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INTEGRATED LEARNING OF HYDRONYMS IN INTERDISCIPLINARY COMMUNICATION

Abstract

The article provides a comprehensive methodological basis for the integrated study of hydronyms (names of water bodies) with social and natural disciplines. Due to the fact that the field of toponymy is more polycomplex in nature than other branches of linguistics, is closely related to natural sciences, hydrology, Earth Sciences, and other branches of Science, the relevance of integrated teaching of one of the branches of toponymy - hydronyms. In this context, the importance of knowledge in interdisciplinary communication, rather than individual subject knowledge, was determined by the methodological basis and effectiveness of the integrated study of hydronyms in undergraduate educational programs "History", "Geography", "Biology", "Tourism and service", "Ecology". Examples of tasks were proposed to improve students' linguocognitive knowledge of water names, to demonstrate the national code behind River and Lake names, to develop the skills of considering language as a symbolic expression of human experience. The hydronyms that formed the basis of some settlement names were cognitively studied, and information was collected regarding the currently existing vague meanings. The article also examined in detail the importance of teaching hydronymic indicators-terms not only as a linguistic unit, but also as a cultural, historical, geographical code and the special cognitive and cognitive function of language in recognizing the nature of hydronyms.

Methods of analysis, synthesis, associative experiment, semantic map, cognitive analysis were used as research methods. The scientific significance of the research work lies in the consideration of the methodological basis of teaching hydronyms of an interdisciplinary nature, while the practical significance lies in the fact that hydronyms are obtained in contact with other branches of science, of a polycomplex nature.

Key words: hydronym, integrated reading, integration, interdisciplinary communication, linguocognitivity, national code, toponymy

Introduction

Water is the source of life. Written data and archaeological excavations confirm that the first life and culture were found along the water channels. This is evidenced by the Caspian and Aral Seas, the Arys, Talas, Syrdarya, Irtysh, Esil, Ili rivers. These names are called hydronyms in the language of science. Hydronyms are a large part of toponymy that studies water bodies. Hydronyms are not only an object of study of Kazakh linguistics, but are closely related to the social and Natural Sciences. In this context, integrated learning is of great importance, given that hydronyms have a polyhedral value.

Embedding is the interweaving of the same educational content with comprehensive knowledge in different areas [1]. The interweaving of education and science in the system of higher education as an important mechanism for increasing the mental potential and forming a civic identity of a future specialist is becoming an urgent issue on the agenda today [2]. Currently, teaching literature in relation to physics, language in relation to biology, chemistry, geography is becoming an advanced example of modern education. In this regard, we tried to solve the answers to the questions of what interdisciplinary connection can be implemented in the teaching of hydronyms, how to teach, why to teach, through the built-in lesson. Because "the field of toponymy is more of a polyhedral nature than other areas of linguistics. Here, not only

Biology, Zoology, Physiology, but also Earth Sciences, as well as the doctrine of the universe in general, are widely used" [3].

The purpose of integrating hydronyms with academic disciplines is to improve students' linguocognitive knowledge of water names. Disclosure of the National Code of each name related to a water object in the language. Through this study, the effectiveness of integrated study of hydronyms in undergraduate educational programs "History", "Geography", "Biology", "Tourism and service", "Ecology" was explained. Analyzing these educational programs, the importance of increasing students' interest in the information provided on hydronyms in the academic disciplines "General Earth Science", "Country studies", "Hydrology", "Zoogeography", "Fundamentals of Tourism and local lore", "Medical and health tourism", "Toponymy of Atyrau region", "Geography of Atyrau region", "Land hydrology", "Science of Nature", "Modern toponymy", "Toponymy of the region", etc.

