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Գիտամեթոդական հանդես

ПРОБЛЕМЫ СОВРЕМЕННОЙ РУСИСТИКИ

Научно-методический журнал

MAIN ISSUES IN MODERN RUSSIAN STUDIES

Scientific Methodological Journal

ЕРЕВАН 2021

Երևան քաղաքում Մոսկվայի Մ.Վ. Լոմոնոսովի անվան պետական համալսարանի մասնաճյուղ

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Երաշխավորվել է տպագրության Երևան քաղաքում Մոսկվայի Մ.Վ.Լոմոնոսովի անվան պետական համալսարանի մասնաճյուղի գիտական խորհրդի կողմից

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«ՌՈՒՍԱԳԻՏՈՒԹՅԱՆ ԱՐԴԻ ՀԻՄՆԱԽՆԴԻՐՆԵՐԸ» գիտամեթոդական հանդեսի առաքելությունը ՀՀ-ում ռուսագիտության՝ որպես լեզվաբանության ճյուղի մասսայականացումն է, ռուսաց լեզվի ուսումնասիրման նկատմամբ հետաքրքրություն առաջացնելը, օտարերկրյա հետազոտողների ուշադրությունը հայ գիտնականների մշակումներին հրավիրելը, դրանով իսկ հայ ռուսագիտության մասսայականացումն է, համատեղ ծրագրերի, դրամաշնորհների մշակման հնարավորության ընձեռումը, մագիստրոսների ներգրավումը հետազոտական աշխատանքներին:

Назначение научно-методического журнала «**ПРОБЛЕМЫ СОВРЕМЕННОЙ РУСИСТИКИ**» рассматривается нами в ракурсе популяризации в РА русистики как отрасли языкознания, привлечения интереса к изучению русского языка, привлечения внимания зарубежных исследователей к разработкам армянских ученых и тем самым популяризации армянской русистики, возможности разработки совместных проектов, грантов и пр., привлечения магистрантов к научно-исследовательской работе.

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ORCID: 0000-0001-9263-6791

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Հասցե՝ ՀՀ, Երևան, Վարդանանց 17, հեռ՝ (+37411) 900 110 – 101, 102:
Наш адрес: РА, г. Ереван, ул. Вардананц 17; тел. (+37411) 900 110 – 101, 102.
Address: Vardanants St. 17, Yerevan, RA; tel.: (+37411) 900 110 – 101, 102.
Էլեկտրոնային փոստ՝ (электронная почта) e-mail: po@msu.am

ГОСТЕВАЯ СТРАНИЦА

ОБУЧЕНИЕ ОСНОВАМ ОНОМАСТИКИ В АРМЯНСКОЙ АУДИТОРИИ (НА ПРИМЕРЕ АНГЛОЯЗЫЧНЫХ СОБСТВЕННЫХ ИМЕН)

Рузанна Гагиковна Асатрян
asatryanruzanna47@aspu.am

К.ф.н., ассистент кафедры романо-германских языков и методики их преподавания факультета иностранных языков, Армянский государственный педагогический университет им. Х. Абовяна, Ереван, Республика Армения

АННОТАЦИЯ

Статья посвящена изучению английских фамилий и их обучению студентов, изучающих английский язык как иностранный. Предполагается, что ономастика может стать бесценным ресурсом для исследования прошлого нации, обучения ее культуре и знакомства с некоторыми литературными текстами, в которых фамилиям необходимо уделять особое внимание. Некоторые стратегии, отмеченные в статье, представляют новый подход к обучению языкам.
Ключевые слова: фамилии, ономастика, стратегии преподавания, групповая работа, чтение, креативное письмо.

Introduction

The aim of the present article is two-fold: it dwells upon the linguo-cultural peculiarities of the English surnames and provides some strategies for teaching this material in an ESL classroom. It is almost inevitable to read an English novel and a short story without coming across at least a few surnames. We consider it an essential step to draw students' attention to the research of English surnaming

traditions as a very interesting tool for developing their language skills. Thus, by implementing various strategies we can enhance learners' speaking, writing, reading, listening and research skills. Teachers mostly acquaint students with the style of the writer, the socio- cultural, political situation of the place of the action through literary texts, but we rarely pay attention to the fact that very much of the above-mentioned ideas can be achieved by teaching proper names as well. Teachers "ignore" the surnames used in literary texts; therefore, it is a good idea to teach the culture of a given country from the point of view of Onomastics. My students are regularly assigned to do home and individual readings but as soon as it comes to remember any proper names they encounter difficulties remembering the characters' surnames especially when they are uncommon or rather long. With the aim of facilitating this language barrier we consider it appropriate to do some research into this matter and provide methodology for teaching proper names in an EFL classroom.

