FORMATION OF COMMUNICATIVE COMPETENCE IN THE RECIPIENTS OF HIGHER EDUCATION USING PROPRIATIVE VOCABULARY

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The article is dedicated to the current issue of formation of communicative competence of future specialists in a higher education institution. In particular, the methodology of the educational component "Ukrainian Onomastics", its relevance in modern society, its ambiguity and synthetic nature were considered. The status of proprietary vocabulary as an important element of national identity containing linguistic and country-studied and cultural-and-national information and having a great importance for the formation of the cognitive base of the individual was substantiated. Study of the onymic composition of the Ukrainian language, principles and features of nomination, research methods, and history of formation and existence of proper names is an important component for understanding the language as a system, which, in turn, will help philologists to teach academic disciplines professionally in the future. Theoretical provisions and practical recommendations regarding the peculiarities of working out the gradation features of the proprietary material were clarified. The mechanism of the involvement of linguistic data in the process of an innovative approach to the study of Ukrainian onomastics, primarily cognitive, literary and poetic, was studied. Examples of the use of modern innovative techniques and interactive technologies were given. The main attention was paid to the typology of terms, methodology of the syntagmatic and paradigmatic approach to the study of areal and regional onomastics in educational institutions both from the point of view of linguistics and related fields. It was established that the understanding of precedent proper names was an important criterion of the level of formation of intercultural interaction skills, because not only language techniques are mastered, but also a certain social-and-cultural code. It was concluded that proprietary vocabulary was able to activate the search and research activity of the recipients of higher education, to stimulate cognitive interests and artistic creativity of the younger generation.

Keywords: *onomastics; onomastic space; propriative; communicative competence; methodology; paradigmatic and syntagmatic approaches.*

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ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ ЗАСОБАМИ ПРОПРІАТИВНОЇ ЛЕКСИКИ

Стаття присвячена актуальній проблемі формування комунікативної компетенції майбутніх фахівців у закладі вищої освіти. Зокрема, розглянуто методологію освітнього компонента "Українська ономастика", його актуальність у сучасному суспільстві, неоднозначність і синтетичність. Аргументовано статус пропріальної лексики як важливого елемента національної ідентичності, що містить лінгвокраїнознавчу та культурно-національну інформацію й має величезне значення для формування когнітивної бази особистості. Встановлено, що розуміння прецедентних власних імен є важливим критерієм рівня сформованості навичок міжкультурної взаємодії, адже відбувається опанування не лише техніки мови, а й певного соціокультурного коду. Зроблено висновок, що пропріативна лексика здатна активізувати пошукову та дослідницьку діяльність здобувачів вищої освіти, стимулювати пізнавальні інтереси та творчу креативність молодого покоління.

Ключові слова: *ономастика; ономастичний простір; пропріатив; комунікативна компетентність; методологія; парадигматичний та синтагматичний підходи.*

Formulation of the problem. Nowadays, concepts reflecting the European vector of the development of higher education in Ukraine are quite often represented in the scientific circle of teachers (lecturers) of higher education institutions. This is not accidental, because as a result of the crisis processes taking place in the country, along with the advantages, the domestic system of higher education has accumulated a great number of disadvantages: 1) subject-object relations between the student and the teacher; 2) an

unvaried methodology for acquiring knowledge (lecture-seminar); 3) significant time spent on conducting examination sessions; 4) lack of systematic work of recipients of higher education during the semester and so on [4, 20].

Analysis of recent research and publications. With this in mind, the issue of teaching linguistic disciplines using the modular-rating technology of learning has been actively worked out in linguistic didactics (L. Dovbnia, L. Kozhukhovska, T. Levchenko, M. Navalna, O. Potapenko, T. Tovkailo, N. Yuriichuk).

Onomastic vocabulary is a constant object of close attention of researchers. Peculiarities of the semantic content of the onomasticon were analyzed in the studies of J. Mill, A. Gardiner, E. Husserl, O. Espersen, P. Florensky, A. Losev, D. Rudenko, Yu. Stepanov, I. Melchuk, and others; contrastive onomastics were studied by A. Vezhbytska, N. Bagryntseva, Z. Bliagoz, K. Gagkaev, D. Yermolovich, O. Smirnov; D. Buchko, O. Horpynych, L. Vasylevska, N. Podolska and others deal with the problems of onomastic derivation and mythology. However, there are no papers in which the achievements of the introduction of the credit-module system of learning propriative vocabulary would be summarized.

The purpose of the article is a theoretical justification of the importance of onyms learning by the recipients of higher education as an important factor in the formation of the skills to differentiate proprial units in the practice of human language activity.

