other, less direct, time expressions. The most important factor in choosing a verb form is the mode of action, which is always expressed in verb forms along with tense. (p. 450)

In both Modern Greek and Serbian, the present tense can be used to refer to both past and future:

- 8) Καθώς περπατούσα χθες στον δρόμο, βλέπω ξαφνικά την Αθηνά.
While I was walking down the street yesterday, I suddenly see Athena.
Ходя́м јуче улицом и срећу́нем Аџину.
- 9) Αύριο φεύγω για τη Σάμο.
Tomorrow I'm leaving for Samos.
Суџра идем на Самос.

In the example 8), the present is used for a past event, creating immediacy and vividness, which is a characteristic of storytelling. Although this use exists in Serbian, there is a possibility of using present tense in depending clause (ходам ја јуче улицом), adding vividness to the storytelling. This possibility does not exist in Modern Greek language. The example 9) refers to a future event, often expressing a planned or

¹ All the analyzed examples are from Grammar of Modern Greek by Klairis & Babiniotis

scheduled action, which is a common use not only in the two contrasted languages, but in other languages such as English and Russian. The specificity of the future use of present tense in Serbian would be the use of only imperfective present forms:

- 10) Сутра путујем (*отпутујем) на Самос.
*Tomorrow I travel (*travel (PERF)) to Samos.*
 Αύριο ταξιδεύω (*ταξιδέψω) στη Σάμο.

This is an exclusive characteristic of Serbian language, while it possesses inherent verbal aspect, which is not the case with Modern Greek, where aspectual differences can be seen in past and future tenses, but not in present form of the verb.

An interesting similarity between the contrasted languages is that “the aorist can also occasionally be used to express the future in informal spoken language, especially when the future is perceived as imminent or certain” (Κλαίρης & Μπαμπινιώτης 2005, p. 450):

- 11) Φύγαμε!
“We’re off!”
 Ойууууи смо/Огосмо.
 12) Έναν καφέ, παρακαλώ. – Έφτασε!
“A coffee, please.” – “Here it is!”
 Кафу, молим. – Сјуиже.
 13) Μπορείς να πληρώσεις τον λογαριασμό την άλλη εβδομάδα; – Έγινε.
“Can you pay the bill next week?” – “Consider it done.”
 Можеш ли ђлауиуиуи рачун следеће недеље? – Вужи.

From the examples above, it can be observed that symmetry in the use of aorist tense in both Greek and Serbian exists only in the example 11), while in example 12) instead of the Greek aorist only present form can be used in Serbian. The example 13) illustrates the situation-bound utterance of the aorist of the Greek verb γίνομαι² which is symmetric to the use of 3rd person singular use of the Serbian verb важити despite of the asymmetry in use of verbal tenses.

The simple future tense (Ο τέλειος μέλλοντας) in Modern Greek can be used in narrative discourse to refer to past events:

2 Used in 3rd person singular has the meaning of ‘it happens’, which in aorist form means ‘done, finished’

- 14) Ο Διονύσιος Σολωμός γεννιέται το 1798 στη Ζάκυνθο. Τα πρώτα του χρόνια θα τα περάσει στο νησί, αλλά αργότερα θα φύγει για την Ιταλία...

Dionysios Solomos was born in 1798 in Zakynthos. He spent his early years on the island, but later he left for Italy...

Дионисиос Соломос се родуио 1798. на Закиниџосу. Прве ѿодине ѱровеише на осѱрву, али хе касније оѱиућу у Иѱалију...

The use of future forms in narrative contexts serves to convey a sequence of past events, enhancing the vividness and immediacy of the storytelling.

In both Greek and Serbian, the present tense, and – less frequently – the future simple can function atemporally, meaning they do not situate the event within a specific point on the time axis. This type of usage is especially prevalent in proverbs and gnomic expressions in both languages, where the focus is on general truths or recurring patterns of behavior, rather than temporal precision:

- 15) Όποιος βιάζεται σκοντάφτει. (gnomic present tense)

‘Haste makes waste.’

- 16) Ко рано рани, две среће граби.

‘The early bird catches the worm.’

