Use of onomastic material in the educational space

Використання ономастичного матеріалу в освітньому просторі

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Abstract

The article analyzes the content of onomastics and the onomastic system in the modern language; the main principles and perspectives of the etymological process of proper names are highlighted; the specifics of the onymic space of the work of art are revealed; a review of digital methods for research and presentation of onymic material was carried out; characteristics of names and their criteria are presented. An experimental study of the importance of using onomastic material in the educational space was conducted, where special attention was paid to the quantitative and qualitative analysis of the results of the use of onomastic material. In the experimental groups, during the exercises, techniques, and methods of work that activate the student's thinking were combined, and different types of tasks were offered among the exercises, the content of which was onomastic vocabulary

Анотація

У статті проаналізовано змістове наповнення ономастики та ономастичної системи в сучасній мові; виокремлено основні принципи та перспективи процесу етимологізування власних назв; розкрито специфіку онімного простору художнього твору; здійснено огляд цифрових методів для дослідження та презентації онімного матеріалу; представлено характеристики онімів та їх критерії. Проведено експериментальне дослідження важливості використання ономастичного матеріалу в освітньому просторі де особлива увага приділена кількісному і якісному аналізу результатів використання ономастичного матеріалу. В експериментальних групах, під час опрацювання вправ поєднувалися прийоми та методи роботи, що активізують мислення студента, пропонувалися різні типи завдань серед вправ, змістове насичення яких було

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using an innovative method. Research in the experimental group showed the effectiveness of the innovative methodology and a significant increase in the level of cognitive activity among students.

Keywords: onomastics, onomastic material, institutions of higher education, etymology of proper names, digital methods.

ономастичною лексикою за інноваційною методикою.

Ключові слова: ономастика, ономастичний матеріал, заклади вищої освіти, етимологізування власних назв, цифрові методи.

Introduction

The word is the most active unit of speech, therefore, due attention should be paid to the study of lexemes at all educational levels. A conscious attitude to language begins with penetration into the lexical richness of the linguistic sphere. A conscious understanding of a person's lexical reserve, its sufficiency, is one of the conditions for fluency in both written and oral speech of an individual, which is the basis of human development, his educational and cognitive activity, which is a fundamental feature of humanity.

One of the effective means for partially solving the problem of national revival of any country, which consciously helps the young generation to acquire practically inexhaustible educational opportunities and educational opportunities in the educational space, is the use of onomastic material by the student of higher education. As evidenced by the work practice of teachers of educational institutions, such an approach to the content of education contributes to the development of student's ability to use words, constantly stimulates their cognitive activity, helps to develop and reveal potential opportunities for students, and generally affects the formation of personality.

Onomastics in the modern space of education include several sections of science, which are interconnected and distinguish different classes of onyms, respectively. classifications of proper names that exist today have a different number of proper names and their degrees. Moreover, there is still no unanimity among scientists regarding the number of discharges.

Literary onomastics, which arose on the healthy soil of folk realities, live and develop for centuries by onomastic university laws that exist in the literary world unified process, enriching and growing together with the development of national literature. The literary process gave the world numerous names of playwrights, poets, and writers who made an invaluable contribution

to the development and formation of literary onomastics (Hohulenko, 2021).

One of the main directions of modern linguistics and its development is the selection for the adequacy of the translation of proper names into the target language of the translation strategy, the development of issues of functioning in the artistic works of various groups of onyms, and decoding of compressed information in them. (Podhurska, 2021).

In the article, we considered the following main aspects: basic principles and perspectives of the etymological process of proper names; specificity of the onymic space of an artistic work; A survey of digital methods for the research and presentation of onymic material; an experimental study of the importance of using onomastic material in the educational space; recommendations for educational space.

Literature review

One effective means that can help the young generation partially solve the problem of national revival is the use of onomastic material, which has practically inexhaustible educational and educational possibilities. This content of education, as evidenced by the work practice of individual teachers of secondary schools, constantly stimulates the cognitive activity of students, contributes to the development of their ability to use words, helps to identify and develop potential opportunities for schoolchildren, affects the formation of the Ukrainian-speaking personality as a whole.

Many researchers were engaged in developing the principles of analysis of literary onomies and literary onomastics.

