



E-LEARNING TERMINOLOGY ENGLISH AND UZBEK LANGUAGES

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Abstract: *The integration of digital technologies into education has led to the rapid emergence of e-learning terminology, most of which originates in English. This paper investigates how such terminology is incorporated into the Uzbek language, focusing on structural, semantic, and functional aspects. The research explores how linguistic mechanisms such as calquing, borrowing, and contextual adaptation influence the formation of Uzbek equivalents. It also examines how differences in grammatical structure and communicative style affect the interpretation and usage of terms. The findings indicate that Uzbek e-learning terminology is characterized by variability and gradual standardization, while English terminology remains stable and globally uniform. The study emphasizes the importance of developing consistent terminology to ensure effective communication in digital education environments.*

Keywords: *e-learning, terminology development, linguistic adaptation, calque, borrowing, digital pedagogy, semantic variation, educational discourse*

Introduction

The continuous advancement of information and communication technologies has fundamentally reshaped the structure and delivery of education worldwide. One of the most significant outcomes of this transformation is the rapid development of e-learning, which enables learners to access educational content through digital platforms regardless of time and location. This shift has not only



influenced teaching methodologies but has also led to the emergence of a specialized system of terminology that reflects new educational realities.

E-learning terminology plays a crucial role in organizing knowledge, facilitating communication, and ensuring the effective use of digital tools in education. Since most technological innovations originate in English-speaking environments, English has naturally become the dominant source of terms related to online education. As a result, many languages, including Uzbek, have incorporated English-based terminology into their educational discourse.

However, the process of adopting foreign terminology is not uniform. It involves various linguistic mechanisms such as direct borrowing, loan translation, semantic extension, and contextual adaptation. These processes are influenced by the structural features of the Uzbek language as well as by cultural and educational traditions. Consequently, Uzbek e-learning terminology often differs from its English counterparts in terms of form, length, and usage.

Moreover, the coexistence of English and Uzbek terms within the same educational environment creates a hybrid linguistic space. Students and educators frequently encounter both original English terms and their Uzbek equivalents, especially when using international platforms, digital resources, and locally developed instructional materials. This situation highlights the importance of developing a clear and consistent terminological system that can support both global integration and local comprehension.

Therefore, the present study aims to examine the formation, adaptation, and functional use of e-learning terminology in English and Uzbek. By analyzing their similarities and differences, the research seeks to contribute to a better understanding of how language evolves in response to technological change and how effective communication can be achieved in modern digital education systems.

Main Part

The transformation of education through digitalization has introduced new concepts that require precise linguistic representation. E-learning terminology functions not only as a technical tool but also as a medium of knowledge transfer.



Since English dominates the field of information technology, it naturally serves as the primary source of such terminology.

One of the key linguistic processes observed in Uzbek is calquing, or loan translation. This involves translating components of an English term directly into Uzbek. For example, learning environment becomes ta'lim muhiti, preserving the original meaning while adapting to Uzbek syntax. This method is particularly useful when the concept can be clearly expressed using native lexical resources.

Another widely used strategy is direct borrowing, where English terms are incorporated into Uzbek with minimal modification. Words such as server, browser, and login are often used in their original or slightly adapted forms (server, brauzer, login). This approach ensures terminological consistency with international usage but may reduce accessibility for users unfamiliar with English.

In addition to these processes, contextual adaptation plays an important role. Some terms are translated differently depending on their function within a sentence or educational setting. For instance, the term assessment may be interpreted as baholash in general contexts but can also imply nazorat or tahlil depending on usage. This flexibility demonstrates the dynamic nature of Uzbek terminology but also highlights the need for standardization.

Structurally, English terminology tends to rely on compact noun phrases, whereas Uzbek equivalents often require extended expressions. For example, user interface is translated as foydalanuvchi interfeysi, which includes additional grammatical markers. This difference reflects typological distinctions between the two languages.

Functionally, English terms are more prevalent in digital platforms and software interfaces, while Uzbek terms are commonly used in instructional materials and academic discourse. As a result, users frequently encounter a mixed linguistic environment, where both languages coexist. This phenomenon can enhance bilingual competence but may also lead to confusion if terms are not used consistently.

Furthermore, the increasing use of abbreviations such as LMS (Learning Management System) and MOOC (Massive Open Online Course) illustrates the



influence of global academic standards. These abbreviations are rarely translated, as their original forms are widely recognized. However, their meanings are often explained in Uzbek to ensure comprehension.

The ongoing development of e-learning terminology in Uzbek reflects broader socio-linguistic changes. As digital education becomes more widespread, there is a growing need to create standardized and accessible terminology that meets both local and global demands.

Conclusion

The analysis demonstrates that e-learning terminology in English and Uzbek is shaped by different linguistic and functional principles. English terminology is characterized by stability, brevity, and international standardization, whereas Uzbek terminology is more flexible, descriptive, and context-dependent.

The interaction between these two systems results in a hybrid terminological landscape, where borrowing, translation, and adaptation coexist. While this diversity enriches the Uzbek language, it also underscores the importance of developing clear and consistent standards.

Future efforts should focus on systematizing terminology and promoting its effective use in educational practice. This will contribute to the successful integration of Uzbek into the global digital education environment.

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