



## METHODOLOGY FOR DEVELOPING STUDENTS' LINGUISTIC COMPETENCIES THROUGH LITERARY NAMES

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### ABSTRACT

This article analyzes the methodological and didactic features of developing linguistic competencies through literary names. It highlights the distinctive aspects of the PLATO method, the task-based method, the audio-lingual method, and the digital-based approach. These methods contribute to deepening students' knowledge of language and culture in the educational process and play an important role in developing linguistic competence. The article provides practical guidance for teachers in applying effective strategies for teaching literary names.

### KEYWORDS

literary name, linguistic competence, communicative method, task-based method, audio-lingual method, digital-based approach, didactics, interdisciplinary integration, teaching methods.

### INTRODUCTION

Modern language teaching methodology is increasingly integrated with applied linguistics, aiming to develop students' linguistic competence in a comprehensive manner. In particular, literary names taught through artistic texts serve as an effective tool for integrating language and culture and for fostering students' linguistic awareness. Literary onomastic units—including personal names, surnames, toponyms, ethnonyms, and other proper names—reflect not only the structure of the language but also the cultural and historical worldview of a people. Therefore, this article focuses on the methodological and didactic principles of developing students' linguistic competence through literary names. It analyzes the effectiveness of approaches such as PLATO, the task-based method, the audio-lingual method, and the digital-based approach. The findings of this study offer practical insights for teachers seeking to deepen linguistic competence through innovative pedagogical strategies.

### MAIN PART

The German language is becoming increasingly popular among foreign languages in Uzbekistan. In particular, various higher educational institutions, specialized schools and academic lyceums, Goethe-Institut centers, and international German language certification programs are creating broad opportunities for in-depth study of the language. In this context, enhancing the practical and spiritual value of learning German, expanding students' linguistic competence, and developing creative thinking skills are among the top priorities.

From this point of view, working with literary onomastic units (such as names, surnames, toponyms, nicknames, poetic names, etc.) plays a crucial role in language acquisition. In his didactic research, Komenskyi (2006) emphasized that “using materials that are interesting and relevant to learners in the educational process helps to better internalize the

content.” Indeed, literary onomastic units, as a distinct part of language and culture, embody the principle of relevance to real life.

Specialized research highlights that applying innovative and integrative methods in the formation of linguistic competence lays the foundation for the development of vocabulary, pronunciation, and semantic text analysis skills in students. Studying literary onomastic units is one of the most effective ways to achieve the integration of “language + culture” in this process.

This paragraph elaborates on the methodological and didactic foundations of language learning through literary onomastic units. The methodological aspects focus on the types of methods, lesson plans, and exercises that can enrich the educational process. Attention is mainly given to enhancing phonetic, lexical, grammatical, and semantic skills in the German language learning process, along with comparative analysis methods involving the national (Uzbek) onomastic heritage.

There are a number of effective methods aimed at developing students' linguistic competence through literary onomastic units, and successful integration of these into the learning process requires teachers to possess relevant skills. Moreover, many academic sources emphasize that the application of such methods requires specific conditions. Within the scope of our research, we organized lessons using these methods during experimental studies and developed methodical-didactic guidelines aimed at increasing their effectiveness, which we presented to educators. Below, more detailed information is provided about some of these methods.

One of the widely used methods in literary education is PLATO (from the German: Problem – ‘problem’, Lösungsvorschlag – ‘solution proposal’, Argumentation – ‘argumentation’, Tragfähigkeit – ‘feasibility’, Orientierung – ‘orientation, meaning formation’). This method consists of five task-based stages aimed at deep text analysis. It helps students thoroughly analyze a text and identify its internal logic and cultural layers. Literary onomastic units (such as character names, toponyms, nicknames, and mythological names in literary works) are studied within this method as follows:

1. Identifying the problem: Students define the issue or complexity presented in the text within the context of literary onomastics. Conflicts, personal crises, or sociocultural tensions reflected through names or symbols are examined. For example, the use of the name Mephistopheles in Faust symbolizes humanity’s inclination toward evil and is treated as a problem created through naming.

