

**3 БӨЛІМ.
ШЕТ ТІЛДЕРДІ ОҚЫТУДЫҢ
ҒЫЛЫМИ-ПЕДАГОГИКАЛЫҚ МӘСЕЛЕЛЕРІ
РАЗДЕЛ 3.
НАУЧНО-ПЕДАГОГИЧЕСКИЕ ВОПРОСЫ ОБУЧЕНИЯ
ИНОСТРАННЫМ ЯЗЫКАМ
PART 3.
SCIENTIFIC AND PEDAGOGICAL ISSUES OF FOREIGN
LANGUAGE TEACHING**

UDC 811.512.1

IRSTI 16.21.51

<https://doi.org/10.48371/PHILS.2025.3.78.035>

**DEVELOPING COMMUNICATIVE COMPETENCE BASED ON
ZOOANTHROPONYMS (LIVESTOCK)**

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Abstract. This article examines the main methods and approaches in teaching a language as a foreign language with a communicative focus. It argues that involving students through such important topics as zooanthroponyms, which preserve the customs and historical way of life of the people, can significantly increase their interest in further language acquisition. The article examines the principles of teaching language based on zooanthroponyms, paying special attention to the selection of the necessary lexical minimum for building up vocabulary.

The purpose of the article is to use semantic, structural and other analyses of zooanthroponyms to evaluate the effectiveness of methods and approaches in teaching language, to justify the targeted use of zooanthroponyms as lexical units, taking into account the role of communication as the main direction in teaching language. To determine the features of methods and game types of teaching language based on zooanthroponyms.

Research methods: a retrospective method for identifying historical data, lexical-semantic analysis is used to determine the meanings, component analysis is used to identify the structure of onyms.

Zooanthroponyms used in everyday life are defined as secondary names that enrich the vocabulary. To implement these principles, the article discusses

language teaching methods that take into account the characteristics of students and the types of games used to consolidate the knowledge gained.

In addition, the article discusses methods and approaches to teaching Kazakh as a foreign language in general education institutions and centers. It also defines the linguodidactic foundations for studying Kazakh zooanthroponyms at the initial, intermediate and advanced stages of teaching Kazakh as a foreign language.

The practical significance of the article lies in the fact that its main results can be used in theoretical courses such as lexicology, onomastics, cognitive linguistics, linguacultural studies, as well as in practical classes on teaching the Kazakh language.

Keywords: zooanthroponym, livestock, competence, eclecticism, communication, meaning, theme, content

Introduction

Kazakh onomastics, particularly anthroponyms, have been extensively studied by onomastics scholars. Lexical-semantic and structural types of Kazakh anthroponyms were studied, their linguistic layers and their origin were revealed. The reasons for borrowing and formation of anthroponyms from different languages were studied [1, p. 7]. However, there is a scarcity of methodological research on the application of Kazakh onomastics, particularly anthroponyms, in language teaching.

Scholars who have explored the issue of teaching onomastics as linguistic units in Russian language acquisition based on toponymic vocabulary have highlighted the challenges they face in determining the word-formation model of toponyms due to their inability to identify the root base. This indicates that foreign language learners may encounter associative and logical errors when mastering Russian toponyms. The importance of elective lessons in mastering the Russian language has also been emphasized by scholars [2, p. 173].

A group of scholars has investigated the use of toponyms in teaching language in Kazakh and Nogai languages. They identified the landscape features of regional toponyms and determined the advantages of using information and communication technologies in language teaching through testing. Based on their findings, they concluded: “In this context, after the experimental applications, the students in the experimental group who carried out activities with the support of information technology developed a more positive attitude towards the Kazakh Language and Literature course compared to their friends in the control group where traditional teaching was applied” [3, p. 547].

Scholars who have studied the significance of toponyms in teaching English and Uzbek languages have compared the ways prepositions are conveyed in both languages. They have also discussed the rich informational content and clarity in

the meanings of toponyms in both languages [4, p. 180].

Onomastics stands at the intersection of various fields, including language, history, geography, and culture. These aspects are also crucial in language teaching. Scholars have pointed out that one of the least studied topics in teaching languages to Kazakh-speaking audiences is foreign language anthroponyms, particularly English anthroponyms, their origins, and their pragmatic features [5, p. 5]. Thus, anthroponyms are considered one of the important linguistic resources for implementing assignments and research projects on linguistic topics in language acquisition.

Scholars such as N.M. Sergeeva and others have written about the challenges of teaching Russian as a foreign language at the beginner level, highlighting Russian anthroponyms as one of the difficulties. They point out that during the introduction phase, the structure of Russian anthroponyms often causes confusion for non-native speakers. A key difference between Russian anthroponyms and those in other languages is the three-component structure: surname, given name, and patronymic. Additionally, the scholars mention other difficulties, including the qualitative forms of anthroponyms, their declensions, and the existence of unisex names that can be given to both boys and girls. For example: Alexander – Sasha, Sashenka, Sashechka, Sashulya, Sashka, Sanya, Sanechka, Sanyok, Shura, Shurochka, Shurka, Shurik, Alex [6, p. 197]. The name Alexander, used as an example of both qualitative and hypocoristic forms, can also serve as an example of a unisex name: Alexander – Alexandra.

