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<https://doi.org/10.47526/2023-4/2664-0686.26>G.S. SULEIMENOVA *Lecturer of I. Zhansugurov Zhetysu State University
(Kazakhstan, Taldykorgan), e-mail: suleymenova.76@list.ru***EFFECTIVENESS OF TEACHING KAZAKH ONOMASTICS AND TOPONYMS
TO UNIVERSITY STUDENTS**

Abstract. Kazakh onomastics is a big sphere of linguistic science, which includes numerous lexical units and onyms, such as: anthroponyms, toponyms, hydronyms, and etc. The main principles of teaching onomastics include not only the lexical and structural features of the language, but also the importance of teaching the language history and culture through onomastic vocabulary.

Today, the consideration of the psychological and pedagogical foundations of Kazakh language onomastics teaching depends on the theoretical, developmental and educational values of names in teaching the Kazakh language. The creation and formation of the names of onomastic objects in our country is one of the most important issues not only in learning their names, but also in the language vocabulary development. In this direction, the main purpose of the article is to determine the ways of developing the students' language skills using effective linguistic methods of teaching the Kazakh language onomastics.

The process of teaching Kazakh onomastics in higher education was chosen as an object of the study. The goal of teaching the Kazakh language onomastics as a separate subject in higher education arose from the need to create new directions in the educational system. The article proves the effectiveness of using complex methods in teaching the Kazakh language onomastics as a special subject. The experiment was carried out in accordance with the educational program for students of philology speciality on the elective subject "Onomastics and country studies". The results of experimental work on the development of students' language skills on using new approaches in teaching Kazakh language onomastics were presented.

The results of the research can be used in the process of training future teachers in the field of onomastics at universities.

Keywords: onomastics, Kazakh language, teaching onomastics, teaching methodology, language skills.

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қазақ ономастикасы мен топонимдерді оқытудың тиімділігі*****Бізге дұрыс сілтеме жасаңыз:**

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Аңдатпа. Қазақ ономастикасы – антропоним, топоним, гидроним сияқты сандаған лексикалық бірліктер мен атауларды қамтитын ауқымы кең тіл ғылымының саласы. Ономастиканы оқытудағы басты принциптерге тілдің лексикалық, құрылымдық ерекшеліктерімен қатар, ондағы атаулар арқылы тілдің тарихы мен мәдениетін оқытудың маңызын атауға болады.

Бүгінгі таңда қазақ тілінің ономастикасын оқытудың психологиялық-педагогикалық негіздерін қарастыру атаулардың қазақ тілін оқытудағы білімділік, дамытушылық мен тәрбиелік маңыздылығына байланысты. Елімізде ономастикалық нысандар атауларының жасалуы мен қалыптасуы, әсіресе олардың атауларындағы өзгерістерді оқытуда ғана емес, тілдік лексиканы дамытуда да маңызды мәселелердің бірі болып табылады. Осы бағытта мақаланың басты мақсаты – қазақ тілінің ономастикасын оқытудың тиімді лингвистикалық әдістерін қолдана отырып, студенттердің тілдік дағдыларын дамыту жолдарын анықтау.

Зерттеудің нысаны ретінде жоғары мектепте қазақ ономастикасын оқыту үдерісі таңдалып алынды. Жоғары мектепте қазақ тілінің ономастикасын жеке пән ретінде оқытудың мақсаты – жаңа білім беру жүйесін құру қажеттілігінен туындады. Мақалада қазақ тілінің ономастикасын ерекше пән ретінде оқытуда кешенді әдістерді қолдана оқытудың тиімділігі дәлел тапты. Эксперимент филология мамандықтарының студенттеріне арналған білім беру бағдарламасына сәйкес «Ономастика және елтану» таңдау пәні бойынша орындалды. Студенттерге қазақ тілінің ономастикасын оқытуда олардың тілдік дағдыларын жаңа бағыттар арқылы дамыту бойынша эксперимент жұмысының нәтижелері берілген.