P. Sabet & G. Zhang, (2020). presents an account of how first name choice is influenced by socio-ethnic changes during the transitional period between two Iranian governments. Show the differences, however divergent they are initially,

converge and consolidate name change patterns derived from sociopolitical modifications. MacKenzie, L. (2018) describes how students can be introduced to the basics of linguistic analysis using personal, product, and place names as data. The author outlines several areas of linguistics that can be effectively taught at an introductory level through name data and provides examples of accompanying in-class and take-home exercises. The article demonstrates that the everyday familiarity of names and the ready availability of name data combine to create a class that not only engages students but also teaches them practical data-analysis skills.

C. Juncal (2018). analyses the evolution of the anthroponymical repertoire of a municipal council located in the west of the province of Vizcaya, in the Spanish Basque Country. It has traditionally been a Spanish-speaking area, although it is now clearly influenced by the language policies of the Basque Autonomous Community to which it belongs, where recent years have witnessed a major expansion in the use of the Basque language in different ambits. This study examines the evolution of onomastic usages over a period that includes the transition from the Franco era to democracy in the 1970s, with the ensuing quantitative and qualitative shift in the choice of children's names.

The necessity of using onomastic material in the educational process with children was pointed out at one time by E. Aldrin (2019). He shows how a small group of Swedish teenagers handle onomastic choices of self- and other-referencing as part of their everyday mobile phone interaction. It further discusses how the teenagers explained their views regarding online names during interviews. The data are analyzed qualitatively using theories of identity and social positioning.

The need for wide use of local, in particular onomastic, material in the school's educational activities was pointed out by T. Vilchynska et al. (2021). They investigate conceptual metaphor as a lingua-instrumental tool by which a person can know, evaluate, and transform the world. The history of metaphor study has been considered in detail, from its complete denial to understanding as a mechanism of objective reality cognition, and it has been found that most approaches to the interpretation of metaphor were demonstrated in the twentieth century. In particular, it has been considered as a means of forming concepts, as a semantic-two-dimensional, clearly connoted unit, as a symbolic structure of language, as a marker of quirk, and as an object of linguistic and

cultural research, etc. I. Podhurska (2021) devoted her research to the analysis of the onomastic space of the famous British writer Roald Dahl, which occupies an important place in children's literature because his works about children and for children have many proper names that reflect the country's culture, religious beliefs, and history. Onomastic units became the subject of study because they play an integral role in revealing the plot of a literary work. The researcher has shown in modern English-language texts of the fantasy genre the growing importance of the problem of the functioning of onyms in children's works by R. Dahl, in particular, and in the literary field in general, since they play an important role in the formation of a unique image system of the fictional world; about a hundred units were allocated to mark the names of characters, domestic animals, and geographical objects; there was an immersion in the semantics and etymology of onomastic components.

O. Melnyk, & O. Voloshina (2022) distinguished the concepts of "onomastic space" and "onym space", described the state of the study of ergonyms and its history in linguistics, characterized the main approaches and stages to the study of modern toponymy, clarified the linguistic status of the definition of "ergonym", determined that a toponym is "a concept that embodies the semantic features of the onymic space, and a lexical unit, the creation of which is determined by the action of word-forming features and models".

The relevance of such studies is determined by the specificity of onomastic vocabulary and its difference from other classes of words. Although modern onomastic research uses all linguistic methods without exception, many acquire new forms and approaches. Analyzing the methods of onomastic research, scientists concluded that the most widespread of them are: "descriptive, areal, genetic, typological methods, as well as various methods of comparative and historical linguistics." On the other hand, the onomastic material requires the connection of some additional methods or techniques for its comprehensive analysis.

O. Hrynyova, L. Tereshchenko (2015) devoted their research to the problems of translating proper names in literary works for children. Names in such works often contain additional information about the character's habits, character, and origin, that is, they are telling. Intertextual information in such a name can be "hidden" because it becomes a kind of challenge

for the child that arouses interest. The factors that are caused by several translations of proverbial names are singled out: the difference in the interpretation of the symbols identified in the two cultures; the cultural and temporal distance between the audience and the original text; the difference in the interpretation of the content by the translator and the author; a play on words that is lost in translation; the difference in gender categories in two languages; subjective preferences of the translator, etc. O. Hohulenko's (2021) research is aimed at determining the features of functioning and delineating the role of anthroponyms; considering reproduction in the onymic space of anthroponyms; definition in the construction of the whole artistic meaning of the anthroponymic system. It has been proven that the onymic vocabulary supplies the text with various information (ethnographic, historical, connotative, geographical, etc.); endowed with a nominative function; participates in chronotope modeling; onymous vocabulary plays a structural-semiotic and constructive role in the formation of the "artistic picture of the world".

