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The Importance of Onomastics in the Formation of Language and Ethnocultural Competences

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Abstract

The importance of studying proper names by students-philologists due to the fact that the acquisition of onomastics is of great importance for the formation of the cognitive base of personality language, which is aimed not only at determining the etymology of the word, spelling, but also on their communicative orientation. The understanding of proper names precedent is an important criterion for the level of intercultural interaction skills formation, as there is not only mastering speech technology, but also certain socio-cultural code.

The study of proprietary vocabulary belongs to the linguistic disciplines, in particular lexicology, because both sciences study the word as its object. The relationship between etymology and onomastics has been studied, since the latter is often used by etymological analysis methods to find out the meaning of etymon when its pre-anthroponymic semantics is actualised. It is also worth paying attention to the connection with derivatology that emerges when exploring ways to create proper names.

Keywords: proper name, analysis, study, competence.

Introduction

The current level of society development requires the training of highly educated specialists for all areas of life that provides more demands on the education system. As a result, there is a need to find new approaches for defining the content of education and upbringing, to create a personality-oriented model of training for a young specialist who is able to associate, to generate new ideas and thoughts.

Onomastics as a science of proper names is essential for the formation of linguistic and ethnocultural competences.

The formation of onomastic knowledge is an important component in the context of linguistic personality education, its linguistic ability, perfect mastery of linguistic skills and abilities, the formation of its needs to learn linguistic phenomena [2, p. 83-85].

Throughout centuries of history, the people have created innumerable treasures of verbal art that belong to the most precious treasures of world culture, these are proper names (proprietary). The importance of onomasticon cognition for the modern person lies in the value core of national culture, becausethe spiritual foundations of life, the moral and aesthetic code have been united and embodied precisely in the onyms, in the semantic features of their proper names. However, this is the great potential of proper names science.

In the periodization of the history of the language, important milestones in the life of the country and the totality of language changes are often taken into account. These approaches are rather conditional, since the basic paradox of language is its stability and as well as variability. Furthermore, this factor does not allow drawing a clear boundary between eras. At the same time, political or cultural changes in society cannot be directly and systematically reflected in language. Each period has been marked by their own intervals, characterizing the accumulation of systemic and regulatory features in a constantly changing language. But milestones as centuries are conditional, because they mark the boundaries between periods.

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For example, early toponymics is important for illuminating the history of the people: it allows to investigate the formation of the fund vocabulary language, track areal distribution of various linguistic phenomena in the past and expand understanding of the lexical richness of French language. The geographical nomination history is as old as the settlement itself. Names have been passed from generation to generation orally, and only later came to written memos containing systematic records of settlements. In the names of settlements it is possible to find long forgotten vocabulary on the designation of historical realities, concepts, as well as phonetic and word-forming phenomena. Therefore, the study of proper names is an important component in the system of linguistic training. Properly explain a particular name to reveal its meaning and origin - means important information about the past of its land: its natural environment, economy, ethnic composition of the population, historical events and more.

The aim of the article is a theoretical justification of onym study importance of philological specialties students of higher pedagogical educational institutions as an important factor in the formation of differentiation skills of proprial units in the practice of human language activity; introduction to the history of onyms appearance, peculierities of their structure, the most recognisable signs of propriates, basic methods of scientific analysis of proper names, o deepen and expand theoretical knowledge, to master future teachers of the necessary skills and knowledge of operating anomastic concepts.

The study of geographical names of region and country increases the students' considerable scientific interest and forms linguistic competence. Toponyms acquaint with the peculiarities of the area geographical location; with the nature of the surface, rivers and lakes, flora and fauna; with the life, culture and people, their economic activity; with historical events of the region, places of heroic struggle for national and social independence.

The relevance of the study is determined primarily by socio-social factors, as the issue of naming and especially renaming geographical features is one of the most popular in our country; secondly, the importance of knowledge about the origin of proper names, their change over time, which widens the horizons of students, helps to form a creative attitude to the facts of the language and becomes one of the priorities; it is also important to draw attention to the semantic meaning of each toponym, because they carry historical, geographical, and cultural information about the people; fourthly, that the introduction of proper names helps students better learn the material in a foreign language, and achieve greater personal, meta-subject and subject results, and gives the teacher the opportunity to form a creative, well-developed personality who knows his history and knows how to appreciate the country's past. The study of geographical names is of great scientific and practical interest that helps to solve the problems of education and upbringing of students by means of native and foreign languages. The use of texts with onomastic content enriches the vocabulary of students, has a positive effect on the level of spelling and speech skills.