2. Solution proposal: Students suggest ways to address the identified issue from an onomastic perspective. Considering the symbolic meanings and cultural background of the character names, students propose how interpreting or altering them could mitigate the conflict. For instance, Mephistopheles might represent internal struggle, moral transformation, or spiritual ambiguity.

3. Argumentation: Students support their proposals with evidence from the text, context-specific details, or examples from other literary works. Here, the linguistic and cultural roles of onomastic units, their semantic weight, and stylistic use are discussed. Analyzing how Mephistopheles contributes to understanding human psychology demonstrates the validity of the proposed solution.

4. **Feasibility:** Students evaluate whether the proposed interpretation is logical, stable, and applicable. This includes assessing the semantic shifts of names and their compatibility with the cultural context. If the name Mephistopheles effectively conveys internal conflict, the interpretation is considered feasible.

5. **Orientation:** Finally, learners analyze the cultural, historical, and aesthetic direction expressed through onomastic units. They consider how these names provide personal and intercultural orientation. For instance, the names in Faust might offer insight into spiritual quest, moral decisions, and personal growth. Students ask themselves: "What direction does this text offer me?"

Applying this method enhances students' understanding of language through literary onomastic units, fostering awareness of semantic and stylistic nuances, and strengthening cultural and communicative orientation. Our study confirms that using the PLATO method helps students not only read a text but also analyze it critically and creatively, expressing ideas logically.

At the next stage, students analyze the logical consistency, sustainability, and applicability of their proposed solutions from the perspective of literary onomastic units. This includes evaluating the suggested interpretations, the semantic shifts of names, and their harmony with the cultural context, as well as examining the use of onomastic units and their function within the literary text. For instance, if the effectiveness of the name Mephistopheles in expressing a person's internal conflicts is established, the proposed solution is considered "credible."

In the final stage, learners determine the cultural, historical, and aesthetic orientations expressed by the onomastic units in the text, and how these provide students with direction, meaning, and orientation. For example, the names in Faust can be used to assess themes such as a person's spiritual search, life decisions, personal development, and intercultural orientation. Students seek answers to the question: "What direction does this text offer me?"

As a result of applying this method, our research demonstrates that students experience numerous positive changes, such as a deeper understanding of language through literary onomastic units, better comprehension of semantic and stylistic features, and enhanced cultural and discursive orientation. Thanks to the PLATO method, students not only read texts but also analyze them critically and creatively, expressing their own ideas on a logical basis.

The Task-based method is an approach that provides language learners the opportunity to study the linguistic units necessary for completing a specific task or assignment. The foundation of this method lies in its practical purpose: students directly find answers to the question, "Why do I need to learn this onomastic unit?" because they cannot complete the task without knowing these units. The goal is for learners to naturally reinforce their linguistic skills while performing a task or exercise that is meaningful and close to real-life scenarios. For example, literary onomastic units (such as city names, character names, surnames, etc.) are included in the task content and acquire real meaning.

The teacher, aiming to implement this method, plans the lesson in several stages. At the initial stage, the teacher introduces a specific task at the beginning of the lesson. For example, "Find 8-10 city names hidden in the text" or "Find the meaning of German names through the dictionary." During the task, students may use a literary text, electronic resources (like DUDEN), or other materials as references.

In the next stage, students work individually or in small groups. In the "Find the city names" task, they carefully read the text and identify unfamiliar names. They check the pronunciation, spelling, and meaning through dictionaries or electronic sources. In the "Find the meaning of German names" exercise, each student selects 2-3 names and researches them using DUDEN, Wiktionary, or other apps. They record the information they gather. After completing the task, each student or group presents their results. For instance, they discuss the pronunciation, origin, and cultural significance of city names like Berlin, Köln, or Dresden. Additionally, students share the information they found with their peers. The teacher analyzes correct and incorrect responses, providing necessary feedback.

During the reflection phase, students assess their activities with questions like, "What did knowing these literary onomastic units give us?" and "How would we have performed the task if we didn't know these names?" In this way, attention is drawn to how literary onomastic units express meaning, cultural diversity, and lexical richness.

