



**Bridging Terminological Gaps: Challenges in Translating
Linguistic Terms Between English and Uzbek**

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Abstract: This article investigates the challenges and strategies involved in translating linguistic terms from English into Uzbek, with a focus on bridging conceptual and terminological gaps. The study highlights common issues such as lack of equivalent terms, semantic mismatches, and inconsistent usage in bilingual lexicographic resources. Drawing on the theories of Mona Baker, Eugene Nida, and Sandro Nielsen, the article presents a comparative analysis of selected linguistic terms from English and their representations in existing Uzbek dictionaries and glossaries. The research argues for a standardized, corpus-informed approach to bilingual terminology and proposes principles for improving term translation, particularly in academic and educational contexts.

Key words: bilingual lexicography, terminology translation, linguistic terms, Uzbek, English, equivalence.



Annotatsiya: Ushbu maqolada ingliz tilidan o'zbek tiliga lingvistik atamalarni tarjima qilishdagi muammolar va strategiyalar tahlil qilinadi. Asosiy e'tibor atamalardagi konseptual va terminologik tafovutlarni bartaraf etishga qaratilgan. Tadqiqot natijalariga ko'ra, atamalarning to'g'ridan-to'g'ri ekvivalentlari mavjud emasligi, semantik noaniqliklar va ikki tilli lug'at manbalaridagi nomuvofiqliklar asosiy muammo hisoblanadi. Maqolada Mona Baker, Eugene Nida va Sandro Nielsenning nazariyalariga tayangan holda ingliz tilidagi ayrim lingvistik atamalar va ularning mavjud o'zbek lug'atlaridagi talqinlariga qiyosiy tahlil beriladi. Tadqiqot, ayniqsa akademik va ta'limiy kontekstlarda atama tarjimasini yaxshilash uchun standartlashtirilgan, korpusga asoslangan yondashuv zarurligini ta'kidlaydi.

Kalit so'zlar: ikki tilli leksikografiya, atamalar tarjimasini, lingvistik atamalar, o'zbek, ingliz, ekvivalentlik.

Аннотация: В данной статье рассматриваются проблемы и стратегии перевода лингвистических терминов с английского языка на узбекский, с акцентом на устранение концептуальных и терминологических различий. Исследование подчеркивает такие типичные проблемы, как отсутствие эквивалентов, семантические расхождения и несоответствия в использовании терминов в двуязычных лексикографических источниках. Основываясь на теориях Моны Бейкер, Юджина Найды и Сандро Нильсена, статья представляет сравнительный анализ отдельных английских лингвистических терминов и их представления в существующих узбекских словарях и глоссариях. Исследование обосновывает необходимость стандартизированного, корпусного подхода к двуязычной



терминологии и предлагает принципы улучшения перевода терминов, особенно в академической и образовательной среде.

Ключевые слова: двуязычная лексикография, перевод терминов, лингвистические термины, узбекский язык, английский язык, эквивалентность.

INTRODUCTION

Translation of specialized terminology especially in the field of linguistics requires precision, cultural sensitivity, and consistent application. English, as a global academic language, is rich in technical linguistic terms that often lack direct counterparts in Uzbek. The Uzbek language, undergoing reform and development in scientific discourse, is still in the process of standardizing many such terms. This mismatch creates serious challenges for educators, translators, and dictionary compilers.

As linguistic science continues to globalize, the accurate translation of specialized terms between languages is increasingly vital. However, bilingual lexicography, especially between dominant global languages like English and lesser-resourced languages like Uzbek, continues to face several challenges- both linguistic and cultural. Uzbek, as a Turkic language, has undergone significant reforms in recent decades, transitioning from Cyrillic to Latin script, and evolving in response to globalization, digitalization, and educational modernization.

Objectives

The primary aim of this study is to explore how translation challenges contribute to the effectiveness of linguistic terms in English and Uzbek languages. This research addresses following questions:



1. What are the key terminological challenges faced when translating English linguistic terms into Uzbek?
 2. How consistent and adequate are current English–Uzbek dictionary resources in reflecting linguistic terminology?
 3. What strategies can lexicographers use to bridge these terminological gaps effectively?
- By addressing these questions, the study aims to contribute to the growing field of comparative lexicography and bilingual terminology development. Through a combination of literature review, term analysis, and corpus-based comparison, this article sheds light on the existing gaps and offers practical recommendations for lexicographers, translators, and language educators working with English-Uzbek linguistic terminology.