In pedagogical practice, the issue of teaching nicknames in language instruction has been overlooked, as noted by M.V. Bobrova in her study of this type of onym. According to the scholar who studied nicknames, they serve various functions such as naming, individualization, differentiation, marking, emotive, axiological, and others. The importance of distinguishing between nicknames and fake names or internet usernames, while considering the communicative value of nicknames in teaching Russian as a foreign language, has also been emphasized. Additionally, the scholar notes that nicknames have not been widely used in language teaching because they are often perceived as reflecting a lower socio-cultural level among language users. However, since nicknames are used in any social environment, they serve as “rich material for mastering various linguistic topics and establishing interdisciplinary connections” [7, p. 24].

The zooanthroponyms related to livestock that we have taken as the object of our study, while unable to compete with the currently popular “fashionable” names, consist of clear components and are used in daily life as secondary names. Zooanthroponyms based on livestock provide valuable historical information for Kazakh society, making them an important resource in language teaching. It is natural that anthroponyms related to livestock have formed in the linguoculture of the Kazakh people, who traditionally moved to summer pastures (zhailau),

winter pastures (kystau), and transitional grazing lands (kuzdeu) in spring and autumn, leading a nomadic lifestyle.

Materials and methods

The formation of anthroponyms provides insights into the social, economic, and cultural development of a people. To uncover this information, historical data are identified using a retrospective method. One of the key challenges in studying contemporary anthroponyms as secondary names is understanding the meanings of the words they comprise. Lexical-semantic analysis is employed to determine the meanings and underlying motivations of the words within anthroponyms. Including these words in the active vocabulary of language learners can significantly enhance their communicative abilities. The structure of anthroponyms sets them apart from other types of onyms, which becomes apparent during structural analysis.

In learning any language, mastering its lexical minimum is crucial. Personal names formed based on livestock result from secondary naming. For example, the anthroponym *Akbota* consists of two words: *ak* (meaning white, a color) and *bota* (meaning camel calf). Thus, through this anthroponym, two words are added to the vocabulary. When a person selects words to express their thoughts, they engage with the principle of semantic value. Secondly, one word combines with another, which reflects the principle of collocation. For instance, the word *bota* (camel calf) pairs with the word *ak* (white) in forming the zooanthroponym, but not with words like *kok* (blue), *kara* (black), or *konyr* (brown). Thirdly, in language teaching, we use words with literal meanings rather than figurative ones, known as the principle of selecting literal meanings. Fourthly, it is important to use frequently occurring words. From this perspective, anthroponyms are often used, aligning with the principle of frequency in word usage. Additionally, the question of why a person is named a certain way and what the name signifies naturally arises. Fifthly, every language has its own word-formation characteristics, which is the principle of word-formation potential. Sixthly, words are used within a specific thematic context to perform actions in everyday situations, following the principle of thematic word selection. Seventhly, grammar is necessary to combine words into phrases and sentences to express thoughts, which is the grammatical principle in word selection. Personal names are quickly memorized in daily use. As secondary names, they consist of multiple words, each of which can also be used independently as a common noun. This simplifies language acquisition and enriches vocabulary. Therefore, incorporating anthroponyms based on livestock into the initial lexical minimum is both important and engaging in language teaching.

In the Kazakh language, anthroponyms formed based on livestock include: *Akbota*, *Akkozy*, *Aktoqty*, *Baglan*, *Baibota*, *Baikoshkar*, *Botagoz*, *Bukabai*,

Zhylkybai, *Koigeldi*, *Koilybai*, *Koishybai*, *Maldybai*, and *Tanagoz*. Each name may consist of two words. For example: *Akbota* – *ak* (white, a color) + *bota* (camel calf); *Akkozy* – *ak* (white, a color) + *kozy* (lamb); *Aktoqty* – *ak* (white, a color) + *toqty* (a lamb over six months old); *Baibota* – *bai* (wealthy, having many camels) + *bota* (camel calf); *Baikoshkar* – *bai* (wealthy, having many rams) + *koshkar* (ram); *Botagoz* – *bota* (camel calf) + *koz/goz* (eye, the organ of sight); *Bukabai* – *buka* (bull) + *bai* (wealthy, having many bulls); *Zhylkybai* – *zhylky* (horse, a type of livestock used for transportation) + *bai* (wealthy, having many horses); *Koigeldi* – *koi* (sheep, a type of small, wool-bearing livestock) + *geldi* (has returned from pasture); *Koilybai* – *koishy* (shepherd) + *bai* (wealthy, having many sheep); *Maldybai* – *maldy* (having livestock) + *bai* (wealthy, having much livestock); *Tanagoz* – *tana* (a yearling heifer) + *koz/goz* (eye, the organ of sight).

These examples illustrate how each anthroponym is composed of meaningful components tied to livestock, which play a significant role in Kazakh culture and language.

The Principle of Semantic Value suggests that although anthroponyms result from secondary naming, they carry specific meanings as personal names. For example, the name *Akbota* is given to a girl with the wish that she be «charming, beautiful, and pure as white.» Similarly, *Akkozy* is a name given to both boys and girls with the hope that they will be «pure, delicate, and charming.» The name *Aktoqty* is also used for both boys and girls, with the wish that they be «strong, charming, and pure as white.» *Baibota* is a name given to a boy with the wish that he be «charming and wealthy,» while *Baikoshkar* is given to a boy with the hope that he will be «strong, wealthy, and prosperous with many sheep.» The name *Botagoz* is given to a girl with the wish that she have «large, beautiful eyes like a camel calf's and be beautiful.» *Bukabai* is used for a boy with the hope that he will be «strong, energetic, and wealthy with many bulls.» The name *Zhylkybai* is given to a boy with the wish that he be «fast, strong, and wealthy with many horses.» *Koigeldi*, a name given to a boy born when the sheep return from pasture, carries the wish that he be «wealthy with many sheep.» Finally, *Koilybai* is given to a boy with the hope that he will be «extremely wealthy with many sheep.» The name *Koishybai* is given to a boy with the wish that he be «wealthy, agile, clever, and prosperous with many sheep.» Similarly, the name *Maldybai* is given to a boy with the hope that he will be «wealthy with many types of livestock.» The name *Tanagoz* is given to a girl with the wish that she have «large, clear, and beautiful eyes like a yearling heifer.» Scholars have conducted research and analyses on the meanings behind personal names. According to their findings, «Proper names carry certain connotations, with each name potentially embodying traits such as stinginess, generosity, or the fate of a victim of true love, among others» [8, p. 19].

