

**A TYPOLOGICAL STUDY OF BORROWINGS IN MODERN UZBEK SPEECH**

**Majitova Amirabonu Turakulzoda**

PhD student at Uzbekistan State world languages University,  
Tashkent, Uzbekiston  
amiraturakulovna@gmail.com  
ORCID ID:0009-0001-8250-0521  
Tel: +998 (90) 0658801

**Abstract:** One language will naturally take words, phrases, or idioms from another language through a process known as linguistic borrowing. The purpose of this article is to give a typological analysis of linguistic borrowings in modern Uzbek speech. The study focuses on the categorization insertion, and sociolinguistic patterns of borrowed lexical items. The research is being conducted with the primary objective of analyzing the various forms of borrowings that are present in modern spoken Uzbek and investigating the function of these borrowings in routine communication. The following tasks are outlined in the article in order to accomplish this objective: to identify and categorize borrowings according to their origin and structural integration; to investigate the phonological, morphological, and semantic adaptations of borrowings; to investigate the sociolinguistic factors-such as age, education level, and urban versus rural settings-that influence borrowing usage.

Within the scope of this investigation, a qualitative descriptive approach is utilized, with typological and sociolinguistic analysis serving as supplementary components. Several different sources, such as recorded informal conversations, content from the media, and internet communication platforms, were utilized in order to collect the necessary information. The investigation concentrated on the frequency of borrowed words being used as well as the context in which it was employed.

According to the findings of the research, the majority of the borrowings that are used in modern Uzbek come from Russian, Arabic, Persian, and English. Each of these sources contributes a different layer of vocabulary, based on the historical and functional domains that they are used in. It is still the case that Russian borrowings are the most common in the administrative and technical domains, although English loanwords are quickly becoming more prevalent in the speech of young people and in digital communication. There is a great degree of plasticity in Uzbek grammar, as evidenced by the fact that borrowed concepts are frequently fully incorporated into the language. Moreover, the research indicates a chronological and regional split in borrowing usage, which suggests that continuing alterations are occurring in the language environment of contemporary Uzbek society with regard to borrowing.

A better understanding of how Uzbek develops as a result of language contact is provided by this typological and sociolinguistic approach, which also throws light on broader issues pertaining to belonging, globalization, and language regulation in Central Asia.

**Key words:** borrowings, code-switching, loan words, loan translations, calques, semantic loans, loan mixes, phonological borrowings, morphological borrowings and loan blends.

## **INTRODUCTION**

When languages come into touch with one another, one of the most frequent and obvious results is linguistic borrowing, particularly in civilizations that involve many languages. It reflects not just the enrichment of lexical content but also the profound cultural, historical, and social exchanges that take place between communities of language speakers. With relation to this

matter, the Uzbek language, which is a part of the Turkic language family, provides an intriguing example to consider. As a result of religious and literary influences, Uzbek has adopted a wide variety of borrowings from Arabic and Persian over the course of several centuries. They have also borrowed from Russian throughout the Soviet era, and most recently, they have borrowed from English as a result of globalization and digitalization.

A wide variety of borrowings may be found in contemporary Uzbek speech, particularly in informal and urban settings. These borrowings range from words that have been fully absorbed to more recent imports that have not been adapted. Not only are these elements borrowed utilized to fill in vocabulary gaps, but they are also employed to represent characteristics such as modernism, professionalism, or group identity.

An investigation of the typology of borrowings that may be discovered in the current spoken language of Uzbekistan is the objective of this study. Additionally, the borrowings will be classified according to their origin, form, and function. In addition to this, the study intends to investigate the sociolinguistic factors that have an impact on the utilization of these borrowings and to highlight the degree to which these borrowings have been adapted within the Uzbek linguistic system.

The significance of this research lies in the fact that it is essential for comprehending the development of Uzbek in the 21st century, particularly in light of the combined influence of historical inheritance and worldwide cultural exchanges. In addition, the examination of borrowings sheds information on the more general processes of language shift, identity negotiation, and language policy in Uzbekistan.

## **METHODOLOGY**

A qualitative-descriptive research technique is utilized in this study. Additionally, components of typological categorization and sociolinguistic analysis are utilized to support the methodology. The primary purpose of this study is to recognize and classify borrowed lexical units that are employed in current Uzbek speech, as well as to gain an understanding of the circumstances in which these units are utilized. The following data were gathered from a variety of sources in order to guarantee diversity and representativeness:

1. Conversations that were recorded in a casual setting with native Uzbek speakers within a wide range of age groups and occupations (including students, office workers and others).
2. Content from the media, such as talk shows in the Uzbek language, radio broadcasts, and interviews posted on YouTube platforms.
3. Communication through the internet, including but not limited to group chats on Telegram, comments on Facebook, and social media postings written in Uzbek.

