E.V. Sabieva[1] , **M.E. Kakimova[1]**, **G.T. Mukhamedzanova[1]***,
A. R. Murzakhmetova[1]

M. Kozybayev University, Petropavlovsk, Kazakhstan
*e-mail: gtmuhamedzhanova@ku.edu.kz

THE USE OF TOPONYMS AS NATIONALLY LABELED UNITS IN THE EDUCATIONAL PROCESS

Annotation. This study is dedicated to the importance of developing socio-cultural competence in teaching a foreign language based on toponyms which plays an important role in intercultural communication. It is proved that these linguistic units contain cultural components that reflect the realities, traditions, and customs of a particular society. They are culturally marked units that reflect the history of the country, its language, habitat, as well as the characteristics of the inhabited territory. The article discusses the concept of "sociocultural competence" and its components. The main methods of implementing toponyms into the educational process are described, as well as the most effective technologies for the formation of intercultural competence of students are identified. A set of tasks based on toponymic material from Excel textbooks adapted for Kazakhstani schools has been developed and presented. In the analysis of toponymic material, the method of continuous sampling was used, and an analysis of various classifications regarding the formation of sociocultural competence was carried out. Based on the research material, the authors of the article conclude that toponyms as linguistic units can be used in the educational process to form students' socio-cultural competence.

Key words: toponymic landscape, toponym, regional toponymic system, sociocultural competence, cultural knowledge.

Е.В. Сабиева[1], **М.Е. Какимова[1]**, **Г.Т. Мухамеджанова[1]**, **А.Р. Мурзахметова[1]**

[1]М. Қозыбаев атындағы Солтүстік Қазақстан университеті, Петропавл, Қазақстан
*e-mail: gtmuhamedzhanova@ku.edu.kz

БІЛІМ БЕРУ ҮРДІСІНДЕ ТОПОНИМДЕРДІ ҰЛТТЫҚ НАҚЫШТАҒЫ БІРЛІК РЕТІНДЕ ҚОЛДАНУ

Аннотация. Бұл мақала мәдениетаралық қарым-қатынаста маңызды рөл атқаратын топонимдер негізінде шет тілін оқытуда әлеуметтік-мәдени құзыреттілікті дамытудың маңыздылығын қарастыруға арналған. Бұл тілдік бірліктерде белгілі бір қоғамның шындықтарын, дәстүрлері мен әдет-ғұрыптарын көрсететін мәдени компоненттер бар екендігі дәлелденді. Олар елдің тарихын, тілін, тіршілік ету ортасын, сондай-ақ өмір сүретін аумақтың сипаттамасын көрсететін мәдени таңбаланған бірліктер. Мақалада «әлеуметтік-мәдени құзыреттілік» ұғымы және оның компоненттері қарастырылады. Топонимдерді білім беру үдерісіне енгізудің негізгі әдістері сипатталған, сондай-ақ білім алушылардың мәдениетаралық біліктілігін қалыптастырудың неғұрлым тиімді технологиялары айқындалған. Қазақстандық мектептер үшін бейімделген «Excel» оқулықтарынан топонимикалық материал негізінде тапсырмалар кешені әзірленіп, ұсынылды. Топонимикалық материалды талдау кезінде үздіксіз іріктеу әдісі қолданылды, сонымен қатар әлеуметтік-мәдени құзыреттіліктің қалыптасуына қатысты әртүрлі жіктеулерге талдау жасалды. Зерттеу материалы негізінде мақала авторлары топонимдерді тілдік бірліктер ретінде білім беру үдерісінде білім алушылардың әлеуметтік-мәдени құзыреттілігін қалыптастыру үшін қолдануға болады деген қорытындыға келеді.

Тірек сөздер: топонимикалық ландшафт, топоним, аймақтық топонимикалық жүйе, әлеуметтік-мәдени құзыреттілік, мәдени білім.

