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## ENGLISH ACQUISITIONS IN THE TERMINOLOGY OF DISTANCE EDUCATION AND WAYS TO ACQUIRE THEM

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### ABSTRACT

The article discusses borrowings from other languages, methods of their assimilation, the creation of new words, changes in the semantics of words, the relationship between the literary language and dialects, i.e. literary dialectisms in the terminology of distance education. The word about changes in terminology occurs due to lexical exchange, assimilation of words caused by social, economic, political, cultural ties with related and unrelated peoples.

### KEYWORDS

Distance learning, semantic change, lexical exchange, tutor, facilitator, mentor, word acquisition, ZOOM, Cisco, Webex.

### INTRODUCTION

The level of the vocabulary of the language is the level that changes the fastest and is regularly updated in connection with the development of society. The internal possibilities of the language – the formation of new words, changes in the semantics of words, the relationship between the literary language and

dialects, i.e. the transfer of dialectisms to the literary language, etc. lexical exchange caused by social, economic, political, cultural relations is regularly enriched due to word acquisition. These processes also leave their mark in terminology.

At the moment, pedagogy is one of the rapidly developing fields. This development created the need to further expand the scope of field terms and name new concepts. This necessity – the appearance of new terms in the language indicates the development of society.

### **Literature review**

Most of the classical terms of education are also used in this system. N.Usmanov noted that in the pedagogical terminology, terms borrowed from three language sources have been strengthened: 1) terms borrowed from Iranian, in particular, Persian-Tajik language: teacher, student, ink, ink, pand, wise man, etc.; 2) terms borrowed from the Arabic language: lesson, book, school, madrasa, education, character, education, upbringing, knowledge, enlightenment, manners, etc. 3) Russian appropriations [3.145]

English acquisitions make up a large part of the lexicon of the field. In addition to purely English words, it is difficult to determine the genesis of words that have been adopted from Latin, French, and Russian languages through English, as they have been assimilated to the phonetic, graphic, and morphological standards of the English language. For example, in Mamataliyev's Uzbek distance education terminology, the adviser used in the sense of "a consultant who provides methodical support during the individual, independent implementation of

graduate work, course projects by students" [1.32b] is originally from the French language. lib, avisen - derived from the verb to think. Adapted to the English language in the style of advisor - thinker.

In particular, Y.M. Fedosova, who conducted research on the acquisition of English terms related to the pedagogical field, distinguishes three groups in the classification of pedagogical terms used in the Russian language: 1) fully assimilated, that is, units that are mastered according to the norms of the recipient language: audit - audit, stakeholder - stakeholder, quest - quest, tapping-test - tapping-test, active-training - active-training, fishbone - fishbone, bingo - bingo, limerick - limerick;

2) partially assimilated lexical units: revitalization - revitalization, dualnoe (obrazovanie) - dual, prolongation - long, accumulation - accumulation, divergentnoe (myshlenie) - divergent, validitynost - valid, referirovanie - referring, publication - publication, reflection - reflection, inclusion (obrazovanie) - inclusive, definition - definition, diffusion - diffusion, reception - reception; 3) barbarisms: OPI (Oral Proficiency interview), TOEFL (Test of English as a Foreign Language) [4.1-5 c]

### **RESULTS AND ANALYSIS**

The most common way to fill the lexical system of a language, a certain terminological system with the necessary names is word acquisition. By studying these

acquisitions in linguistics, valuable information is obtained about the mutual relations of peoples and nations in different historical periods, the perception of cultural-historical traditions and value systems, and the reasons for interlanguage lexical exchange. In particular, the appearance of distance education terms in the language, the factors that caused it, its conceptual-categorical bases, etymology, history, amount and types of information about its genesis are of great importance. The development of a specific field lexicon cannot be imagined without the development of this field. Similarly, the terminology of distance education does not develop separately without other factors. It depends on intralinguistic factors as well as extralinguistic factors. In particular, the following extralinguistic factors: 1) development of this field of education in the country, educational reform; 2) changes in social and political life, a pandemic (for example, the spread of a coronavirus infection); 3) the development of communication technologies, the emergence of new generations of electronic devices, the level of computerization and informatization of the country, etc.