Зерттеу жұмысының нәтижелері ЖОО-да болашақ оқытушыларын ономастика пәні бойынша даярлау үдерісінде пайдаланылуы мүмкіндігі бар.

Кілт сөздер: ономастика, қазақ тілі, ономастиканы оқыту, оқыту әдістері, тілдік дағдылар.

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Эффективность обучения казахской ономастике и топонимике студентов высших учебных заведений

Аннотация. Казахская ономастика – обширная область лингвистической науки, включающая в себя многочисленные лексические единицы и названия, такие как: антропонимы, топонимы, гидронимы и тд. К основным принципам обучения ономастике относятся не только лексические и структурные особенности языка, а также важность обучения истории и культуре языка через ономастическую лексику.

Сегодня рассмотрение психолого-педагогических основ обучения ономастике казахского языка обусловлено образовательной, развивающей и воспитательной значимостью наименований в обучении казахскому языку. Создание и формирование названий ономастических объектов в нашей стране является одним из важнейших проблем не только в обучении изменениям в их названиях, но и в развитии языковой лексики. В этом направлении основной целью статьи является определение путей развития языковых навыков студентов с использованием эффективных лингвистических методов обучения ономастике казахского языка.

В качестве объекта исследования был выбран процесс обучения казахской ономастике в высшей школе. Цель преподавания ономастики казахского языка как отдельного предмета в высшей школе возникла из-за необходимости создания новой системы образования. В статье доказана эффективность преподавания ономастики

казахского языка как специального предмета с использованием комплексных методов обучения. Эксперимент проводился в соответствии с образовательной программой для студентов филологических специальностей по элективному предмету «Ономастика и страноведение». Были представлены результаты экспериментальной работы по развитию языковых навыков студентов с использованием новых подходов в обучении ономастике казахского языка.

Результаты исследовательской работы могут быть использованы в процессе подготовки будущих преподавателей вуза по дисциплине ономастика.

Ключевые слова: ономастика, казахский язык, преподавание ономастики, методика обучения, языковые навыки.

Introduction

The President of Kazakhstan K.K. Tokayev stressed that “the Kazakh language should be the main priority for everyone. During the period of independence, the language environment has changed radically, the books and news are published in the Kazakh language. There are many representatives of other nationalities who know the Kazakh language. There is a demand for Kazakh films, songs and other products. All this indicates that the scope of the Kazakh language is expanding every year. Therefore, there is no cause for concern that the state takes appropriate measures to support the Kazakh language. We will continue to work in this direction” [1].

Thus, the importance of Kazakh language teaching from theoretical foundations has become urgent. It is considered in the works of methodologists, research works on the study of the psychological and pedagogical foundations of teaching the Kazakh language onomastics.

The psychological-pedagogical foundations of teaching Kazakh onomastics depend on the developmental and educational importance of onyms in teaching the Kazakh language. In the teaching of Kazakh language onomastics, the grammatical, word-formation, syntactic, semantic peculiarities should be considered. Students are educated by mastering some other fields. In our country, creation and formation of names of onomastic objects is one of the most important issues not only in education, but also in the development of language vocabulary.

For our research, it is important to define what we mean by the concept of “teaching method (approach)”. We understand the concept of “approach” as a general theoretical and practical position expressed in the concept. It determines the target orientation of all components of the educational process. The approach to teaching determines the choice of teaching strategies and teaching methods. It represents teaching onomastic lexis the methods are varied.

The teaching method is a way of orderly interrelated activities of a teacher and students. The activities are aimed at solving the problems of education, upbringing and development in the teaching process. The teaching method implements a specific approach, thus becoming a model of the learning process.

The methods implemented in the Kazakh language teaching are important in teaching Kazakh language onomastics. In this direction, we decided to analyze the main methods of teaching the onomastics and its results on Kazakh language teaching.

