TERMINOLOGICAL VARIATION IN UZBEK EQUIVALENTS OF MODERN ENGLISH EDUCATIONAL TERMS

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Annotation: The reform of education in Uzbekistan has brought many English educational terms into Uzbek, and a number of them are now used with two or more competing equivalents. This paper analyses terminological variation in the Uzbek equivalents of ten modern English educational terms. Variant forms are classified with a typology based on Haugen's model of borrowing, and their causes are interpreted with Freixa's typology of denominative variation. The study identifies 23 Uzbek variants. Calques form the largest group (9 variants), followed by unadapted English forms (5), descriptive or pre-existing native terms (4), hybrids (3) and adapted borrowings (2). In nine of the ten terms, a form containing foreign material competes with a fully native form. The analysis shows that variation is driven mainly by interlinguistic pressure from English and by differences in how the concepts are understood. The paper proposes four criteria for selecting preferred equivalents: semantic accuracy, consistency within term series, morphological productivity and absence of conflict with established terms.

Keywords: terminological variation, educational terminology, English–Uzbek translation, synonymy, calque, borrowing, term standardisation

INTRODUCTION

Since independence, and especially since the higher education reforms of recent years, English has become the main source of new educational concepts in Uzbekistan [5]. New teaching models, assessment practices and digital tools reach Uzbek classrooms faster than their names can be standardised. As a result, many modern English educational terms are used with several Uzbek equivalents at the same time. Classical terminology theory treated such variation as a defect. The general theory of terminology developed by Wüster aimed at a one-to-one relation between concept and term [1], and the same ideal underlies standard guidance on term formation [7; 9]. Later approaches take a different view. Temmerman [10] argued that synonymy and variation are natural, especially for concepts that are still developing, and cognitive and descriptive studies have since treated variation as a source of information about how specialists understand concepts [3; 2]. Freixa [4] proposed a typology of the causes of denominative variation, distinguishing previous, dialectal, functional, discursive, interlinguistic and cognitive causes. Kageura [8] showed that terminologies grow dynamically, so that competing forms often coexist before one becomes dominant.

In Uzbek educational discourse, however, variation has practical costs. When the same concept is named differently in a regulation, a syllabus and a methodological article, readers may not recognise that one concept is meant. The aim of this paper is to describe the types and causes of variation in Uzbek equivalents of modern English educational terms and to propose criteria for choosing preferred forms.

METHODS

The study analyses ten modern English educational terms that circulate in Uzbek educational discourse with at least two Uzbek equivalents. The equivalents were collected from normative documents, university syllabi, methodological publications and educational media in Uzbek. [Author's note: list the specific sources and confirm that each variant in Table 1 is attested in them.]

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Each variant was assigned to one of five types, adapted from Haugen's classification of borrowing [6]:

- U – unadapted English form: the English term is used in Latin script without change (soft skills).
- B – adapted borrowing: the English form is adapted to Uzbek phonetics and spelling (skaffolding).
- H – hybrid: a borrowed element is combined with a native one (formativ baholash).
- C – calque: the structure of the English term is reproduced with native morphemes (teskari sinf).
- D – descriptive or pre-existing native term: a native expression that renders the concept without copying the English structure (kasbiy ko'nikmalar).

The causes of variation were then interpreted using Freixa's typology [4].

RESULTS AND DISCUSSION

The ten terms have 23 Uzbek variants in total, or 2.3 variants per term. Three terms have three variants each. Flipped classroom is used as the unadapted English form (U) and as two calques, teskari sinf and ag'darilgan sinf (C). Blended learning appears as the English form (U), the calque aralash ta'lim (C) and the hybrid gibrid ta'lim (H). Lifelong learning is rendered by the calques umrbod ta'lim and hayot davomida ta'lim (C) and by the pre-existing term uzluksiz ta'lim (D).

The other seven terms have two variants each. Soft skills competes with the calque yumshoq ko'nikmalar (U vs. C), and hard skills with the descriptive kasbiy ko'nikmalar (U vs. D). Formative assessment is rendered as formativ baholash (H) or shakllantiruvchi baholash (C), and summative assessment as summativ baholash (H) or yakuniy baholash (D). Scaffolding appears as skaffolding (B) or bosqichma-bosqich ko'mak (D), gamification as geymifikatsiya (B) or o'yinlashtirish (C), and learning management system as LMS (U) or ta'limni boshqarish tizimi (C). Calques form the largest group (9 variants, 39.1%), followed by unadapted English forms (5; 21.7%), descriptive or pre-existing native terms (4; 17.4%), hybrids (3; 13.0%) and adapted borrowings (2; 8.7%). In nine of the ten terms, a form containing foreign material competes with a fully native form. The only exception is lifelong learning, whose variants are all native.

Five terms keep an unadapted English variant (flipped classroom, blended learning, soft skills, hard skills, LMS). The English form works as an international label for a concept that is still new, which corresponds to Freixa's interlinguistic cause of variation [4]. Such forms are precise for specialists, but they remain opaque to readers who do not know English. Several variants reflect different ways of understanding the concept rather than different translation techniques. Teskari sinf ("reversed classroom") and ag'darilgan sinf ("overturned classroom") choose different images for the same idea. Kasbiy ko'nikmalar ("professional skills") narrows hard skills to job-related skills. The calque yumshoq ko'nikmalar copies the English form literally, but yumshoq ("soft") does not convey the meaning of interpersonal and transferable skills. These cases support Temmerman's view [10] that variation follows the gradual understanding of a developing concept.

Conflict with established terms. Uzluksiz ta'lim has long been used in Uzbek educational policy for the national system of continuous education. Using it also for lifelong learning merges two different concepts, while umrbod ta'lim keeps them apart. [Author's note: support this point with a reference to the relevant Uzbek normative document.]

Formative and summative assessment form a term series. They can be rendered consistently as formativ / summativ baholash (hybrids) or as shakllantiruvchi / yakuniy baholash (native forms). Mixed usage, such as formativ baholash beside yakuniy baholash, breaks the series and hides the relation between the two concepts, which contradicts the principle of systematicity in terminology [1].

Based on this analysis, four criteria can guide the choice of a preferred equivalent:

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1. Semantic accuracy: the form should convey the content of the concept, not only the form of the English term.
2. Consistency within series: related terms should be rendered by the same strategy.
3. Morphological productivity: forms that allow regular derivation, such as o'yinlashtirish (and o‘yinlashtirilgan), integrate more easily into Uzbek.
4. No conflict with established terms: a new equivalent should not reuse a term that already names a different concept.

CONCLUSION

Modern English educational terms in Uzbek are often used with competing equivalents: the ten terms analysed have 23 variants. In most cases a form containing English material competes with a native calque or descriptive term. The main causes are interlinguistic pressure from English and differences in how new concepts are understood. Some variants are semantically misleading, break term series or overlap with established Uzbek terms. Applying the four proposed criteria, namely semantic accuracy, consistency within series, morphological productivity and absence of conflict with established terms, can help translators and terminology bodies select preferred forms. Future research should measure the actual frequency of each variant in a dated corpus of Uzbek educational texts.

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