Presentation of the main material. The importance of students' assimilation of background knowledge, which is concentrated in proprial vocabulary, is quite obvious: it is determined by the need to interpret various onymic units in the process of studying linguistics. Understanding the meaning of onyms is at the same time assimilation of key concepts of national and foreign language culture by a language personality, and thus it contributes to the formation of intercultural interaction skills in philologists.

Together with the ability to share information meaningful to the recipient, vitonyms and abionyms can make the same information closed to the representatives of another culture, since proper names are always specific realities that belong to the background vocabulary. Thus, the urgency of the problem is determined by the fact that onomastic elements are an important linguistic source of information about the spiritual culture of the people.

The need to consider the regularities of the development and functioning of proper names in the structure of the language results from the inclusion of the educational discipline "Ukrainian Onomastics" in the list of subjects of free choice after studying which the students of higher education:

– have an idea of the essence and functions of proper names as language signs; the structure of the language system and the place of proper names in it; conditions of functioning and social differentiation of the onyms;

– know onomastic terminology; have knowledge about the specifics of proper nouns at all language levels; the main methodological methods of describing proprial units;

– are able to use theoretical information to explain specific onomastic facts and phenomena; the form, content and function of the propriative when comparing it with other language units;

– have experience in analyzing various sectors of the onomastic space; orientation in debatable issues of modern linguistic science in general and modern onomastics in particular; performance of onomastic exploration according to the compiled program.

While studying the onymic space, the recipients of higher education clearly understand the important postulates of onomastics, common and distinctive features of this branch of linguistics.

Various methods of explaining new knowledge with the use of specific onomastic material cause a desire in future philologists to find something that is unclear or completely incomprehensible. Onomastic material equips teachers with means that help new knowledge become the result of mental activity, ensure a deep connection between the phenomena and the subjects which are studied [1, 40].

The practical part of the educational component "Ukrainian Onomastics" determines the study of the onymic space using the following methods: descriptive, stylistic analysis (used to describe the stylistic functions of onyms), quantitative (determining mathematical calculations regarding the indicators of word usage and their percentage ratio), contrastive analysis (detailed study and comparison of different fields of the onymicon, determination of common and distinctive features of nomens), etymological analysis (actualization of the internal form of the word through the search for an etymon), etc.

The main methods of teaching are lectures with the use of discussion, practical experiments, discussions, collecting and analysis of material, and the methods of assessment are current testing and grade for the educational onomastic and local history project. Innovative methods and techniques, both individual and group, with advanced and creative tasks, various forms of working with a text, including "brainstorming", "microphone", discussion "Take a position", situational modeling technology, simulation method "large-scale situation", role-playing games, multimedia presentations, which are used by the teacher in the class, will be the key to a deep penetration into the semantics of the propriative [2, 73].

Methodological support – basic summaries of lectures, illustrative materials, dictionaries, an electronic version of the main articles on the topic and classifications of nominative units.

A systematic approach to the study of proper nouns from the point of view of paradigmatics involves: 1) identification and systematization of the entire onomastic space (macro- and microfields); 2) description of individual thematic sectors; 3) description of individual groups or classes of proper names; 4) description of onomastic nomination variants; 5) division of onyms according to their role and purpose [2, 75].

O. Petrenko quite correctly notes that the paradigmatic approach is appropriate in large-scale, survey works, in which it is not about one subsector, but about a whole onymic field [7, 41].

Syntagmatic analysis involves the sequential division of the speech flow and determining the specificity of the combination of units with the preceding and succeeding units by contrast in a linear series [1, 12]. With this approach, the types of onyms use, ways of their inclusion in the context, in different types of artistic speech, the presence of phenomena of appellation or onymization, etc. are studied [2, 42]. This was repeatedly emphasized by I. Kovalyk, proposing to consider the specifics of propriatives in close relationship with appellatives, which together constitute an integral part of the lexical composition of the language, primarily in the field of nominative formations [2, 74].

Theoretical material is localized in a kind of "information node", or content modules (CM), each of which is a conceptual, autonomous unit of educational material. Each CM contains questions for self-control, key concepts of the module, heuristic questions and creative tasks for independent students' work, tasks for module control, recommended literature. At the first lesson, students are informed about comprehensive data for the recipients of higher education about the academic discipline, teaching methods and technologies, credits, forms and conditions of conducting control measures, system of knowledge assessment, etc.

Content module 1 "Theoretical and pragmatic basics of Ukrainian onomastics" aims to acquaint the recipients of higher education with the main concepts, principles, and aspects of the science of proper names. The module includes four topics, among which there are lectures and practical classes, independent students' work. The form of modular control is a test to check knowledge.

