



## E-LEARNING TERMINOLOGY: A COMPARATIVE ANALYSIS OF ENGLISH AND UZBEK LANGUAGES

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**Abstract:** *This article provides a comparative analysis of e-learning terminology in English and Uzbek languages. It examines the origin, structure, and adaptation of key terms used in digital education. The study highlights how English, as a global language, influences the development of Uzbek educational vocabulary through borrowing and translation. The research also explores linguistic and cultural factors affecting terminology usage.*

**Annotatsiya:** *Mazkur maqolada ingliz va o'zbek tillaridagi elektron ta'lim terminologiyasi qiyosiy tahlil qilinadi. Terminlarning kelib chiqishi, o'zlashtirilishi va qo'llanilish xususiyatlari o'rganiladi. Shuningdek, ingliz tilining global ta'siri ostida o'zbek tilida yuzaga kelayotgan terminologik o'zgarishlar tahlil qilinadi.*

**Keywords:** *E-learning, terminology, online education, distance learning, borrowing, translation, digital literacy, learning management system (LMS), virtual classroom, globalization*

### **Introduction**

In recent decades, the rapid development of information and communication technologies has significantly transformed the global education system. One of the most important outcomes of this transformation is the emergence of e-learning, which refers to education conducted through digital platforms and online environments.

As e-learning expands worldwide, it introduces a wide range of new terminology. Since most technological innovations originate in English-speaking



environments, English has become the primary source of e-learning vocabulary. Consequently, many of these terms are borrowed or adapted into other languages, including Uzbek.

The aim of this study is to analyze the similarities and differences between English and Uzbek e-learning terminology and to identify the main linguistic processes involved in their adaptation.

## **Literature Review**

The role of English as a global language has been widely discussed by linguists. Crystal (2003) states that English dominates international communication, especially in science and technology. Similarly, Warschauer (2001) emphasizes that digital technologies accelerate language change and the spread of new terminology.

In Uzbek linguistics, researchers have focused on the adaptation of foreign terms into the national language. The increasing number of English borrowings reflects the influence of globalization and the need for integration into international academic and technological communities.

## **Methodology**

This research is based on comparative and descriptive methods. A set of commonly used e-learning terms in English was selected and compared with their Uzbek equivalents. The analysis focuses on three main aspects:

Borrowing (adoption of English terms)

Translation (full or partial)

Functional usage in educational contexts

Analysis and Discussion

Origin of Terminology

One of the most significant differences between English and Uzbek e-learning terminology lies in their origin. English terms are generally original, while Uzbek terminology is largely derived from English through borrowing or translation.

For example:

online learning → onlayn ta'lim

platform → platforma



webinar → vebinar

These examples demonstrate phonetic adaptation, where English words are modified to fit Uzbek pronunciation rules.

## Translation Strategies

In many cases, Uzbek uses direct translation to make terms more understandable:

distance learning → masofaviy ta'lim

digital literacy → raqamli savodxonlik

e-resource → elektron resurs

However, some complex terms require descriptive translation:

Learning Management System (LMS) → ta'limni boshqarish tizimi

virtual classroom → virtual sinf xonasi

This indicates that Uzbek terminology prioritizes clarity and meaning over brevity.

## Hybrid Terminology

A hybrid approach is often used, combining borrowing and translation. For instance:

video lecture → video ma'ruza

online platform → onlayn platforma

Such combinations reflect the transitional stage of terminology development in Uzbek.

## Communication and Interaction Terms

E-learning environments rely heavily on communication tools. Common English terms include chat, forum, feedback, discussion, and assignment. Their Uzbek equivalents are:

chat → chat / muloqot oynasi

feedback → fikr-mulohaza

discussion → muhokama

assignment → topshiriq



In this area, Uzbek tends to favor semantic translation to ensure comprehension among users.

## User Roles and Digital Skills

English terminology clearly distinguishes user roles such as learner, instructor, administrator, and moderator. In Uzbek, these are translated as:

learner → o‘quvchi / talaba

instructor → o‘qituvchi

administrator → administrator

moderator → moderator

Additionally, the concept of digital literacy (raqamli savodxonlik) has become increasingly important in Uzbek education.

## Linguistic and Cultural Features

English terminology is typically concise and efficient, while Uzbek equivalents are often longer and more descriptive. This reflects structural differences between the two languages.

Cultural factors also play a role. Uzbek language emphasizes clarity and explanation, whereas English prioritizes brevity and universality.

## Advantages and Challenges

The adoption of English-based terminology offers several advantages:

access to international educational resources

easier participation in global academic platforms

faster integration into digital education systems

However, challenges include:

overuse of borrowed words

difficulty for users with limited English knowledge

inconsistency in translation practices

## Conclusion

In conclusion, e-learning terminology in English and Uzbek languages demonstrates both similarities and differences shaped by linguistic, cultural, and



technological factors. English serves as the main source of innovation, while Uzbek adapts these terms through borrowing, translation, and hybrid strategies.

This process not only enriches the Uzbek language but also facilitates its integration into the global educational environment. However, maintaining a balance between clarity and international compatibility remains essential.

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