Е.В. Сабиева[1], **М.Е. Какимова[1]**, **Г.Т. Мухамеджанова[1]**, **А.Р. Мурзахметова[1]**

[1] Северо-Казахстанский университет им. М. Козыбаева, Петропавловск, Казахстан
*e-mail: gtmuhamedzhanova@ku.edu.kz

ИСПОЛЬЗОВАНИЕ ТОПОНИМОВ КАК НАЦИОНАЛЬНО-МАРКИРОВАННЫХ ЕДИНИЦ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

Аннотация. Данная статья посвящена важности развития социокультурной компетенции при обучении иностранному языку на основе топонимов, которые играет важную роль в межкультурной коммуникации. Доказано,

что данные языковые единицы содержат в себе культурные компоненты, отражающие реалии, традиции и обычаи того или иного социума. Они являются культурно-маркированными единицами, отражающие историю страны, ее язык, среду обитания, а также характеристику проживаемой территории. В статье рассматривается понятие "социокультурная компетентность" и ее составляющие. Описываются основные методы внедрения топонимов в образовательный процесс, а также определены наиболее эффективные технологии формирования межкультурной компетенции обучающихся. Разработан и представлен комплекс заданий на основе топонимического материала из учебников " Excel", адаптированные для казахстанских школ. При анализе топонимического материала использовался метод сплошной выборки, а также проведен анализ различных классификаций относительно формирования социокультурной компетенции. На основе исследовательского материала авторы статьи приходят к выводу, что топонимы как языковые единицы могут быть использованы в образовательном процессе для формирования социокультурной компетенции обучающихся.

Ключевые слова: топонимический ландшафт, топоним, региональная топонимическая система, социокультурная компетенция, культурологические знания.

Introduction
Due to the constant development of digital technologies, people across the world can set the dialogue of cultures and participate in intercultural communication. At this stage, there is currently a need not only to learn a particular foreign language but also to develop sociocultural competence (further SCC). It is generally recognized that the main purpose of foreign language teaching is to form students' SCC. In line with a linguist, M.S. Safina, SCC is an ability to apply knowledge of cultural heritage, skills, and personal qualities to communicate effectively and properly with the representatives of the target language country (Safina, 2013:81).

So students should be familiar with the way of life, mentality, patterns of behaviour of people, culture, and traditions of the studied country while learning a foreign language. As they are sociocultural ignorant, the students can fail to a greater extent in intercultural communication with the representatives of another culture. To solve this problem, the teachers of foreign languages should pay great attention to the development of students' SCC in foreign language teaching (further FLT).

One of the important concepts is considered to be culture which covers a wide range of phenomena. Culture represents the totality of spiritual and material values created by humans. It is an ability to move from one place to another social or geographical place produced through human action and cognition. At this point, toponyms play an integral part in culture reflecting the history of the nation, their settlement, and development of a particular area.

The relevance of the research is defined by the broad interest in the issue of the interaction of language and culture. Toponyms serve as precious monuments of the spiritual world, and the verbal artifacts of human history. Hence, they have great potential in the formation of students' SCC.

The research aims to identify the possibilities of developing students' SCC through the English toponyms.

The research hypothesizes that the formation of students' SCC can be implemented by using toponymic material in FLT.

According to prominent linguists, it is impossible to imagine the world without geographical names. Toponyms represent language units denoting a proper name of a particular geographical place creating the linguistic picture of the world (Khayitova, 2020:73). They indicate a variety of localities on the Earth including nominations of settlements, cities, countries, continents, lakes, rivers, etc.

Place names reflect the national and cultural peculiarities of the named object and its environment. Since the most important historical events, the names of outstanding personalities, heroes, the characteristics of people, and natural features of a place are depicted in these place names. Therefore, toponyms are richly saturated with culture giving valuable material that can be fascinating and informative for learners. In this respect, these language units have great potential for the implementation of students' SCC and must be integrated into education.

Therefore, the issue of the formation of students' SCC is of major importance at the moment. It is important to point out that the formed SCC is a guarantee for adequate intercultural interaction with the bearers of another culture.

Materials and methods

Educational institutions of Kazakhstan strive to develop stuḋents' SCC which is of major importance in establishing intercultural communication with the representatives of another culture and enable students to be successfully integrated into professional and social environments. Sociocultural competence is considered to be one of the most significant competencies that requires an ability to apply multicultural knowledge, skills, and personal qualities in intercultural communication.

The theoretical and methodological basis of the study involves the works in the context of toponymy and SCC development of the following well-known scholars: M.S. Safina, L. Anuziene, F. Khayitova, E.M. Murzaev, S. Philipson, P.D. Renshaw, V.A. Goncharova and K.A. Petrochenko, V.V. Robustova, G.B. Madiyeva, etc.