Given the constant increase in the onomastic corpus material, the interest of scientists in its study does not decrease. In addition, questions regarding the structure of the onomastic space and the relationship of elements within it, clarification of the onomastic status of some groups of proper names, terminological certainty, etc., remain relevant.

In any case, the modern onomastic space is by its structure a complex entity, within which separate sectors or fields are distinguished. The center of the onomastic space is anthroponyms, on the periphery there are constantly changing groups of proper names – ergonyms, pragmatonyms, urbanonyms, etc.

The extraordinary variety of proper units, the uneven study of them, and the debatable belonging to the onomastics of some classes of names caused the presence of different views on the structure of this array of vocabulary, the instability and undeveloped terminology for individual groups and subgroups of proper names, which requires their further thorough study.

As we can see, the appearance of numerous investigations in the field of literary onomastics made it possible to reveal specific features of the onomic space, new ways of researching the role of proper names in modeling the artistic picture of the world; to show the onymic component, which turns out to be more significant and weightier in works for children than in works for adults, to distinguish two groups: emotional and informational and to characterize the functions that quite logically belong to these groups; classify proper names, distinguish between the concepts of "onomastic space" and "onym space", describe the state of toponymic study and history in linguistics, characterize the main approaches and stages to the study of modern toponym. However, not enough attention is paid to the use of onomastic material in the educational space.

The purpose of the research: is to find out innovative ways of using onomastic material in the educational space.

Methodology

In our study, the following methods were used to achieve the goal:

– theoretical: analysis of psychological, linguistic, pedagogical, and methodical literature; generalization and theoretical understanding of the pedagogical prospective experience of teachers;
– empirical: diagnostic observation of the amount of use of onomastic material by teachers in language classes, of the level of development of the educational and cognitive activity of students of the educational space; conversations with students and teachers; psychological and pedagogical observation, questionnaires, interviews;
– statistical: qualitative and quantitative processing of experimental data.

The research was conducted in three stages.

The first stage. The state of the problem in pedagogical practice and theory was studied; psychological-pedagogical and linguistic literature was studied; developed diagnostic tasks using onomastic material were implemented; the system of work was modeled to develop the educational and cognitive activity of students of the educational space in the process of language learning.

The second stage. Research and experimental work were carried out; the effectiveness of the proposed method was checked; with the use of an onomastic dictionary, the developed system of exercises was tested, the effectiveness of the experimental program was checked on the onomastic material with a block of exercises to

stimulate the cognitive learning activity of the acquirers of the educational space.

The third stage. Conclusions were formulated; the results of the research work were clarified and summarized; methodical recommendations were developed.

In the experimental study, special attention is paid to the quantitative and qualitative analysis of the results of the use of onomastic material in the educational space.

For the experimental teaching method, exercises were developed aimed at forming practical skills of differentiating onyms and appellatives in students of higher education, successive deepening of onomastic awareness of students of higher education.

In the experimental groups, during the study of the exercises, techniques, and methods of work that activate the students' thinking were combined: synthetic, analytical, and analytical-synthetic. Different types of tasks were offered among the exercises, the content of which was onomastic vocabulary using an innovative method. We developed a hypothesis and received positive confirmation of it as a result of research work. The research was carried out among students who are obtaining a bachelor's degree in the 3rd and 4th years.

64 students from the control group and 71 students from the experimental group took part in the experiment.

A significant increase in the level of cognitive activity among students of the experimental group is shown by the following experimental research data: the third year – by +17%; the fourth year – by +21%, and a significant decrease in the number of students with a low level of activity: the third year – by -31.8%; the fourth year – by -17.6%.

At the same time, no significant changes were observed in the control group, but there were still certain shifts in the development of the cognitive activity of student youth since each teacher did everything to activate the vocabulary of students, which is the fundamental basis for their development so that students are active in cognitive activities and studied with interest.

The reliability and validity of the obtained results, and the objectivity of their assessment were ensured by the methodological soundness of the initial positions and the qualitative

mechanism for evaluating the quality under study, the use of a complex of complementary research methods, and the involvement of a group of respondents from a higher educational institution in the analysis of its results.

To assess the homogeneity of experimental and control data, statistical processing was performed using MS Excel and SPSS (Statistical Package for Social Science).

Research relies heavily on the accuracy and reliability of the data. In the framework of research work, the quality of data collection and analysis not only adds weight to the research but also contributes to the formation of sound conclusions, which is the key to academic success.