Research methods and materials

The methodological and theoretical basis of the research consists of the basic provisions and is formulated in main research on onomastics, semantics, linguistic-regional studies, and linguo-cultural studies. The research work was carried out on the basis of the general principles of linguo-didactics. We used theory of onomastic research in combination of peculiar methods which formulated its methodology.

The experimental research on the use of the subject ‘Kazakh onomastics and Cultural studies’ according to the educational program for students of the speciality ‘Philology’ was conducted at I. Zhansugurov Zhetysu State University. The aim of an experiment is to develop students’ language skills and knowledge on Kazakh onomastics. 42 students (2 groups) of the full-time department of philological faculty have participated in the experimental work and the statistical data analysis was used to formulate the results.

Literature review

The study of onomastic names is not only of great scientific and practical interest for students, but also it helps to solve educational, practical problems for teachers. One of the modern methodological trends in the teaching of Kazakh language onomastics is related to the implementation of the cognitive-semantic approach.

In this connection, Z. Agabekova proclaims that proper names play a significant role in the Kazakh culture and the national mentality in teaching Kazakh [2, p. 105]. Therefore, onomastic names differ in that they are closely connected with historical, geographical and cultural information about the social life of the people. During language learning, it is important to pay attention to the semantic meaning of each toponym. It helps students deeply understand the program material in the Kazakh language and achieve individual, meta-disciplinary and professional disciplinary results.

Kaidarov A.T. and Kornilov G.E. point out the structure and semantics of onomastics of any language is very complicated [4; 5]. It includes different forms and structures, except their meaning and history. This allows the teacher to form a creative, comprehensively developed person who knows history of his nation and appreciates the past of his country.

According to Zhanuzakov T., we can mention the following signs that belong to the consistent and indirect characteristics of archaic words found in the composition of Kazakh folk geographical terms [6]. It indicates that they appeared in the era of the first origin of the language:

- 1) they are, as a rule, words with one-syllable roots;
- 2) as a geographical term, it is found in the vocabulary of many languages, even in unrelated languages;
- 3) very archaic, “primitive” geographical roots (names) necessarily have an imitative, ideophone according to the terminology of Abdirakhmanov A. or phonemotype, phonosemantic model, according to the terminology of Makulbek A.B. that performs the function of sound representation [6; 7].

The phonomorphological and semantic parallels of the words “white” and “black” (in toponyms: *Aktau*, *Akkemer*, *Akkystau* or *Ushkara*, *Zhankara*, *Nayzakara*, etc.) are found in the Kazakh onomasiology. But their meanings have become obscured and are not used independently today. They are found in some areas of the country.

According to Zhanuzakov T., such semantic and morphemic forms are very close to the appellatives ‘*gur*’ in Albanians. For example: *kara* – “stone” by Armenians, *gairi* - by Avesta. “*gora*”, in Hindi - *gar* – “castle, fortress”, in Tibetan *garhi* – “fortress”, in *Sahara* – “*kara-gara*” hill with hard slopes, rocky remnant, rocky mountain” [8, p.109].

As stated by Madiyeva G.B., the proper names are mostly considered a product of the era of the time when they were formed. In addition, the onomastics of each nation is not homogeneous. It represents multilingual forms that developed in different chronological periods under the influence of certain historical events [6, p. 22].

As we see, terms of onomastics is primarily related to linguistics, geography and history in its main aspects. In this regard, there is the metadisciplinary method of teaching onomastics. Onomastic units are of great importance in the teaching Kazakh language, literature, geography, and history subjects both in the general school and at the university. Adults, schoolchildren and students are equally interested in understanding the meaning of some onomastic names. Since the teaching

of onomastics combines metadisciplinary connections, an integrative approach to language teaching is guided.

The hydrographic folk appellation is often found in Kazakh toponyms (hydronyms). For example: *water – su*: (*Aksu, Sarysu, Karasu, Kaskasu, Kyzylsu*, etc.) in Turkic languages means are “spring”, “water”, “lake”).

