

**STANDARDIZATION OF LINGUISTIC TERMS IN THE UZBEK LANGUAGE AND  
PROBLEMS OF TERMINOLOGY**

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**Abstract.** This article examines the issue of standardizing linguistic terms in the Uzbek language and analyzes the main problems of terminology in modern Uzbek linguistics. The development of scientific thought, the expansion of educational opportunities, and the rapid growth of information exchange have significantly increased the need for accurate, unified, and normatively accepted terms. In linguistics, terms serve not only as nominative units but also as conceptual tools that ensure scientific precision and methodological consistency. However, in Uzbek linguistics, a number of problems still remain, including the parallel use of several variants of one term, inconsistency between native and borrowed forms, insufficient coordination in term creation, and the lack of unified standards in textbooks, dictionaries, and scholarly research. The article highlights the role of linguistic standardization in strengthening scientific communication, improving educational quality, and preserving the national character of the Uzbek language. It also discusses the importance of terminological regulation, lexicographic practice, and cooperation among linguists, educators, and terminologists. The study concludes that the standardization of linguistic terminology in Uzbek is not only a linguistic necessity but also a cultural and scientific priority.

**Keywords:** Uzbek language, linguistics, terminology, term standardization, terminological system, scientific language, lexical norms, borrowed terms, language policy.

**Introduction.** Language is the most important instrument of thought, communication, and scientific expression. Every field of knowledge develops through a system of concepts, and those concepts are expressed through terms. For this reason, terminology occupies a central place in the structure of scientific language. In linguistics, terms are especially significant because they describe the internal system of language itself: its phonetics, lexicon, grammar, stylistics, semantics, pragmatics, and discourse patterns. When linguistic terms are clear, stable, and standardized, scholarly communication becomes more effective and the teaching of language-related disciplines becomes more systematic.

In the Uzbek language, the issue of terminology has become highly relevant in recent decades. Social change, scientific progress, educational reforms, and the growing role of the state language have all intensified the need to regulate and standardize terms used in academic and professional communication. This is especially true in linguistics, where terms are widely used in schools, higher education institutions, scientific articles, dissertations, dictionaries, and textbooks. If terms are used inconsistently, confusion arises among students, teachers, researchers, and translators. Therefore, the standardization of linguistic terms in Uzbek is both a theoretical and a practical issue.

The history of Uzbek linguistic terminology reflects different stages of cultural and scientific development. Some terms were inherited from classical Eastern scholarly traditions, others entered through Russian and international scientific discourse, and many were later adapted or replaced by Uzbek equivalents. As a result, the terminological system of Uzbek linguistics includes native, borrowed, hybrid, and calqued units. This diversity enriches the language, but at the same time it creates instability when several forms compete to denote the

same concept. For example, the coexistence of international terms and Uzbek alternatives may produce parallel usage in textbooks and research works, which weakens terminological precision.

The standardization of linguistic terms means selecting, regulating, and officially recommending the most appropriate form of a term for consistent use in scientific and educational practice. A standardized term should be semantically accurate, linguistically correct, concise, understandable, and compatible with the norms of the Uzbek literary language. It should reflect the essence of the concept without ambiguity and should be accepted by the scholarly community. However, achieving this goal requires not only theoretical analysis but also institutional support, lexicographic work, and methodological coordination.

One of the major problems in Uzbek terminology is synonymy within the terminological system. In ordinary language, synonymy may enrich expression, but in scientific language it often causes uncertainty. A scientific concept should ideally correspond to one stable term. When multiple variants exist, such as a borrowed form and a native form, or two orthographic variants of the same term, the result is inconsistency in teaching materials and academic writing. Students may encounter one version in a school textbook, another in a university course, and a third in a scholarly article. This creates difficulty in mastering the discipline and undermines the principle of scientific exactness.

Another important issue is the adaptation of borrowed terms. Uzbek linguistics, like many other scientific traditions, has absorbed numerous terms from Arabic, Persian, Russian, and Western European languages. Borrowing is a natural linguistic process, especially in the development of science. Nevertheless, borrowed terms should not remain mechanically transferred into Uzbek without phonetic, orthographic, or semantic adaptation. When they are adopted without sufficient analysis, they may conflict with the norms of Uzbek pronunciation and spelling or remain inaccessible to a broader group of users. Therefore, terminological policy must strike a balance between international scientific compatibility and national linguistic identity.

A related problem is the insufficient distinction between term creation and ordinary lexical borrowing. Not every foreign word used in academic discourse becomes an effective scientific term. A real term must be conceptually precise and systematically integrated into a field of knowledge. In some cases, equivalent Uzbek terms can be created using the internal resources of the language. Such terms are often more transparent and easier to understand for students and teachers. However, the creation of new terms must be based on scholarly principles rather than spontaneous translation. Artificial or poorly motivated terms may fail to gain acceptance and may cause further fragmentation in usage.