The following digital data collection tools were useful in the study:

–   Google Forms – a simple tool for creating surveys that allows you to collect data from respondents, create different types of questions, and collect answers in spreadsheets.
–   SurveyMonkey – a modern survey tool that offers a wide range of customization options and analytical tools for analyzing the collected data.
–   JSTOR, Google Scholar, and other academic search engines provide access to scholarly articles, books, and other academic resources that may be useful for literature review and theoretical data collection.
–   Zotero or Mendeley – bibliography management programs that help organize research materials, store references, and format bibliographies and citations according to different citation styles.
–   Microsoft Excel or Google Sheets – spreadsheets are useful for organizing and analyzing collected data when working with quantitative data.
–   SPSS, R, or Python for more advanced data analysis, statistical analysis, and processing of volumes of data.

The results of the experimental study confirmed the applicability, optimality, and effectiveness of the proposed pedagogical conditions for the formation of an environmental culture of an ecologist in the process of professional training.

Results and discussion

The content of onomastics and the onomastics system in the modern language. The term

"onomastics" includes the art of naming and has been used in linguistic literature with various meanings, that is, it is a multi-meaning term.

Onomastics has three meanings:

1. The branch of linguistics that thoroughly studies personal names (surnames of animals and people, first names, surnames, patronymics) – in this sense, it is synonymous with the term anthroponymics.
2. As a subject of linguistic study – a system or collection of personal names – in this sense, it is synonymous with the term onomasticon.
3. A branch of linguistics that thoroughly studies proper names – in this sense, onomastics is perceived as a term – a proper name, or proprial, is "a name given to a specific object, a person to distinguish him (her) from several identical or similar", and "the branch of linguistics that studies any proper names is defined as onomastics".

We conclude that onomastics is considered a science that studies toponyms and proper names (anthroponyms) (Akoto, 2023).

A unique subsystem in the modern language is formed by units of the onomastic system with its own laws of functioning and development and special system-forming mechanisms. Onyms are one of the means of determining the spatiotemporal parameters of the image of the world, which provide the sign designation of such coordinates as the object (subject) of real reality, and this is what determines the "high communicative and pragmatic potential" in the "realization of the sociocultural function of language". The specificity of onyms is determined by extralinguistic factors, not only linguistic status, which in turn directly affects the functioning and formation of the semantic structure of onyms.

We define the onomastic space of the language in our research as a collection of all proper names (invented and real), and this is an open system that is constantly changing due to the appearance of new onomastic objects.

The onomastic space, according to its internal structure, is a complex entity. It is structurally represented by fields with peripheral and nuclear groups of proper names.

By the onomastic space, scientists understand "the entire set of proper names regardless of its internal organization", and "the onomastic field is seen as an ordered, hierarchically organized set of onyms, which is characterized by the presence of certain structural and systemic connections and united based on common features" (Fernández Juncal, 2018).

Today, at an appropriate scientific level, it is important to analyze and describe these observations and empirical facts, because, among onomastics and linguists themselves, there are repeated calls to strengthen all the main sections of onomastics at the scientific-theoretical level of research given a certain decrease in the specialization of onomastics works. This question should be characterized in more detail because it is multifaceted.

Special attention should be paid here, in our opinion, to the diachronic aspect of onomastic studies. One of the most effective approaches is etymological because it is important in the study of proper names, it makes it possible to investigate all levels of the structure (word-forming, morphological, phonetic) of the onym, to restore its pre-onymic (basic) semantics, to find out the ethnic affiliation of the name according to those linguistic laws that reflected in it, determine the probable time of appearance of a specific name. Since the favorite onym is mostly formed based on a common specific name, we find out its origin within the limits of general etymology. There is no special onomastic etymology (Motschenbacher, 2020).

Basic principles and perspectives of the etymological process of proper names.

The etymological process of proper names is based on the following basic principles:

1) detection of the semantic motivation of the onym, in connection with which there is often a need to etymologize the appellation itself
2) clarification of creative appeals;
3) definition of the word-forming type (word-forming model) of the name.