Materials and methods of research

Since the formation of Kazakh onomastics to this day, land and water names have been studied in detail, onomastic dictionaries and etymological reference books have been published, but there are almost no works specifically related only to hydronyms. "Hydronymy of Pavlodar region" by V.Popova [4], "Hydronymy of eastern Kazakhstan" by G.Madiyeva [5], "Hydronyms of the northern region of Kazakhstan (semantic typology)" by G.Bekenova [6]. The regional dictionary and etymological reference book on hydronyms has not been published separately, but is considered as a single section in the research of scientists related to each region. To date, there are no frequency, etymological, reference dictionaries in which the names of 85 thousand rivers and 48 thousand lakes are collected. Since hydronyms are a branch of toponymy, their individual teaching as a discipline is not even considered. For this reason, through this research work, the need for teaching hydronyms through integrated lessons was discussed in detail.

Onomast scholar T.Zhanuzak noted that homogeneous ancient roots and some lexical elements in the composition of hydronyms are outdated by the history class, their meaning is forgotten, and it is important to analyze them from a historical and linguistic point of view and study them in a scientific direction [7]. K.Kaimuldinova notes that the indicator-terms in Kazakh hydronyms contain the necessary geographical information for a nomadic Kazakh herder, and on the basis of this information there are the main characteristics of water bodies (water content, water quality, depth, volume, length, terrain, safety, plant supply, etc.) [8], B. Tleuberdiev in his research argues that the complex of toponyms for the Kazakh people engaged in animal husbandry is a unique "thought map" stored in the mind of each inhabitant [9]. In toponymy, hydronyms are considered the oldest names, so they can give a lot of information to someone who managed to open their cumulative fund [10]. Toponyms as a means of transforming territorial knowledge and geography [11] are also in use.

The methodological basis of the study is a complex of interactive methods, including cognitive analysis, associative method, which presents models of integrated learning of hydronyms in the context of cognitive-semantic, national cognition. Through an associative experiment, the study of linguistic consciousness in relation to certain names [12] revealed learners' knowledge of the environment.

Results and its discussion

Scientists note that the cognitive, cognitive function of language is unique in recognizing the nature of hydronyms. After all, language, in addition to expressing only the name of an object, a concept, is the product of the knowledge and understanding of this people. We know that at first people perceived mountains as mountains, water as water, but over time they began to give names based on the specifics of the terrain. Among those names that have not undergone changes are the names of water. Considering that the origins of primitive life were found along water channels, it is of great importance to teach hydronyms as an integral part of human

development in contact with all branches of science. In the context of Higher Education, the linguocognitive study of hydronyms becomes an effective tool for developing student's interdisciplinary thinking and research skills. The inclusion of the topic of hydronymy in training courses in linguistics, geography and local history contributes to the formation of a holistic perception of language by future specialists as a form of conceptualization of the environment. Hydronyms expand the field of data that reveals a wide range of information, such as historical, social, cultural [13] and environmental aspects [14] and have access to comprehensive research [15], [16].

Along with the renewal of the content of education, the need for integrated lessons is increasing, which allow students to show the "whole world" [17]. The interweaving of comprehensive knowledge in different fields of the same educational content [18] has a much broader scope than the knowledge transmitted through individual subjects. Students learn to think critically and creatively. "The Integrated Training provides the structure, which also has the opportunity to reach and establish links between knowledge and knowledge. As it became known, the concept of integrated education is based on a wide range. They are included in the current, integrated educational program, multi-profile educational program/Training, International and transdisciplinary educational program, training, oriented to the study, integration of educational program, integrated educational program a program, a related educational program and an organized educational program" [19]. At the University of Amsterdam, the classification of Science, which is based on the humanities through logic and philosophy, the humanities through social culture, ipravo and economics through management, the Social through psychology and medicine [20]. The integrated programs allow you to get a strict education without restrictions, with installed conditions and/or thresholds of training. For the achievement of all-round and comprehensive development, integrated programs play a significant role in the field of Education [21].

