



A LINGUISTIC ANALYSIS OF HIGHER EDUCATION TERMINOLOGY DERIVED FROM THE UZBEK LANGUAGE

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Abstract

This article is devoted to the linguistic analysis of higher education terminology formed in the Uzbek language, focusing on their origins, methods of formation, and practical usage. The author emphasizes the intrinsic connection between the development of the higher education system and the evolution of language and terminology, highlighting the role of Uzbek-language terms in shaping the foundations of the national education system. The study classifies higher education terms according to their sources, including native Uzbek lexicon and borrowings from Russian, English, Arabic, and Persian. It examines derivational processes such as affixation, calquing, semantic extension, compounding, and phonetic adaptation. The article also addresses key challenges such as synonymy, instability, and improper adaptation of terms. Furthermore, it offers recommendations for the standardization of terminology and its integration into contemporary scientific discourse. In conclusion, the article argues that higher education terms in Uzbek function not only as linguistic units but also as significant markers of national identity and educational policy.

Keywords: terminology, synonymy, affixation, discourse, semantic, term, literary language.

Introduction

The development of the higher education system is inextricably linked to the evolution of language and terminology. Every field of education—particularly higher education—is expressed through its own specialized vocabulary, namely, terminology. Higher education terms coined in the Uzbek language not only

facilitate interdisciplinary communication but also serve as vital instruments in establishing a solid foundation for the national education system.

In the current structure of modern Uzbek literary language, terminology occupies a distinct and prominent position. There are two prevailing perspectives regarding the role of terminology within the lexical system of the language. According to the first view, terminology is regarded as an independent lexical layer within the literary language. In contrast, the second perspective considers terminology to be a separate entity, distinct from the general vocabulary of the literary language, and evaluates it as an autonomous linguistic phenomenon.

Higher education terminology in the Uzbek language has primarily been shaped by the following sources:

- a) Native lexical resources: Terms such as fan (“science”), o‘quv reja (“curriculum”), and dars jadvali (“class schedule”) originate from the indigenous lexicon.
- b) Russian borrowings: Words like kafedra (“department”), dekan (“dean”), sessiya (“examination session”), and stipendiya (“scholarship”) have established a stable presence due to historical linguistic influence.
- c) English borrowings: Under the impact of globalization, terms such as credit-modul, GPA, syllabus, and academic mobility have become widely adopted.
- d) Arabic and Persian-origin words: Terms with historical roots such as ilmiy rahbar (“academic supervisor”), falsafa (“philosophy”), maqola (“article”), and bahs (“debate”) reflect long-standing scholarly traditions.

Reforms in the higher education sector, the introduction of new systems, and alignment with international standards have led to the expansion of terminology in the Uzbek language. Today, numerous terms related to the educational process, academic stages, instructional documentation, and assessment systems have been formed and are actively used in practice. Higher education terminology encompasses lexical units relevant to all phases of the educational process—including planning, organization, administration, and evaluation.

Examples include o‘quv reja (“curriculum”), fan dasturi (“course syllabus”), bakalavr (“bachelor”), magistr (“master”), modul (“module”), kredit (“credit”), ilmiy daraja (“academic degree”), rektorat (“rectorate”), and akademik ta’til (“academic leave”).

As the linguist A. Jabborov has emphasized:

“Terminology constitutes the core of specialized vocabulary; it is through terms that scientific concepts are formed and consolidated in the social consciousness” [Jabborov, A. Terminshunoslik asoslari (Fundamentals of Terminology), 2020, p. 41].

The Uzbek language comprises a substantial body of terminology specific to higher education. These terms have emerged through derivational mechanisms, semantic extension, or direct translation from other languages. The primary processes include:

a) Derivational mechanisms:

New terms are formed using affixation or compound structures, such as:

ta’lim (“education”) → ta’limiy (“educational”), ta’lim jarayoni (“educational process”)

o’qitish (“teaching”) → o’qituvchi (“teacher”), o’quvchi (“student”)

fan (“science/subject”) → fanlararo (“interdisciplinary”), fan bo’yicha (“subject-based”)

b) Direct translation (calquing):

Terminological equivalents are formed through literal translation, for example:

distance education → masofaviy ta’lim

credit system → kredit tizimi

learning outcomes → o’quv natijalari

Some terms have been created through the contextual reactivation of archaic or dormant lexical units, such as ilm-fan (“science and knowledge”), bilimdonlik (“erudition”), mustaqil ta’lim (“independent learning”), uzviylik (“coherence”), and uzviy bog‘liqlik (“systemic interrelation”). On this phenomenon, M. Rakhmonov writes:

“The strong involvement of the national semantic base in the formation of Uzbek terminology ensures that these terms remain intelligible, natural, and stable.”