Instead, they convey actions that are understood as repetitive, habitual, or characteristic, rather than tied to a particular moment in time:

- 17) Εδώ και χρόνια οι συνήθειές της δεν έχουν αλλάξει καθόλου: κάθε πρωί θα ξυπνήσει την ίδια ώρα, θα φάει το πρωινό της και θα φύγει για τη δουλειά.

For years, her habits haven’t changed: every morning, she wakes up at the same time, eats her breakfast, and leaves for work.

Годинама јој се навике нимало нису ѱромениле: свакој јуѱра хе се ѱробудуѱиу у исѱио време, доручковаће и оѱиућу хе на ѱосао.

It is important to note that, in both languages, only the perfective aspect is permitted in these contexts, despite the fact that repetitiveness and habituality are typically associated with the imperfective aspect.

Asymmetries in tense usage are evident in the case of the past perfect, a form present in the verbal systems of both languages. However, its function diverges: in Modern Greek, it is primarily employed to situate events in the distant past:

- 18) Κάποτε είχα δει μια ταινία του Φελίνι και είχα εντυπωσιαστεί.
I once saw a Fellini film and was deeply impressed.
Једном сам њлегао/-ла Фелинијев филм и огушевио/-ла сам се.

A notable divergence arises in the use of the present perfect, which is absent from the Serbian verbal system and is typically rendered using the perfect tense – the primary past tense in Serbian. In Modern Greek, the present perfect is often interchangeable with the aorist in many contexts, except when adverbials denoting the recent past are used, in which case the present perfect is generally ungrammatical:

- 19) * Η Ελένη έχει σπάσει το χέρι της πριν από δέκα λεπτά.
** Eleni has broken her arm ten minutes ago.*
Елени је сломила руку њре гесеџ минуџа.
- 20) * Ο Παύλος έχει φύγει μόλις τώρα.
** Paul has left right now.*
Павле је уџраво оџиџао.

Moreover, the present perfect cannot co-occur with explicitly stated time expressions, particularly those that denote a definite point in the past. Sentences such as:

- 21) * Οι εργασίες έχουν διακοπεί τον Μάιο.
** The works have stopped in May.*
Рагови су обусџављени у мају.
- 22) * Έχει πάει στο Λονδίνο τον περασμένο μήνα.
** He/She has gone to London last month.*
Иџао/-ла је у Лондон џрошλοџ месеџа.

are ungrammatical for native speakers of Greek. The incompatibility stems from the fact that the present perfect encodes a state of relevance or resultivity in the present, whereas adverbials like *τον Μάιο* ('in May') or *τον περασμένο μήνα* ('last month') anchor the event firmly in the past, thereby contradicting the aspectual function of the present perfect tense. In such contexts, the aorist is preferred, as it cleanly locates the event on the timeline.

However, an important exception to this constraint involves the experiential use of the present perfect. It is interesting that Klairis and Babiniotis (Κλαίρης & Μπαμπινιώτης, 2005, p. 453) notice that for many native Greek speakers (though not all) this particular use cannot be replaced by the aorist. It is reserved for contexts in which the speaker inquires about or asserts the experience of an event, without reference to when exactly the event occurred. In such cases, the present perfect uniquely conveys that the event forms part of the speaker's lived experience, irrespective of its timing. Consider the following examples:

- 23) Έχεις πάει ποτέ στο Παρίσι;
Have you ever been to Paris?
 Да ли си некад био/-ла у Паризу?
 24) Δεν έχω δει ποτέ μου άνθρωπο που να δουλεύει όσο ο Δημήτρης.
I've never seen anyone who works as hard as Dimitris.
 Никад нисао видео/-ла неко̑ да ради као Димиџрис.

In both instances, the use of the aorist would either sound unnatural or shift the intended meaning. The present perfect here foregrounds the experiential relevance of the event to the speaker's present cognitive state. It encodes a non-specific temporality and emphasizes whether something has occurred in the speaker's life experience, not when.

This experiential function has no direct grammatical equivalent in Serbian, which uses the perfect tense to encode both completed past actions and experiential meaning. As a result, Greek–Serbian asymmetries in this area are subtle but significant. Learners of Greek from a Serbian background may overlook the discursive and pragmatic nuances of the Greek present perfect, treating it as interchangeable with the aorist, and thereby losing the semantic precision it offers in contexts of experience-based reference.