English surnames as we know them today began in England as early as the eleventh century. Such hereditary names were not universally prevalent and settled, however, prior to the era of the Reformation in the sixteenth century England. It is conjectured that the introduction of parish registers in 1538 was a great influence in this, as a person entered under one surname at baptism would not be likely to be married under another name, and buried under a third.

Surnames can reveal much about your family history, but they can also be a minefield of misinformation. 'What is in a name? Very much if the wit of man could find it out.' Whoever penned this well-known saying undoubtedly had it right - in England alone there are around 45,000 different surnames – each with a history behind it [1].

Some areas of England came later to the use of surnames, however. It was not until the late seventeenth century that many families in Yorkshire and Halifax took permanent surnames.

The sources from which names are derived are almost endless: nicknames, physical attributes, countries, trades, heraldic charges, and almost every object known to mankind. Tracing a family tree in practice involves looking at lists of these names – this is how we recognize our ancestors when we find them.

Before the Norman Conquest of Britain, people did not have hereditary surnames: they were known just by a personal name or nickname.

Many individuals and families have changed their names or adopted an alias at some time in the past. When communities were small each person was identifiable by a single name, but as the population increased, it gradually became necessary to identify people further – leading to names such as John the butcher, William the short, Henry from Sutton, Mary of the wood, Roger son of Richard. Over time many names became corrupted and their original meaning is now not easily seen.

After 1066, the Norman barons introduced surnames into England, and the practice gradually spread. Initially, the identifying names were changed or dropped at will, but eventually they began to stick and to get passed on. So trades, nicknames, place of origin, and fathers' names became fixed surnames – names such as Fletcher and Smith, Redhead and Swift, Green and Pickering, Wilkins and Johnson. By 1400 most English families, and those from Lowland Scotland, had adopted the use of hereditary surnames [2: 1].

Surnames were adopted in order to legally distinguish two individuals with the same given name. By surname, we mean a fixed name by which that particular individual is known [4: 37].

Different areas of the world adopted surnames at different periods in time. For example, surnames were commonly used two thousand years ago in areas occupied or influenced by the Romans. Other areas of the world were slower to begin using surnames, but they were coming into regular use by the time of the Middle Ages, first by the nobility, then by the gentry. After the fall of the Roman Empire, Ireland was one of the first countries to adopt hereditary surnames, and Irish surnames are found as early as the tenth century [5: 51].

Surnames are generally derived from one of four sources: the name of the person's father (patronymic), the person's locality, the person's occupation, or a descriptive nickname for the person. When they were created, they answered one of the following questions: Who is this person's father? Where is this person from? What does this person do for a living? What is his or her most prominent feature?

Place names were often taken as a surname. They were derived from the name of the place where one resided or from a description of the place. More than

half the English surnames used today derive from geographic descriptions, such as Churchill. Various suffixes which indicate a topographical feature are lee (meadow), bank, don (town), field, house, and thorp (village).

Occupations also helped distinguish one person from another. John Miller may have owned the mill in the same town where John Smith was the local blacksmith. Bedell was the policeman of the village; Fletcher was the arrow-maker. You will often find names which describe ancestors' vocations, such as Baker, Shepherd, Carpenter, and Wright. Sometimes nicknames became surnames. These types of surnames were often used to describe something unusual about an ancestor's physique. Small and Petit are obvious examples, as is Blackbeard.

Having outlined some basic linguo-cultural peculiarities of English surnames, we now consider it appropriate to provide a number of strategies which are carefully chosen for EFL learners. It should be mentioned here that before attempting to teach using the below- mentioned strategies, students must be exposed to the theoretical part and be well aware of all the linguo-cultural peculiarities of English surnames.