The Principle of Collocation in the formation of anthroponyms emphasizes the specific requirements for word combinations. For instance, in creating names like *Akbota*, *Akkozy*, and *Aktoqty*, the adjective *ak* (white) only pairs with the nouns *bota* (camel calf), *kozy* (lamb), and *toqty* (a lamb over six months old). While the noun *kozy* can combine with the adjective *konyr* (brown) in a possessive form (e.g., *konyr kozym*), this is used to express endearment rather than in the formation of anthroponyms. The component *bai* (wealthy) precedes the words *bota* (camel calf) and *koshkar* (ram) in name formation. However, it follows the components *buka* (bull), *zhylky* (horse), *koily* (sheep owner), *koishy* (shepherd), and *maldy* (wealthy with livestock). Names with the *bai* component are exclusively given to boys, reflecting the status of the future head of the family. The component *koz* (eye) follows the words *bota* (camel calf) and *tana* (yearling heifer) in anthroponyms, signifying «beauty» and is typically used in names for girls. The component *geldi/kelgen* (arrived) only combines with the word *koi* (sheep) and indicates the time of a boy's birth.

The Principle of Word Selection in using anthroponyms for language teaching is based on the effectiveness of using components in their literal meanings. For instance, the component *ak* has several meanings as a common noun: a) color; b) flowing; c) dairy products (milk, yogurt), etc. However, within anthroponyms, it exclusively represents color. Similarly, the component *bai* has multiple meanings as a common noun: a) wealthy, possessing money or property; b) the male partner in a marital relationship. But in anthroponyms, it solely signifies wealth, indicating the possession of money or property.

The Principle of Frequency in Word Usage emphasizes the frequent use of components found in zooanthroponyms. For example, components like *geldi/kelgen* (arrived), *bai* (wealthy), and *ak* (white) are commonly used in everyday life as neutral vocabulary. Components such as *bota* (camel calf), *koshkar* (ram), *zhylky* (horse), *tana* (yearling heifer), *koi* (sheep), *toqty* (lamb), *kozy* (lamb), *maldy* (wealthy with livestock), and *koishy* (shepherd) are frequently used both in agriculture and daily life. As anthroponyms, names like *Akbota*, *Botagoz*, *Aktoqty*, and *Akkozy* are commonly used as personal names today. Additionally, names like *Zhylkybai*, *Baikoshkar*, *Maldybai*, and *Koilybai* are often encountered as surnames. Therefore, it can be concluded that the frequency of usage of these lexical units is very high.

The Principle of Word-Formation Potential highlights that zooanthroponyms are complex onomastic units formed through compounding. Additionally, some zooanthroponyms utilize relic affixes in their formation. For instance, in the zooanthroponyms *Maldybai* and *Koilybai*, the relic affixes *-ly-* and *-dy-* carry a «plurality» meaning. These affixes convey an implicit wish for the person to be «wealthy with many sheep or livestock.» In modern Kazakh, the relic affixes *-ly-/li-*, *-dy-/di-*, and *-ty-/ti-* signify abundance, as in *tasty* (rocky) or *suly* (watery).

The anthroponym *Koishybai* consists of the components *koi* (sheep), *-shy-* (a suffix indicating a profession), and *bai* (wealthy). The suffix *-shy-* denotes a person associated with a particular occupation, such as *sauynshy* (milkmaid) or *zhylkyshy* (horse herder). In the context of the anthroponym, it indicates «someone with many sheep,» with the *bai* component further emphasizing this wealth. The component *geldi* in the anthroponym *Koigeldi* is a phonetic variation of the verb *kelgen* (arrived). This variation occurs because the component *koi* ends with a voiced consonant, requiring the following word to begin with a voiced consonant as well, rather than a voiceless one.

The Principle of Thematic Relevance emphasizes the practical use of anthroponyms like *Akbota*, *Botagoz*, *Baibota*, and *Koigeldi* in everyday life. These names are commonly used, making it necessary to incorporate them into sentences and texts. Furthermore, the components within these anthroponyms, such as *bota* (camel calf), *koz* (eye), *ak* (white), *bai* (wealthy), *koi* (sheep), and *zhylky* (horse), can be utilized not only in daily life but also in fields like agriculture, medicine, and more. The verb *geldi/kelgen* (arrived) is frequently used in both spoken and written language. Zooanthroponyms and their components are essential lexical units for constructing sentences and texts on any topic. By mastering these anthroponyms, learners also grasp the criteria for forming anthroponyms in the Kazakh language. Additionally, these elements are particularly relevant when creating texts on topics such as «Introducing a Friend,» «Domestic Animals,» and when solving or composing riddles.

