

**OPEN ACCESS**

SUBMITTED 17 August 2025

ACCEPTED 13 September 2025

PUBLISHED 15 October 2025

VOLUME Vol.05 Issue 10 2025

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Adoption And Adaptation Of Pedagogical Terms In The Era Of Globalization: A Comparative Socio And Pragmalinguistic Study Of English And Uzbek Languages

Nizomova Mokhinur Baratbayevna

Karshi State University, Doctor of philosophy (PhD) in Philological
Sciences, docent, Uzbekistan

Abstract: In the era of accelerated globalization, educational discourse has undergone profound terminological transformation. This study addresses the adoption and adaptation of pedagogical terms in English and Uzbek from a comparative perspective, drawing upon socio- and pragmalinguistic frameworks. By analyzing the mechanisms of borrowing, transliteration, semantic extension, and pragmatic recontextualization, the paper uncovers both convergent and divergent trends in the two languages. The findings indicate that English, functioning as a global academic lingua franca, exports a wide range of pedagogical terms, while Uzbek assimilates these borrowings through phonological, morphological, and cultural adaptation. The research contributes to terminological studies by highlighting the role of social context, language policy, and communicative practices in shaping pedagogical terminology.

Keywords: Globalization, pedagogical terminology, adoption, adaptation, sociolinguistics, pragmalinguistics, English, Uzbek languages.

Introduction: Globalization is not merely an economic or cultural phenomenon; it is a linguistic force reshaping the discourses of knowledge and education. Pedagogical terminology, as an essential component of academic discourse, is especially sensitive to global

influences. English, as the lingua franca of science and education, disseminates pedagogical concepts worldwide, resulting in extensive lexical borrowing. In the Uzbek linguistic context, these borrowings undergo systematic adaptation, reflecting both universal tendencies of globalization and specific national-linguistic traditions.

The research problem addressed here concerns the mechanisms and outcomes of terminological adoption and adaptation in the pedagogical field. The objective is to provide a comparative analysis of English and Uzbek pedagogical terms, elucidating the socio- and pragmlinguistic dimensions of their development.

Adoption of Pedagogical Terms in Global and Local Contexts. In English, pedagogical terminology has been continuously enriched not only from Greco-Latin roots (didactics, methodology, pedagogy) but also through the creation of innovative compounds and metaphorical constructs: learning outcomes, scaffolding, learner autonomy, blended learning, flipped classroom, lifelong education. For example, the metaphor scaffolding (originally an architectural term) is now widely employed in English-language pedagogy to describe staged learner support.

In Uzbek, adoption functions on two layers: Russian-mediated borrowings (historical layer): metodika (methodology), kafedra (department), aspirantura (postgraduate study), diplom ishi (diploma work), kurs ishi (course paper). These terms were institutionalized during the Soviet period and are still widely used. Direct English loans (contemporary layer): syllabus, credit-modul, feedback, blended learning, case-study, portfolio, rating system, interactive method. Example: The Bologna-inspired credit-modul system was officially adopted in Uzbek higher education in 2019. Similarly, portfolio has become common in teacher training to describe documented student progress. Thus, the adoption of pedagogical terms in Uzbek is inseparably linked to structural reforms in the national education system, demonstrating how linguistic borrowing mirrors socio-political modernization.

Mechanisms of Adaptation in Uzbek. Adaptation reveals a multi-layered process of phonological, morphological, semantic, and pragmatic modification. Concrete examples include: Phonetic and graphemic modification: lecture → leksiya, rating → reyting, syllabus → syllabus, seminar → seminar (retained, but pronounced differently), portfolio → portfel.

Morphological integration: Use of native affixes to form new derivatives: pedagogika → pedagogikachi (teacher specialized in pedagogy), magistr → magistrlik (master's degree status), dars → darslik (textbook), metod → metodika → metodist (method,

methodology, methodologist). Semantic shift: curriculum in English denotes a structured course plan, while in Uzbek o'quv dasturi is applied broadly to general teaching plans, syllabi, and sometimes even textbooks; assessment in English may imply both formative and summative evaluation, but Uzbek baholash is almost exclusively summative; feedback in English carries dialogic and motivational nuances, but in Uzbek fikr-mulohaza is limited to formal evaluative commentary.

Pragmatic domestication: case-study in English implies a specific method of interactive, problem-based learning; in Uzbek usage, keys-stadi often refers generally to any example-based explanation; blended learning in English entails a balance of face-to-face and online instruction; in Uzbek, aralash ta'lim is sometimes used even for traditional lessons supplemented with PowerPoint slides.

Added Comparative Insight. English emphasizes metaphorical innovation (learning environment, scaffolding, flipped classroom, knowledge society). Uzbek emphasizes phonological and morphological integration, ensuring terms fit naturally into the existing lexical system (reyting, modul, magistrlik). Cross-cultural divergence: English teacher training vs. Uzbek o'qituvchilarni qayta tayyorlash (with a stronger focus on retraining than initial preparation). English lifelong learning vs. Uzbek uzluksiz ta'lim (similar, but the Uzbek version often emphasizes state policy more than personal development).