Hydronyms not only reflect the features of the landscape, history and worldview of the people, but also play a decisive role in naming geographical features. In addition to being "water is a source of life" in folk knowledge, it was also a criterion of direction for the nomadic Kazakh people. Proof of this is the words of Usen's father in the story of Ibrai Altynsarin "The son of a rich man", written in 1897: "if you get lost in the steppe, there will be water in the grave, there will be a country in the wet land. "When the country moves, Asan and Usen yong, who are playing under the rocks and are stuck in the crowd, get lost in the steppe and go to the grave. As he approaches the grave, he hears the voice of a wandering goose. Usen, who grew up listening to his father's mind, knows that "a goose does not inhabit a land without water, there is a lake nearby". The two see a large lake under a molehill Ridge. He sees sheep and horses grazing on the shore of the lake, and when he approaches, he learns that they are the cattle of their village. This story tells not only about the loss of young children Asan and Usen, but also about the foresight of the Kazakh people to live in harmony with nature.

According to K.Kaimuldinova, drinking water and necessary water reserves have led to a strong classification of hydrographic terminology in the Kazakh people. In his research, the scientist groups indicator-terms in Kazakh hydronyms as follows:

Table 1 – Indicator-terms related to hydronyms

Hydronyms	Indicator-terms
Lake names (limnonyms)	<i>айдын, астау, ащы, балқаш, батпақ, бидайық, былқылдақ, жалаңаш, жалпақ, жалтыр, көл, қайыр, қамыс, қақ, қона, ми, ой, сор, тақыр, татыр, теңіз, томар, тұз, шалқар, шұқыр, шығанақ</i>
River names (potamonyms)	<i>ақсай, ақсу, айрық, аша, ащысу, бақанас, дария, екпе, жарма, жайылма, ирек, кемер, қамау, қарасу, мұқыр, нұра, өзек, өзен, сай, саға, сала, соқыр</i>
Spring	<i>айнабұлақ, ақпа, бастау, бұлақ, жылға, қайнар, тамшы, көз, тұма,</i>

	<i>үйірім</i>
Well	<i>Апан, қауға, құдық, құю, еспе, орна, шыңырау, шұңқыр</i>
<i>There is no exact translation of the terms-indicators presented in the table, as they are created on the basis of the worldview of the Kazakh people</i>	
Note: Compiled by the author	

This indicator-terms summarizes the geographical information necessary for the nomadic Kazakh herder. At the heart of this information are the main characteristics of water bodies (beauty, water quality, depth, volume, length, terrain, safety, plant supply) [8. - 25]. In the analysis of the meaning of hydronyms, the teaching of this indicator-terms is of great importance. In relation to the lake, the term cannot be confused with the names of rivers, streams, wells. Even some indicator terms have become names for macrohydronyms in Kazakhstan. One of them is Balkhash.

Lake Balkhash is one of the largest in Kazakhstan. On the map of the world created by Al-Idrisi in the XII century, the place where Lake Balkhash stands is marked as Lake Tahamu. According to this, Lake Balkhash should have been called Lake Tahamu at that time. There are also various legends among the country regarding the lake. According to legend, This lake was named Balkhash after a girl named Balkia who drowned. In the past, residents of Balkhash region called the lake the White Sea and the mysterious lake in two ways. If we consider it linguistically, the name Balkhash in the ancient Turkic language meant "Clay", "Clay Land". In modern Altai, the word balkash means "mud". Analyzing these data, one can see the connection of such Sciences as history, folklore, ethnography, geography, cartography in just one indikar-term. Hydronymic indicator-terms-not just a linguistic unit, but cultural, historical, geographical codes. Their training-expands the cognitive map of students.

