THE STUDY OF LITERARY NAMES IN PEDAGOGICAL-LINGUISTIC RESEARCH

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ABSTRACT

The present paper explores the pedagogical and linguistic significance of literary onomastic units – such as anthroponyms, toponyms, mythonyms, and culturally loaded proper names – in developing students' linguistic competence. The present study is predicated on the notion that literary names function not merely as identifiers, but as carriers of rich cultural, historical and aesthetic meanings. By analysing literary onomastics through a linguo-cultural approach, the research identifies how these units contribute to cross-cultural understanding, enhance interpretative reading skills, and deepen semantic awareness. Anthroponyms are of particular interest in this study due to their elevated artistic significance in comparison to other types of names. Methodological frameworks such as the PLATO model, task-based learning, and digital-based approaches are integrated into the teaching process. The findings indicate that the integration of literary onomastic analysis within curricula enhances students' intercultural communication proficiency, nurtures creativity, and fosters independent critical thinking.

KEYWORDS

Literary onomastics, linguistic competence, anthroponyms, PLATO method, cross-cultural communication, pedagogical linguistics, task-based learning.

INTRODUCTION

In recent years, literary onomastics has emerged as an interdisciplinary field combining linguistics, cultural studies, and pedagogy. In the context of literature, names, whether assigned to characters, locations, or mythological entities, serve functions that extend beyond their nominal designation. These elements encapsulate cultural codes, historical narratives, and stylistic nuances that are vital for understanding the text in its entirety. In the context of foreign language education, particularly at the tertiary level, the study of such names opens new avenues for enhancing linguistic competence and fostering intercultural awareness.

The present research is rooted in the idea that mastering a foreign language is inseparable from understanding its cultural and literary background. Literary names function as cultural markers, thereby serving to bridge the gap between linguistic form and socio-historical content. This renders them an essential resource in the context of pedagogical-linguistic research.

MAIN PART

The scholarly study of proper names' meaning, origin, and purpose in fictional literature is known as literary onomastics. These units are considered from a semantic standpoint as well as tools for developing broader communicative abilities in the context of pedagogical-linguistic

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research. D.Lamping's categorization of literary name functions is especially relevant in this context because it lists responsibilities like:

Character or place identification is essential.

In order to achieve narrative authenticity, illusions are created.

The use of name-based personality traits is used to describe the subject.

It is crucial that narrative aspects be emphasized and categorized properly.

By deliberately altering the spectator's point of view, perspective framing modifies how the subject matter is seen by the observer.

The wording needs to be made more visually appealing.

Mythologization gives subjects a deeper level of symbolic meaning.

Such functions indicate the effectiveness of incorporating literary name analysis into the foreign language teaching.

Literary names are not offered as separate vocabulary units in this study. Rather, they are included into more comprehensive textual and thematic assessments under the heading of "Literature (History) of the Target Language Country." In order to guarantee that students come across names in genuine contexts connected to certain literary eras and cultural backgrounds, this integration is essential.

Given their propensity to hold symbolic, emotional, and historical aspects that add to the literary narrative, anthropoonyms are of special importance in this study. It has been shown that working with these units helps students identify cultural connotations that improve their communication repertoire in addition to helping them acquire linguistic form.

METHODOLOGICAL STRATEGIES

A structured approach to textual analysis, the PLATO model (Problem, Lösungsvorschlag, Argumentation, Tragfähigkeit, Orientierung) consists of five distinct stages: problem identification, solution proposal, argument presentation, feasibility assessment, and orientation determination. This method helps students to critically assess the cultural and semantic value of names in a text when it comes to literary onomastics.

Task-Based Education: One teaching strategy that engages students in real-world problem-solving exercises is the task-based methodology. Finding concealed location names in a text or researching the origin of character names using trustworthy sources are two examples of these kinds of undertakings.

Digital-Based Approach: Digital tools that support independent research and pronunciation practice include online corpora, e-dictionaries (like DUDEN and DWDS), and multimedia resources. It has been demonstrated that this method supports both aural and visual learning modalities.

It has been shown that studying literary names in context helps people become more proficient communicators across cultural boundaries. It has been shown that being able to recognize and comprehend culturally specific names lowers the possibility of miscommunication and improves one's capacity to function in real-world communication scenarios.

According to the research, incorporating literary onomastics into language courses fosters creativity, critical thinking, cultural literacy, semantic awareness, and autonomous learning. It is advised that the study of literary names be given its own module in future courses.

In conclusion. The study supports the idea that literary names, which combine linguistic accuracy with cultural nuance, are effective teaching tools. It has been shown that including them into the teaching process improves vocabulary, understanding, and intercultural communication skills.

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