According to Zhanuzakov T., the use of texts with toponymic content for the purpose of teaching the Kazakh language onomastics aims to enrich the students' vocabulary [6, p. 5]. The teacher aims to develop the level of development of spelling and speaking skills while working with the texts, paying attention to the rules of spelling and pronunciation of geographical names, observing orthographic norms. These are important methods in the implementation of the linguistic approach to language teaching.

In the educational process, it is necessary to pay special attention to interdisciplinary connections that increase students' better understanding of the authentic materials and the level of mastery of the Kazakh language. It is worth noting that the mastering of onomastic materials contribute to the implementation of interdisciplinary communication in classroom. By working with toponyms in Kazakh language classrooms, the teacher-linguist not only increases the students' interest to the subject of the Kazakh language, but also contributes to the acquisition of linguistic competences and skills of the Kazakh language.

Next issues is need to understand the term “complexity”. At the same time, we will focus on the combination of the intralinguistic and extralinguistic approach to the study of Kazakh language toponyms in class and students' extracurricular work. The extralinguistic approach in our work includes cultural-geographical, historical, socio-political or historical-political aspects of the study of onomastic names. The study of extralinguistic features of onomastic names in Kazakh language classes contributes to the formation of cultural competence.

According to Zhanuzakov T., “The current stage of language teaching methodology development is characterized by increased interest in the cultural function of the language” [8]. Cultural competence includes understanding language as a form of expression of national culture and the relationship between language and national history. Despite the fact that onomastic names reflect the relationship between language and people's history, we teach national-cultural features of the Kazakh language and behavior forming a linguistic image of the world. Students need in mastering the culturally marked units and Kazakh speech etiquette. It is also a very important layer in the development of the culture of interethnic relations.

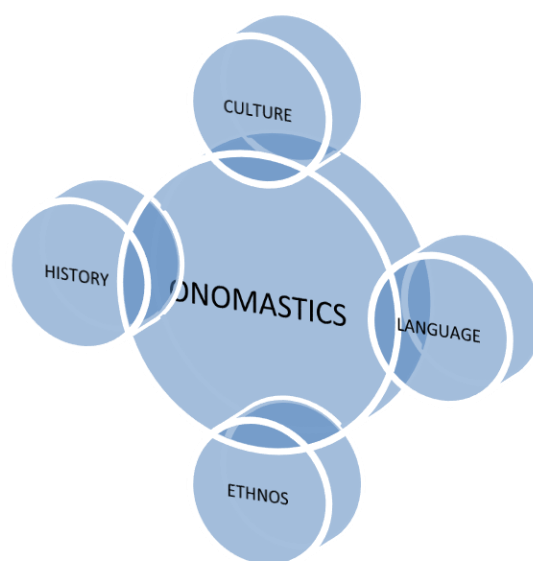
Also, as the basis of teaching methodology, we follow V.A. Nikonov's approach to the study of toponyms [9]. The comprehensive approach to the study of the use of onomastics in the Kazakh language classrooms and extracurricular work, it is intended to study onomastic names as words (word forms) in the Kazakh language class and outside the class comprehensively. Along with their phonetic, morphemic and word-formation, morphological, syntactic and other features, the semantic meanings (cultural-historical, geographical features) of this special lexical layer are taken into account. The reason for this, is that onomatopoeic names differ from ordinary vocabulary in their own series, special meaning, construction features, linguistic and extralinguistic character.

In this connection, Suleymenova G., Syrlybayeva G., Saryshova K., Assylova R., Sarbasova K. confirm that “There is a need for scientific study of all types of names, which represents the certain category of words in the lexical system of any language. It was universally recognized now. And the modern stage of development of the world linguistics is characterized by the rapid growth of onomastic researches, carried out on the material of various languages” [10, p. 538].