Content module 2 "Ukrainian onomasticon: typology, word-formation, functioning" is focused on formulating clear ideas in the students about the main approaches to the linguistic classification of propriatives, about the differential features of each sector of the onomastic space; development of skills to differentiate proper names according to the semantics of the forming stem, functional and intended purpose, genre and stylistic affiliation, form of representation. The content module consists on lectures, practical classes, independent students' work. The module includes 2 topics. The form of modular control is a written creative work consisting of ten tasks. Approximate tasks of one of the variants of the modular control work (MCW) can be as follows:

1. Illustrate with your own examples the diversity of the derivational structure of Ukrainian hydronyms.

2. Describe the semantics of the forming stems of the mentioned onyms.

3. Based on the inductive (evidence, facts – conclusion) or deductive (thesis – evidence) way of thinking, build a text-thinking about the state of domestic onomastics in the system of new state-and-political coordinates.

4. Carry out a complex analysis of onyms (according to the scheme) [9, 42].

As you can see, academic load within each module includes both class and independent work of a recipient of higher education, which is necessarily assessed by a scientific-and-pedagogical worker.

Independent students' work (ISW) as one of the forms of organizing the educational process on linguistic analysis of propriatives, which is the basis of successful self-actualization of students is an equally important element of the teaching of "Ukrainian Onomastics" course. Study time allocated for independent students' work on the discipline is regulated by the educational and professional program.

ISW on "Ukrainian Onomastics" is:

I. Class work, which is about 5 % of the total number of academic hours; examples of tasks for ISW in class are: 1) *analyze the current problems of modern onomastic research through the prism of previous achievements of Ukrainian linguistics*; 2) *why, in your opinion, ancient Slavic names with a double root were initially a privilege of the ruling class? Justify your answer;* 3) *what, in your opinion, determines the relevance of studying the names of objects related to the material sphere of human activity?*

II. Out-of-class work, which covers 1/3 (for full-time study) of the total amount of academic time. The main types of out-of-class ISW are:

1) independent learning of the lecture material *(1. Existence of onyms in official and unofficial situations. 2. Grouping of proper names according to the frequency of their use. 3. Emotional and expressive signs of proprial units);*

2) doing individual creative and research tasks *(1. What phenomenon can be found in the names of Podillia – "Podillia" (hotel)? 2. What is the difference between disasteronyms and catastrophonyms? 3. Make a menu with "anthroponymic" dishes (use names of dishes, forming lexemes of which are the proper names of people) 4. Why can ethnonyms and catoiconyms only conditionally be considered proper names*?);

3) making a task with onomastic material for lessons on the Ukrainian language and literature, formulation of definitions, support schemes, etc. *(1. Propose tasks for out-of-class and extracurricular activities using onymic material ("Interesting onomastics"). 2. Propose your*

own gradation of proprial units, adapted for children of general secondary school. Add a support scheme to it);

4) work with Internet resources (*1. Do you agree with the definitions of "abionym", "toponym", "onym" given in "Wikipedia" (http://www.wikipedia.org.)? 2. Do you agree with determining of the main gradational features of proper name given in the Internet encyclopedia: http://www.wikipedia.org.)?*);

5) search work (*1. Prepare a report about etymology, meaning, variability, linguistic and psychological characteristics, peculiarities of formation and functioning of 3 names, 2 surnames, nickname, 5 call names, ethnonym, zoonym, mythonym*);

6) linguistic observations (*1. In your opinion, which onymic fields are the largest in terms of the number of onyms presented in them, and which ones are the smallest? 2. To which onomastic field does the following belong: gemeronyms, biblionyms, poetonyms, artyonyms? 3. Give examples of phonetic, lexical and grammatical means of figurativeness of proper names*);

7) independent work with dictionaries, construction of concepts, complation of classifications;

8) conducting a complex analysis of the text according to the scheme [9, p. 42].

The use of heuristic conversation is one of the effective methods of encouraging independent work. Conversation-dialogue between the teacher and the students requires thorough preparation for this type of work, skillful conducting and an obligatory summary of the lessons. Such work requires careful reading of the text with propriatives, possible additional literature, information from the Internet, reference to other types of art, preparation of a system of questions, knowing of textual argumentative evidence of one's opinions, preparation for a possible collective conversation.

The use of so-called "free" conversation encourages the emergence of situations that often turn into discussions. In the course of such work, interest in the problems of onymy, its denotations, biblionyms, poetonyms, etc. sharpens [8, 43].

In addition to the heuristic conversation, the research method is quite actively used, an integral part of which is the work offered in advance to the recipients of higher education: preparation of a report, presentation, portfolio, critical essay, digest, performing of onomastic and local history work with an obligatory independent scientific project on the selected topic.