First of all, the interpretation of one's own name should be based on the tradition of comparative-historical linguistics, and also, since it is difficult to name an onymic that would be formed in a monoethnic environment, it is worth taking into account the achievements of the theory of language contacts. Therefore, the second factor requires careful attention from researchers, because it is precisely this that requires a thorough study of the linguistic history of the region in which a certain name is formed. Here it is impossible to do without a comparison of a

specific onym with formally similar ones. So that such a comparison does not turn out to be accidental when comparing genetically unrelated forms that arose during the evolution of these lexemes (purely external), it should be based on the system of phonetic counterparts established by comparative-historical linguistics. However, this principle is not always followed in the circle of linguists and onomasts who are interested in the etymology of onyms, which is reflected accordingly in the scientific conclusions of such studies. In addition, the onymic of a certain region is necessarily influenced by extralinguistic factors (social, natural, historical, etc.), and not only linguistic factors (caused by the very nature of the creative basis of the name). Insufficient attention to the geographical conditions and historical conditions under which the formation of a certain name took place leads to completely incorrect etymology or unfounded etymology. This means that etymological and onomastic research should be complex, based on data from historical sources and material culture, as well as on linguistic facts, and in the case of toponymic vocabulary, on the topographic characteristics of the area, to localize a certain name. Since researchers in many cases take into account only the modern state of onyms and do not pay attention to their linguistic history, this approach will make it possible to avoid extreme positions in the etymology of onym material – the name is only non-Slavic or only Slavic with the admissibility of directly opposite versions. Therefore, the prospects for the development of diachronic studies of onymic vocabulary depend on how consistently the principles of historicism and systematicity in the approach to the interpretation of onymic material will be implemented in them.

Given the fact that onomastics is a multifaceted science, that is, it examines not only names from a historical perspective because if you direct onomastics research only in this direction, it can narrow the research possibilities of onomastics. To prevent this, onomastics in general and academics in particular need to develop other areas besides the etymological aspect of studying proper names, for example, the functional one, which is directly related to onomastic practice – the creation of toponymic derivatives, the spelling of proper names, etc.

For the prospects of academic onomastics, it is important:

1) to constantly stimulate the development of regional onomastic centers to collect onomic material, to assist the organization of expeditions in replenishing the academic onomastic card file, as well as consult local authorities on the functioning of onomic vocabulary;
2) active popularization of the results of one's research on the pages of foreign, local, and central publications, which will provide an opportunity to distinguish scientific onymic etymologies from several pseudoscientific interpretations, which are not unique recently in the world onomastic space (Rabelo, 2020).

Specificity of the onymic space of an artistic work.

Endowed with the proper nominative function, the onymic vocabulary supplies various information to the text (ethnographic, historical, connotative, geographical, etc.), and participates in the modeling of local temporal unity – the chronotope, which is characteristic of a work of art. In addition, it plays a structural-semiotic and constructive role in the formation of the "artistic picture of the world" in the acquirer of the educational space.

The study of the difference between the onomastic space of a literary and artistic work and the onomic space of language seems interesting. If, regardless of the degree of usage, real proper names are facts of language, then as facts of speech, proper names of an artistic text are an imprint of the specificity of artistic speech as a whole, and not only of the national onomastic tradition. Y. Karpenko defines national anthroponymy as "the sum of all real proper names used by the speakers of this language, as well as speech unstable occasional anthroponyms that over time become a fact of the language, supplementing the national noun, or disappear".

Proper names, which function in the text of an artistic work, are a special sphere of onomastic reality, the specificity of which lies in its subjectivity. The onomastics of a literary work do not quite adequately reflect the role of proper names and their position in a person's real life. This is because "the communicative function of the onomastic material in the artistic text turns out to be a "complicated" poetic function, which is brought to the fore here" (Butler et al., 2017).

The specificity of the onym stems from the specificity of the onymic space of artistic work and lies in the difference between literary and real proprial systems. In its specificity, literary onomastics in literary and linguistic aspects

directly collide with the study of an artistic text, because titles and names are components of the writer's style, integral elements of the form of an artistic work, and means that create an artistic image.

The law of three correspondences is the most important in onomastics:

– the author's concept, which is manifested – with the entire artistic work, in the sound, and etymology of names, in their combination, contrast, or agreement with each other at the level of onomastics in nouns;
– the anthropocentrism of the text, which is manifested in all components of the silent space of the work, in particular the artistic locus, which defines the topos of each character, the spatial dominant;
– the truth of realities and historical truth, on which literary onomastics is based (Hohulenko, 2021).