In the process of learning this information, you can use the method of describing hydronyms through a frame (interdisciplinarity method). For example, we present the task of analyzing the hydronym Balkhash as follows:

Table 2 – Frame analysis of the Balkhash hydronym

Frame type	Information
Historical source	XII century name of Tahamu, map of Al-Idrisi
Cultural context	various legends among the country regarding the Lake
Geographical	Lake size, location, description of Taboo
Linguistic (lexical, etymological meaning)	the linguistic structure, meaning, origin, Turkic language layer of the Hydronym is analyzed
Character of sacrality	Healing properties, divine cult, taboo, euphemisms, beliefs, prohibitions on water (do not spit on water, do not go to the water at night, etc.)
Symbolic value	Love, sacrifice, tragedy, poetic symbol
Space	Borderline, transitional, dualism
Note: Compiled by the author	

In the course of frame analysis according to the schedule, you can conduct a travel lesson with students, use the case-study, design method. During the lesson, students learn to consider language as a symbolic expression of human experience. Proves that language is a means of cultural expression inseparable from action. In this sense, it is understood that the name of geographical objects (hydronyms, for example) is expressed as a cultural and cognitive activity that reflects the mental and behavioral patterns of an ethnic group. In addition, it is important for students of educational programs "Tourism", "Tourism and service" of universities in Kazakhstan to know macro - and micro-hydronyms with healing, healing properties and names that arose in connection with the cult of saints, religious beliefs in informing tourists about the

sacred places of Kazakhstan. Specialists in this field will be able to attract tourists by promoting the historical and cultural values of the country. One of them is hydronyms in the cult of sainthood. Among the officially listed river names on the territory of Kazakhstan, there are 26 rivers with the word "Saint", 12 rivers with the word "Baba", 14 with the word "Ata", 40 with the word "child", 3 with the word "girl", 3 with the word "Allah" [22]. As a result of this study, myths about the origin of geographical objects in the Kazakh steppe were conditionally classified into two groups. The first is the myths about the origin of the mountain-stone, the second is the myths about the origin of the river – water, lakes. In some myths, the mountain-stone arose from the motive of "turning into stone" of women who faced persecution by the enemy or were cursed as sinful (Forty Girls, Ushkyzy, Shilter Saint, Masat Ata, Azanur Saint), after their death as a result of various conspiracies, a mountain, stone, spring (Ukasha Ata, Shilter Saint) appeared from their bodies (blood, traces). For example, a saint named lace, while praying with his companions, was surrounded by the enemy and wished the creator to turn himself to stone, and at the same time turned to stone and froze. The same place was called the land of the Forty-lace Saint, and three springs flowed there. They say that the taste of all three is three different, one is a medicine for abdominal diseases, another for eyes, and the third for ear diseases. When the saint of Tulkubas spits, twelve opponents are crushed, and twelve springs appear there [23].

As shown by the American scientist William Back, the myths and Legends of the Americans reflect their understanding of water, their connection with their lives and their attempts to solve problems related to water [24]. In this regard, the scientist first coined the term hydromyphology.

Spanish scientists say: "the rich and complex cultural history of water should lead us to study it in a holistic way and to study everything that myths can provide for the study of the Earth Sciences. It is not always easy to read the code proposed by geomorphology and hydromyphology as fields of intersection of knowledge and paradigms, but we must not give up the experience that humanity has accumulated over thousands of years and accumulated in history. Legends about nature and myths of geological and hydrological content in general cannot be considered simply colorful anecdotes, local stories or tourist interests, but they should be understood as fictional material that can be understood and worked on in science, as well as in communication and education, - points out [25].