In the course of carrying out scientific works on onomastics, the recipients of higher education find out the nature of named objects (specifically, the type of denotations, their features), peculiarities of the formation of proper names (not only the actual method of derivation, but also the semantics of forming stems, motive of nomination, productivity of the word-formation type, etymology, way, origin, time of occurrence and structure of onyms, functioning of propriatives).

The value of such work is undeniable, because it is the basis not only for current, but also for future onomastic developments. Students of the special course not only systematize and study propriatives, but also make the first attempts to compile registers and dictionaries of local proper names, which contain the entire proprial composition in its paradigmatic and syntagmatic sections [4, 23]. In addition, authors of onomastic explorations have the opportunity to publish the results of their research in collections of student scientific works.

Acquiring new knowledge, the ability to orientate in the rapid flow of the latest studies instill in the recipients of higher education the necessary practical skills of intellectual work in the field of humanities and the art of speech, without which our contemporary will not be a proper cultured person.

The study of onyms should take place not only during the consideration of the relevant linguistic material on vocabulary ("Proper and common names"), morphology ("Peculiarities of the declension of independent parts of speech"), word-formation ("Derivational features of the formation of adectonyms, catoiconyms"), orthography ("Writing words together, separately and through a hyphen"), but also in social and humanitarian classes. After all, when studying issues of onomastics, the principle of personalization is implemented, that is, maximum involvement of the recipient's personality, his biographical and speech experience in language lessons. Such classes develop students' observation, inquisitiveness, interest in their genealogy, the history of their native land.

Exercises and tasks should be aimed not only at determining the etymology of the word, spelling, but also at their communicative focus, which will help master a number of competencies: language, speech, subject, pragmatic, communicative, ethnocultural, sociocultural, etc. For this purpose, the recipients of higher education can be offered the following tasks:

Exercise 1. Divide presonyms into groups, the lexical material for their formation was: a) names; b) name of the place of residence; c) nationality; d) names of crafts, industries, professions; e) individual (physical or psychological) characteristics of a person; e) class stratification of society.

Exercise 2. Characterize the given media names according to the semantics of the forming stem.

Exercise 3. Give examples of interesting, in your opinion, advertising names (from the onomastic space of your region) that illustrate the setting of the language game.

Exercise 4. Divide the given ideonyms into subfields.

The recipients of higher education are very curious about the tasks in interesting onomastic. They not only contribute to the assimilation of the material, but also to the expansion of the general outlook of students, consolidation of knowledge in geography, development of

erudition. For example: *Give a name to new objects: a perfume shop, branded products of a factory, a youth publication and TV show, a festival, student teams of the KVK. Describe the features of the nominative situation in which the name is given. Motivate the choice of the principle of nomination and ways of onym formation, the influence of extralingual factors.*

Thus, when working with the onymic space, the recipients of higher education appeal to the important postulates of onomastics, they are clearly aware of the common and distinctive features of these units. In this case, the teacher acts as a consultant.

Individual educational and research tasks (IERT) are a type of out-of-class individual work of a recipient of higher education of a research nature, which is used during the student's mastery of the course and is included in the components of modular control. At the first class, students choose the theme of IERT, which they perform during the semester and submit for checking in a written form two weeks before the credit-examination session. Authors of onomastic explorations have the opportunity to test the results of their research in the collection of student scientific works. Oral defense of IERT is also expected. In the future, they can choose the topics for term papers and master's theses from the problems of onomastics.

The approximate theme of IERT can be as follows:
1. Anthroponymy (region: settlement, district, etc.).
2. Presonymy (region: settlement, district, etc.).
3. Zoonymy (region: settlement, district, etc.).
4. Oikonymy of ... district ... region.
5. Microtoponymy (of a settlement, district, etc.).
6. Pragmatonymy (of a settlement, district, etc.).
7. Ergonymy (of a settlement, district, etc.).
8. Onymic space (of a certain work; genre; writer's work).

Final control – control of the knowledge and skills of the recipients of higher education immediately after completing the course in the discipline in the form of a credit. The rating from the educational component "Ukrainian Onomastics" takes into account: fulfillment of a MCW; doing of a control work; participation of students in scientific conferences, Olympiads, competitions in the relevant field; implementation and defence of individual linguistic and regional studies; work in practical classes; performing tasks of independent work.

Conclusions. Therefore, the introduction of etymological information about vitonyms (anthroponyms, zoonyms, phytonyms, mythonyms), abionyms (toponyms, cosmonyms, pragmatonyms, ideonyms, and ergonyms) into the educational process increases interest in learning, broadens horizons, enriches speech, develops skills of scientific analysis, helps to remember complex material based on familiar local names in a better way; allows to individualize and differentiate knowledge, to create a situation of success for the recipient of higher education, conditions for personal growth.

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