Introducing etymological information about the names of countries, cities, villages, settlements, rivers, mountains will increase students' interest in learning, broaden their horizons, enrich speech, develop scientific analysis skills, and help to remember difficult material based on familiar local names.

According to many methodologists, the study of proper names in universities should be based on the solution of a number of linguo-didactic problems in a single semantic space. They are closely related to the culture, history of the country and, at the same time, have specific features of morphemic structure, word-translation, word-formation and spelling [11].

The importance of students acquiring background knowledge that concentrates in the proprietary vocabulary is quite obvious: it is determined by the need to interpret different onymic units in the process of studying linguistics. Understanding the meaning of onyms is at the same time mastering by the linguistic personality key concepts of national and foreign language culture, and promotes the formation of skills of intercultural interaction among philologists.

A special section of linguistics - onomastics is involved in the study of proper names. This science is devoted to the study and classification of onyms, the history of their origin and development, and the study of their meanings.

The study of onomastics is based on appropriate methods. It has a definite object and task, it is a science that successfully solves these problems, thus helping to create a holistic picture of the historical and cultural aspects of the past.

Onomastic vocabulary is a constant focus of research. The peculiarities of the semantic content of the onomasticon have been analyzed in the studios of J. Mill, A. Gardiner, E. Husserl, O. Espersen, P. Florensky,

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A. Losev, D. Rudenko, Y. Stepanov, I. Melchuk, etc.; contrastive onomastics have been investigated by A. Vezhbitska, N. Bagrintseva, D. Ermolovich, O. Smirnov; problems of onomastic derivation and morphology have been studied by D. Buchko, O. Gorpynich, L. Vasilevska, N. Podolska and others.

However, even though onymic material has enormous cultural potential, onomastics is still poorly understood in aspects of pragmatic information, does not pay proper attention to the study of proper names as a source of cultural and historical information in higher education.

The formation of intercultural interaction skills provides a sociocultural approach to the study of foreign languages, which provides not only the acquisition of linguistic patterns, but also the national characteristics of foreign language culture.

Along with communicative competence, it emphasizes the need to master socio-cultural competence, which actually consists of national and linguistic-regional competences.

The socio-cultural aspect is becoming more and more relevant, which becomes an integral part of the content of foreign language learning. Taking into account domestic and foreign experience, Ukrainian methodological scientists (O. Bigich, N. Brazhnyk, S. Gaponova, G. Hryniuk, S. Nikolaev, T. Oliynyk, K. Onishchenko, A. Petrashchuk, L. Sazhko, N. Sklyarenko, L. Smelyakova, E. Khomenko, L. Shcherbak) define the following components of training content:

1. Areas of communication, topics, situations.
2. Linguistic, Speech, Country and Linguistics Study Material.
3. Knowledge, skills and abilities of speech [7].

Thus, a careful attitude to the content of the training, the rational use of different methods, taking into account different areas of language communication help to identify a range of main topics to create an effective learning situation and improve the effectiveness of learning a foreign language.

The importance of mastering students' background knowledge, which is concentrated in the onomastic vocabulary, is quite obvious: it is determined by the need to understand and interpret different texts in their native and French languages in the learning process, when using texts for different communicative and pragmatic purposes. The complex and multifaceted system of onomastic vocabulary makes it necessary to separate it both in terms of denotative correlation (anthroponymy, toponymy, ergonomics, etc.), and in terms of use (real, aesthetic, etc.).

There is a common classification of proper names into two major categories:

1. anthroponyms (proper names of persons, including surnames, nicknames, aliases);

2. toponyms (geographical and astronomical names).

Mainly toponymy (from the Greek. topos - place and onyma - name) as a section of onomastics examines geographical names, its origin, meaning, structure, functioning, range of distribution, development and their change over time.

The following types of toponyms are distinguished by the nature of the objects:

- *oykonyms* (Greek oikos - house, dwelling) - names of settlements;

- *hydronyms* (from Greek hydor - water) - names of water bodies: names of seas, rivers, lakes, ponds, channels, gulfs, waterfalls;

- *oronyms* (from Greek oros - mountain) - the names of parts of the earth's surface: continents, mountain systems, peaks, valleys, plateaus, deserts, forests;

- *cosmonyms* are the names of extraterrestrial objects.