In the light of this information, the study of hydronyms allows students to understand the relationship between language, space and culture, as well as develop linguocognitive analysis skills. This is especially relevant in the multiethnic and multilingual environment of Kazakhstan, where issues of preserving and revising the cultural and linguistic heritage are a priority. Students learn to cognitively study the hydronyms that formed the basis of some settlement names and make argumentative conclusions about the currently existing vague meaning. For example, in the lesson "Word formation of the modern Kazakh language" we got the name Zhylyoi District of Atyrau region. The students immediately noticed that the name consists of two words, «warm + lowland» (zhyly + oi) and is made in an analytical way. Ideally – Zhyloy, the name is associated with water. It must be named in the direction of its geographical location, and it turns out that the word "warm" has nothing to do with the word "lowlands". In the ancient dictionary, the word of the year says: "Yul – Bulak, stream, yulak – Bulak" («йул – бұлақ, ағын, йулак – бұлақ»). So, the toponym Zhyloy is worth looking at in the sense of "a thought with several sources of water." As you know, after the flood of 1993, in the spring of 2024, residents of this district again suffered from groundwater and heavy snowfall. After all, 30 years later, in a repeated natural disaster, the water found its channel and washed away the place where it was once located. This will be proof that water has a natural memory. One of the names with such a vague meaning is the name of the village of Shelek (*Шелек*) in the Almaty region. The task assigned to this name was completed by students as follows:

Table 3 – Task completed by students regarding the name of the village of Shelek

№	Data type	Content / description	Source / proof
1	The linguistic	Village name is not associated with the word "bucket". The name is associated with the plant "Shelek".	According to local residents
2	Ethnographic and historical	Shokan Valikhanov in 1856 in his work "Diary of a trip to Issyk-Kul" writes about the place where shilik grew up, found archaeological artifacts.	Sh. Valikhanov "Diary of a trip to Issyk-Kul"
3	Archaeological	Shelek (Shilik) is a medieval city site. Jugs, beads, silver jackals were found in the excavations.	Encyclopedia of semirechye, N. Pantusov in 1886 and expedition data in 1956
4	Toponymic	Until 1970, the settlement was officially called " Shelek".	Documents of the shilik district party committee (work books, seal in mandate No. 123)
5	On the political and social	Page of the deputy election campaign of 1951, the name of the village is written " Shelek".	Document of Rufina Danilevskaya, currently kept in the Shelek Museum of local lore
6	Natural phenomenon	Wind, non-seasonal wind	Local residents say that if the wind comes out from time to time, it is a "Shelek wind"
Note: Compiled by the author			

So, it turned out that the name of the village of Shelek, located near the Left Bank of the Shelek River, has nothing to do with the meaning of *Shelek* // *bucket*, it is related to the river. According to the scientist B. Biyarov, who studied the word-forming model of land and water names, there are 760 different plant names in Kazakhstan [10. - 106] . The shilik plant is a plant that grows in the river valley. Having studied such names that lost their original meaning, it can be seen that they appeared in relation to hydronyms. Students can defend a project and write an essay by collecting information about a river, lake, spring, well in their hometown. Thus, students who are adapted to independent search, perfectly master the methods of SWOT analysis, debate in answering problematic questions, form a culture of critical thinking, public speaking. This in itself allows students to consider toponymy not only as a linguistic phenomenon, but also as a cultural and historical reflection of the community. The study of the system of naming water bodies contributes to the formation of students ' holistic understanding of language as a means of reflecting cultural and natural realities. This not only enriches their knowledge of their native land, but also develops interdisciplinary analysis skills that combine linguistics, geography, history and Cultural Studies [26].

An associative method that determines the semantic particle (sema) or associations of the meaning of a word in the paradigm of A.Baitursynov. In order to identify the main association that arises in the minds of students, systematic knowledge of one of the hydronyms of our era – the Zhaiyk (Ural) River, which can reflect the picture of the whole world, was filled with the following information.