The Principle of Grammar emphasizes that learners must be able to use their acquired vocabulary in linguistic communication through specific grammatical structures. To facilitate this, the grammatical minimum of the language should be presented as ready-made structures. When teaching the grammatical minimum, exercises should first be conducted in a playful manner, utilizing modern technologies, with theoretical explanations provided afterward. For example, the anthroponym *Koigeldi* functions as a complete sentence in its construction. In this case, *koi* (sheep) acts as the subject, while *geldi/kelgen* (arrived) serves as the predicate. In Kazakh, the predicate typically comes at the end of a sentence, a rule that is clearly observed in name formation. However, scholars have noted that there are relatively few anthroponyms in the Kazakh language that consist of both a subject and a predicate: «Not all components of compound personal names function as subject and predicate. Only a few compound personal names have one component as the subject and the other as the predicate. For example: *Bakberdi*, *Aldabergen*, *Zhilgeldi*» [9, p. 7]. Teaching grammar using zooanthroponyms formed from compound components that act as subjects and predicates is essential for mastering grammatical concepts. There are quite a few such anthroponyms, such as *Nurgeldi*, *Tanyrbergen*, *Zhumageldi*, *Kairgeldi*, and others.

Results

To teach language based on zooanthroponyms, several interconnected methods and techniques can be employed. These include case studies, Kipling's method, Walt Disney's approach, mnemonic techniques, «Find the Phrase!», orientation and motivation strategies, linguistic improvisation, and games such as «Who is Faster?», «Similar Words», «Match the Pair» for reinforcing acquired knowledge, as well as tools like LearningApps. Experience has shown that using just one method to teach language is ineffective. Therefore, combining multiple methods and techniques in an integrated manner forms an eclectic approach, creating a comprehensive set of strategies. Pedagogical scholars, based on their research, have presented examples of traditional, test-based, and other types of lessons: «The moment when the wonderful didactic connection between the learner and the teacher transforms into the harmony of minds and thoughts is the lesson itself» [10, p. 201]. Additionally, they have emphasized the importance of not only discussing the theoretical aspects of the Kazakh language but also demonstrating how these methods can be practically applied in the classroom setting.

To increase learners' engagement, various effective teaching methods can be employed, reflecting the unique nature of modern language learners who are attuned to the demands of contemporary times. Today's youth, living in an era of advanced technology, are highly informed and require extensive exploration. In response to these needs, the term “brainstorming” has become widely used. Teachers have begun to incorporate games into lessons, as they make it easier for students to quickly grasp and retain topics. Methods such as the “Six Thinking Hats,” synectics, and Walt Disney's approach have become popular in the classroom. The Walt Disney method is conducted as a role-playing game where participants consider a given task from three perspectives: creative, realistic, and critical. This method was developed by Robert Dilts [11, p. 147]. For example, in exploring zooanthroponyms related to camels (*bota*), one could use role-playing games to examine the question, “What models of zooanthroponyms can be created?” Through this approach, both existing and potential personal names can be explored, ultimately identifying the most effective name in terms of public acceptance. This method aligns with the principle of semantic value in word selection. Over time, additional methods such as Jigsaw, mental mapping, Kipling's ice cream method, case studies, and tools like LearningApps have also been incorporated into teaching practices.

Kipling's method involves asking six key questions (How? Why? Who? What? When? Where?) to explore the important aspects of a given task. This method is particularly valuable in determining the motivation behind the assignment of a specific personal name. For example, the name *Koigeldi* can be broken down as follows: *koi* (What?) comes back to the pen (Where?) in the evening (When?)

after grazing (How?) in the pasture (Where from?). In the Kazakh language, the question *who* is used exclusively for people, while the question *what* is used for everything else. This method allows for the determination of the motivation behind the naming of each zooanthroponym (related to livestock) and the identification of the number of words in its structure. Additionally, this method can be used to construct sentences, identify parts of speech, and analyze sentence structure. The effectiveness of this method aligns with the principles of grammar, helping language learners independently develop the ability to construct phrases, as well as interrogative and declarative sentences.

The teaching methods can be categorized into the following groups:

- Comprehensive Lesson Models: Kipling's ice cream method, etc.
- Brainstorming: Case studies, etc.
- Electronic Assignments: LearningApps, etc.

In this era of advanced technology, the psychology of learners has also evolved. With the ability to instantly find answers to any question via the internet, students have developed sharper focus and problem-solving skills for more complex issues. They are creative and well-informed from various perspectives. Therefore, the motivation that drives learners' interest in language learning must also be aligned with the times. One of the most effective technologies for addressing situations or challenges encountered in the pedagogical process is the case method. Case technology is an interactive, short-term teaching tool based on real or fictional scenarios. A case is a situation depicted by the authors that involves a realistic context, encouraging language learners to engage in discussions, analysis, and decision-making within the classroom setting. It simulates real-life challenges, pushing learners to critically think through and resolve issues. Based on this method, to determine the motivation behind a zooanthroponym, we can explore potential personal names by substituting the components of the onym with possible synonyms and antonyms. This process creates scenarios that can be discussed and analyzed. For example, the motivation behind the name *Koigeldi* is «the sheep returning to the pen after grazing in the evening.» This allows the language learner to visualize this scene. By considering *öris* (pasture) as space and *qora* (pen) as a home or family, the implicit motivation can be understood as follows: the name *Koigeldi* carries the implicit meaning of the Creator bringing a «male child» from the vastness of the universe (space) into the family. This approach helps learners delve deeper into the cultural and symbolic meanings behind names, enriching their understanding of the language and its cultural context. Continuing this line of thought, it's essential to find synonyms for the components of an anthroponym and create new personal names. These newly formed names should then be evaluated to see if they align with Kazakh mentality, traditions, and worldview. For example, *Koigeldi* could be transformed into *Botageldi* or *Toqtygeldi*. However, a *bota* (camel calf) does not graze in