1. Jigsaw reading: The teacher divides students into groups of three or four, then each student is given part of a text (we suggest any chapter from the novel “Vanity fair” by William Makepeace Thackeray since it is full of English surnames, e.g. Chapter XI “Arcadian simplicity”). Students read their parts and try to reassemble the text, if they come across any surnames, they should not say them, but give hints like the origin, type of the surname instead, and the rest of the group must guess the surname.
2. Role-play: Students read the first five chapters of “The woman in white” by Wilkie Collins. Then, they are assigned roles, the main one being Walter Hartright’s, the narrator of the story. First, students can present the plot by means of a lively conversation, then they can shift from the actual storyline by asking and answering questions about the origin of the characters’ surnames. This will develop learners’ reading and speaking skills. The activity can be summed up by a student who did not take part in the conversation, giving reasons for the author’s choice of surnames and what cultural nuances they reveal.

3. Matching: This can be done with the whole class or in groups. The teacher writes the descriptions of surnames on separate pieces of paper, e. g. giving information about the origin, then learners have to match them with the correct surname. This will be a fun activity for learners as they will be marked for speed and accuracy.
4. Research: students are individually assigned to read the first phase of the novel "Tess of the D'Urbervilles" by Thomas Hardy. This is an important part for the theme of the present article as the novel starts with a confusing story over two surnames "Durbeyfield" and "D'Urbervilles". The material is an engaging source of research as students can motivate the connection between the author's biography and the choice of the surnames. Research can be further extended by allowing students to make their own choices and explore more English proper names.
5. Survey: can be viewed as the aftermath of research activity. After presenting their individual readings, students make a list of all the proper names classifying them according to the types mentioned in this article. The compilation can lead to team work and collaboration. As a result, students end up having invaluable pieces of information about English proper names and explore onomastics more closely.
6. Another effective strategy is listening to audio books in class. The teacher may pause the audio every time a proper name is heard allowing students to jot them down. Later, students can be assessed according to spelling accuracy.
7. Comparison and contrast: students are divided into two groups, one reading a classic and the other a contemporary author. Having presented their reading and paying due attention to surnames, the groups discuss similarities and differences between the surname choices made by the authors. During the presentation students are required to come up with the answers to the following questions:
    a) Has the choice of surnames changed over time?
    b) Are there any particular surnames which are frequently employed by the authors', if so, which are they?

c) Do they necessarily reflect the period of time when the events are happening as well as the socio-cultural, political peculiarities of the given period?
d) Do they reveal the characters' inner world, their status, mindset, thus showing the author's attitude?

8. Creative writing: students are encouraged to make up their own stories full of personages. Together, students decide on a storyline and think of naming their characters. The theoretical knowledge will enable them to approach Onomastics creatively. With the aim of careful collaboration students will be asked to task-share so that every student can benefit. This activity will develop their critical thinking as well as writing skills. Besides, it would be a good idea to organize this task within the framework of the practical course "Writing skills" as there too, students are asked to write stories, essays, letters and various paragraphs.

We are hopeful that readers of the present article may find these strategies interesting and worthwhile both for their linguistic and pedagogical knowledge.

We find it appropriate to end the present article with some fantastic ideas about developing students' awareness of their identity taken from an article contributed by The National Council of teachers of English. "Bright ideas. A teacher's resource manual" is a compilation of such articles. The article that interested us is entitled "Search for Identity; or, what's in a name?" by Neely, Edna Loraine. She is a brilliant teacher of English at a High school in Pennsylvania. While teaching English she came up with the idea to make her students conduct a personal search for their identity, and look for information about his or her own surname [3]. To begin with, the teacher asked her students to acquire a "name" vocabulary:

A) names indicating family status
B) names indicating marital status
C) names indicating occupations'
D) alternative names

Then they hold a conversation on such topics as:

1. The way parents choose a name for a baby.
2. How and why some people change their names.

3. The recent trends in a wife's taking/not taking her husband's surname or hyphenating their surnames.
4. How we attach emotions to certain names
5. How a person's name seems to fit his/her personality

During the discussion students arrive at the decision that a person may feel the need to "live up to" a name recalling such things as "A Smith doesn't pick fights", "The Hamiltons have always been excellent mathematicians". Names and surnames, as the teacher fairly observes, sometimes define or limit who and what we are or become.

This is followed by the teacher's assignment for which must research and write about their given name and surname. The search has two parts: library research and personal interviews.

When the students complete their data they are assigned to write personal essays about their names. After reading their essays in class, students get to know one another better.

The teacher encourages her students to focus on something that makes their names truly individual, something that makes that name stand apart from others even when they have many elements in common.