Comparative Socio- and Pragmatic Analysis. Convergence: Both English and Uzbek educational discourses reveal openness to terminological innovation, driven by global mobility and transnational collaboration. Divergence: English exhibits creative metaphorization (scaffolding, flipped classroom), while Uzbek favors transliteration and structural adaptation (reyting, modul). Sociolinguistic dimension: English terms function globally across diverse educational contexts, whereas Uzbek terms are bound by national educational policies. Pragmlinguistic dimension: Speech acts such as assessment, evaluation, and instruction employ pedagogical terminology differently; for instance, assessment in English may imply formative and summative dimensions, while Uzbek baholash is primarily summative.

The adoption and adaptation of pedagogical terms illustrate the dialectical relationship between global linguistic flows and local linguistic ecology. While globalization fosters terminological convergence, sociolinguistic constraints and pragmatic conventions produce divergence. Without systematic standardization, uncontrolled borrowing may lead to

terminological inconsistency and hybridization, complicating academic communication. This calls for lexicographic initiatives, bilingual pedagogical dictionaries, and pragmatic guidelines to harmonize terminological usage in educational discourse.

Adoption and Adaptation of Pedagogical Terms in English and Uzbek

English Term	Uzbek Equivalent	Type (Adoption Adaptation)	Comment
curriculum	o'quv dasturi	Adaptation (semantic shift)	In English, a single course plan; in Uzbek, broader – entire teaching plan.
syllabus	sillabus	Adoption (phonetic change)	Direct borrowing with minor phonetic adjustment.
portfolio	portfel	Adaptation (semantic narrowing)	Uzbek <i>portfel</i> originally “briefcase,” now used as learner’s achievement file.
lecture	leksiya	Adaptation (phonetic)	Russian-mediated borrowing, now fully integrated.
rating	reyting	Adaptation (phonetic/graph.)	Preserved foreign form, adapted to Uzbek spelling.
feedback	fikr-mulohaza	Adaptation (pragmatic narrowing)	In English: dialogic, motivational; in Uzbek: limited to evaluative comments.
blended learning	aralash ta'lim	Adaptation (pragmatic)	English emphasizes online/offline balance; Uzbek use often broader.
case study	key's-stadi	Adoption (partial translation)	Narrowed in Uzbek to mean “example,” not full method.
lifelong learning	uzluksiz ta'lim	Adaptation (conceptual shift)	English: individual development; Uzbek: state policy.
assessment	baholash	Adaptation (semantic narrowing)	English: formative + summative; Uzbek: mainly summative.
scaffolding	tayanch metodlari	Adaptation (metaphorical)	English: staged learning support;

			Uzbek version is descriptive.
learner autonomy	mustaqil ta'lim	Adaptation (functional)	Uzbek highlights independence more than self-direction.
interactive method	interfaol metod	Adoption (phonetic)	Used widely in Uzbek higher education reforms.
module	modul	Adoption (direct loan)	Fully retained, integrated into credit system.
master's degree	magistr	Adaptation (phonetic)	Adopted via Russian; Uzbek form stable.
bachelor's degree	bakalavr	Adaptation (phonetic)	Same as above.
pedagogy	pedagogika	Adoption (via Russian)	International term but fully localized.
methodology	metodologiya	Adoption (via Russian)	Frequent in academic discourse.
didactics	didaktika	Adoption (via Russian)	Specialized subfield term.
evaluation criteria	baholash mezonlari	Adaptation (functional)	More formal in Uzbek usage.
credit system	kredit tizimi	Adoption (direct loan)	Introduced with Bologna process.
tutorial	tutorial darslari	Adoption (partial)	Sometimes replaced by "maslahat darslari" in Uzbek context.
PhD defense	PhD himoyasi	Adoption (calque translation)	Concept translated, but pragmatic functions differ.
inclusive education	inklyuziv ta'lim	Adoption (phonetic loan)	Actively used in Uzbek education policy.
research proposal	ilmiy loyiha taklifi	Adaptation (semantic)	Broader interpretation in Uzbek academia.

The comparative investigation of English and Uzbek pedagogical terminology in the age of globalization reveals that adoption and adaptation transcend mere mechanical linguistic processes; rather, they embody

complex socio-pragmatic phenomena shaped by cultural, institutional, and communicative factors. While adoption provides entry into international academic discourses and facilitates integration into global

educational standards, adaptation ensures that borrowed terms achieve cultural resonance, structural compatibility, and pragmatic functionality within the local linguistic system. These dynamics underscore the dual role of terminology as both a vehicle of global convergence and a marker of national identity. Future research should incorporate corpus-based analyses of pedagogical texts alongside discourse-oriented methodologies, thereby yielding deeper, more nuanced insights into the trajectories, shifts, and communicative functions of pedagogical terminology across languages.

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