The study of any linguistic reality intended for its description begins with the development of a specific terminological system. "Onomastics is constantly expanding its sphere of influence, enriching itself, demanding more attention from linguists every year... The state of development of terminology is a kind of indicator that shows the development of this discipline". Considering this, the study of biblical onomathemes should begin with the selection of a terminological and linguistic toolkit, which systematizes the selected material, giving it scientific expediency and semantic sophistication. The establishment of terminological systems, their unification, standardization, normalization, and ordering relate to this nationwide process, important factors. The level of development of the terminology of any science indicates the level of science itself. Therefore, the process of term formation is important in onomastic studies..." (Gałkowski, 2022).

A survey of digital methods for the research and presentation of onymic material.

In recent decades, poetic (literary) onomastics, i.e. the study of proper names in literary texts, has become very noticeably active among the onomastic trends. Poetic (literary) onomastics is increasingly becoming the object of close attention of world linguists.

During the entire history of the development of onomastics, the methodology of the study of proper names as a linguistic phenomenon was formed, and there are different approaches to the systematization and analysis of the material. The inclusion of various methodological digital methods in the research toolkit of scientists was actively influenced by: trends in the development of onomastics and the current state of onomastics. The proposed digital methods do not contradict existing traditional techniques and methods but only complement the extensive accumulated experience of researching one's own vocabulary.

Among the classic basic methods, the following are distinguished: general scientific, onomastic, and linguistic. In the field of onomastics, several important tasks need to be solved at the current stage of the digital development of world science. This can be solved by appropriate improvement and updating of onomastic research methods, the main part of which was formed even in the absence of digital technologies. Digital lexicography is very common in the world. A functionally complete lexicographic digital space has already been formed for most of the developed languages of the world.

The modern theory of onomastics interprets the onymic space from the standpoint of the duration of residence or the use of proper names in the representation of representatives of this or that culture. The onymic simple, in the mind of an individual, exists only in fragments and is revealed only with the help of a special study. Onymic space is considered by linguists as a general linguistic category – "absolute (complete) deductive (obligatory for all languages) linguistic universality" (Habibli, 2021) and as a category of language in a certain period of its development.

Important characteristics of names and their criteria. The following characteristics are important for a comprehensive systematization of onyms:

– objective thematic or subject classification;
– distributive areal or geographical features;
– morphological analysis;
– statistical typology;
– chronological and historical periodization or typology;
– connection with the roots and bases of appellative vocabulary in the semantic classification of toponymic facts;
– systematization of toponyms, the establishment of etymology, and language affiliation (Karpenko & Neklesova, 2023).

The system of division of proper names contains the following criteria of the onymic vocabulary: time of origin of the onym; initial form; denotative-nominative groups; way of occurrence; origin; etymology of the name; productivity of the word-forming type; method of creation; motivational relations; semantics of the creative basis; field of use; the relationship of onym to language or speech; name form; frequency of use; appointment of onym; name recognition; the scope of the concepts fixed in the title; features of declension; structure; the reality of its existence; biological features of denotation; dimensions of denotation; emotional and expressive features of the name; the number of nominated objects; additional linguistic characteristics of the name; stylistic features of the onym; additional extralingual characteristics of denotation.

Approaching the description of onymic vocabulary in this way, the main blocks are traced:

- nominative;
- functional;
- etymological and word-forming;
- stylistic;
- denotative and qualitative;
- extralingual.

The analysis of proper names gives the process greater coherence and consistency and involves making changes to the scheme, which helps to avoid duplication during the characterization of onyms (Melnyk & Voloshyna, 2022).

Analyzing the modern means of the English language, we conclude that the problem of representing one's own foreign language names in a literary text is relevant, because the onomasticon reproduces the historical and cultural features of a certain ethnic group, contains names, and plays a significant role in the structural and content organization of the work (Podhurska, 2021).

When translating proper names, the most effective is the following sequence of actions: – finding out the etymology of the proper name;

- identifying the semantically motivated basis of the name, checking the semantics of the significance of information about the character;
- research of possible translation options, taking into account historically established options;

- selection of the most appropriate respondent;
- agreement with the requirements of language spelling and word formation, translation of the found counterpart;
- analysis and assessment of the level of semantic approximation to the original translation (Petrenko, 2006).

When choosing a respondent, the most important thing is the translator's interpretation of the author's intention, because the translator usually sees the onomasticon of the work when it is correctly explained, as an element of a more global system in which it complements the stylistic, plot-compositional, figurative characteristics of the text.

An experimental study of the importance of using onomastic material in the educational space.

In the experimental study, special attention is paid to the quantitative and qualitative analysis of the results of the use of onomastic material in the educational space.