Conclusion

We believe that our article will get its readers to look at Onomastics and its teaching methodology from a fresh angle, giving them an opportunity to understand the origin of English surnames and the importance of teaching students highlighting certain features in literary works.

As to the linguo-cultural peculiarities of English surnames to which students should be acquainted before doing any of the activities, surnames can be summed up to have developed from four major sources:

Patronymic and Matronymic Surnames – These are surnames derived from baptismal or Christian names to indicate family relationship or descent. Some baptismal or given names have become surnames without any change in form. Others added an ending -son may have formed his surname by adding -*s* (more common in the South and West of England) or -*son* (preferred in the northern half of England) to his father's name. The latter -*son* suffix was also sometimes added to the mother's name. English surnames ending in -*ing*.

Occupational Surnames – Many English surnames developed from a person's job or trade. English surnames Smith, Wright and Taylor are excellent examples. A name ending in *-man* or *-er* implies such a trade name, as in Chapman (shopkeeper), Barker (tanner) and Fiddler.

Descriptive Surnames – Based on a unique quality or physical feature of the individual, these surnames often developed from nicknames or pet names. Most refer to an individual's appearance – color, complexion, or physical shape. A descriptive surname may also refer to an individual's personal or moral characteristics.

Geographical or Local Surnames – These are names derived from the location of the homestead from which the first bearer and his family lived, and are generally the most common origin of English surnames. They were first introduced into England by the Normans, many of whom were known by the name of their personal estate. Thus, many English surnames derive from the name of an actual town, county, or estate.

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ԱՆԳԼԻԱԿԱՆ ԱԶԳԱՆՈՒՆՆԵՐԻ ՈՒՍՈՒՑՄԱՆ ՌԱԶՄԱՎԱՐՈՒԹՅՈՒՆԸ ԳԵՂԱՐՎԵՍՏԱԿԱՆ ՏԵՔՍՏԵՐԻ ՄԻՋՈՑՈՎ

Ռ.Գ. Ասատրյան
asatryanruzanna47@aspu.am

Բ.գ.թ., օտար լեզուների ֆակուլտետի ռոմանագերմանական լեզուների և դրանց դասավանդման մեթոդիկայի ամբիոնի ասիստենտ,
Խ. Աբովյանի անվան հայկական պետական մանկավարժական համալսարան,
Երևան, Հայաստանի Հանրապետություն

ԱՄՓՈՓՈՒՄ

Հոդվածը նվիրված է անգլիական ազգանունների ուսումնասիրությանը և դրանց դասավանդմանը այն ուսանողներին, ովքեր անգլերենն ուսումնասիրում են որպես օտար լեզու: Առաջարկ է արվում առ այն, որ անձնանունների ուսումնասիրությունը կարող է դառնալ որևէ ազգի անցյալի, նրա մշակույթի մասին ուսումնասիրություն կատարելու համար անգնահատելի աղբյուր, որի շնորհիվ ուսանողները ծանոթանում են այնպիսի գեղարվեստական տեքստերի, որտեղ ազգանունները կարևոր տեղ են զբաղեցնում: Փորձ է արվել մշակել անձնանունների դասավանդման ռազմավարությունների մի համակարգ, որը թույլ կտա նորովի մոտենալ լեզվի ուսումնասիրությանը:

Բանալի բառեր՝ ազգանուններ, Օնոմաստիկա, դասավանդման ռազմավարություններ, խմբային աշխատանք, ստեղծագործ գրավոր խոսք:

STRATEGIES FOR TEACHING ENGLISH SURNAMES THROUGH LITERARY TEXTS

R. Asatryan
asatryanruzanna47@aspu.am

Candidate of Philological Sciences,
Assistant Professor at the Department of Romano-Germanic Languages and their Teaching Methods, Faculty of Foreign Languages,

Armenian State Pedagogical University after Kh. Abovyan,
Yerevan, Republic of Armenia

ABSTRACT

The article is devoted to the research of English surnames and their teaching to students who study English as a foreign language. It is suggested that Onomastics can be an invaluable source of investigating a nation's past, learning about their culture and getting to know some literary texts where surnames are worthy of attention. A number of strategies which have been outlined in the article present a new approach to language teaching.

Keywords: surnames, origin, Onomastics, teaching strategies, group work, reading, creative writing.

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