Thus, onomastic lexicon as a separate topic has not been distinguished in the university programs. The intralinguistic approach involves the study of the possibilities of using materials about onomastic names in the study of individual language topics in the Kazakh language. The

method of teaching onomastics also considers the phonetics and orthography of the Kazakh language (phonemic composition, pronunciation, accent, intonation and etc.). Also, morphemic and word-forming problems of onomastic names, functions and properties of onomastic syntactic units of the Kazakh language are studied. In addition, spelling rules related to onomastic names are comprehensively considered.

A.K. Meirbekov considers that “Combining systemic-structural and semantic methods of research of toponymic materials allows to reveal the essence of the processes of primary and secondary toponymic naming. This allows us to define cultural connotations, associations, symbols and other concepts of place names” [11]. The part of the language that we are considering, includes geographical and historical information about onomastic units, introduces the culture of the people.



Picture 1 – The main aspects of Kazakh onomasiology

As we see in Picture 1, Kazakh onomasiology should be treated and studied according to history, language, culture and ethnocultural aspects. We can also confirm that the use of onomastic materials in the Kazakh language classrooms contributes to the formation of students' cultural competence. We must not forget that the current period of language teaching methodology development. It is characterized by an increased interest in the cultural (cumulative) function of the language. In teaching the language is considered as means of introducing the national culture. Learning such a language develops cultural (ethnocultural) competence. It is also called the national cultural level of language learning.

We also observe that Kazakh onomastics is also affected by Russian onomastics.

In this connection, A. Aksholakova concluded her research on teaching onomastic lexis as: “Ensuring stability in writing and spelling of Kazakh proper names in Russian language will eliminate the existing variability, mistakes and misunderstanding in mass media, and it will make easy for further works on development and correction of various reference books, provide literacy in business correspondence and will warn against the possibility of appearing of new distortions” [12, p. 397].

At the same time, it is very important to focus on the three languages proposed by E.S. Passov. They are: language, culture and society. It is impossible to consider the Kazakh language onomastics without ‘language-society-culture’ connection in the content of teaching. In the Kazakh language class, students are interested in the way onomastic linguistic units, which introduce native and world culture, work as cultural objects. Carrying out tasks and

exercises using onomastic materials. In our opinion, also includes introducing students to their cultural potential.

In this sense, cultural competence includes understanding the language as a form of national culture presentation, the relationship between language and people's history, the national-cultural features of the Kazakh language and Kazakh speech, the formation of a linguistic image of the world. These language marks are directly related to the mastery of nationally marked language units, the Kazakh national speech etiquette, and the culture of interethnic relations.

Results and discussion

In programs and textbooks for the Kazakh language students at higher institutions unit should be guided by the compilation of the main content of teaching onomastics. Because each onomastic unit has its own place not only in the target language, but also in its culture and social history. Special attention should be paid to the study of the meaning under onomastic names.

Many researchers of onomasiology ignore the importance of the cultural basis of the language in the lexical composition of the language. For example, some of the most common onomastic units are observed to be used more often than most common proper names. Due to the lack of time in the classroom, a significant amount of extralinguistic information about onomastic units can be covered in the classroom. In such cases, it is necessary to use the program material taught in a fragmentary form for repetition in the Kazakh language course.

In this connection, we carried out an elective course “Onomastics and country studies”. It can distinguish types and categories of onyms, nature of linguistic, cultural and social aspects. They can analyze onymes in terms of word formation, etymology, semantics and structure. Can distinguish and analyze the place of onomastics in the promotion of the folk language, language, history, the role of the country and the nation. The teacher should be able to prove that they are historical sources.

We believe that the content of the course will allow us to study the fact that onyms. The content of the subject is not only a system of names, and thereby get to know the country and the nation. The theoretical and practical topics include in the curriculum of the elective course “Onomastics and country studies” are authentic materials on regional onomastics. This is because theoretical materials related to onomastics (types, classification, word formation, research methods, and etc.). The onomastics of regions and places will undoubtedly increase the interest of students.

