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**METHODOLOGY OF USING TOPONIMIC DATA IN
GEOGRAPHY LESSONS**

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Abstract. In this article, the importance of using folk geographical terms in geography lessons, their study methods are mentioned. In particular, special attention is paid to the methodically correct use of toponymic information based on the information in Mahmud Koshgari's "Devonu Lugatit Turk" in conducting geography lessons, which has a positive effect on the quality of the lesson.

Key words: geographical classification, relief structure of the place, didactic purpose, continent, oceanic geographical object, term, toponym, term, modular educational technology, macromodule, mesomodule, micromodule, graphic organizer, cluster, information map.

INTRODUCTION

In order to increase the interesting side of geography in the process of geography education, it is important for the teacher to convey this to the student as much as possible. So, as the civilization of human society develops, its demands on a person will also increase. From this point of view, improving the quality of the educational process, which serves to convey the experiences gained by our

ancestors to the next generation, and ensuring its effectiveness, is a very important task today. Therefore, by applying different methods in the use of toponymic information in geography lessons, the student learns where and what geographical object is located, each object has its own name, events and processes representing the object's characteristics are made up of special geographical terms, and its essence. Knowing where, what location, the name of the object, the content and the definition of the terms is geographical knowledge and geographical worldview.

It is known that geographical laws cannot be explained without the name of a geographical object. In the development of the science of geography, the importance of toponyms formed in connection with well-studied and scientifically based geographical objects is extremely great. In this regard, the dependence of toponyms on folk geographical terms, and with their help, the causes and consequences of events can be clearly and quickly understood, because the terms contain their concise description. In the science of geography, when explaining an event information is necessarily given in connection with the name of the place. Of course, as we mentioned above, a clear idea of the space of natural, economic, political reality and events happening anywhere on our planet is a geographical worldview. Having information about the location, appearance, more or less natural and economic social features of the continent, ocean, countries, and having an idea about their place is geographical culture.

Geographical outlook and geographical culture are definitely embodied through place names - toponyms. Therefore, effective use of various methods in explaining the meaning of the name of the place, the history of the name, and its specific features when using toponymic information in geography classes ensures the attractiveness of geography.

LITERATURE ANALYSIS AND METHODOLOGY

The oldest information about geographical names, as well as the first geographical knowledge, are given in the works of Herodotus "History" and Strabo's "Geography". In world science, the scientific approach to toponymic information is first observed in the works of our great scholars Abu Rayhan Beruni's "India", Yusuf Khos Khajib's "Qutadgu Bilig", Mahmud Koshgari's "Devonu Lugatit Turk", Ibn Ja'far al-Narshahi's "History of Bukhara", Zahiriddin Muhammad Babur's "Baburnoma".

In the following years, researches of toponymists H. Hasanov, R. Gulomovlar, Z. Dosimov, S. Qoraev, T. Nafasov, H. Egamov, M. Mirakmalov, A. Nizomov are gaining scientific and practical importance.

The French linguist Albert Dauzat can be singled out among the scholars who have dealt with the theoretical and regional features of place names abroad. This scientist, who was engaged in the history of the French language, also paid great attention to the etymology of place names. A. Room, G. B. Adams, M. Gelling can be listed in the literature on English place names.

There are theoretical works on modular teaching in pedagogical sciences by N.N. Azizkhodjaeva, R.Kh. Djuraev, G.V. Lavrentev, N.B. Lavrenteva, I.B. Sennovsky and others, and practical works by Kh.B. Alimova, E.I. Ananeva, S.E. Korysheva, T.V. Kurbanova, L.G. Semenova, L.A. Sukhanova structure and it includes a didactic goal, a unit of logically completed educational material, organized on the basis of interdisciplinary, course, departmental and interthematic coherence, methodical guidance and control system based on didactic support.

DISCUSSION

It is known that the content of any academic subject cannot be explained in the educational process without a method. The main task of the teacher who conducts the educational process is to choose the most alternative method of teaching, which implements education, training and development of students and

their competence. Similarly, in the science of geography, each method should be used in such a way that it should implement the educational and development processes in the most effective way. Any teaching process cannot be carried out using only one method, but several methods connected to each other are used. In toponymy, the history of geographical study of the earth is studied through geographical names, many geographical names reflect the topography of the earth's surface, flora and fauna, natural phenomena and historical facts, customs and occupations of the population. The use of different scientific sources and different methods in teaching such processes has a positive effect.