The majority of authors state that knowledge of cultural background is a decisive factor in establishing the relationship with bearers of another culture as they are the most valuable monuments of the spiritual world and the verbal artifacts of human history. They are the result of the interaction of language and culture. Some linguists use toponyms as a source for developing students' SCC. Thus, the study hypothesizes that the formation of students' SCC can be implemented by using toponymic material in FLT.

During the study, theoretical and empirical methods have been used. In addition, we applied theoretical analysis of the literature, analysis of basic concepts, and descriptive and comparative methods. According to empirical methods, we used a questionnaire, observation, and experimentation.

We believe that this study will be relevant and effective if this approach is used on the material of the regional toponymic system in Kazakhstan. In particular, in our opinion, it will be more interesting if the toponymic landscape of the North Kazakhstan region is involved.

Literature review

The research in the field of SCC development considered the concept of "sociocultural competence", its main structural components, and several strategies for its formation. They have studied the importance of the formation of sociocultural competence by teaching and learning the cultural specifics of the studied country. SCC involves a combination of various skills and abilities that is of major importance in intercultural communication.

According to the concept of "sociocultural competence", it is one of the main components of communicative competence. Scientists interpret this term differently passing through their prism of vision and life experience. The majority of authors define this concept as an ability to apply a deep-rooted knowledge of everyday life situations, values, and beliefs (Anuziene, 2015:3).

Based on the research of S. Philipson and P.D. Renshaw, the formation of SCC provides broader cultural knowledge and deeper values, as a rule, determines the best outcomes in academic performance (Philipson and Renshaw, 2013:4).

Referring to the views of a prominent linguist, K.A. Petrochenko, SCC is the ability to use specific knowledge about a nation, speech patterns, and communication technology to achieve mutual understanding with bearers of another culture (Goncharova and Petrochenko, 2016:189).

We understand SCC as the possession of abilities to apply a set of multicultural knowledge, skills, and qualities in the process of intercultural communication in specific living conditions and tolerance towards people of other nationalities.

Based on L. Anuziene's study, the structure of SCC consists of three major components that function in close connection with a cultural aspect:

- Linguistic component;
- Cultural knowledge;
- Communicative skills (Anuziene, 2015:5).

We summarized some findings of the improvement of students' sociocultural competence. However, the use of toponymic material as a cultural resource in FLT is considered to be a new trend for the growth of sociocultural competence. Therefore, the use of toponyms in the educational process is a new issue for investigation as well as a contemporary approach to studying cultural information.

Results and discussion

Taking into account the basic components of SCC, it is necessary to follow several principles of SCC improvement. This includes giving a basic representation of the structure of the English language, contributing to the formation of cultural knowledge, and teaching target language communication in the framework of conversational topics related to the culture of the studied country. At this point, one of the possible ways of developing SCC is using such language units as toponyms.

To develop students' SCC in FLT, it is significant to create didactic assignments based on English toponyms and authentic materials. Importantly, a basic semantic circle of the English place names must be determined by conducting a study based on the student book "Excel" adapted for Kazakhstan schools. In this study, the main toponymic categories have been identified (see Table 1): Choronyms – proper names of countries and states; Econonyms – proper names of cities, towns, and settlements; Hydronyms – proper names of water bodies.

Table 1 – Basic toponymic categories from Student's Books "Excel" (by Evans, Dooley, and Obee 2017)

Books	Choronyms	Econonyms	Hydronyms
Excel 5	The UK, the USA, Scotland, Northern Ireland, Australia	London, New York, Lisbon, Glasgow, Belfast, Stamford, Nottingham	The River Thames
Excel 6	England, the USA, Ireland, Scotland, Britain, Canada, Wales, Virginia	London, Los Angeles, Bath, Portsmouth, Kent, Edinburgh, Stratford, New York, Birmingham	The Great Barrier Reef, Niagara Falls, the Pacific Ocean, the Atlantic Ocean
Excel 7	the UK, Britain, England, the USA, Australia, Scotland, New Zealand	New York, Brisbane, London, Edinburgh, Kent	The Amazon River, the Arctic Ocean, Avon, the Southern Ocean
Excel 8	the UK, Britain, England, Scotland	London, New York, Stratford-upon-Avon	The Thames River, the Indian Ocean, the Atlantic Ocean,
Excel 9	Canada, England, the USA, Australia, Scotland, New Mexico	Congham, Castletown, Manchester, Oxford, Reading, Windsor, Lincoln, Whitby, Melbourne	The River Thames, the Great Lake, the River Clyde, , the Indian Ocean

Based on the study, key indicators of the English econonyms are found out and presented in the table below (see Table 2).