In 2019, the worldwide spread of the coronavirus infection - COVID-19 caused the temporary suspension of educational institutions in almost all countries. All stages of continuing education - pre-school, school, higher education, post-higher education stages learning process Zoom, Cisco Webex, Google

Classroom, Microsoft Teams, D2L, Edgenuity, Skype organized remotely through platforms. In this regard, countless new terms such as online school, online lesson, online textbook, online training, online seminar, webinar, web course, video lecture, internet lesson have entered the lexicon of the educational field.

It should be noted that Persian-Tajik acquisitions in educational terminology are not the majority. Their assimilation is mostly related to the territorial proximity of the Uzbek and Tajik peoples, age-old free communication, socio-economic, cultural ties, and common daily living conditions. The classical terms of education consist mainly of Arabic adaptations, which are related to the march of the Arab caliphate to the countries of Central Asia in the 8th-9th centuries. The position of the Arabic language as a language of religion and science, the conduct of educational work in primary schools and madrasas in Arabic leads to the assimilation of many terms in the lexicon of the field. Even to this day, the active lexicon of the Uzbek language education system is formed by Arabic adaptations.

At the end of the 19th century, Tsarist Russia marched into Central Asia, during the rule of the former Shura, in order to raise the Russian language to the level of the dominant language in the colonial states, state administration was conducted in Russian, and as a result of the change of writing, as in many fields, In the

field of education, terms related to the name of the modern teaching system, teaching methods, educational tools, synonyms and doublets appeared from the Russian language. The emergence of terms related to Arabic and Russian languages in the pedagogical terminology of the Uzbek language took place on this basis.

As in pedagogic terminology, in the lexicon of distance education, acquisitions form the basis of the majority, more precisely, the terminology of the field. At the moment, self-directed distance education terms can be genetically divided into three groups:

1. Latin acquisitions.
2. English acquisitions.
3. Russian acquisitions.

In the Uzbek distance education lexicon, there are almost no terms directly borrowed from the Latin language. Most terms of Latin origin have been assimilated into English, adapted to English pronunciation and writing, and adopted into other languages through English.

### For instance:

tutor from Latin tutorem - trainer, guardian. He learned English as a tutor.

facilitator from Latin facilis - easy, convenient. Adapted to the English language in the form of facilitator.

glossary Latin glossarium - collection of glosses. Translated into English in the form of a glossary.

module Latin modulus - measurement. Adapted to English in the form of moodle.

mentor Latin mentos - intention, goal. He learned English in the form of a mentor.

There are almost no pure Russian words in the field terminology. Some English terms were adapted to the phonetic, graphic, morphological, orthographic norms of the Russian language and entered the Uzbek language through the Russian language. For example: the abbreviation HEMIS - Higher Education Management Information System, which means information system for managing higher education processes, was adopted into the Russian language in the style of KHEMIS and is written in this way in scientific and methodological manuals in the Uzbek language. Also, the English word hyperlink is used in the Russian pronunciation in the forms hyperlink, hypertext, hyperlink.

The pandemic accelerated the transition to distance education in the world education, including in our country, so much that it led to the entry of most of the terms related to this field as barbarism - not adapted to the grammar, phonetic, or orthographic norms of the language being learned. This is the basis for us to come to the conclusion that the Uzbek terminological system does not currently have a branch operating on the

basis of term-barbarisms and half-baked terms. This situation led to the emergence of a number of problems related to the understanding and application of these terms even by representatives of the field. Due to other factors related to this process - phonetic-phonemic, graphic changes, orthographic errors, it has

become a habit to allow the original term to be written differently.

At the same time, our analysis allows us to divide the acquisition terms in the Uzbek language distance education terminology into the following groups:

## I. Terms borrowed directly from the English language, fully adapted to the phonetic, grammatical and orthographic norms of the Uzbek language:

*avtoproktoring*

*autoproctoring*

*adminstrator*

*administrator*

*blog*

*blog*

*vebinar*

*webinar*

*veb kurs*

*web course*

*onlayn*

*on-line*

*keys stadi*

*case study*

*mentor*

*mentor*

*sillabus*

*syllabus*

*tyutor*

*tutor*

*traskript*

*transcript*



*edvayzer*

*advisor*

*monitoring*

*monitoring*

*invigilator*

*invigilator*

*flipchart*

*flipchart*

*chat*

*chat*

*internet*

*internet*

*multimediya*

*multimedia*

*kreativ*

*creative*

*vokabulyar*

*vocabulary*

*kouch*

*coach*

*kouching*

*coaching*

*instruktor*

*instructor*

*kontent*

*content*

*spelling*

*spelling*

*topik*

*topic*

*Pover point*

*Power Point*

*Forum*

*forum*

*keys*

*case*

*kredit*

*credit*

*link*

*link*

*intervyu*

*interview*

*multikasting*

*multicasting*

*glossariy*

*glossary*

*valantyor*

*volunteer*

*skayp*

*skype*

*podkast*

*podcast*

II. English acquisitions acquired through the Russian language, adapting to the phonetic, morphological, graphic standards of the Russian language:

*фасилитация*

*facilitation*

*антиципация*

*anticipation*

*вики-технология*

*wiki technology*

*аудиоконференция*

*audioconferencing*

*modul*

*moodle*

*коллаборация*

*collaboration*

*гиперссылка*

*hyperlink*

*интерактив*

*interaction*

*презентация*

*presentation*

*лектор*

*lecturer*

**II. Units mastered on the basis of calking.** Most of the terms of the field have been acquired by copying. The following forms of calcification are found:

**1. Terms acquired on the basis of literal translation into Uzbek language of the complete kalka, adopted word and its components:**

*masofaviy ta'lim*

*distance learning (d-learning)*

*aralash ta'lim*

*blended learning (b-learning)*

*dasturiy mahsulot*

*authoring tools*

*elektron manzil*

*electronic mail (e-mail)*

*elektron manzil arxivi*

*e-mail archive*

*ta'lim dasturi*

*educational program*

*o'quv dasturi*

*academic program*

*masofaviy o'quv dasturi*

*online learning program*

*masofaviy o'quv kursi*

*distance education course*

*Virtual ta'lim jarayonini boshqaruvchi tizimlar*

*Learning management system*

*Ichki kontentni boshqaruv tizimlari*

*Content management systems*



*Berilgan obektdan hamkorlikda  
foydalanish namunaviy modeli*

*Sharable content object reference  
model*

*Modulli obyektga yo 'naltirilgan  
dinamik o 'qitish muhiti*

*Modular object oriented dynamic  
learning environment*

*asinxron ta 'lim*

*asynchronous learning*

*sinxron ta 'lim*

*synchronous learning*

*majburiy fanlar*

*core subjects*

*tanlov fanlari*

*elective courses*

*yakuniy nazorat*

*final examination*

*oraliq nazorat*

*midterm examination*

2. Semi-colloquial, one of the components of the borrowed word, terms that have been borrowed based on the translation of either the first or the second component:

*veb mashg 'ulot*

*web training*

*vebkonferensiya*

*web conference*

*o 'quv kursi*

*course*

*kontakt soat*

*contact hour*

*kredit-soat*

*credit-hour*

*onlayn kurs*

*online course*

*onlayn o'qish*

*online learning*

*onlayn maktab*

*online school*

*o'quv kontenti*

*educational content*

*giperhavola*

*hyperlink*

*mobil ta'lim*

*mobile learning (m-learning)*

*onlayn ta'lim*

*on-line learning*

*elektron ta'lim*

*electronic learning (e-learning)*

*elektron kutubxona*

*digital library, cybrary*

3. Semantic map, terms acquired by finding the Uzbek alternative of the acquired word or revealing its meaning in Uzbek as much as possible:

*e-teacher*

*onlayn o'qituvchi*

*instructor*

*onlayn o'qituvchi*

*summary*

*fanning qisqa mazmuni*

*portfolio tools*

*tizim muhitida o'quvchi uchun ishchi modullar*

*enrollment*

*o'quv kursiga yozilish*

*syllabus*

*fanning ishchi o'quv dasturi*

*transcript*

*akademik ma'lumotnoma*

*degree**akademik daraja**academic calendar**o'quv jadvali**grades**baholar to'g'risida axborot*