- *hodonyms* - street names, *dromonyms - road names* and *polynomyls* (from Greek πόλις "city"), *or urbanyms* (from Latin urbs - city): names of countries, provinces, states, departments, settlements. [13].

Accumulating a variety of information, proper names allow to trace the ethnohistorical connections of the linguistic environment, interaction with cultures of other peoples. Omonyms are the codes of a certain amount of background knowledge, specific types of collapsed national-cultural texts that store cultural and historical subjects in their semantic memory, inscribed in the modern social consciousness [10].

Onomasticon research should be conducted at two levels: syntagmatic and paradigmatic, contributing to a systematic approach to the study of propriates.

A systematic approach to the study of proper names in terms of paradigm involves:

1) the identification and systematization of the entire onomastic space (macro- and microfields);

2) the description of individual thematic sectors;

3) thedescription of the individual groups or digits of proper names;

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4) the description of the onomastic nomination options;

5) the division of omonys according to their role and purpose [10, p. 83].

O. Petrenko quite rightly points out that a paradigmatic approach is appropriate in large-scale, overview works, which do not refer to a single subsector but to a whole onym field [8].

Syntagmatic analysis involves the sequential division of the speech stream and establishment of the specific combination of units with previous and next in contrast to the linear series [4]. The types of onyms usage, ways of involving them into context, into different types of artistic speech, the presence of appellateactions or animation phenomena have been studied within this approach.

I. Kovalik emphasized this repeatedly, proposing to consider the specifics of propriates in close connection with the appellations, which together form an integral part of the lexical composition of the language, above all in the sphere of nominative formations [4, p. 13].

The choice of research methods is important for the analysis of onyms. Modern linguists in their researches use a comprehensive approach to the analysis of onyms.

The the historical approach has been the methodological basis for the study of proper names, which allows us to consider the toponymics of France as a complex formation, in which it is possible to distinguish components, as well as toponymic series that interact with each other as elements of a single system.

The functioning of the onomastic vocabulary depends not only on linguistic but also on a number of extra-linguistic factors - social, legal, historical and others. Numerous heterogeneous features of proper names complicate the allocation of a separate lexical category, cause significant discrepancies in their interpretation. In the field of linguistics, the following opinion has been affirmed that proper (personal) names of people, names of cities, countries belong to the onomastic category. However, B. Brondal denies this claim. In his point of view, true proper names can only be simple words that have no analogues among the appellants, either as whole entities or as parts of them. The scientist alienates from the class of proper names those like Villefranche, Angleterre, even lat. Castellum> Château as such that have appellate correlates [12].

The contradiction of the researchers' opinions is explained not only by the complexity of proper names structuring, but also by the lack of a single conventional onomastic theory that would guide the research process in a particular direction. The methodology for onomastics, as for any other theoretical knowledge, is of paramount importance. Any linguistic research is formed not only because of the need to solve particular problems, but also because of the general scientific worldview.

Conclusions.

Various techniques of explaining new knowledge using specific onomastic material cause future philologists to look ahead, to find something that is incomprehensible or completely incomprehensible.

Onomastic material equips educators with the means that help the new knowledge to be the result of mental activity, to provide a deep connection between the phenomena and the objects being studied.

The main features of propriates, peculiarities of the syntagmatic and paradigmatic approach to the study of the areal and regional onomastics of the Ukrainian and French languages have been explained.

Thus, in order to explore the onymic space, the student must use their knowledge and skills of analyzing the linguistic units of the above-mentioned disciplines.

Introducing etymological information about thematic groups of proper names into the educational process (anthroponyms, zoonyms, phytonyms, mithonyms, toponyms, cosmonyms, pragmatonyms, ideonyms and ergonomics) increases the interest in learning, broadens the horizons, enriches the knowledge, helps to remember difficult material based on familiar local names. While studying the onymic space, students rely on the important postulates of onomastics, clearly aware of the common and distinctive features of this field of linguistics.

The methodological concept of studying proper names, which obeys the principle of systematicity, has been considerd as the main one. Moreover, the historical method, etymological analysis method and word formation analysis of onomastic material have been used for its realization.

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