Table 2 – Basic topoformants of econonyms

Topoformant	Origin	Meaning	Example
-by	Old Norse	"settlement", "village"	Derby
-bourne	Old English	"large stream", "small river"	Melbourne
-burgh	Old English	"fortified enclosure"	Edinburgh
-chester	Old English	"camp", "fortification"	Manchester
-ford	Old English, Welsh	"ford", "crossing the road"	Oxford
-ham	Old English	"farm", "settlement"	Birmingham
-ing	Old English	"people of"	Reading
-mouth	Middle English	"mouth of the river", "bay"	Portsmouth

Based on the table above, toponyms are created by following certain principles inherited from the ancient languages that existed in Great Britain. However, most of the English toponyms presented in "Excel" books originated from elements of Old English. In addition, the majority of toponyms are motivated and present two thematic blocks: natural features and habitation.

According to a Russian linguist, V.V. Robustova, toponyms have a complex semantic structure, etymology, word formation, and numerous connections with other categories of the language. They lead us into the mysterious world of cultural traditions and customs of the target language country. In addition, the totality of place names creates the onomastic base of culture, not language. Since the same language can serve as the official language in several countries, however, the culture recorded in their place names will be differentiated. Hence, each culture has its heroes, value orientations, and cultural heritage (Robustova, 2018:38).

Thus, toponyms are not only a means of implementing a linguistic component, but also one of the foundations for the implementation of a cultural approach in FLT. Referring to the views of an outstanding linguist, E.M. Murzaev, toponyms serve as landmarks in time and space creating the historical and cultural portrait of the country (Murzaev, 2006:205).

Concerning the most effective methods of developing SCC, the Comparative, Simulation, and Grammar-Translation methods should be underlined.

The Comparative Method is considered by a linguist, A. Nemesio as a particularly effective method for the formation of a cultural component that involves discussions and debates in the context of differences and similarities between two cultures. At this point, students discuss about traditions and customs of the studied country that differ to a greater extent from the native culture (Nemesio, 2011:5).

The Simulation Method is used to imitate actual events, problems, procedures, or skills to achieve proper interpretation of real-life situations related to the studied country. Students experience the situation and apply obtained cultural knowledge communicative skills, and critical thinking. This method contributes to the improvement of both cultural and communicative components of SCC (Dale and Barrett, 2017:48).

One of the traditional methods of teaching is the Grammar-Translation Method which can be used for the formation of linguistic component that involves the introduction of grammatical rules memorizing new vocabulary selected from the reading texts and learning the structure of the English language based on studying toponymic elements (Alimova, 2022:394).

The English toponyms can contribute to the formation of students' SCC including its main components by using the activities presented below (see Table 3).

Table 3 – Activities for developing the main components of SCC based on toponyms

Component	Activities
Linguistic component	• Studying word formation through toponymic elements such as topobases and topoformants; • Studying the semantic structure of the English toponyms; • Studying the motivation aspect of place names.
Cultural knowledge	• Watching documentaries on the geographical position and culture of English-speaking countries; • Reading about cultural achievements (literature, music, art, etc.); • Comparison between native and foreign traditions and customs.
Communicative skills	• Communication with peers; • Individual performances about the sights of studied country; • Classroom discussions and debates on relevant facts about the studied country; • Role-playing based on real-life situations related to the studied country.

To determine the effectiveness of using toponyms in the formation of students' SCC in FLT, a pedagogical experiment was conducted. Experimental work was carried out based on Kozybayev University. The experiment was based on the English toponyms received from "Excel" books for 5-9 grades consisting of ascertaining, forming, and control stages.

The purpose of ascertaining the stage was to identify the initial level of first-year-students' SCC. At this stage, such an empirical method as a questionnaire was applied and conducted among students of two groups: control and experimental. The questionnaire contained questions about the geographical location, associations with toponyms, history, culture, traditions, and customs related to the UK. To compare

students' obtained outcomes of two groups, a questionnaire was conducted before the experiment and after its completion.