large numbers like sheep do; their numbers are usually smaller. This doesn't align with the wish of naming a child with the hope that they will be «wealthy with many sheep.» Meanwhile, *toqty* refers to a «lamb over six months old» [12, p. 226], while *koi* is “a small ruminant with dense wool, one of the four types of livestock” [13, p. 147]. Since *koi* is a collective term that represents a larger quantity compared to *toqty*, it aligns better with the wish “may you have many sheep and be wealthy.”

Such creative analyses encourage language learners to consult dictionaries, enriching their vocabulary and increasing their awareness of Kazakh life and culture. Through the use of this method, it becomes evident that the learner has grasped the thematic principle of language learning.

Mnemonic Method: This method is designed for learning through visual and tactile experiences. To facilitate this, video materials or illustrated charts can be used (see Table 1). In this method, learners often need the support of their native language. For example, the name *Akbota* is a secondary name composed of two words: *ak* (white) + *bota* (camel calf). To memorize it, learners should identify and remember the number of letters in each word. In the case of *Akbota*, the first word has 2 letters, and the second word has 4 letters. Additionally, when translated into English, it becomes three words: «white baby camel.» To memorize this, learners should apply the mnemonic method by identifying and remembering the number of letters in each English word: *white* = 5; *baby* = 4; *camel* = 5. Alternatively, learners can use visual aids to associate and recall the type of livestock, enriching their vocabulary and helping them understand the meaning of the Kazakh anthroponym *Akbota*. This approach is essential for selecting words according to the principle of semantic value and applying them correctly in sentences.

Table 1. Language Teaching Through the Mnemonic Method:

livestock name	Images	anthroponyms
bota (camel calf)	https://u.9111s.ru/uploads/202003/26/c9fc7db05eb34f0d4f3f26b106745a4a.jpg	Akbota Botabai Botagoz
buka (bull)	https://baldezh.top/uploads/posts/2024-01/1704133123_baldezh-top-p-kalmitskaya-poroda-korov-vkontakte-38.jpg	Bukabai
zhylky (horse)	https://avatars.mds.yandex.net/i?id=b436d51a1088a97b4e09a0f5b23f4flaa2494e1a-4935684-images-thumbs&n=13	Zhylkybai
kozy (lamb)	https://www.funnyart.club/uploads/posts/2022-12/1671210449_www-funnyart-club-p-barashki-kartinki-krasivo-7.jpg	Akkozy
koi (sheep)	https://avatars.mds.yandex.net/get-entity_search/141303/791284426/S600xU_2x	Koigeldi
koishy (shepherd)	https://baldezh.top/uploads/posts/2023-12/1703483591_baldezh-top-p-pastukh-ovechikh-stad-obo-i-13.jpg	Koishybai
koshkar (ram)	https://klike.net/uploads/posts/2023-01/1674709862_3-125.jpg	Baikoshkar

mal (livestock)	https://avatars.mds.yandex.net/i?id=010d1606d0a7e20cd581f236cc80037a0e58fbc0-10551030-images-thumbs&n=13	Maldybai
tana (a yearling heifer)	https://aqmeshit-aptalygy.kz/wp-content/uploads/2022/01/4.jpg	Tanagoz
toqty (a lamb over six months old)	https://baldezh.top/uploads/posts/2022-06/1654137041_55-funart-pro-p-gissarskie-yagnyata-zhivotnie-krasivo-foto-65.jpg	Aktoqty

By pronouncing the given livestock name and displaying its picture, learners can master the lexical minimum. Additionally, by matching the correct zooanthroponym with the image of the livestock, creative thinking skills can be developed. This approach also helps in understanding the motivation behind the formation of the anthroponym.

The «Find the Phrase!» game provides an opportunity to determine the principles of combining components in zooanthroponyms. This method aligns with the principles of semantic value, collocation, and word formation (see Table 2). For example, it helps identify the motivation behind the formation of the anthroponym *Koigeldi*, revealing that the verb *geldi* (arrived) can only combine with the word *koi* (sheep). Learners also understand that the word *koi* ends with a voiced consonant, requiring a following word that begins with a voiced rather than a voiceless consonant when forming names. An analogous example is *Nurgeldi*.

Table 2. Combine the Components in Anthroponyms

1	Bota	l+d	a)	geldi
2	Buka		b)	koshkar
3	Koily		c)	bai
4	Bai		d)	goz
5	Zhylky		e)	bai
6	Koi		f)	goz
7	Tana		g)	bai

Table 2: The meanings of the given words are learned and integrated into the active vocabulary for constructing sentences and texts. The combination of words in constructions is mastered.

Orientation – Motivation: Solving Riddles. Riddles are structurally similar to short poetic verses, making them easy to memorize. They can be used not only to improve the thinking abilities of language learners by finding the solutions but also to help them pronounce Kazakh sounds correctly. Riddles can be presented both in written and spoken form. Below are examples of riddles that can be used. This method aligns with all the principles and outcomes required for mastering the lexical minimum. Tasks such as finding the solution to a riddle and then creating an anthroponym based on the type of livestock mentioned in the solution can be given:

“Its feet are its own,
Its neck is like a goose’s,
Its lips are like a rabbit’s.”