Table 4 - Information about the first association of students related to the Zhaiyk (Ural) River

	The associative method	
	Student response	Number of corresponding responses
	Atyrau	6
	Makhambet and Isatai	5
	Kyz Zhibek	1
	Anthem	2

Zhaiyk	Sultan Beybarys	1
	The uprising of E.Pugachev (1773)	1
	Tsar Catherine II	1
	Europe and Asia	1
	Oil	2
	Sarayshyk	2
	Khalel Dosmukhamedov	1
	Zhaiyk (ancestors)	1
	Fisherman	1
	Fariza Ongarsynova (poet)	1
	Volga-Ural brothers hunters	1
Note: Compiled by the author		

There is a lot of information about the name of only one river. The etymology of the name Ural is considered by researchers to be the root of the word – simple, spreading, spreading. And the suffix *-ық* is a suffix formed by noun words from the verb (*ой-ық, қи-ық*). Modern linguistics studies have been looking at language in the anthropospecific paradigm rather than in the internal-system analysis. That is, within the framework of "Man", "Society", "Nature". In this regard, each word in the table is associated with such fields of science as history, literature, culture, civilization, music, geography, biology. It is known that the girl Zhibek spent her childhood on the shores of the Zhaiyk (Ural), not many people know.

Makhambet and Isatay, Fariza Ongarsynova, Zh.Nazhimedenov, Kh.Dosmukhamedov explain the connection of the Urals with such people as a native of this region and begin to remember poets and writers, public figures, etc.who flew from Atyrau region. The name of Sultan Beybarys, born from the Ural Association, is also closely connected with the history of the city. There are many studies that the fourth Sultan of the Mamluk state, Beibars – a native of the Berish tribe, who was taken into slavery as a child from this region (Atyrau) and raised to the Royal level. One of the ancestors of the Berish tribe in the Kazakh Junior zhuz Bayuly Association is called Ural. The great-grandfather of the Alash figure, encyclopedist scientist Khalel Dosmukhamedov came from the so-called Ural Branch of the seven-Bayly Berish tribe in the Bayuly Tribe of the younger zhuz.

The Zhaiyk name of the river was used until 1775, and since then it has been called Ural. "The reason for the change in the name of the river was the uprising of the Russian-Cossacks of the Budarin outpost near the city of Guryev (now Atyrau) in 1773. This campaign, which began in the Zhaiyk town, was led by E. Pugachev and Zarubin. After the suppression of the Pugachev uprising in 1775, its participants were brutally punished. Tsar Catherine II decreed that the river should be called Zhaiyk from now on in order to completely eliminate the word Ural from the people's minds" [27]. Although the geographical map shows the Urals, the people's memory is preserved under the name Ural. There are many legends about the Volga and Ural Rivers, one of which is the Legend of the Volga brothers, Ural hunters. It turns out that two hunter-gatherers who lived in this region fought with zheztyrnak, one-eyed daulers, defeated them, and gave the name of the batyr brothers to the double River. "The picture of the world will be defined in the cognitive model, and it will also be associated with collective consciousness, vision, collective philosophy. The linguistic picture of the universe largely coincides with the logical picture of the world in the minds of people" [9].

Conclusion

In conclusion, from the results of research in recent years, we have seen that knowledge given in interdisciplinary communication is more important than individual subject knowledge. Hydronyms in Kazakhstan are carriers of cognitive information about the environment, the value system and the historical development of society. Since hydronyms contain a lot of information about creation and the Earth, it is important to integrate the specialty of social science into educational programs. The study of the system of names of water bodies contributes to the

formation of students' holistic understanding of language as a means of reflecting cultural and natural reality. This not only enriches their knowledge of the place of birth, but also develops interdisciplinary analysis skills that combine linguistics, geography, biology, history, folklore and cultural studies.