In this regard, it is appropriate to use Mahmud Koshgari's work "Devonu Lugatit Turk" in geography education. Because by studying the names of the places formed on the basis of the geographical terms presented in the work, the students' interest in science and the need to work with the map will increase. It is necessary to arouse the students' interest, starting with revealing the meaning of the simplest and most basic toponymic terms known to the students. For example, the meaning of the capital of our country, the city of Tashkent, is "Stone" and "Kent" - that is, the meaning of a city made of stone [8, p. 91], Timchi [p. 1, 11] - a drink maker (Timchi village, Kattakorgan district, Samarkand region and studying the meaning of terms such as Tuzun [1, p. 380] - distributor of spring water to the villagers, Emchi [1, p. 11] - healer, serves to familiarize the younger generation with the professions that our generations were engaged in in ancient times. After all, such professions are gradually becoming rare or forgotten in our time.

Therefore, it is very important to study their meaning. Names like Altintog, Altinqazgan, Tillatog, and Zarmitan are found in Uzbekistan. It is known that gold was mined from these places [10, p. 4]. Students who are interested in the origin and formation of place names can be engaged in extra-curricular activities to

further increase their interest. Because this work is so rich in various rare words and folk geographical terms that by studying all of them, it is possible to find a solution to many scientific toponymic problems existing in our time [8, p. 71]. In this way, the method of modular education technology can be applied in geography education by using the information in Mahmud Koshgari's "Devonu Lugatit Turk" work.

Modular educational technology. This technology is studied based on modules, and students work according to a plan through a block-module structure project. The teacher prepares a draft of the information to be studied, and the student collects the information independently with the help of textbooks, additional literature, maps and media. J. Russell, one of the founders of module education, defines the module as follows: "It is an educational package, as a conceptual unit of educational material, it calls students to action" [9, p. 13].

In order to apply this methodology, if we take the folk geographical terms mentioned in Mahmud Koshgari's work "Devonu lug'atit turk" as a module, it can be divided into 1 macromodule, 13 mesomodules and several micromodules. Of course, macromodules are divided into mesomodules, mesomodules into micromodules. Certain reasons are involved in the emergence of each formed place name. It is the reasons that form those place names that make it possible to study geographic names by dividing them into groups.

Therefore, the study of geographic terms in groups, that is, the classification of place names, is divided into mesomodules. Below (see Figure 1) is a project of a modular structure of place names formed by folk terms listed in "Devon".

It is desirable to develop each of the geographic classification of place names into micromodules through mesomodules (see Figure 2). This picture shows a micromodule of place names formed only depending on the relief

structure of the place. In this direction, the geographical classification of place names can be continued.

So, the main essence of modular education is that students achieve the set goal through learning activities based on independent work with the help of modular programs. Because the study of toponymic data serves as the key to the science of toponymy to fully reveal its subject and learning objects, goals and tasks.

Graphic organizers (organizer) are a means of visual presentation of thought processes. One of the methods and tools of the graphic organizer, I will focus on the cluster. A cluster is a way of mapping information - a method of gathering ideas around some key factor to centralize and define the essence of the whole structure.