By applying this method, students' engagement in the lesson significantly increases, as confirmed by the interaction, question-answer exchanges, and discussions during the task. Additionally, their vocabulary expands more rapidly because students search for new names and meanings "because they need to" in order to complete the task. Furthermore, they develop self-monitoring and independent research skills, and they learn how to use resources like DUDEN correctly.

The audio-lingual method, which began to be widely used in foreign language teaching in the 1980s, aims to improve phonetic skills and intonation, reduce pronunciation errors, and reinforce the correct phonetic system of the language. This approach makes extensive use of audio samples, as listening and repeating help students deeply internalize aspects like the sound system, stress, intonation, and rhythm of the language.

In the context of this method, in order to develop students' linguistic competencies using literary onomastic units, the teacher prepares a short audio text containing German literary onomastic units or uses existing audio materials. For example, the following phrases may be used: "Ich heiÙe Anna Müller. Ich komme aus Berlin."

Students first listen to the audio text several times carefully. Then, they transcribe the words and phrases in the text (i.e., write them down phonetically). During this process, students learn the correct pronunciation and intonation of German onomastic units such as names, surnames, and place names. The advantages of this method are evident in that through repetitive listening and repetition, students not only master the sounds, stress, and intonation in German but also automate the correct pronunciation of onomastic units, which is then firmly stored in their memory. Additionally, through the audio-lingual method, students increase their speech activity by applying pronunciation in practice, and the use of real audio samples in exercises prepares them for dialogue and interactive speech situations.

Our experiments show that through the audio-lingual method, students not only master the correct pronunciation of German onomastic units but also deeply internalize their intonation, stress, and rhythm. It was concluded that when this method is harmonized with other communicative and integrative approaches, students' linguistic competence is reinforced.

The Digital-based approach involves the use of modern technologies, electronic dictionaries, online platforms, and multimedia materials. Through this method, language

learners not only acquire new words and phrases but also have the opportunity to study them more deeply in an interactive form, through independent research and self-monitoring. In the context of literary onomastic units, this approach ensures that learners are introduced to their etymology, phonetic transcription, synonyms, and audio pronunciation samples. In this process, the teacher is encouraged to use electronic dictionaries and online resources. Specifically, reliable online platforms such as DWDS (Digital Dictionary of the German Language), DUDEN Online, Wiktionary, and Goethe-Institut provide information about German onomastic units. These resources offer information on the origin (etymology), phonetic transcription, synonyms, and audio pronunciation examples of names. As a result, students internalize the precise pronunciation and semantic nuances of linguistic units through online materials.

Furthermore, interactive exercises and multimedia tools have proven to be effective. Through video lessons, podcasts, and interactive presentations, students familiarize themselves with the phonetic, intonational, and semantic aspects of the language in both audio and visual formats. One of the most important features of this approach is the opportunity for students to engage in independent research and self-monitoring; the use of digital tools encourages students to independently explore and learn. With the help of online dictionaries, resources, and multimedia materials, students consolidate their knowledge and actively participate in seeking new information.

Thus, the Digital-based approach makes the language learning process more interactive, engaging, and effective by actively using modern technologies and online resources. Through this method, students independently study the etymology, phonetic transcription, pronunciation, and semantic aspects of German literary onomastic units, while developing their cultural and linguistic competencies. As a result, the digital approach plays a significant role not only in reinforcing language knowledge but also in preparing students for real-life speech situations.

## CONCLUSION

The article provides a comprehensive analysis of the process of developing linguistic competencies through literary onomastic units using methodological and didactic approaches. The linguistic, cognitive, and cultural aspects of artistic names play a crucial role in the process of language acquisition for students. The communicative approach, integrative methods, and project-based education create opportunities for students to interactively learn the language through artistic names. Furthermore, literary onomastic units present effective methods for broadening students' moral and cultural worldviews, as well as enhancing their interest in and understanding of the language. Overall, the methods outlined in the article promote innovative approaches to teaching onomastic units and strengthen the practical significance of linguistics as a field of study.

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