For the experimental teaching method, exercises were developed aimed at forming practical skills of differentiating onyms and appellatives in students of higher education, successive deepening of onomastic awareness of students of higher education.

The onomastic material involved by us in the educational process of the institution of higher education was used to develop the speech of students of higher education, activating the cognitive activity of students, specifying and illustrating the main program provisions, systematizing and consolidating the learned material, as well as checking the awareness and strength of learning the material, making connections educational process with the life of each future specialist, diversification of independent work during life, etc.

The proposed content components of the onomastic work determined the variety of techniques and methods of its implementation.

At the stage of acquiring knowledge, preference was given to the use of the teacher's oral presentation of the material, new digital methods, explanation, problem method, story, heuristic conversation with students, development of linguistic corpora on onomastics using the developed linguistic markup; onotological 3D panoramic tours of the virtual onomastic

museum; creation of a network tool to ensure interaction with the information resources of the "POLYEDR" system.

During the formation of abilities and skills, the method of exercises was used more, and work with a computer, a textbook, and a video dictionary was used – a new method of presenting onymic material; creation of a database for large-scale comprehensive analysis of toponymic systems of regions of the world and processing of onymic information.

Various forms of work were implemented in language classes involving onyms: new digital methods, training oral and written exercises, various types of dictation, digital methods of processing and presentation of onymic material; as a tool for active interaction of specialists in a remote mode, starting virtual laboratories in onomastics, because the tool for active interaction of specialists in a remote mode is a virtual laboratory itself, which enables the research tools of modern onomastics to be correctly presented, synchronized, improved and promising for further use and filling; language games, independent creative works with certain vocabulary groups, etc.

When selecting the material for the classes, special attention was paid to the desire of the students of higher education and ensuring their interest in performing cognitive exercises.

During the experiment, different types of exercises were performed at each lesson: introductory, warning, preliminary, propaedeutic, trial, commented, explanatory, training according to the task, sample, instruction, control, and creative.

In the experimental groups, during the study of the exercises, techniques, and methods of work that activate the student's thinking were combined: synthetic, analytical, and analytical-synthetic. Different types of tasks were offered among the exercises, the content of which was onomastic vocabulary using an innovative method:

– according to usage in a certain situation – developing the ability to choose onomastic vocabulary;
– activation to the content of the onomasticon for the development of attention;
– improvement of skills and knowledge to correctly select words combined with onomastic vocabulary to denote signs and actions;

– forming, when constructing a text, the ability to use onomastic material, combining names according to communicative value and semantics;
– formation of skills to match generic species to onomastic concepts and vice versa;
– by creating texts using various proper names and working on revealing the lexical meaning of the word, identifying creative possibilities in students (that is, toponyms, zoonyms, anthroponyms, biblionyms, and cosmonyms were mainly introduced into the educational process of the institution of higher education).

We developed a hypothesis and received positive confirmation of it as a result of research work: Introduction of onomastic vocabulary selected for communicative and semantic value into the educational space

– will lead to positive and significant changes in the active vocabulary of the student, thanks to which the development of cognitive interest in language learning is ensured;
– will lead to the ability to use the acquired knowledge in practical work;
– will lead to the formation of a rational form of the student's mental activity and will become the basis for the development of speaking skills.

Such results were observed in the experimental group. We also observed an elevated mood in students of the experimental groups; the feelings, and emotions of students and teachers were a single whole, and all efforts were directed to the manifestation of the creative inner capabilities of the individual in language classes.

We were convinced in the process of the formative experiment that it was the emotional and psychological positive atmosphere in the group, the desire of the teacher to encourage students of higher education with various methods of work to creativity using onomastic vocabulary that had an impact: on positive results in learning about the world around them, on the development of the cognitive needs of each student, to improve the quality of students' knowledge.

The conducted experimental research gives grounds for the conclusions that the use of various forms of group work, pair work, etc. in the organization of cognitive educational activities. in combination with: new digital methods, a system of additional targeted

material, explanation, problem method, story, heuristic conversation with students, development of linguistic corpora on onomastics using the developed linguistic markup; onotological 3D panoramic tours of the virtual onomastic museum; created network tool to ensure interaction with information resources; video dictionary – a new method of presenting onymic material; creation of a database for large-scale comprehensive analysis of toponymic systems of world regions and processing of onymic information; digital methods of processing and presentation of onymic material; the launch of virtual onomastics laboratories; language games, independent creative works with certain groups of vocabulary, etc., educates such character qualities that contribute to the ability to replenish one's knowledge independently, stimulates the development of students' cognitive activity, develops their educational opportunities, transfers to new conditions and uses their knowledge in everyday life.