“THE PROJECT OF MODULAR CONSTRUCTION OF PLACE NAMES
FORMED BY HTJ TERMS GIVEN IN DEVON

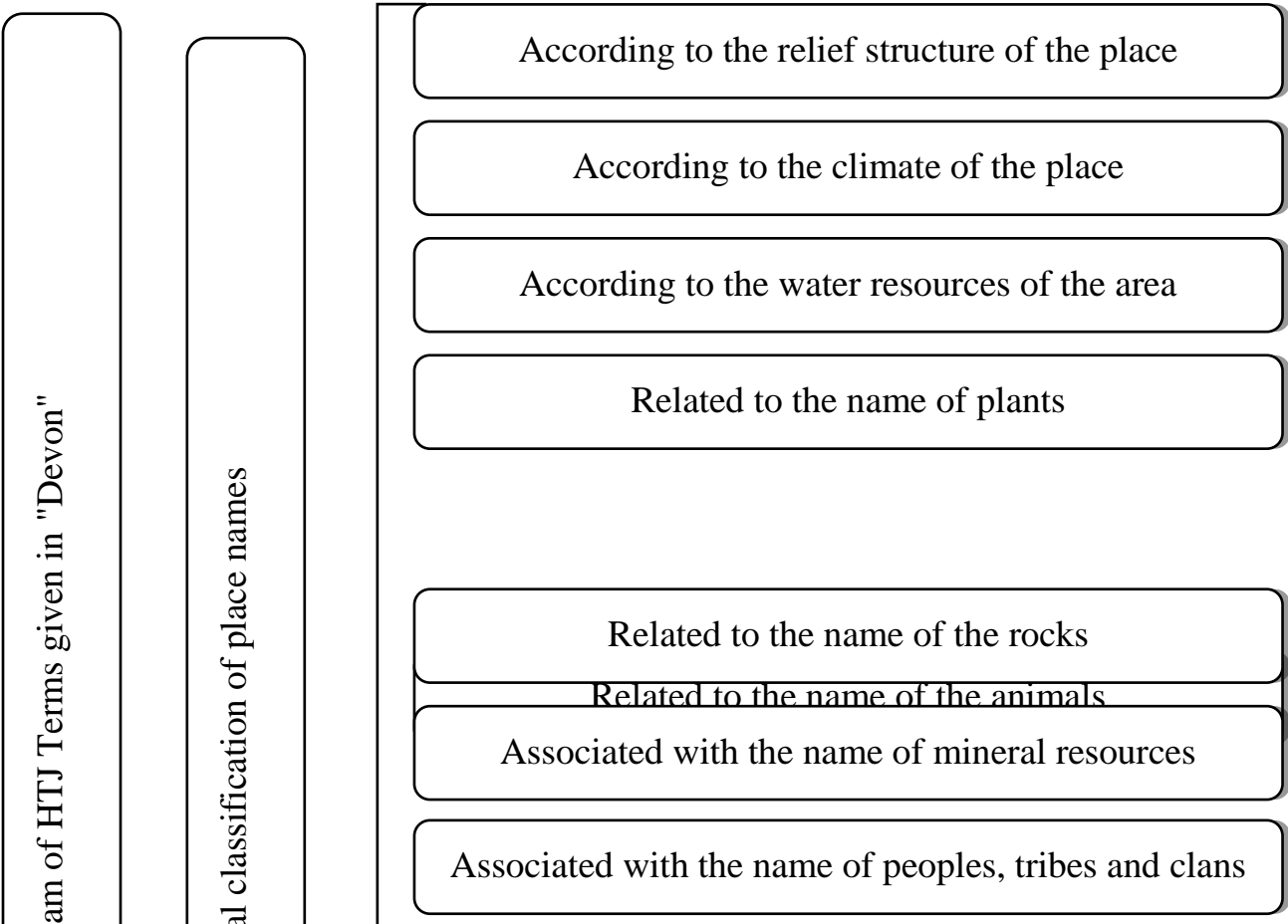




Figure 1. Geographical classification mesomodule of mountain names

Students will be introduced to the clustering rule. In the middle of the writing board or a large sheet of paper, write the main word or the name of the topic consisting of 1-2 words. With the main word in the compound, words and suggestions related to the topic are added by writing "companions" in small circles. They are connected by hyphens with the word "main". These "satellites" may have "sub-satellites". The recording can continue for the time allotted or until the ideas run out. For example, during the study of toponyms or hydronyms formed in connection with the water sources of the region, it is possible to first give theoretical knowledge through a map, and then interpret it through the cluster method (see Figure 3). Rivers, tributaries, springs, lakes, hydrotechnical structures are widely distributed throughout the territory of our republic. This situation is definitely reflected in the meaning of geographical place names.