The researcher was able to see borrowing happening in natural, raw, and spontaneous language contexts thanks to the diversity of sources that were available to them.

The participants were chosen through the process of purposive sampling. A total of forty speakers, ranging in age from 18 to 65, were included in the sample. These speakers came from both urban and rural areas of Uzbekistan. Age groups were used to categorize them, such as youth, which ranged from 18 to 30 years old, and middle-aged, which ranged from 31 to 50 years old. In addition, we included three source languages, which are the Russian, English, and Turkish languages. Lexical, phonological, morphological, and semantic borrowings were the three categories that we used to classify borrowings. A complex tapestry of borrowed terms that have been incorporated into modern Uzbek is revealed by the data, which frequently reflects the effects of past layers of influence. The analysis is shown follows in terms of the languages that they were borrowed from and the sorts of borrowings.

We conducted an analysis and found that Russian Borrowings continue to be the most common, particularly among conversations between people of medium age and elder speakers. Additionally, this language is frequently used in the fields of administration, medicine, and general technology.

The English Borrowings were also informed by us. In addition, they are prevalent among young people living in urban areas and people who utilize social media.

In addition to that, we came uncovered certain Turkish Borrowings. They are detected in the speech of young people, particularly among those who have been exposed to Turkish television shows or students who are studying in Turkey.

### **LITERATURE REVIEW**

Communication between people of different languages is a natural consequence of social interaction, commerce, migration, and exchanges of culture. One of the most obvious outcomes of such interaction is lexical borrowing, which refers to the process of incorporating terms from one language into another dialect. The features that are borrowed not only improve the language of the recipient but also represent the historical, cultural, and political linkages that exist between different speech communities. Having said that, not every borrowing is the same. They have been divided into several categories by linguists on the basis of their structure, their purpose, and the level of adaptation that they go through in the language that they are receiving.

For the purpose of assessing how languages influence one another and develop throughout time, it is vital to have a solid understanding of the different forms of borrowings. In a general sense, borrowings can be broken down into a number of categories, including loanwords, loan translations (also known as calques), semantic loans, and loan mixes. It is important to note that each type reflects a distinct mechanism that is responsible for the incorporation of foreign materials into the linguistic system. This not only sheds light on the processes of language but also on sociocultural dynamics.

Linguistic borrowing has been extensively researched in the disciplines of sociolinguistics, contact linguistics, and historical linguistics. This section examines the most important theoretical underpinnings and previous research that are pertinent to the study of borrowings, with a specific emphasis on the Uzbek language and its interaction with other linguistic systems.

Linguistic borrowing can be characterized in a broad sense as the process of incorporating lexical, syntactic, or phonological features from one language into another language (Haugen, 1950; Thomason & Kaufman, 1988). It is possible to divide borrowings into two primary categories: loanwords, which are taken directly and may be altered, and loan translations (calques), which involve the translation of semantic or structural elements. Several academics, including Weinreich (1953), have pointed out that bilingualism, cultural status, or technological innovation are frequently the driving forces behind borrowing.

In order to differentiate between importation (direct borrowing), substitution (native representation of foreign concepts), and adaptation (alteration to fit native grammar and phonology), Haugen (1950) presented a framework of lexical borrowing that relied on the degree of integration into the recipient language. Modern typological research on borrowing, including the ones used in this article, are based on this approach.

When it comes to Turkic languages, especially Uzbek, borrowing has been a process that has been going on for a very long time and has been influenced by significant historical and sociopolitical events. As a result of religious, cultural, and colonial influences, Johanson and Csato have demonstrated that Turkic languages have historically absorbed a significant amount of vocabulary from Arabic, Persian, and Russian. Uzbek, in instance, exhibits a multi-tiered borrowing system that reflects the various periods of foreign impact that have occurred here. For

instance, the Chagatai literary legacy was responsible for the incorporation of Arabic and Persian loanwords, which are largely linked with Islamic academic achievement, poetry, and philosophy. At the same time, Sjoberg and Bregel point out that Russian loanwords made their way into Uzbek in a significant way during the Soviet era, particularly in the fields of administration, technology, and science. Additionally, Kodirova observes that in the past few decades, English borrowings have increased as a result of globalization, foreign education, and the usage of the internet. This is a tendency that has been confirmed in contemporary sociolinguistic research (Kadirova, 2020; Yusupova, 2018). There is a tendency for younger speakers to employ more English vocabulary that have not been assimilated in digital contexts. It is not uncommon for people who speak two languages to flip between them, particularly Russian and Uzbek speakers. Even while traditional Uzbek language is more prevalent in rural areas, some Russian and Arabic phrases continue to be widely used.