Answer: *Bota* (camel calf).

Anthroponyms: *Akbota*, *Baibota*, *Botagoz*.

“It has a small stature,
And it wears a coat wrapped around itself.”

Answer: *Koi* (sheep).

Anthroponyms: *Koigeldi*, *Koilybai*.

“Four mulberry bushes are cut with their fleece,
The rider on top is filled with excitement.
My friend, find this with a thoughtful eye,
If you think deeply, the answer will be revealed.”

Answer: *Zhylky* (horse).

Anthroponym: *Zhylkybai*.

«It has two mirrors,
It has two spears,
It has four patches,
It has one whip.»

Answer: *Tana* (heifer).

Anthroponym: *Tanagoz*.

The language of riddles is simple, and since the solutions are relevant to the topic, mastering them should not be particularly difficult. The teacher’s task here is to draw attention to and explain the specific sounds of the Kazakh language. While pronouncing names like *Baibota* and *Maldybai* may be easy, names such as *Akbota*, *Zhylkybai*, and *Botagoz* contain Kazakh-specific sounds like *к*, *ө*, *ұ*, and *и*, which may pose challenges in pronunciation. Therefore, the use of such games can be particularly beneficial in addressing these difficulties.

Linguistic Improvisation: This method aligns with the grammatical principle in mastering the lexical minimum. By introducing a phrase unrelated to livestock, it can demonstrate how zooanthroponyms can be considered and used in any context, sentence, or text. Given that a large number of participants may be involved in the game, multiple zooanthroponyms may be mentioned, and several versions of a sentence may emerge. This activity enhances the learner’s ability to think and remember words. For example, the phrase «came home» is given. Each participant adds one word, eventually forming a short text:

- 1 – *Botagoz* came home.
- 2 – Yesterday, *Botagoz* came home.
- 3 – Yesterday, *Botagoz* came home from Astana.
- 4 – Yesterday, *Botagoz* came home from Astana by plane.
- 5 – Yesterday, *Botagoz* came home as a guest from Astana by plane.

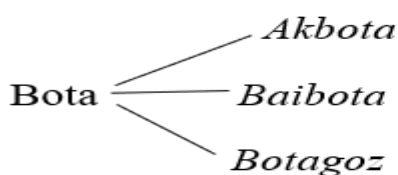
6 – Yesterday, *Botagoz* came home as a guest from Astana by plane by invitation.

7 – Yesterday, *Botagoz* came home as a guest from Astana by plane by her grandmother's invitation.

Linguistic improvisation provides language learners with the opportunity to grasp the principles of word combination and sentence structure. In a group, each learner tries to add one word to the sentence. However, not just any word can be added, as semantic coherence and clarity of thought are required. This exercise reveals how well learners have acquired their vocabulary and how accurately they understand and apply the correct word order and sentence construction.

«Who is Faster?» In this activity, language learners are given the name of a livestock animal or another component, and they are asked to create a zooanthroponym using that component. This exercise enhances their ability to remember livestock names and anthroponyms, while also honing their naming skills. It helps them grasp the principles of word selection and word formation. For instance, components like *bota* (camel calf) or *bai* (wealthy) can be provided for them to create zooanthroponyms.

This method trains language learners to think quickly and make decisions promptly, while also providing an opportunity to expand their vocabulary. Additionally, it helps reinforce the correct position of components like *bota* and *bai* within names. For example, the *bota* component appears at the end of some anthroponyms (e.g., *Baibota*, *Akbota*), while in others, it appears at the beginning (e.g., *Botagoz*). The *bai* component can be at the beginning of some anthroponyms (e.g., *Baibota*, *Baikoshkar*), while in others, it appears at the end (e.g., *Zhylkybai*, *Koilybai*, *Koishybay*, *Maldybai*, *Bukabai*).



The «Similar Words» method is one of the most effective techniques. It involves not just a sequence of similar words but focuses on words with similar pronunciation and meaning. This method encompasses nearly all the principles for enriching the lexical minimum. In addition to learning words that serve as components of zooanthroponyms, learners also acquire words that can be the basis for other topics. Moreover, the word *Bota* (camel calf or the diminutive form of names like *Botagoz* and *Akbota*) can serve as a hypocoristic name. For example, the word *bota* (camel calf or the diminutive form *Bota*) can form a sequence of phonetically similar words such as *zhota* (mountain ridge, plateau) and *nota* (musical notes, graphic symbols used in writing music).

Bota – Zhota (ridge) – Nota (note)

Koi (sheep) – Tai (colt) – Toi (feast)

Buka (bull) – Soka (plow) – Zhuka (thin)

Zhylky (horse) – Qalky (to float) – Taldy (discussion)

Tana (heifer) – Sana (mind) – Zhana (new)

This method allows learners to memorize several words, identify similarities, and determine their semantic meaning. It also enriches the vocabulary necessary for creating linguistic improvisation exercises and LearningApps tasks.

«Pair Up» is a method that helps learners master the specific sounds of the Kazakh language by pronouncing the names of livestock. The lexical inventory can be memorized based on the written and oral versions of livestock names (see Table 3). Additionally, this can be reinforced with pictures of the livestock or video materials about them. Through this method, the principles of semantic value and selecting literal words are implemented.

