

Lexical-Semantic Problems in Translating English Professional Lexis into Uzbek

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Abstract: This article examines the primary lexical and semantic obstacles encountered during the translation of English professional terminology into the Uzbek language. The study focuses on the challenges of achieving terminological equivalence, the presence of lexical gaps (*lacunae*), polysemy, and the phenomenon of "false friends of the translator." Furthermore, the research analyzes the effectiveness of various translation strategies, such as calquing, transliteration, and descriptive translation, in bridging the conceptual divide between a Germanic source language and a Turkic target language. The findings suggest that professional translation requires not only linguistic proficiency but also a deep understanding of the specialized conceptual frameworks inherent in both cultures.

Keywords: Professional lexis, terminology, semantic transformation, equivalence, lexical lacuna, descriptive translation, polysemy, cognitive linguistics.

Introduction: In the contemporary era of global integration and rapid scientific advancement, the exchange of professional knowledge has become a fundamental necessity. English has solidified its position as the global *lingua franca* in fields such as information technology, medicine, economics, and pedagogy. Consequently, the accurate transfer of specialized English lexis into the Uzbek language has emerged as a significant linguistic challenge. This process is not merely a substitution of words but an intricate mapping of conceptual systems between two structurally and genetically distinct languages. Professional lexis, characterized by its precision and domain-specific meaning, serves as the structural backbone of specialized discourse. When translating from English (a Germanic language) to Uzbek (a Turkic language), translators confront a variety of lexical-semantic discrepancies that can lead to ambiguity or

loss of information if not handled with scholarly rigor.

The core objective of professional translation is the achievement of semantic equivalence. However, the phenomenon of "zero-equivalence" or lexical gaps remains a persistent issue. Many English terms represent concepts that are either new to the Uzbek socio-professional environment or have not yet developed a standardized equivalent. For instance, in the field of modern pedagogy, the term "scaffolding" refers to a specific instructional technique. While it can be translated descriptively as "bosqichma-bosqich qo'llab-quvvatlash," the brevity and terminological density of the original English term are difficult to replicate. Furthermore, polysemy within professional lexis complicates the selection of the correct target term. Many English words possess multiple meanings that vary across different professional domains. The word "stock" serves as a classic example: in finance, it

denotes "aksiya" (shares); in logistics, it refers to "zahira" (inventory); and in agriculture, it may refer to "chorva" (livestock). Without a profound grasp of the semantic field, a translator risks significant professional inaccuracy.

Semantic shifts occur when the scope of a word's meaning in the source language does not align perfectly with its nearest counterpart in the target language. The English term

"management" encompasses a broad range of socio-economic activities and organizational

philosophies. In Uzbek, the common translation "boshqaruv" traditionally carries a more general connotation of governing or steering. To maintain the professional nuance of the original, translators must often employ semantic expansion or descriptive techniques.

To overcome these barriers, several academic strategies are utilized:

1. Calquing: Creating new Uzbek terms by translating the morphological components of the English word (e.g., "sustainable development" into "barqaror rivojlanish").

2. Descriptive translation: Explaining the essence of a concept when no equivalent exists (e.g., "know-how").

3. Transcription/Transliteration: Retaining the international form of the term to ensure global recognition (e.g., "marketing", "innovatsiya").

A frequent source of semantic error is the presence of interlinguistic homonyms, often

called "false friends." These are words that look similar in both languages but carry different

professional weights. For example, the English word "academic" often relates to the theoretical or educational nature of an activity, whereas in Uzbek, "akademik" is primarily understood as a high-ranking scientific title or a specific type of educational institution (lyceum). Misusing these terms in a professional report can fundamentally alter the intended meaning of the text.

CONCLUSION

Translating English professional lexis into Uzbek is a multifaceted process that sits at the intersection of linguistics, culture, and specific domain knowledge. The

primary lexical-semantic problems ranging from conceptual lacunae to polysemous ambiguity require a strategic approach that prioritizes semantic fidelity over literal substitution. As the Uzbek language continues to adapt to the influx of international terminology, the role of the translator as a mediator of conceptual frameworks becomes increasingly vital. The development of specialized bilingual databases and the standardization of new terms are essential steps toward improving the quality of professional communication in the Uzbek language.

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