



**TRANSLATION CHARACTERISTICS OF LINGUISTIC AND
PEDAGOGICAL TERMINOLOGY IN UZBEK AND ENGLISH ACADEMIC
TEXTS**

Hamrayeva Farida Zafar qizi
1st Year Master’s Student at
Termiz University of Economics and Service

Salomova Gavhar Abdinazarovna
Scientific Supervisor

A B S T R A C T	K E Y W O R D S
<p>The translation of linguistic and pedagogical terminology plays an important role in ensuring effective academic communication between languages and cultures. This study examines the translation characteristics of linguistic and pedagogical terms in Uzbek and English academic texts. The research purposes to identify major translation strategies, semantic challenges, and linguistic differences that impact the accuracy and clarity of translated terminology. Using qualitative comparative analysis, several academic texts in the fields of linguistics and pedagogy were analyzed. The findings demonstrate that terminological equivalence, contextual adaptation, and cultural specificity are the main factors affecting translation quality. The study also reveals that direct translation is not always sufficient because many pedagogical and linguistic concepts contain culture-bound meanings. The article highlights the importance of professional competence, contextual understanding, and terminological consistency in academic translation.</p>	<p>Translation, linguistic terminology, pedagogical terminology, academic texts, Uzbek language, English language, translation strategies</p>

INTRODUCTION

In the modern global academic environment, translation has become an essential tool for international scientific communication. Linguistic and pedagogical studies are increasingly exchanged between scholars from various countries, making accurate translation of academic terminology highly relevant. Uzbek and English academic texts differ not only in grammatical structure but also in conceptual and cultural representation. Therefore, the translation of specialized terminology requires deep linguistic and contextual understanding.

Linguistic terminology consists of concepts related to language structure, discourse, phonetics, semantics, syntax, and sociolinguistics, while pedagogical terminology refers to educational theories, teaching methodologies, learning processes, and classroom practices. Interpreting these terms from

Uzbek into English or vice versa often produces challenges because some theories do not have exact lexical equivalents.

The purpose of this study is to analyze the translation characteristics of linguistic and pedagogical terminology in Uzbek and English academic texts and to determine the most common translation strategies used by translators and researchers.

Methods

This research applies a qualitative comparative method to analyze linguistic and pedagogical terminology in Uzbek and English academic materials. The study is based on academic articles, textbooks, dissertations, and scientific publications related to linguistics and pedagogy.

The survey procedure included the following steps:

Selection of Uzbek and English academic texts related to linguistics and education.

Identification of key terminological units.

Comparative analysis of translated terms.

Classification of translation strategies and challenges.

The analysis centered on semantic equivalence, contextual adaptation, grammatical transformation, and cultural interpretation. Descriptive and analytical approaches were used to explain differences between the source and translated texts.

Results

The analysis revealed several significant features of translating linguistic and pedagogical terminology between Uzbek and English academic texts.

1. Terminological Equivalence

Some terms possess direct equivalents in both languages. For instance:

Phonetics — Fonetika

Syntax — Sintaksis

Methodology — Metodologiya

These terms are often borrowed internationally and preserve similar meanings across languages[1].

2. Contextual Adaptation

Certain pedagogical concepts require contextual translation rather than literal translation. For example, the English term learner-centered approach may be translated differently depending on the educational context in Uzbek academic discourse.

3. Cultural and Educational Differences

The analysis showed that some educational concepts reflect national educational traditions. As a result, translators frequently use explanatory translation to preserve meaning and clarity.

4. Lexical and Semantic Challenges

Many linguistic terms contain multiple meanings depending on academic context. For example, the term competence may refer to linguistic competence, communicative competence, or professional competence. Incorrect interpretation may lead to semantic inaccuracies.

5. Borrowing and Transliteration

Borrowing is commonly used in translating modern pedagogical terminology, especially for newly introduced concepts such as:

Scaffolding

Blended learning

Cognitive style

These terms are sometimes transliterated into Uzbek because equivalent native terminology has not been fully standardized[2].

Discussion

The investigation indicates that translation of linguistic and pedagogical terminology is not merely a lexical process but also a conceptual and cultural activity. Accurate translation requires knowledge of both linguistic systems and educational traditions.

Direct translation strategies are effective only when equivalent concepts exist in both languages. However, many pedagogical and linguistic terms are closely connected to specific theoretical frameworks developed in English-speaking academic environments. Therefore, translators often apply adaptation, paraphrasing, or explanatory translation techniques[3].

In addition, globalization and technological development continuously introduce new terminology into pedagogical and linguistic research. Uzbek academic discourse increasingly incorporates English-based terms, which influences the formation of modern scientific vocabulary.

The study also emphasizes the importance of terminological consistency in academic writing. Inconsistent translation may reduce scientific clarity and create misunderstandings among researchers and students[4].

Conclusion

In summary, the translation of linguistic and pedagogical terminology between Uzbek and English academic texts involves linguistic, semantic, and cultural complexities. The research demonstrates that successful academic translation depends on terminological equivalence, contextual awareness, and professional translation competence.

While some terms can be translated directly, many require contextual adaptation or explanatory interpretation to preserve scientific accuracy. The growing interaction between Uzbek and international academic communities increases the necessity for standardized and consistent terminology in translation practice.

Future research may focus on developing bilingual terminological dictionaries and investigating translation strategies in other academic disciplines.

References

1. Baker, M. (2018). *In Other Words: A Coursebook on Translation*. Routledge.
2. Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall.
3. Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson Education.
4. Nida, E. A. (1964). *Toward a Science of Translating*. Brill.
5. Munday, J. (2016). *Introducing Translation Studies*. Routledge.