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ГИДРОНИМДЕРДІ ПӘНАРАЛЫҚ БАЙЛАНЫСТА КІРІКТІРЕ ОҚЫТУ

Андатпа

Мақалада гидронимдерді (су объектілерінің атаулары) қоғамдық-жаратылыстану пәндерімен кіріктіре оқытудың әдіснамалық негізі жан-жақты қарастырылған. Өзге тіл білімі салаларына қарағанда топонимика саласы поликешенді сипатта, жаратылыстану, гидрология, жер туралы ғылымдармен, басқа да ғылым салаларымен тығыз байланысты болғандықтан, топонимиканың бір саласы - гидронимдерді кіріктіре оқытудың өзектілігі туындайды. Осы тұрғыда жекелеген пәндік білімнен гөрі пәнаралық байланыста берілген білімнің маңызы гидронимдерді «Тарих», «География», «Биология», «Туризм және сервис», «Экология» бакалавриаттық білім беру бағдарламаларына кіріктіре оқудың әдіснамалық негізі мен тиімділігі арқылы айқындалды. Білім алушылардың су атауларына қатысты лингвокогнитивті білімдерін жетілдіру, өзен-көл атауларының астарындағы ұлттық кодты таныту, тілді адам тәжірибесінің символдық көрінісі ретінде қарастыру дағдыларын дамыту тапсырмаларының үлгілері ұсынылды. Кейбір елдімекен атауларына негіз болған гидронимдер танымдық тұрғыда зерттеліп, қазіргі таңда қолданыстағы көмескі мағынасына қатысты ақпарат жинақталды. Сонымен қатар мақалада гидронимдік индикатор-терминдерді тек тілдік бірлік емес, мәдени, тарихи, географиялық код ретінде оқытудың маңызы мен гидронимдердің табиғатын тануда тілдің когнитивтік, танымдық қызметі ерекше екені жан-жақты қарастырылды.

Зерттеу әдістері ретінде анализ, синтез, ассоциативті эксперимент, семантикалық карта, когнитивті талдау әдістері қолданылды. Зерттеу жұмысының ғылыми маңыздылығы гидронимдердің пәнаралық сипатта оқытудың әдіснамалық негізін қарастыруда болса, практикалық маңызы гидронимдердің басқа ғылым салаларымен байланыста, поликешенді сипатта алынуында.

Негізгі сөздер: гидроним, кіріктірілген оқу, интеграция, пәнаралық байланыс, лингвокогнитивтілік, ұлттық код, топонимика

ИНТЕГРИРОВАННОЕ ОБУЧЕНИЕ ГИДРОНИМОВ В РАМКАХ МЕЖДИСЦИПЛИНАРНОЙ КОММУНИКАЦИИ

Аннотация

В статье подробно рассматривается методологическая основа интегрированного изучения гидронимов (названий водных объектов) с общественно-естественными дисциплинами. Поскольку область топонимики по сравнению с другими областями лингвистики носит поликомплексный характер, тесно связана с естественнонаучными, гидрологическими, науками о земле, другими областями науки, актуальность интегрированного обучения гидронимам - одной из областей топонимики. В этом контексте значение передаваемых в междисциплинарной связи знаний, а не отдельных предметных знаний, определялось методологической основой и эффективностью интегрированного обучения гидронимов в образовательные программы бакалавриата «История», «География», «Биология», «Туризм и сервис», «Экология». Были предложены образцы заданий на совершенствование лингвокогнитивных знаний обучающихся относительно наименований воды, представление национального кода, лежащего в основе названий рек и озер, развитие навыков рассмотрения языка как символического выражения человеческого опыта. Были изучены гидронимы, которые легли в основу некоторых названий населенных пунктов, обобщена информация, имеющаяся в настоящее время. Кроме того, в статье было всесторонне рассмотрено значение изучения гидронимического индикатора-терминов как культурного, исторического,

географического кода, а не только как языковой единицы, и то, что в познании природы гидронимов выделяется познавательная, познавательная функция языка.

В качестве методов исследования использовались методы анализа, синтеза, ассоциативного эксперимента, семантической карты, когнитивного анализа. Научная значимость исследовательской работы заключается в рассмотрении методологической основы обучения гидронимов междисциплинарному характеру, практическая значимость заключается в том, что гидронимы находятся в контакте с другими областями науки, носят поликомплексный характер.

Ключевые слова: гидроним, интегрированное обучение, интеграция, междисциплинарность, лингвокогнитивность, национальный код, топонимика

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