**III. The term barbarisms.** Barbarisms are words or phrases that have not been assimilated into the mother tongue and are used as a phenomenon of a foreign language. Term-barbarisms are lexical units that have not been adapted to the phonetic and graphic norms of the receiving language, and have fully preserved both the external material form and the internal content and structural construction. Term-barbarisms are significantly foreign elements for the language, and their use in the language is considered a negative phenomenon for the language. In the course of our analysis, it became clear that a large part of the terminology of distance education consists of English language or term-barbarisms borrowed from other

languages through it. For example, [E-learning](#), [D-learning](#), [M-learning](#), [B-learning](#), [Zoom](#), [Skype](#), [Cisco Webex](#), [Google Classroom](#), [Forum](#), [Chat](#), [Claroline](#), [D2L](#), [Wiki](#), [Microsoft Teams](#), [Edgenuity](#). Also, modern educational platforms - Moodle Free, iSpring platform for corporate sectors, LMS WebTutor platform, Teachbase Cloud-based training platform, GetCourse info-businessmen platform, Memberlux platform for WordPress, module system training names of training modules Forums, Materials, Messenger, Chat, Exercises, Group work, Student tracking, etc., the lexicon of industry representatives is used in this case. Most of them are considered abbreviations and are currently actively used in the lexicon of the field:

<i>LMS</i>	<i>Learning Management Systems</i>	<i>Virtual ta'lim jarayonini boshqaruvchi tizimlar</i>
<i>CMS</i>	<i>Content Management Systems</i>	<i>Ichki kontentni boshqaruvchi tizimlar</i>
<i>LCMS</i>	<i>Learning Content Management System</i>	<i>O'quv kontentini boshqarish tizimi</i>
<i>MLE</i>	<i>Managed Learning Environment</i>	<i>Boshqaruvchan ta'lim muhiti</i>

LSS	<i>Learning Support System</i>	<i>O‘quv jarayonini qo‘llab-quvvatlash tizimi</i>
LP	<i>Learning Platform</i>	<i>O‘quv jarayoni platformasi</i>
VLE	<i>Virtual Learning Environments</i>	<i>Virtual o‘quv jarayoni muhiti</i>
HTML	<i>Hyper Text Markup Language</i>	<i>Gipermatnni belgilash tili</i>
HEMIS	<i>Higher Education Management Information System</i>	<i>Oliy ta‘lim jarayonlarini boshqarish axborot tizimi</i>
GER	<i>General Education Requirement</i>	<i>Umumta‘lim fanlari, ijtimoiy-gumanitar va tabiiy-ilmiy fanlar</i>
GPA	<i>Grade Point Average</i>	<i>Talabaning o‘rtacha o‘zlashtirish ko‘rsatkichi</i>
MOODLE	<i>Modular Object Oriented Dynamic Learning Environment</i>	<i>Veb muhitida o‘qitish va onlayn rejimdagi darslarni tashkil qiluvchi pedagogik dasturiy majmua</i>
SAT	<i>Scholastic Altitude Test</i>	<i>Majburiy fanlar bo‘yicha test</i>

<i>ZOOM</i>	<i>Zion originated outreach ministry</i>	<i>Sionlashgan targ'ibot xizmatini</i>
<i>SCORM</i>	<i>Sharable Content Object Reference Model</i>	<i>Berilgan obektdan hamkorlikda foydalanish namunaviy modeli</i>

## CONCLUSION

Today, English acquisitions have spread rapidly not only to the Uzbek language, but also to the educational system of other languages of the world, in particular, the terminology of distance education. Most of these borrowings are words that were borrowed from ancient Latin into English, from English into Russian with certain phonetic changes, and into Uzbek directly from English or as an intermediary. language - entered through the Russian language. Distance education terminology is also an open and dynamic system that is constantly undergoing both quantitative and qualitative changes. It is a part of pedagogical terminology, pedagogical terminology, by itself, serves to enrich the terminological system of the language, at the same time, to enrich education with new concepts, to expand or narrow the scope of use of terms.

So, the rapid development of the field, information and technical means of teaching, electronic teaching devices, concepts related to teaching methods and their names quickly enter the Uzbek education system,

and elements of foreign language are not filtered into the language. - caused it to settle out of control. This puts the modern Uzbek terminology in front of the task of identifying the problems of term appropriation and finding ways to eliminate it.

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