Table 3. Pair livestock names with pictures

Livestock name	Image
toqty (a lamb over six months old)	https://u.9111s.ru/uploads/202003/26/c9fc7db05eb34f0d4f3f26b106745a4a.jpg
zhylky (horse)	https://baldezh.top/uploads/posts/2024-01/1704133123_baldezh-top-p-kalmitskaya-poroda-korov-vkontakte-38.jpg
kozy (lamb)	https://avatars.mds.yandex.net/i?id=b436d51a1088a97b4e09a0f5b23f4f1aa2494e1a-4935684-images-thumbs&n=13
buka (bull)	https://www.funnyart.club/uploads/posts/2022-12/1671210449_www-funnyart-club-p-barashki-kartinki-krasivo-7.jpg
koishy (shepherd)	https://avatars.mds.yandex.net/get-entity_search/141303/791284426/S600xU_2x
koshkar (ram)	https://baldezh.top/uploads/posts/2023-12/1703483591_baldezh-top-p-pastukh-ovechikh-stad-oboio-13.jpg
koi (sheep)	https://klike.net/uploads/posts/2023-01/1674709862_3-125.jpg
bota (camel calf)	https://avatars.mds.yandex.net/i?id=010d1606d0a7e20cd581f236cc80037a0e58fbc0-10551030-images-thumbs&n=13
tana (heifer)	https://aqmeshit-aptalygy.kz/wp-content/uploads/2022/01/4.jpg
mal (livestock)	https://baldezh.top/uploads/posts/2022-06/1654137041_55-funart-pro-p-gissarskie-yagnyata-zhivotnie-krasivo-foto-65.jpg

The table can be customized as needed. For example, you can focus on pronouncing the names of livestock or replace the pictures of the livestock with video materials about them. This approach is important for considering the individual memory retention abilities of language learners.

LearningApps: According to Confucius, if a learner actively participates in the process, they will fully understand and retain the information. The concept of the «Flipped Classroom» is being introduced, where the teacher provides only 15-20% of the information on a topic, and the learner must find and learn the remaining information independently. Taking this into account, assigning learners the task of creating exercises based on LearningApps for a previously covered topic encourages them to repeatedly review the relevant material and engage in independent research. When language learners or teachers prepare LearningApps, and other learners in the classroom attempt to solve them, it significantly reinforces the acquired knowledge. LearningApps helps develop skills such as responsibility, accuracy, leadership, ingenuity, and quick thinking. Its effectiveness is further enhanced by the fact that it can be integrated into electronic learning tools. Below is an example of LearningApps exercises that can be created for learning Kazakh through zooanthroponyms:

<https://learningapps.org/watch?v=p2asmvtb224>

<https://learningapps.org/watch?v=p5nu2usmn24>

<https://learningapps.org/watch?v=p6okoc9y324>

<https://learningapps.org/watch?v=p5eqnvyca24>

<https://learningapps.org/watch?v=pnz93iu9324>

<https://learningapps.org/watch?v=p8fh245dt24>

These tasks using LearningApps also provide an opportunity to identify the characteristics of zooanthroponyms. Depending on the assignment, learners can solve puzzles (where an image of livestock appears), compete in a race either in groups or individually on a computer, and more. Through these activities, they can grasp the motivation behind the formation of zooanthroponyms, their structure, positional relationships in phrases, combinability, and other relevant aspects.

Discussion

Active teaching methods refer to a system of techniques that stimulate students' cognitive activity, fostering creative and professional thinking. These methods, aimed at solving situational tasks, contribute to the acquisition of foundational knowledge, the development of critical thinking skills, the cultivation of cognitive interests and abilities, and the formation of self-directed learning skills. These methods not only help learners master the necessary information related to anthroponyms based on livestock but also encourage them to consider potential names that may be effective through critical thinking. By mastering

the lexical minimum and using methods and games aligned with vocabulary-enriching principles, zooanthroponyms (based on livestock) can become an active part of the language in practice.

The methods and games discussed in this article are essential for creating lesson plans on modular topics. Using a single method in language teaching, especially when teaching a language as a foreign language, is generally ineffective. This perspective is shared by practical scholars as well. Therefore, an eclectic approach, which combines the features of several methods into a hybrid model, is undoubtedly effective in language teaching. This article analyzes a set of approaches for teaching language based on zooanthroponyms within a single topic.

Conclusion

The unique feature of the case method in language teaching lies in its ability to effectively combine theoretical and practical knowledge. In this context, teaching language through zooanthroponyms helps learners develop skills in processing, analyzing, and synthesizing information that describes various situations, thereby deepening their knowledge and increasing their interest. This method fosters leadership, quick decision-making, teamwork, adaptability, and other essential skills. The mnemonic method, on the other hand, helps learners distinguish the most important information from the general, identify key words, and develop organizational and systematic thinking. Depending on the content being taught, this method includes components such as comprehension and response, analysis and interpretation, and evaluation and comparative analysis. By incorporating these techniques and games within a single topic (teaching language through zooanthroponyms based on livestock), an eclectic approach is created that is actively used in language teaching.

In the field of education, the systematic approach to planning, applying, and evaluating the teaching process is increasingly being supplemented by new technologies. These technologies serve as a foundation for effective interaction between people and technical resources in the pursuit of knowledge acquisition. The integration of these advanced technologies is changing the role of the educator, including the fundamental principles and teaching methods they employ. Innovation in education requires responsibility and creativity from every future professional. Overall, game-based lessons using methods such as Walt Disney, LearningApps, and others are shown to be effective in teaching anthroponyms related to livestock, as they promote quick comprehension and easy memorization. Among these approaches, the problem-based scenario stands out, with its core element being the discovery of something unknown or new in order to solve the task correctly. To create a problem-based scenario, it is crucial to generate a need for the student to complete both theoretical and practical tasks.

