

DIFFERENCES IN UNIVERSITY TERMINOLOGY BETWEEN ENGLISH AND UZBEK EDUCATIONAL SYSTEMS

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Abstract. This paper investigates the terminological and functional distinctions between English and Uzbek university-related vocabulary within higher education discourse. The study outlines how divergent educational systems influence language use by comparing structural, cultural, and semantic aspects of core academic terms. The research employs descriptive and comparative linguistic methods to identify gaps, overlaps, and culturally bound expressions in institutional language. Findings emphasize the importance of linguistic and cultural competence in academic translation, communication, and policy-making.

Keywords: university terminology, higher education, linguistic equivalence, academic translation, educational systems, English and Uzbek languages, comparative linguistics, loanwords, institutional discourse, academic communication.

Annotatsiya. Ushbu maqolada oliy ta'lim diskursida ingliz va o'zbek universitetlariga oid atamalar o'rtasidagi terminologik va funksional tafovutlar tahlil qilinadi. Asosiy akademik terminlarning tuzilmaviy, madaniy va semantik jihatlari solishtirilib, turli ta'lim tizimlari til ishlatishga qanday ta'sir qilishi aniqlanadi. Tadqiqotda tavsifiy va solishtirma tilshunoslik metodlari qo'llanilib, institutsional tilshunoslikdagi nomuvofiqliklar, o'xshashliklar va madaniyatga bog'liq iboralar aniqlanadi. Natijalar akademik tarjima, muloqot va ta'lim siyosatida lingvistik va madaniy kompetensiyaning muhimligini ta'kidlaydi.

Kalit so'zlar: universitet terminologiyasi, oliy ta'lim, lingvistik ekvivalentlik, akademik tarjima, ta'lim tizimlari, ingliz va o'zbek tillari, solishtirma tilshunoslik, qo'shma so'zlar (kiritmalar), institutsional nutq, akademik muloqot

Аннотация. В данной статье рассматриваются терминологические и

функциональные различия между английской и узбекской университетской лексикой в контексте дискурса высшего образования. Путём сопоставления структурных, культурных и семантических аспектов ключевых академических терминов исследование показывает, как различные образовательные системы влияют на языковое использование. В работе применяются описательные и сравнительные лингвистические методы для выявления пробелов, совпадений и культурно обусловленных выражений в институциональной речи. Результаты подчеркивают важность лингвистической и культурной компетенции в академическом переводе, коммуникации и формировании образовательной политики.

Ключевые слова: университетская терминология, высшее образование, лингвистическая эквивалентность, академический перевод, образовательные системы, английский и узбекский языки, сопоставительная лингвистика, заимствованные слова, институциональный дискурс, академическая коммуникация.

Introduction.

University language represents a unique register of academic discourse, characterized by specialized terminology used in administrative, pedagogical, and academic contexts. As Uzbekistan seeks closer integration with international educational standards, especially through the Bologna Process and expanded English-medium instruction (EMI), the terminological alignment between English and Uzbek becomes urgent and challenging.

Differences in university terminology are not limited to lexical choices but reflect broader conceptual frameworks and socio-educational norms embedded in the structure of higher education institutions. The aim of this paper is to identify and analyze these differences by focusing on frequently used university terms in both English and Uzbek systems and exploring the reasons behind their divergence.

This study draws on theories from comparative linguistics, terminology science, and educational linguistics. Cabré (1999) describes terminology as “the linguistic

reflection of specialized knowledge.” When applied to university contexts, this knowledge is not only subject-specific but also culturally rooted [1].

The theory of conceptual equivalence (Newmark, 1988) is also relevant here. It suggests that terms with similar surface forms may carry different conceptual meanings across cultures. For example, the Uzbek term *yo‘nalish* is commonly translated as *major*, but functionally, it often encompasses broader or even different structural elements [3].

Additionally, discourse analysis provides insight into how academic terms are used in situational and institutional contexts. The institutionalization of meaning, that is, how universities define and use specific terms, plays a crucial role in shaping their interpretation and translation [4].

Methodology.

This research applies qualitative comparative analysis. Data were collected from: Official university documents in Uzbekistan (academic regulations, student handbooks). British and American university websites. Glossaries of higher education terminology from the British Council, the Ministry of Higher Education of Uzbekistan, and UNESCO.

A corpus of 40 commonly used university terms was compiled. These were categorized into three groups:

1. Direct equivalents (e.g., *semester* – *semestr*);
2. Partial or functional matches (e.g., *major* – *yo‘nalish*);
3. Culturally bound terms with no equivalent (e.g., *tenure*) [5].

Each term was analyzed for lexical form, semantic scope, and functional usage.

Findings and Discussion

Some terms have been borrowed directly from English into Uzbek academic discourse, often due to international influence or standardization efforts.

- *Credit* → *kredit*: While form and pronunciation are similar, in Uzbekistan, the academic *kredit* may not match the European Credit Transfer and

Accumulation System (ECTS) exactly in terms of contact hours or student workload.

- *Semester* → *semestr*: This is a direct phonological adaptation.
- *Module*, *syllabus*, *rating* are also widely used but often lack clear, standardized definitions in practice[6].

Certain terms exist in both systems but differ in their depth, scope, or administrative application.

- Major – Yo‘nalish: In American and British systems, a *major* is typically chosen by a student and may be combined with a *minor*. In Uzbekistan, *yo‘nalish* refers to the main field of study but is assigned rather than chosen flexibly.
- GPA – O‘rtacha ball: GPA (Grade Point Average) follows a standardized scale (usually 4.0) in English-speaking countries, while *o‘rtacha ball* in Uzbekistan is often a numerical average not necessarily based on credit-weighted calculation.

Several English academic terms have no precise Uzbek counterpart due to structural or ideological differences in the educational system [7].

English Term	Uzbek Equivalent	Observations
<i>Tenure</i>	—	No equivalent; Uzbek academic staff contracts differ completely.
<i>Dean's list</i>	—	The honors system was not formalized similarly.
<i>Elective course</i>	<i>Tanlov fanlari</i>	Exists, but choice is often limited or guided.
<i>Commencement</i>	<i>Bitiruv marosimi</i>	Only a ceremonial equivalent, not a term with institutional significance.

Conversely, some Uzbek terms are untranslatable or misunderstood in English:

- *Davlat granti asosida o‘qish*: Studying under a state-funded quota; no direct U.S./UK parallel exists.
- *Kafedra*: Often mistranslated as *department*, though it more closely resembles a faculty subdivision or chair group.

The terminological discrepancies have real-world implications for:

- Academic mobility: Misunderstandings in transcripts or application documents due to term mismatch.
- Curriculum development: Misalignment in credit systems or degree structures affects joint programs.
- Translation and localization: Accurate academic translation requires awareness of conceptual as well as linguistic equivalence. To bridge these gaps, institutions should invest in:
 - Standardized multilingual glossaries
 - Translator training in academic discourse
 - Cross-institutional terminology harmonization in international cooperation agreements

Conclusion

The study has shown that although many English university terms are present in Uzbek educational contexts — often as loanwords — significant semantic and functional differences remain. These are rooted in contrasting institutional systems, educational philosophies, and cultural values.

As Uzbekistan continues aligning with international educational frameworks, a more nuanced understanding of university terminology is essential — not only for translators and educators but for students navigating multilingual academic environments. Further research might examine how these terminologies are evolving in bilingual and EMI (English as a Medium of Instruction) contexts in Uzbek universities.

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