[Rakhmonov, M. Til taraqqiyoti va leksik yangilanishlar (Language Development and Lexical Innovation), 2019, p. 65].

In addition, under the influence of globalization, a significant number of international terms have entered the Uzbek language. These include: module, syllabus, portfolio, competence, academic lyceum, mentorship, rating system.

In some cases, these borrowed terms are adapted to conform to Uzbek word formation rules and phonetic patterns:

mentor → mentorlik

syllabus → sillabus

portfolio → portfelyo

However, these adapted forms have not yet achieved standardization or widespread consensus. As B. Tuktasinov observes:

“When adapting terminology, attention must be paid to semantic clarity, phonetic ease, and compatibility with the socio-cultural context.”

[Tuktasinov, B. Terminologik moslashuv nazariyasi (The Theory of Terminological Adaptation), 2021, p. 98].

A key challenge in the development of higher education terminology in Uzbek is the lack of terminological stability—multiple terms are often used in parallel to express the same concept. For instance: yo‘nalish vs mutaxassislik (“specialization”), o‘quv dasturi vs fan dasturi (“curriculum” vs “course program”), or dars jadvali vs o‘quv mashg‘ulotlar jadvali (“class schedule” vs “instructional schedule”). The incorrect translation or improper adaptation of international higher education terms often leads to scientific and conceptual ambiguity.

In the Uzbek language, higher education terms are frequently formed using derivational affixes, including:

a) Verb-based derived terms:

o‘qitish (“to teach”) → o‘qituvchi (“teacher”), o‘qituvchilik (“teaching profession”)

boshqarish (“to manage”) → boshqaruv (“management”), boshqaruvchilik (“administration”)

In this process, the suffixes -uvchi and -lik are particularly productive.

As noted by M. Rakhmonov:

“Words such as o‘qituvchi, tadqiqotchi, and boshqaruvchilik are formed from verbal roots and carry precise functional meanings within the context of higher education.”

[Rakhmonov, M. So‘z yasalishi va uning mexanizmlari (Word Formation and Its Mechanisms), 2018, p. 72].

b) Adjective-based terminological forms:

ilmiy (“scientific”) → ilmiylik (“scientific quality”), ilmiylik darajasi (“degree of scientific rigor”)

pedagogik (“pedagogical”) → pedagogika (“pedagogy”), pedagogik ta’lim (“teacher education”)

c) Terminological combinations (compounding):

masofaviy ta’lim (“distance education”),

axborot-kommunikatsiya texnologiyalari (“information and communication technologies”),

kredit-modul tizimi (“credit-module system”)

These compound terms consist of two or more lexical units and represent semantic wholes.

Many recently introduced terms in the higher education system are borrowed or calqued from Russian and English:

Borrowings: modul (“module”), sillabus (“syllabus”), rektorat (“rectorate”)

Calques: ochiq ta’lim (“open education”), masofaviy o’qitish (“distance teaching”)

As B. To’xtasinov observes:

“Since the transition to the European Higher Education Area model, there has been a notable increase in calqued and adapted terms within Uzbek higher education terminology.”[To’xtasinov, B. Til siyosati va terminologiya (Language Policy and Terminology), 2021, p. 58].

In some cases, terminological inconsistency arises due to incorrect formation or simultaneous use of multiple variants:

kredit tizimi vs kredit-modul tizimi

magistrant vs magistratura talabalari (“graduate student” vs “student of the master's program”)

In such cases, preserving terminological uniformity and adhering to officially approved terminology is essential. Therefore, as emphasized in regulatory documents:

“A unified interpretation of terminology must be established based on the normative-legal documents approved by the Ministry of Higher Education and Science of the Republic of Uzbekistan.”[Normative Document Collection, 2023, No. 12].

Higher education terminology in the Uzbek language holds significance not only as a set of linguistic units but also as an integral component of national consciousness, spiritual heritage, and educational policy. The systematic formation, standardization based on unified norms, and consistent application of these terms in practice contribute directly to the functional efficiency of Uzbekistan's higher education system and enhance its competitiveness on the international stage.

Higher education terms constitute a broad lexical stratum in Uzbek and are primarily derived through processes such as affixation, translation, phonetic-semantic adaptation, compounding, and calquing. At the same time, the current terminological system faces several challenges, including excessive synonymy, lack of terminological stability, and inconsistencies with international equivalents. These issues can lead to not only communicative ambiguity but also terminological confusion within scholarly and pedagogical practice.

Therefore, the improvement of higher education terminology requires a comprehensive and systematic approach. Such an approach must involve collaboration among linguists, educators, methodologists, and practitioners. In the process of term creation, priority should be given to adherence to the rules of the national language, ensuring semantic precision and consistency, and aligning terminology with the demands of contemporary scientific discourse.

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