Information about funding

The article was written within the framework of the scientific project “AP23489736 Compilation of Kazakh names to the digital platform and adaptation to new technologies” financed by the Science Committee of the Ministry of Education of the Republic of Kazakhstan.

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ЗООАНТРОПОНИМДЕР НЕГІЗІНДЕ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ДАМУ (ТӨРТ ТҮЛКІ)

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Аңдатпа. Бұл мақалада коммуникативті бағыттағы шет тілін оқытудың негізгі әдістері мен тәсілдері қарастырылады. Халықтың әдет-ғұрпы мен тарихи өмір салтын сақтаған зооантропонимдер сияқты маңызды тақырыптар арқылы студенттерді қызықтыру арқылы олардың тілді одан әрі меңгеруге деген қызығушылығын айтарлықтай арттыруға болатыны айтылады. Мақалада тілдің зооантропонимдер негізінде оқыту принциптері қарастырылып, сөздік қорды қалыптастыруға қажетті лексикалық минимумды таңдауға ерекше көңіл бөлінеді.

Мақаланың мақсаты – тіл үйретудегі негізгі бағыт ретінде қарым-қатынас рөлін ескере отырып, тіл үйретудегі әдіс-тәсілдердің тиімділігін бағалау үшін зооантропонимдерге семантикалық, құрылымдық және басқа да талдауларды қолдану, зооантропонимдерді лексикалық бірлік ретінде мақсатты түрде пайдалануды негіздеу. Зооантропонимдер негізінде тіл үйретудің әдіс-тәсілдері мен ойын түрлерінің ерекшеліктерін анықтау.

Зерттеу әдістері: тарихи деректерді анықтаудың ретроспективті әдісі, мағыналарды анықтауға арналған лексика-семантикалық талдау, онимдердің құрылымын анықтауға арналған компоненттік талдау.

Күнделікті өмірде қолданылатын зооантропонимдер сөздік қорды байытатын екінші атаулар ретінде анықталады. Осы принциптерді жүзеге асыру үшін мақалада оқушылардың ерекшеліктерін ескеретін тіл үйрету әдістері мен алған білімдерін бекіту үшін қолданылатын ойын түрлері қарастырылады.

Сонымен қатар, мақалада жалпы білім беретін мекемелер мен орталықтарда қазақ тілін шет тілі ретінде оқытудың әдіс-тәсілдері қарастырылған. Сондай-ақ, қазақ тілін шет тілі ретінде оқытудың бастапқы, орта және жоғары сатыларында қазақ зооантропонимдерін зерттеудің лингводидактикалық негіздері айқындалған.

Мақаланың практикалық маңыздылығы оның негізгі нәтижелерін лексикология, ономастика, когнитивтік лингвистика, лингвомәдениеттану сияқты теориялық курстарда, сондай-ақ қазақ тілін оқыту бойынша тәжірибелік сабақтарда пайдалануға болатынында.

Тірек сөздер: зооантропоним, мал шаруашылығы, құзіреттілік, эклектизм, коммуникация, мағына, тақырып, мазмұн

РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА ОСНОВЕ ЗООАНТРОПОНИМОВ (ТӨРТ ТҮЛІК)

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Аннотация. В данной статье рассматриваются основные методы и подходы в обучении языку как иностранному с коммуникативной направленностью. Утверждается, что вовлечение студентов через такие важные темы, как зооантропонимы, сохраняющие обычаи и исторический уклад жизни народа, может значительно повысить их интерес к дальнейшему освоению языка. В статье рассматриваются принципы обучения языку на основе зооантропонимов, особое внимание уделяется подбору необходимого лексического минимума для наращивания словарного запаса.

Цель статьи – с помощью семантического, структурного и других анализов зооантропонимов оценить эффективность методов и подходов в обучении языку, обосновать целевое использование зооантропонимов в качестве лексических единиц, учитывая роль коммуникации как основного направления в обучении языку. Определить особенности методов и игровых видов обучения языку на основе зооантропонимов.

Методы исследования: ретроспективный метод выявления исторических данных, лексико-семантический анализ для определения значений, компонентный анализ для выявления структуры онимов.

Зооантропонимы, используемые в повседневной жизни, определяются как вторичные наименования, обогащающие словарный запас. Для реализации этих принципов в статье рассматриваются методы обучения языку, учитывающие особенности учащихся, и виды игр, используемых для закрепления полученных знаний.

Кроме того, в статье рассматриваются методы и подходы к преподаванию казахского языка как иностранного в общеобразовательных учреждениях и центрах. Также определяются лингводидактические основы изучения казахских зооантропонимов на начальном, среднем и продвинутом этапах обучения казахскому языку как иностранному.

Практическая значимость статьи заключается в том, что ее основные результаты могут быть использованы в таких теоретических курсах, как лексикология, ономастика, когнитивная лингвистика, лингвокультурология, а также на практических занятиях по преподаванию казахского языка.

Ключевые слова: зооантропоним, животноводство, компетенция, эклектика, коммуникация, значение, тема, содержание

Мақала түсті / Стаття поступила / Received: 07.04.2025.

Жариялауға қабылданды / Принята к публикации / Accepted: 25.09.2025.

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