The problem of inconsistency is also visible in lexicographic and educational sources. Dictionaries, glossaries, textbooks, and academic manuals do not always reflect one unified standard. In some publications, an author prefers an international term; in others, a native Uzbek equivalent is used; elsewhere both are given without clarification of priority. As a result, the user is left without clear guidance. This indicates the need for a comprehensive terminological database and officially recommended dictionaries of linguistic terms in Uzbek. Such resources should be regularly updated in accordance with scientific progress and pedagogical needs.

The role of atamashunoslik, or terminology studies, is especially important in solving these issues. Atamashunoslik investigates the formation, development, semantic structure, systematization, and normativity of terms. In the context of Uzbek linguistics, this field can provide the scientific basis for evaluating existing terms and developing new ones. It can also help classify terms according to origin, structure, function, and degree of adaptation. More importantly, terminology studies can support standardization by identifying problematic areas in usage and proposing normative solutions.

Standardization should also be linked to language policy and educational practice. Since Uzbek is the state language, its scientific style must be developed at a high level. This means that linguistic disciplines taught in Uzbek should rely on a stable and coherent terminological system. Teachers need methodological guidelines for using terms consistently in the classroom. Researchers need normative recommendations for academic writing. Publishers and editors need standards for preparing textbooks and scholarly materials. Without such coordination, the same conceptual field will continue to be expressed through divergent terminological choices.

In addition, the digital age has introduced new challenges and opportunities for terminology. Electronic corpora, digital dictionaries, online learning platforms, and machine translation systems all require standardized input. If linguistic terms in Uzbek are not unified, digital resources will reproduce inconsistency on a larger scale. At the same time, digital tools can significantly support standardization efforts. Corpora can reveal actual usage patterns, frequency, and variation. Databases can store approved terms and their definitions. Online platforms can help disseminate standard forms among teachers, students, and scholars. Therefore, the modernization of terminology work should include both traditional lexicographic methods and digital technologies.

The cultural dimension of terminology should not be overlooked. Terms are not merely technical labels; they also reflect the worldview, intellectual traditions, and identity of a language community. In Uzbek, the effort to standardize linguistic terminology is connected with the broader task of strengthening the prestige of the national language in science and education. A well-developed terminological system demonstrates that the language is capable of expressing complex theoretical concepts and participating fully in modern scholarly discourse. This is especially important for younger generations studying in Uzbek-medium institutions, as it shapes their academic thinking in their native language.

From a methodological perspective, effective term standardization should follow several principles. First, conceptual accuracy must be prioritized. A term should correspond precisely to the concept it denotes. Second, systematicity is necessary: terms within one field should be interconnected and formed according to common principles. Third, brevity and clarity are desirable, since overly complex or obscure terms hinder comprehension. Fourth, conformity with Uzbek phonetic, orthographic, and word-formation norms should be ensured. Fifth, continuity with international scientific practice should be considered, especially in cases where complete replacement of established international terms may isolate local scholarship. Thus, standardization should be flexible but principled.

The solution to terminological problems in Uzbek linguistics requires collective responsibility. Linguists, terminologists, philologists, textbook authors, translators, and educators should work together in a coordinated way. Higher education institutions, research centers, and relevant academic bodies can contribute by organizing expert discussions, developing guidelines, and preparing normative dictionaries. Young researchers should also be encouraged to use standardized terms in their theses and articles. In this way, standardization will not remain a purely theoretical demand but will become a living practice in academic communication.

In conclusion, the standardization of linguistic terms in the Uzbek language is an urgent and strategically important task. The current terminological situation reveals several challenges, including synonymy, uncontrolled borrowing, inconsistency in educational and scholarly sources, and the insufficient development of unified normative resources. These issues affect not only linguistic theory but also language teaching, academic writing, translation, and digital knowledge systems.

A stable terminological system is essential for the development of Uzbek as a language of science and education. Standardized linguistic terms ensure clarity of expression, consistency of

instruction, and precision of scholarly thought. At the same time, the process of standardization must respect both the internal laws of the Uzbek language and the demands of international scientific communication. This requires balanced decisions, institutional support, and continuous scholarly evaluation.

Therefore, the development of Uzbek atamashunoslik and the regulation of linguistic terminology should be treated as a long-term scientific and cultural project. Strengthening terminological norms will contribute to the enrichment of the Uzbek literary language, the improvement of educational quality, and the further advancement of national linguistics. In this sense, the standardization of linguistic terms is not only a matter of vocabulary management, but also a reflection of the intellectual maturity and scientific capacity of the language itself.

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