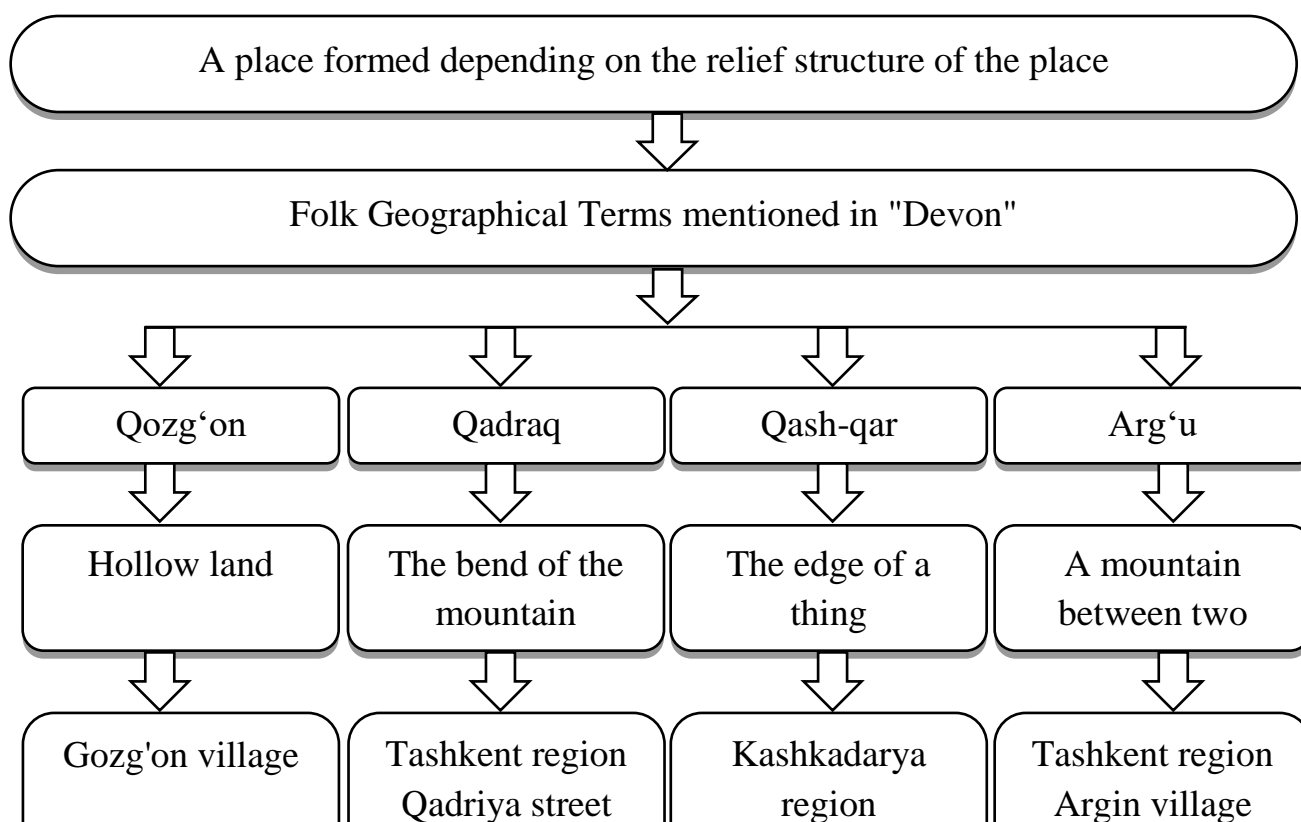
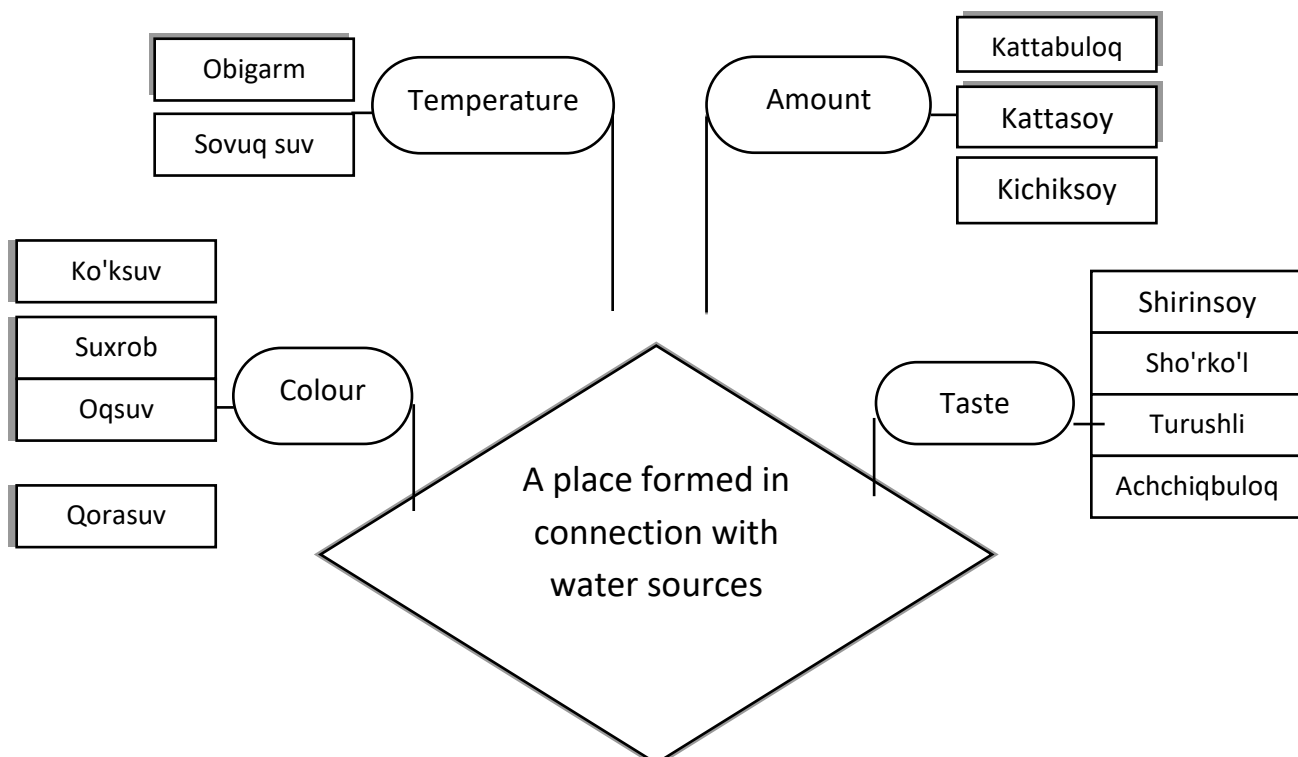