75 first-year students of Kozybayev University took part in the experiment. 40 learners were in the control group and 35 were in the experimental group. The initial level of SCC in the control and experimental groups was established with the help of a questionnaire containing open questions. The assessment criteria of students' SCC have been accepted as follows: very low, low, average, high, very high. The same criteria were used in the diagnosis of the level of SCC after completion of the experiment.

Based on students' answers, the majority of participants had a low level of sociocultural knowledge, as well as narrow awareness about the history, culture, and people of the language being studied and some understanding of the English toponyms.

The formation of national identity, and the education of interethnic, ethnocultural, and multi-confessional tolerance must be carried out through the prism of toponyms perception not only by using the material of the English language but also with the involvement of regional toponymic systems of Kazakhstan, in our case, the toponymic landscape of the North Kazakhstan region. These events should be carried out not only with university students but should be started from the school. Besides, such a comparative approach contributes to the development of students' cognitive interest, their spiritual and moral education and forms the ethnolinguistic consciousness of the younger generation.

Conclusion

It is important to point out that students of the control group demonstrated positive outcomes at the end of the experiment. Their level of SCC has changed to some extent i.e. students reached from very low and low to medium level. On the other hand, students of the control group obtained cultural knowledge after the teaching process.

In line with the experimental group, there were the best results on the acquisition of SCC. Students' level of SCC has increased from low and medium to high degrees showing the positive trend of toponyms in the development of cultural knowledge.

Thus, the development of didactic assignments based on British place names has a great impact on the formation of students' SCC. This competence involves cultural knowledge, the ability to communicate situationally, and the comprehension of people's mentality. SCC is of major importance in establishing the dialogue of cultures since it functions as a means of communication with representatives of the target language country, and enriches our spiritual world.

The toponymic material should be presented in the educational process as cultural monuments of the target language country in the formation of students' sociocultural competence. Sets of assignments based on toponyms can be applied in the country study lessons.

To conclude, SCC is a key proficiency in the interaction with other culture bearers and can be achieved by the integration of toponyms in FLT. Toponyms represent natural language signs indicating particular fragments of topographical space and can be understood as the most precious memorials of the spiritual world, and verbal artifacts of the history of mankind. Meanwhile, they contribute to the complementation of human representations of the world picture. Thus, toponyms as nationally labeled units of the language help students to feel and better understand the national and cultural identity of the language.

Along with sociocultural competence, an important aspect of a child's personality formation is its moral component. It is possible to instill spiritual and moral values and love for the native land in the younger generation to preserve and transmit the spiritual heritage further by using local material from the toponymic landscape. In our case, we mean the study of the toponymic landscape of the North Kazakhstan region.

References

Safina M.S. (2013) Formation of socio-cultural competence in foreign language teaching // Linguistics and Literary Studies. 2013. P. 80-83

Philipson S. Renshaw P.D. (2013) Constructing educational achievements within a sociocultural framework of planes. 2013. P. 3-9

Goncharova V.A., Petrochenko K.A. (2016) Toponyms as a resource of formation of students' country-specific competence in English lessons // Philological sciences. Questions of theory and practice. 2016. 189 p.

Anuziene L. (2015) The structure of socio-cultural competence development // Research and Realities. 2015. P. 1-12

Khayitova F. (2020) Principles of Toponyms classifications // Philological sciences. Questions of theory and practice. 2020. P. 73-79

Evans V., Dooley J., and Obee B. (2017) Excel for Kazakhstan for 5-9 grades. 2017. URL: http://audiolang.info/excel-for-kazakhstan/ (Date of application: 21.12.2022)

The toponymy of England. URL: https://en.wikipedia.org/wiki/Toponymy_of_England (Date of application: 25.12.2022)

Robustova V.V. (2018) Zanimatel'naja onomastika: uchebnoe posobie. - M.: «KDU», «Universitetskaja kniga», 2018. 1-142 s.

Murzaev Je.M. (2006) Geografija v nazvanijah. -M.: Nauka, 2006. C. 1- 275

Nemesio A. (2011) The Comparative Method and the Study of Literature // Comparative Literature and Culture. 2011. P. 1-9.

Dale J.J. Barrett C.E. (2017) Simulation as a Classroom Teaching Method // School Educational Technology. 2017. 47-51 p.

Alimova M. (2022) Grammar-translation method in teaching linguistics // Scientific progress. 2022. P. 394-396