7. Conclusion

This study has highlighted the interplay between tense and aspect in Modern Greek and Serbian, demonstrating that these grammatical categories cannot be fully understood without reference to the cognitive and cultural frameworks that shape their use. From a cognitive linguistic perspective, tense and aspect are not isolated grammatical abstractions but symbolic

constructions that reflect how speakers mentally organize temporal and experiential reality. Simultaneously, linguopragmatical lens reveals that these constructions are also deeply embedded in cultural values, worldviews, and communicative conventions.

Indeed, grammar is not a culture-free system. It encodes shared patterns of perception, narrative structuring, and social interaction specific to each linguistic community. In this sense, grammatical forms such as the Greek present perfect used to express experiential relevance, or the Serbian aspect system rooted in verb morphology are as much cultural artifacts as they are linguistic tools. They embody how time is understood and enacted within a given speech community.

This interdependence between cognition, grammar, and culture has significant implications for foreign language teaching. Especially at higher proficiency levels, where learners are cognitively ready to engage with more abstract concepts, a cognitive-cultural approach becomes not only useful but necessary. From the perspective of foreign language teaching, the interplay between intercultural communication and pragmatics is of particular importance, as it involves the exchange of information whose comprehension is often hindered by culturally conditioned differences in the realization of speech acts (Krželj 2013, p. 69). By integrating meaning-based, context-sensitive, and culturally grounded instruction, educators can help learners internalize complex grammatical categories more effectively and authentically.

Here, the role of contrastive linguistic analysis is essential. By systematically contrasting the grammatical and conceptual systems of the target language and the learner's native language educators can illuminate both shared patterns and asymmetries (Широкова & Кошкарлова, 2017, p. 264). This approach enables learners to better understand not only how to use a given form, but why it is used in a particular way within a specific cultural and communicative context.

Ultimately, by aligning language teaching with the principles of both cognitive linguistics and linguopragmatics, educators can move beyond rote memorization toward a model where grammatical categories become meaningful expressions of cultural cognition. In doing so, learners not only acquire grammatical accuracy but also develop intercultural awareness and communicative competence – skills that are essential in a world where language serves as both a tool for communication and a window into diverse human experiences.

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Anka Radenović

ZNAČENJA VREMENA I ASPEKTA U MODERNOM GRČKOM I SRPSKOM IZ PERSPEKTIVE NASTAVE JEZIKA I LINGVOPRAGMATIKE

Sažetak: Ova studija istražuje značenja vremena i aspekta u grčkom i srpskom jeziku, sa posebnim fokusom na njihov značaj za nastavu jezika i lingvopragmatiku. Kroz kontrastivnu analizu, ispitano je kako ova dva jezika izražavaju pojmove vremena i aspekta, kao i način na koji ove gramatičke kategorije utiču na podučavanje savremenog grčkog kao stranog jezika. Posebna pažnja posvećena je modalnim i temporalnim značenjima glagolskih oblika, uključujući pojave poput gramatičke metafore i varijacija u upotrebi glagolskih oblika u zavisnosti od jezičkog konteksta. Iz perspektive lingvopragmatike, proučavaju se kulturni parametri koji utiču na upotrebu vremena i aspekta, kao i razlike i sličnosti koje se javljaju između dva jezika. Analiza obuhvata ne samo morfosintaksičke i semantičke strukture, već i kontekstualne korelacije koje određuju sklonosti govornika u izboru glagolskih oblika. Zaključuje se da kontrastivne studije u svrhu nastave treba da kombinuju funkcionalni i semantički pristup, uključujući pragmatičku upotrebu glagolskih kategorija. Višeslojna analiza doprinosi boljem razumevanju mehanizama izražavanja temporalnosti i aspektualnosti u oba jezika i optimizaciji nastavne prakse, olakšavajući usvajanje savremenog grčkog jezika kod govornika srpskog i obrnuto.

Ključne reči: vreme, aspekt, moderni grčki, srpski, nastava jezika, lingvopragmatika.