

ADVANTAGES OF USING TOPONYMIC DATA IN GEOGRAPHICAL EDUCATION

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Annotation. This article highlights the importance of geographical names, i.e., toponyms, in geographical education. In geography education, toponyms and geographical terms are collected and studied. Their in-depth study makes it even easier to understand the environment and nature.

Keywords: toponym, geographical name, geographical term, oronym, hydronym, oikonym, geography education.

Through geographical names, i.e., toponyms, it is possible to draw conclusions about past migrations of the population, contacts between different peoples, etc. Using such information in lessons increases interest in geography, facilitates the assimilation of knowledge, and contributes to better memorization of educational material. The geographical environment is a constant and necessary condition for the material part of society's life and influences its development.

The use of toponyms in increasing the effectiveness of geography education in schools and universities has great theoretical and practical significance. As is known, geography deals with maps. Toponyms are an integral part of the map. Every geographical object has its own name. Geography education cannot be implemented without a geographical name.

Place names are one of the most fundamental concepts of geography, and they cannot be studied separately. Therefore, it is necessary to teach geographical

names in geography lessons at all levels of the country's continuous education system. Revealing the meaning of geographical names and why they are called this way leads to the fact that the content of the lesson will be retained in the students' memory for a long time, and attention to the subject will increase.

Of course, the most knowledge about geographical names is given in geography lessons in general education schools. Therefore, using local, regional materials in this area yields good results. In the study of the geographical environment, the following tasks are set for toponymy: Reconstruction of the past natural-geographical landscape, analysis of the semantic meaning, origin, and territorial distribution of the names of geographical objects.

The educational process shows that geographical names allow one to connect the studied geographical material with a specific place, to perceive it faster, to memorize it, and to distinguish it from each other. Understanding the meaning of names facilitates the disclosure of geographical phenomena and features characteristic of a particular object, helps to study the modern and ancient features of the nature and economy of the place. Because the names reflect information about the terrain, flora and fauna, aquatic environment, and climate.

Geography and toponymy are closely related sciences. Toponymy should actively serve geography. Toponymic information is a part of geographical knowledge. The more consistently the theoretical and practical foundations of toponymy are studied, the deeper and more meaningful geographical knowledge becomes.

The study of toponyms has important educational and developmental significance. The educational process includes three main functions: teaching, upbringing, and development. Working with toponyms creates ample opportunities for their development in geography lessons and extracurricular activities. By familiarizing themselves with toponyms, students can imagine how colorful and interesting the science of toponymy is, how exciting it is to discover the origin of names familiar from childhood. The enthusiasm of a future geographer begins with

amazing stories about how often toponyms originate.

For a person, the Homeland begins with the village, the city where they were born and raised, with streams and rivers that people call by so many wonderful names. The teacher's use of such names not only broadens children's worldview, deepens their knowledge, awakens their interest in language, but also fosters patriotic feelings and love for their homeland, which is especially important today.

When familiarizing yourself with the physical map of your area of residence, the geographical location of the area is considered during the lessons. Here, the teacher can also familiarize themselves with the basic concepts and terms (toponymy, toponym, oronym, hydronym, oikonym), reveal the role of geographical names in our lives, and the peculiarities of the formation of geographical names in the region. Here the teacher explains the division of all toponyms into the following types: - oikonoms - names of settlements; - hydronyms - names of water bodies; - oronyms - names of mountains and relief forms; - hodonyms - street names. The teacher introduces the students to the origin of the name of the republican or district center. To activate the cognitive activity of students, it is recommended to present a legend about the origin and etymology of the name of the city.

Unfortunately, school geography textbooks contain only specific information about the toponym. Therefore, the teacher should pay attention to the origin of the names of geographical objects. The study of local toponyms serves to deepen students' understanding of their meaning, to educate them in a sense of love for their native land. The teacher should familiarize themselves with local geographical names in advance, and in geography lessons, encourage students to complete this task. Students listen with great interest to explanations about the origin of geographical names, especially those related to folk tales, legends, and beliefs.

Therefore, before starting to study the toponymy of their region, the teacher should familiarize themselves with the toponymic dictionaries of our country, write down and distribute the toponyms of their region from them:

1) by types (oikonyms - Nukus, Chimbay; hydronyms - Amu Darya, Aral Sea; oronyms - Karatau, Beltau);

2) by origin (related to historical events, water bodies, relief, flora and fauna, peoples and tribes, religious, everyday life, buildings, etc.).

They are recommended to prepare a table: (Table 1).

1) distribution of toponyms of one's region by type;

2) distribution of toponyms of one's region by origin.

Table 1

Toponyms information

№	Toponym	Type of toponym	Origin of the toponym
1.			
2.			
3.			

During lessons, it is necessary to pay attention to the correct pronunciation, stress, and spelling of geographical names. Such work, firstly, increases the language culture and literacy of students, and secondly, serves to increase the effectiveness of the educational process. The teacher must pronounce the name that students hear for the first time slowly, clearly, and correctly. When pronouncing a new name, it is recommended to give appropriate explanations: is this a city, a mountain, a lake, or a river. It is recommended to present names that are difficult to pronounce in a way that covers all types of memory in students: auditory, visual, motor substances. Therefore, they should name the toponym, write it on the board, and have students write it in their notebooks.

The study of geographical names requires a thorough knowledge of etymology. Scientific etymology requires various research data, comparison with

words in other languages, and explanation of complex phonetic and morphological changes.

Geographical knowledge and skills allow one to consciously understand the natural, socio-economic, and geo-ecologic phenomena of one's country and the world as a whole. The second important aspect in studying the role of natural-geographical conditions is that their influence must be taken into account at each historical stage. In the context of historical geography, toponymy is intended to consider the process of formation of the population of a certain territory, its ethnic composition, location, population movement, etc.

In this regard, regional studies are of great importance. In the future, the algorithm for introducing toponymic materials into the methodology of teaching geographical sciences in higher educational institutions requires a clear definition. Along with the inclusion of toponymy in the theoretical course, it is necessary to organize circles for students on similar topics.

In general, the use of toponyms in geographical education, especially historical and ethnographic expeditions to study the toponymy of one's territory, are part of effective educational activities: research of historical monuments, collection of ancient monuments, legends, folk traditions, customs, etc. As a result of studying the basics of toponymy, the student should have the following: applying the knowledge gained in the process of educational and methodological activity; compiling toponymic descriptions of certain territories; applying the acquired knowledge in scientific research. Through this, students further glorify their homeland and approach every geographical object or thing with love.

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