

A COMPARATIVE ANALYSIS OF EDUCATIONAL TERMINOLOGY IN ENGLISH AND UZBEK LANGUAGES

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Abstract: This article examines the linguistic features of educational terminology in English and Uzbek languages, focusing on the semantic, morphological, and functional aspects of key terms. The study analyzes the origin, adaptation, and usage of educational terms in both languages, as well as the influence of globalization and English dominance in modern education. Using comparative linguistic and semantic analysis, the paper highlights how English terms are integrated into the Uzbek language system and how Uzbek maintains its own morphological identity in the process.

Keywords: terminology, education, English language, Uzbek language, comparative linguistics, globalization, lexical adaptation.

Introduction: In the era of globalization, English has become the dominant language of communication, science, and education (Crystal, 2012). Consequently, English educational terminology has had a significant impact on many world languages, including Uzbek. The Uzbek education system increasingly incorporates English-origin terms such as credit system, bachelor, master, curriculum, assessment, and inclusive education. The development of modern Uzbek educational terminology began actively after independence, as part of efforts to modernize higher education and align it with international standards (Nurmonov, 2008). However, the rapid influx of English loanwords has created both opportunities and challenges for linguistic standardization. The aim of this paper is to conduct a comparative analysis of English and Uzbek educational terms, to identify their structural and semantic characteristics, and to explore mechanisms of linguistic borrowing and adaptation.

Literature Review: Terminology, as a specific layer of the lexicon, plays a crucial role in expressing scientific and educational concepts precisely (Vinogradov, 1982). Theoretical approaches to terminology have been developed by both Russian and Uzbek linguists, including Reformatskiy, Rahmatullayev, and Nurmonov, who emphasized the importance of national language systems in term formation. English educational terminology primarily derives from Latin and Greek roots. For instance, education comes from Latin *educatio* meaning "training" or "teaching," while pedagogy comes from Greek *paidos* (child) and *agogos* (leader) (Cambridge Dictionary of Education, 2019). The Uzbek educational lexicon, by contrast, historically borrowed from Arabic, Persian, and Russian sources. Words such as *maktab* (school), *dars* (lesson), and *kitob* (book) date back to earlier periods of linguistic contact (Rahmatullayev, 1995). In the modern period, however, English has become the dominant source of new educational terms, influenced by international reforms and the introduction of the credit-module system in higher education (UNESCO, 2022).

Analysis: 1. Morphological Characteristics

English educational terms tend to be morphologically simple and compact:

lesson (*dars*)

teacher (*o‘qituvchi*)

student (*talaba*)

curriculum (*o‘quv reja*)

assessment (*baholash*)

In contrast, Uzbek often employs agglutinative structures or multi-word combinations to express the same concepts:

assessment → *baholash tizimi* (evaluation system)

credit system → *kredit-modul tizimi*

inclusive education → inklyuziv ta'lim

distance learning → masofaviy ta'lim

This reflects the agglutinative nature of the Uzbek language, in which meaning is expressed primarily through suffixation and compounding (Nurmonov, 2008).

2. Semantic Aspects

Some English terms have broader or more polysemous meanings than their Uzbek counterparts. For example, discipline in English means both “academic field” and “behavioral control,” whereas in Uzbek these are expressed by separate words: fan (subject) and intizom (discipline). Similarly, faculty can mean either a university department or the teaching staff, while in Uzbek it only means the former (fakultet) (Cambridge Dictionary of Education, 2019).

3. Borrowing and Adaptation

Borrowed English terms in Uzbek can be classified into three categories:

Fully assimilated terms: kredit, modul, sertifikat, trening, seminar

Partially assimilated or hybrid terms: online ta'lim, blended learning, internship

Translated terms: inclusive education → inklyuziv ta'lim; lifelong learning → umr bo'yi ta'lim

This classification demonstrates the flexible adaptation of English terminology in Uzbek linguistic practice (OAK Commission, 2023).

4. Translation and Standardization Challenges

Literal translation of terms can sometimes lead to semantic inaccuracies. For instance, credit system should not be interpreted as a financial term; rather, it refers to a system of academic evaluation. Similarly, curriculum is often mistranslated as dastur (program), although it actually denotes a broader concept that includes content, methods, and assessment (UNESCO, 2022). Hence, terminological standardization and context-based

translation are essential to ensure conceptual precision in both languages (Rahmatullayev, 1995).

5. Globalization and Linguistic Dynamics

The spread of English as the global lingua franca in education has accelerated the borrowing of educational terminology into Uzbek. These terms often undergo phonetic and morphological adaptation:

mentor → mentorlik

trainer → trener

portfolio → portfolyo

grant → grant loyihasi

This process not only enriches Uzbek lexicon but also poses the challenge of maintaining linguistic identity and uniform usage across academic institutions (Crystal, 2012).

Conclusion: The comparative study of educational terminology in English and Uzbek reveals that both languages possess distinctive mechanisms of term formation. While English terms are short and morphologically simple, Uzbek employs derivational morphology and compounding to convey complex meanings. English loanwords have become integral to the Uzbek educational lexicon due to globalization and academic integration. Key findings include: English educational terms are rapidly entering Uzbek academic discourse; Direct translations sometimes cause semantic ambiguity; There is a growing need for terminological regulation and localization. The harmonization of English and Uzbek educational terminology will strengthen bilingual competence, promote academic integration, and facilitate international communication in the field of education (UNESCO, 2022; OAK Commission, 2023).

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