The program consists of 15 themes: onomasiology, history, formation and types of onyms, classification of onyms, issues of word formation, linguocultural aspect of onomasiology and other research methods. The current stage of development of the Kazakh language teaching methodology is characterized by increased interest in the cultural activity of the language. The aspect of linguo-cultural studies of onomasiology includes understanding the language as a form of expressing national culture, the relationship between the language and the history of the people, understanding the features of the national-cultural and speech activity of the Kazakh language. The aim is the formation of the linguistic image of the national language. Onomastics is a complex discipline that includes learning the national worldview, culturally-arked language units or realia. It also deals with Kazakh speech etiquette, and the culture of interethnic relations. Teaching onomastics as a special subject in the Kazakh language class helps to solve the following important objectives. In general, there are main criteria for choosing onomastic names:

- 1) general use of the onym;
- 2) the importance of the meaning of the onym;

- 3) availability of onyms;
- 4) educational sides of the onymes.

For example, in the Kazakh language classroom, students can be invited to get acquainted with the names of major cultural centers of the country, such as: Almaty, Omby, Kyzylzhar, Okzhetpes, Turkestan. Using the materials on onomastics provided by the teacher to the students, it is advisable to indicate in those exercises which object is called by this or another name in parentheses.

Often, during oral explanations, students are helped to explain the geographical location of a given object. Sometimes, in the creation of historical names, special components can be found, or it is often the case that the onym has multiple meanings. Sometimes it is difficult to find enough information about it. The Kazakh folk geographical term 'kara' is very similar in meaning and personality to the Sahara's 'gara'. It is close to: Kara (kara; exact meaning – black) is a hill made of hard rocks. From the horizon, the silhouette of such a height looks black from a distance. Currently, the word "kara" is not used as a term itself. But it is often included in the geographical name: Ushkara, Imankara, Berikkara, Zhetykara, etc. In Mongolia, there are names of heights such as: Narynhara and Dolanhara which has a part of a personal name.

The teacher should be ready for some problems and work only with the material, in which he has sufficient knowledge in the lesson. This is also necessary to prepare students for unexpected questions that often arise in the classroom.

As proposed by Zhumaniazov M.A. 'Special attention should be paid to toponyms with adjectival components. This makes it possible to prevent cross-linguistic interference in the field of adjective names, which in the native language of the students are significantly different from Russian in terms of their grammatical properties' [15].

The teacher can introduce onomastic names into the examples and exercises and provide additional information to the students. They can be examples from world toponyms. For example: Altai Mountains, Baikal, Volga, Caucasus Mountains, Tien-Shan, Ural Mountains. During the introduction, they are analyzed in terms of meaning, syntax and semantics. The meaning and creation of each of these onomastic names contains a great deal of information and historical information. It is impossible to say and master all of them in class.

Nowadays, a generation is growing to be ready learn his national history and combine national values. This is a true sign of our independence. Scientists, like: Madieva G.B., Kubryakova E.S. are interested in onomastics to discover the origin, motivation, phonetic aspects and paradigmatics, syntagmatics of each name, and at the same time, as a linguistic unit reflecting the culture and history of the nation [13, 14]. Since onyms can also express political and ideological views, they are becoming a form of administrative positions. The return of historical, ancient onyms attract the attention and interest of the general public. As a community of teachers, we should teach all the achievements of the science of onomosiology to the students in a theoretical and practical sense, and use them to educate patriotic citizens.

So, the experimental research on the use of the subject 'Kazakh onomastics and Cultural studies' was conducted on the basis of I. Zhansugurov Zhetysu State University. The subject was elected according to educational program for students 'Kazakh onomastics and Cultural studies'. The aim of the experiment is to develop students' language skills, linguocultural competence and knowledge on Kazakh onomastics. 42 students (2 groups) of the full-time department of philological faculty have participated in the experimental work.