METHODS

Research Design

The study adopts a qualitative approach to examine the theoretical framework around linguistic terms and dictionaries, translation mismatch among social, traditional fields and analysis of case studies. Theoretical perspectives from translation scholars, including Mona Baker (2011), Sager (1990), Nielsen (2010), Sobirova (2020) and Khudoyberganova (2018), serve as the foundation for examining the process of translation challenges in linguistics.

This article investigates the lexicographic and translational challenges encountered in rendering English linguistic terms into Uzbek. Many of these terms such as “morpheme,” “derivation,” “interlanguage,” or “communicative competence” lack straightforward equivalents, leading to semantic loss, misinterpretation, or pedagogical confusion. This problem is especially significant for university students, translators, and lexicographers in



Uzbekistan, where English is a key subject in higher education but bilingual academic resources are still developing.

A comparative analysis was conducted using 50 linguistic terms selected from English linguistics textbooks and academic glossaries. These were compared against entries in prominent English–Uzbek dictionaries, online platforms (e.g., Glosbe, ABBYY), and university-published glossaries. Each term was analyzed based on translation strategy (literal, calque, borrowing, paraphrase), accuracy, and contextual appropriateness. Qualitative data from interviews with translators and educators were also used to assess practical challenges in terminology usage and teaching.

RESULTS

Mona Baker (1992) defines translation as the process of finding equivalence across levels of meaning. In the case of linguistic terms, this equivalence is often functional rather than direct. Nida's (1964) dynamic equivalence emphasizes the importance of response over form, which is useful when dealing with culturally or conceptually dense terminology. Sager (1990) and Nielsen (2010) stress the necessity of user-focused, context-informed lexicographic structures in bilingual dictionaries, particularly in scientific and technical domains.

Uzbek linguists like Sobirova (2020) and Khudoyberganova (2018) argue that many Uzbek equivalents for English linguistic terms are either borrowed without explanation or poorly defined. This inconsistency creates confusion in both academic settings and real-world translation. The absence of a centralized, updated terminological corpus further limits the translator's and lexicographer's capacity.

The accurate translation and representation of linguistic terms in bilingual dictionaries is a critical area of study in lexicography and translation studies. Scholars



worldwide have emphasized that terminological precision not only ensures clarity in academic discourse but also enhances educational outcomes, especially in non-native English speakers. Mona Baker (2011), in her foundational work *In Other Words: A Coursebook on Translation*, outlines several core difficulties in translating specialized terms. They are categorised as **lack of target language equivalents, semantic overlap with different connotations, cultural specificity of conceptual categories.**

Baker introduces the idea of **equivalence at word level**, which is crucial in dealing with technical vocabulary such as linguistic terms. In her framework, equivalence is not always one-to-one and may require paraphrasing, borrowing, or adaptation. Similarly, Sager (1990) in *A Practical Course in Terminology Processing*, emphasizes the need for **functional equivalence** - a principle stating that the translated term must fulfill the same communicative function in the target language. This is particularly challenging when dealing with linguistic terms like “interlanguage,” “register,” or “phonotactics,” which may not exist in the target language or may be conceptualized differently.

DISCUSSION

For agglutinative languages like Uzbek, translation issues become more complex. Uzbek often expresses meanings syntactically rather than lexically, which means that terms like “derivational morphology” or “constituent structure” may not have direct lexical counterparts. According to Uzbek scholars such as Sobirova (2020) and Khudoyberganova (2018), this often results in borrowing from Russian or transliterating English terms, sometimes without explanation or definition. This creates confusion among learners and teachers, particularly when multiple forms of the same term appear across different textbooks.



CONCLUSION

Translating linguistic terminology is not merely a linguistic task but a cultural and academic responsibility. Without accurate, context-sensitive, and standardized terms, knowledge transfer between English and Uzbek remains incomplete. Bridging these terminological gaps requires collaboration among lexicographers, translators, corpus developers, and academic institutions. Future research should focus on developing digital platforms and corpus-based tools to ensure dynamic and accurate translation of specialized terms across disciplines.

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