Figure 2. Micromodule of place names formed depending on the relief structure of the place

Such toponyms indicate the quantitative aspect of water - Kattasoy, Kichiksoy, the taste of water – Achchiqbulok, Tollibuloq, the color of water - Oksuv, Koksuv, Karasuv, Surkhob (Red water) The smell of water - Sassiqlol , and so on. Some toponyms also refer to the flowing properties of water. The river Jaykhun, which flows fast and erodes its banks, with the name of Topolon, with the names of its direction - Tersokar, Egrisuv, Gogrisuv, with the names of healing water sources, Olay springs, Ko'tir bulak, Obi-Shifo, Khojai-Pok spring, Sardobai Porado'z are toponyms meaning the temperature of the water. - Occurs in the form of warm or warm water, cold water. Toponyms meaning shallow or deep - Gumsoy (the tributary of Oradaryo is called by this name, local residents call the deep place of water as gum - A.N.).



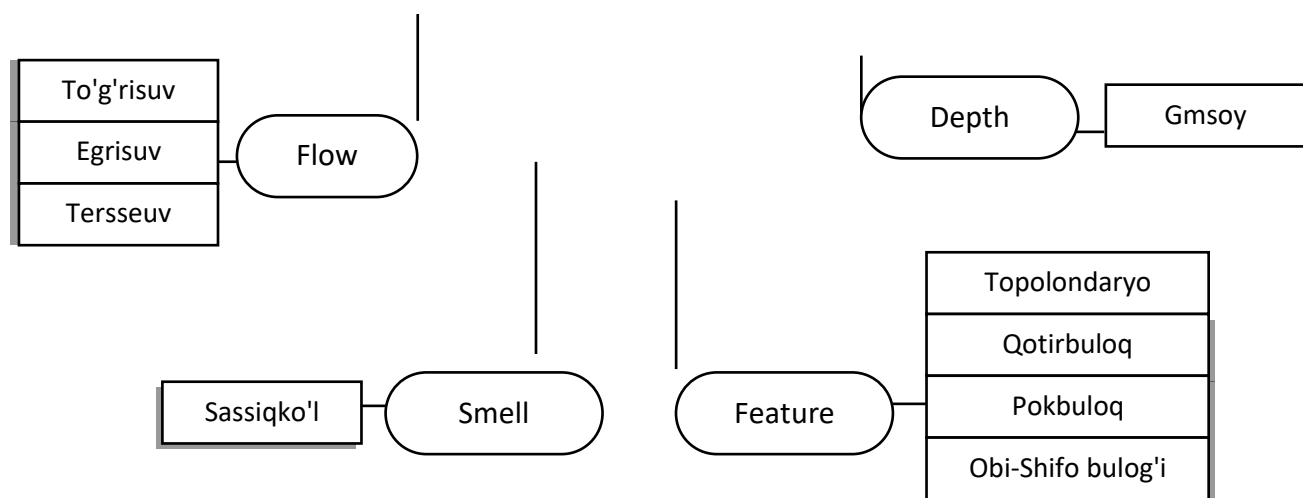


Figure 3. Place names formed in connection with water sources

Sometimes the term Karasuv or Siyohob also indicates that the water flows deep and therefore darkens. Sometimes hydronyms also refer to the nature of spring water coming to the surface of the earth. The name of the Guppi spring located in the middle parts of Koksaroysoy (Southern Nurota) was formed due to the bursting of underground (karst) water to the surface. The right tributary of Sheroboddarya is called Chak-chokon in Shorabsay, and in the basin of Tsangardakdarya, it is known as Khojai Shar-Shar, or Sharrak mazar, because the spring water falls from above to form a waterfall. [5, p. 3]. This method accelerates the student's activation of knowledge, helps to freely and openly involve new interrelated ideas on the subject in the thinking process.

"Geographic Lotto" game.

This game is played in different variants. In the game, questions about the toponymic information of geography are written and numbered on the lotto stones.

For example:

1. The name of the driest river in the world.
2. The name of the driest river in Europe.
3. The current naming of God in Turkish.
4. Mainland taken from the name of the tribe.
5. The name of a continent derived from the name of a person.

The answers to the questions are written in the cells of the lotto board. For example: Amazon, Volga, Tien Shan, Africa, America, etc. The entries on the lotto board consist of various combinations of answers. The manager takes a "lotto stone" with a number from the bag and reads the question on it. Students find the correct answer from the "Lotto board", cover it with a numbered piece of paper and provide toponymic information about the name of the place. The student who fills out the "Lotto board" first and correctly is the winner.

When studying each topic, students are offered to give examples of the names of the place where they live or the names of places close to where they live, and if the topics are mastered through communication, then the topic is directly related to the materials of their country. If the lesson is organized on the basis of internal connections as above, and conducted using various new methods, the lesson will become more meaningful and memorable.