The students were given topics for discussion, systematic tasks and materials according to the content of the program. These types of tasks make it possible to determine whether students can produce word-formation analysis with a clear structure and not only common nouns, but also toponyms, which were not introduced as illustrative material in the Kazakh language class when studying the topic "Basic ways of forming words in Kazakh language". We also used testing

method in defining the structure and meanings of onomastic units. As a result, we will be able to determine whether the students have any knowledge of onyms, as well as to identify the level of students' interest to learn in toponymic material and language skills.

The results of pre-test is reflected in Table 1.

Table 1 – The level of students' language skills and knowledge to produce word-formation analysis of words with a clear structure (in%)

Number of students	Produced word-formation analysis of words	Word-formation analysis with incorrect meanings, structural mistakes	Failed to complete the test
	correct (no errors)	wrong (mistaken)	
42	14%	86%	-

Let us clarify that 14% are those students who did not make a single mistake when completing the test. 86% include students who made in the test: 1 mistake – 28% of students; 2 mistakes – 14% of students; 3–4 mistakes – 44% of students.

Typical errors include mistakes in word-formation and semantics in the Kazakh language. We found errors namely in determining such ways of forming words as adding words and transitioning from one part of speech to another (33 errors).

In general, students learn well the main ways of forming words in the Kazakh language. Difficulties are caused by non-morphemic ways of forming words in onomastics. The results of post-test are reflected in Table No. 2.

Table 2 – The level of students' language skills and knowledge to produce word-formation analysis (in%)

Number of students	Produced word-formation analysis of words	Word-formation analysis with incorrect meanings, structural mistakes	Failed to complete the test
	correct (no errors)	wrong (mistaken)	
42	0 %	84 %	16 %

According to the table, we can say, that it is necessary to clarify that: 16% of students did not cope with the tasks in the test (made more than 4 mistakes); 84% of students completed the task in the test, among them 6% of students made one mistake, no one completed the test with two mistakes, 78% made 3–4 mistakes.

Typical errors include the wordformation of onyms that are not morphemic (addition of stems - 20 errors, transition from one part of speech to another – 60 errors).

We define two reasons of errors:

1) nouns of proper toponyms do not illustrate the theoretical material of the paragraph and are not found in the exercises proposed in the textbook, which could make it difficult for students. Although, toponyms are the same words of the language including in terms of word formation;

2) the analysis of the tasks in the test on assignments showed that students have a poor command of non-morphemic ways of word-formation. And the toponyms proposed by us for analysis are formed by the suffixation, derivation, the transition of one part of speech to another.

The experiment showed a low level of students' knowledge in the field of toponymy. But at the same time revealed a rather high level of students' interest in studying toponyms. As a conclusion, it is difficult for students to learn word-formation. Weak results were shown when completing the task without using toponymic materials. The task using toponymic material showed even weaker results. It was difficult for the students that as materials for analysis they were offered were proper nouns, not common nouns. The quality of the results of test 2 was also affected by the fact that the toponyms proposed for analysis.

Conclusion

In this article, we considered new teaching approaches in the research of onomastic lexicon in Kazakh language. Kazakh onomastics has been developed as one of the national onomastic sphere. Extensive onomastic materials, scientific approaches, the general theory of the subject are being developed. It includes regional studies, a general theory of onyms, problem areas and the main approaches of Kazakh onomastics. However, the main encyclopedic meaning of the onyms and the main historical and cultural memories should be mentioned. It helps not only to learn information, but also to master language structure, word formation, and linguo-cultural features. The integration of different subjects increases the student motivation. Some students study geography, history, etc. while learning onomastic units.

The course “Kazakh onomastics and Cultural studies” is an elective course. As the Kazakh language includes a big amount of onomastic units, we need to present methodology of teaching them for future Kazakh teachers. The subject can distinguish types and categories of onyms, archetypal nature of linguistic, cultural and social aspects.

According to the data analysis, it is clear that students have interest in the subject of the Kazakh onomastics. In future we need to develop necessary content of the subject according to different forms and types.

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