The research was carried out among students who are obtaining a bachelor's degree in the 3rd and 4th years. 64 students of the control group and 71 students of the experimental group took part in the experiment.

A significant increase in the level of cognitive activity among students of the experimental group is shown by the following experimental research data: the third year – by +17%; the fourth year – by +21%, and a significant decrease in the number of students with a low level of activity: the third year – by -31.8%; the fourth year – by -17.6%. At the same time, no significant changes were observed in the control group, but there were still certain shifts in the development of the cognitive activity of student youth since each teacher did everything to activate the vocabulary of students, which is the fundamental basis for their development so that students are active in cognitive activities and studied with interest.

Recommendations for educational space.

Modernity offers the following recommendations for the educational process (Nadutenko, 2021):

– highlighting a separate direction – digital methods of processing and presentation of onymic material;
– as a tool for the active interaction of specialists in remote mode, the initiation of virtual laboratories in onomastics, because

the tool for active interaction of specialists in remote mode is the virtual laboratory itself, which makes it possible for the research tools of modern onomastics to be correctly presented, synchronized, improved and promising for further use and filling ;
– launching a video dictionary as a new method of presenting silent material;
– the creation of a database for large-scale comprehensive analysis of toponymic systems of regions of the world and processing of onymic information. Approbation of the method – the creation of the "Reference database of administrative units". This database represents the main points: district; council; type of settlement; the name of the settlement; a brief description (principles and motives for nominating settlements, ways of creating oiconyms, year of foundation, name variations, etc.)" (Shyrokov, 2017).
– for quickly and effectively finding onyms, forms, and constructions, which is necessary for a researcher of monograms – development of linguistic corpora on onomastics using the developed linguistic markup4
– updating the method of presentation of onomastic material – onotological 3D panoramic tours of the virtual onomastic museum;
– creation of a network tool to ensure interaction with information resources.

Conclusions

The content of onomastics and the onomastic system in the modern language is analyzed; the main principles and perspectives of the etymological process of proper names are highlighted; the specificity of the onymic space of the work of art; a review of digital methods for research and presentation of onymic material was carried out; characteristics of names and their criteria are presented. An experimental study of the importance of using onomastic material in the educational space was conducted, where special attention was paid to the quantitative and qualitative analysis of the results of the use of onomastic material in the educational space. For the experimental teaching method, exercises were developed aimed at forming practical skills of differentiating onyms and appellatives in students of higher education, successive deepening of onomastic awareness of students of higher education.

We developed a hypothesis and received positive confirmation of it as a result of research work.

The conducted experimental research gives grounds for the conclusions that the use of various forms of group work, pair work, etc. in the organization of cognitive educational activities. in combination with: new digital methods, a system of additional targeted material, explanation, problem method, story, heuristic conversation with students, development of linguistic corpora on onomastics using the developed linguistic markup; onotological 3D panoramic tours of the virtual onomastic museum; created network tool to ensure interaction with information resources; video dictionary – a new method of presenting onymic material; creation of a database for large-scale comprehensive analysis of toponymic systems of world regions and processing of onymic information; digital methods of processing and presentation of onymic material; the launch of virtual onomastics laboratories; language games, independent creative works with certain groups of vocabulary, etc., educates such character qualities that contribute to the ability to replenish one's knowledge independently, stimulates the development of students' cognitive activity, develops their educational opportunities, transfers to new conditions and uses their knowledge in everyday life.

One of the effective means that can help the young generation in partially solving the problem of national revival is the use of onomastic material, which has practically inexhaustible educational and educational possibilities. This content of education, as evidenced by the work practice of individual teachers, constantly stimulates the cognitive activity of students, contributes to the development of their ability to use the word, helps to identify and develop potential opportunities, and affects the formation of the personality as a whole.

Onomastic material has a positive effect on the educational and cognitive interest, activity, inner needs, and educational activity of students. The provisions formulated in the article can be used in improving programs, preparing textbooks, developing lecture courses and practical classes for students, and in the practical work of teachers.

To further ensure the availability of acquired knowledge for a wide range of users, the urgency of the problem is determined by the need for further implementation and formation of new digital methods of research on onomastic material for operational comprehensive analysis of toponymic material on a global scale at various chronological sections, etc.

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