In conclusion, it can be said that today, the rapid development of science, technology and production requires employees of the education system to raise the quality of education to a new level in terms of content, and imposes higher responsibilities and tasks on each employee of the system, especially teachers. . The main task of the educational system today is to educate students who love our Motherland, rely on their knowledge and talent, and learn independently using modern information and communication technologies. These tasks are carried out through effective lessons. Activation of students' cognitive activity means students' conscious need to acquire high-level knowledge and skills, high results,

and emergence of behavior in accordance with social norms. Effective influence and favorable socio-psychological environment in the teaching of geography depends on the pedagogical methods used by the teacher.

It should be noted here that the study of the geographical names of each place begins with the collection of toponymic data. The names of geographical objects - continental ocean, sea, gulf, bay, plain, mountain, city, village, country, region and other objects on the globe - are nouns, which are studied by the science of toponymy. In fact, geographical objects have a specific meaning, their location is named in relation to a specific historical situation or reality, a word from a specific vernacular language.

Therefore, geography education forms a scientific worldview of the Earth in students, equips them with knowledge and understanding of the interdependence of society and nature in countries and different regions, processes and events in geographical objects. Educates geographical culture, which is a component of universal culture related to the natural landscape of the world. Knowing where, what location, the meaning of the name of the object and the definition of the terms is geographical knowledge and geographical outlook. In this regard, imparting knowledge by applying various methods in geography lessons can be the basis for increasing students' interest in science, independent research, and achieving the goal set in their educational activities. At the same time, as we mentioned above, geographical outlook and geographical culture are formed in turn.

One of the most precious and honorable values of every country is its name. Wherever they are, representatives of the country mention this name with pride, write poems, sing songs, remember it. For people who meet their compatriots in other countries, it is not the names of people, but the country they are from that makes them dear friends. That's why people paid attention to the naming of the

street, neighborhood, village, city or region where they live, not only to fulfill the address function, but also to become a symbol of the country and become a spiritual value. In the meaning of the names, they tried to reflect the most characteristic, unique features of this place and the people living there.

It depends on the pedagogical methods used by the teacher to have an appropriate effect on the teaching of geography and to create a favorable socio-psychological environment.

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