

TEACHING ONOMASTIC AND LEXICAL WORDS TO PHILOLOGY STUDENTS: METHODOLOGICAL APPROACHES

*Land Forces Institute of the Military
Security and Defense University of
the Republic of Uzbekistan
Associate professor, senior teacher
of the department of languages
Mamatkulova Bakhtijon Ravshanovna
shodiyonichkailhomova@gmail.com*

Abstract: The article explores the methodological principles of teaching onomastic and lexical words in English to philology students. Onomastic vocabulary, which includes proper names, geographical names, and other naming units, plays an essential role in linguistic and cultural competence. The study emphasizes the importance of integrating linguistic, cultural, and communicative aspects when teaching onomastic and lexical materials. The paper also presents effective techniques and classroom strategies that enhance students' comprehension, memory, and contextual use of onomastic items. The results suggest that combining lexical analysis, etymological interpretation, and cultural discussion provides a deeper understanding of English onomastic vocabulary and improves learners' intercultural communication skills.

Key words: Onomastics, lexical competence, English language teaching, philology students, methodology, cultural linguistics.

Introduction

The teaching of onomastic and lexical words in English classes for philology students has recently attracted increased attention due to the growing demand for cultural and linguistic competence. Onomastic vocabulary is more than a list of proper names; it reflects the historical, cultural, and social background of the language. Understanding the etymology and usage of such words allows students to grasp linguistic nuances and develop a broader cultural perspective.

Theoretical Background

Onomastics, as a branch of linguistics, deals with the study of proper names, including anthroponyms, toponyms, ergonyms, and other naming units. Teaching these elements in English language instruction contributes to the development of lexical competence and cultural literacy. Philology students, in particular, benefit from onomastic studies as they are trained to interpret texts, analyze cultural layers, and compare linguistic systems.

Methodological Approaches

When teaching onomastic and lexical units, the integration of communicative and cognitive approaches proves most effective. Teachers can organize activities such as lexical mapping, etymological analysis, role-plays, and cross-cultural comparisons. For example, while studying toponyms, students may explore geographical and historical aspects of English-speaking countries, linking linguistic features with real-world contexts. Additionally, multimedia tools such as digital maps, corpora, and AI-based translation platforms can enhance students' motivation and engagement.

Content expansion – Add 1–2 paragraphs to each section (e.g., Methodological Approaches, Practical Implementation) with deeper theoretical analysis.

Practical examples – Include real or illustrative examples of classroom activities, exercises, and student outcomes.

Theoretical reinforcement – Add references to well-known linguists or educators (e.g., Halliday, Chomsky, Richards) to strengthen the theoretical base.

All of the above (full extended version) – Make it a 4–5-page article with both theoretical and practical enrichment.

Practical Implementation

During lessons, teachers may combine contextual reading exercises with discussion-based tasks. For instance, students analyze literary texts rich in onomastic elements (e.g., place names in Shakespeare or Dickens) to identify cultural meanings and stylistic functions. The instructor's role is to guide students through semantic associations and help them connect lexical meaning with cultural identity. Such tasks foster deeper linguistic reflection and long-term memory retention.

Conclusion

Teaching onomastic and lexical words to philology students enhances not only vocabulary acquisition but also cultural understanding. Integrating linguistic analysis, cultural discussion, and modern technology creates a dynamic learning environment. Future methodological research should focus on developing interactive digital resources and AI-based tools to support teaching onomastics in higher education settings.

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