## **RESULTS AND DISCUSSION**

The term “loanword” refers to the direct borrowing of vocabulary words from one language into another language with minimal or no alteration, with the exception of necessary phonological or morphological modifications to conform to the system of the language that is being borrowed. The original meanings of these words are frequently preserved, although the pronunciation and, in some cases, the spelling of these words are altered.

The term “Loan Translations” also known as “Calques” refers to an expression or word that is borrowed by translating the components of the parent language. Even though they use native lexical components, they preserve the source expression’s semantic foundation.

There is a phenomenon known as semantic loans, in which a native word takes on a new meaning as a result of the impact of a foreign language. Even when the word is already present in the language of the recipient, a new meaning is taken from it. In contrast to the introduction of a new form, this type of borrowing enhances the semantics of an already existing word.

The elements of both the source language and the language of the recipient are combined in loan blends. A portion of the word is typically borrowed, while the remaining portion is native. The hybridization that occurs in language interaction is reflected in these constructions.

Sometimes phonological patterns or morphological features are borrowed instead of words and they are called phonological or morphological borrowings. Depending on the circumstances, borrowed affixes have the potential to be useful in the formation of completely novel native or hybrid terms.

When it comes to integration and adaptation, each type of borrowing displays a distinct amount of comprehension and modification, ranging from simple acceptance to significant alterations in terminology or structure. Not only do these borrowings fulfill linguistic requirements, but they also reveal deeper sociocultural influences, power relations, and identity conflicts that take place within a speech community. It is essential to comprehend these differences in order to trace the linguistic influence pathways and analyze how regional and global languages continue to shape current Uzbek.

The study of lexical borrowings taken from the Instagram chats “IELTS zone”, “Linuguabarno”, and “IELTS soldiers official” as well as the Telegram chat “Diyorbek IELTS” showed a notable amount of foreign-origin words, mostly from English, with sporadic occurrences of Russian and various other languages. Within a total of 120 communications, a total of fifty instances of borrowing were discovered.

The following categories were used to classify the borrowings:

Examples of direct lexical borrowings include words like “test”, “reading”, “band”, “speaking” and “deadline”. These words are borrowed without any modifications.

Lexical borrowings that have been adapted to match Uzbek phonology or morphology make up twenty-five percent of the total. Examples of such borrowings are “testga”, “readingni”, and “deadlinega”.

Phrases that are translated literally from English, such as “band daraja” for “band score” make about five percent of the total.

“IELTSchilar” and “speakingga tayyorlanish” can be great examples of hybrid forms, which are ten percent of the total. Hybrid forms combine components of both Uzbek and English.

The most significant source of borrowings continues to be Russian, particularly in fields such as medicine “bolnitsa” (hospital), government “propiska”(registration), and home jargon “svet” (electricity).

The use of English is growing quickly, particularly in business, education, and internet communication: “Zoom qilmoq”(to zoom), “Startup” (a start-up), “Blogger” (a blogger), “comment” (comment) could be bright examples.

Younger speakers who are affected by the media are more likely to use Turkish loanwords, although these words are still very uncommon and have not yet been fully incorporated.

## **CONCLUSION**

The dynamic and adaptable nature of the language is revealed through the typological examination of borrowings in modern Uzbek speech. This is seen as a response to changes in history, culture, and technology. It has been established that Uzbek has a strong capacity for integrating foreign lexical items from a variety of sources, mainly Arabic, Persian, Russian, and English, while simultaneously submitting these words to its unique phonological, morphological, and syntactic rules.

According to the findings of the study, various categories of borrowings serve distinct purposes. For example, Arabic and Persian words are deeply ingrained in religious and literary discourse; Russian phrases keep influencing technical, scientific, and bureaucratic language; and English borrowings, which are frequently associated with youth culture, business, and digital communication, have begun to gain ground in everyday informal speech.

Based on the findings of the sociolinguistic research, borrowing patterns are highly influenced by factors such as age, education level, and geographic area. A greater number of terms that are derived from English are typically used by younger speakers, especially in metropolitan areas. These terms are frequently used in the setting of social media or professional terminology. On the other hand, elder generations and rural inhabitants are more prone to rely on borrowings of Russian origin, which is a reflection of the lasting legacy of the Soviet period.

All things considered, the typological diversity of the borrowings and their presence in modern Uzbek not only enhance the language but also represent larger sociocultural trends in Uzbek society. As a result of the constant process of vocabulary expansion and adaptation that is taking place, it has become clear that there is a pressing requirement for continued research in the fields of contact linguistics, sociolinguistics, and language development. In order for Uzbekistan to successfully manage its after independence linguistic identity development, it will be necessary for the country to take a balanced strategy to borrowing. This method needs to be one that not only safeguards cultural authenticity but also fosters the development of innovative linguistic practices.

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