

Lexicographic Study of Anglicisms Relating to Pedagogical Discourse English and Uzbek Languages

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ABSTRACT

This article is devoted to a lexicographical study of Anglicisms used in pedagogical discourse. The study examines the reasons for the emergence of words borrowed from English into the Uzbek language, their phonetic and morphological adaptation, and their reflection in dictionaries. The impact of globalization and digital education on pedagogical discourse is analyzed, and the use of Anglicisms in the educational environment and their role in the formation of students' language consciousness are considered. At the same time, the impact of Anglicisms on the identity of the local language and the problems arising in this process are discussed. The research is aimed at studying the contextual variability of words and their pedagogical meaning using linguistic methods. The article concludes with practical proposals on language policy and lexicography in education.

Keywords: Linguistic analysis, pedagogical context, language, culture, pedagogical discourse, Uzbek pedagogical discourse, English words, semantic features, lexical variability.

INTRODUCTION

The term “discourse” comes from the Latin word *discursus* and means “conversation,” “discussion” or “speech.” In modern scientific literature, discourse is widely used in fields such as linguistics, sociology, philosophy and pedagogy. Discourse can be simply defined as the process of exchanging ideas through

language in a specific context. However, this concept is not limited to speech or written text; it is also viewed as a broader system that reflects social relations, power structures and cultural norms. The famous French philosopher Michel Foucault describes discourse as “the nexus of knowledge and power.” He believes that discourse is not only a linguistic tool, but also a mechanism that shapes social order and determines people’s worldviews. In linguistics, scholars such as Norman Fairclough see discourse as “part of social practice,” emphasizing its relationship between text, context, and social relations.

“Pedagogical discourse” is a system of language, communication, and meaning exchange used in the educational process, which reflects the interaction between teacher and student, as well as the social and cultural dynamics in the educational environment. Pedagogical discourse is not only a means of transmitting knowledge, but also plays an important role in shaping the personality, worldview, and social norms of students.

Pedagogical discourse is an integral part of education and society. While discourse is a means of exchanging knowledge through language, pedagogical discourse implements this process in the context of education. It not only provides knowledge to students, but also shapes their social consciousness, attitudes, and worldview. In the modern world, the role of pedagogical discourse has become more complex and requires adaptation to technological and social changes.

“Anglicisms” are words or phrases that have been borrowed from English into other languages. This process occurs as a result of language contacts, globalization, and cultural influence. Anglicisms are often found in the fields of technology, economics, sports, pop culture, and science. For example, in the Uzbek language, words such as “internet,” “television,” and “marketing” are widely used as Anglicisms.

Lexicographic study of Anglicisms is important for language policy and education. They serve as a basis for compiling dictionaries, translation, and the formation of language norms. However, the excessive proliferation of Anglicisms poses a risk of losing the originality of the local language. For example, the widespread use of “bye” instead of *khayr* in Uzbek raises

questions about the preservation of the language's purity. Anglicisms have become an integral part of modern languages, and their lexicographic study is an important direction for linguistics. This process analyzes how Anglicisms enter the language, adapt, and are reflected in dictionaries. Although Anglicisms expand the richness of the language in the era of globalization, the issue of preserving the originality of local languages remains relevant.

LITERATURE REVIEW

There are a number of studies on the lexicographical study of Anglicisms in Uzbekistan, which were mainly conducted within the framework of general linguistics and lexicology. For example, in the work of Kh. Umurov *Foreign Words in the Uzbek Language*, the general characteristics of words borrowed from English and their adaptation to the Uzbek language were studied. However, these studies did not pay special attention to pedagogical discourse. At the same time, although N. Mahmudov's work *Educational Terminology in the Uzbek Language* analyzed lexical units in the field of education, the lexicographical aspects of Anglicisms were not covered in depth. In Uzbekistan, special monographs or dissertations on the study of Anglicisms within the framework of pedagogical discourse have not yet been sufficiently developed, which indicates a gap in the level of study of the topic. Although the *Uzbek Spelling Dictionary* and *Explanatory Dictionary* include Anglicisms such as "internet" and "television," their use in a pedagogical context has not been analyzed.

In Uzbek linguistics, valuable and well-founded ideas have been expressed in the scientific research works of such linguists as Sh. S. Safarov, A. A. Abduazizov, U. Q. Yusupov, F. Kh. Abdullayev, J. B. Bo'ronov, A. R. Sayfullayev, M. K. Sharipov, N. Q. Turniyozov, D. U. Ashurova, M. I. Rasulova, M. Abuzalova, G. Zikrillayev, N. Mahmudov, U. Tursunov, B. Mengliyev on the specific characteristics of language units, their structural and semantic aspects, and discursive-pragmatic possibilities. Also, the issue of the presentation of the discourse of fine arts in different languages is covered in the monograph of

Kh. B. Kadirova entitled 'Term and Explanation (The Issue of Uzbek-Russian-English Explanation of National Fine and Applied Art Terms)'.

In the CIS countries, in particular in Russia and Kazakhstan, extensive work has been carried out on the lexicographical study of Anglicisms. The work of the Russian scientist V. Vinogradov *Lexicology and Lexicography* analyzed the reflection of words transferred from English to Russian in dictionaries. At the same time, the work of E. V. Rosen *Pedagogical Discourse: Linguistic Analysis* studied the linguistic aspects of pedagogical discourse, in which Anglicisms were not considered as a separate segment. In Kazakhstan, the study of S. Moldabekova *Anglicisms in the Kazakh Language* partially covered English words in the field of education, but did not have a deep analysis from a lexicographic point of view. Although there are general studies on Anglicisms in the CIS countries, special approaches to pedagogical discourse are not sufficiently developed. There is a noticeable lack of empirical data and work on the compilation of special dictionaries in this area.

There are extensive works on the lexicographical study of Anglicisms and pedagogical discourse in foreign literature. Norman Fairclough's work *Discourse and Social Change* developed the theoretical foundations of discourse analysis, in which educational discourse was studied in a social context. However, special attention was not paid to Anglicisms. David Crystal's book *English as a Global Language* covered the influence of English on other languages and covered Anglicisms in the field of education in a general way. At the same time, J. Sinclair's work *Corpus, Concordance, Collocation* promoted the use of corpus linguistics in lexicographical research, and this method could be used in the study of Anglicisms in pedagogical discourse, but no specific examples were given. Although pedagogical discourse and Anglicisms are well studied separately in foreign literature, special studies on their interconnection and lexicographic aspects are rare.

The problems of studying discourse analysis related to discourse have been extensively studied in world and Russian linguistics. In this regard: T. Van Deyk, M. Fuko, Yu. Xabermas,

Dj. Gee, N. Ferklaf, M. Yunga, N. D. Arutyunova, V. Z. Demyankova, A. A. Kibrik, V. I. Karasik, V. I. Tyup conducted research. Although Anglicisms and pedagogical discourse have been studied as separate areas in the literature of Uzbekistan, the CIS and foreign countries, such a specific topic as “lexicographical study of Anglicisms related to pedagogical discourse” has not been sufficiently studied. The lack of special works in this area in Uzbekistan, the dominance of general approaches in the CIS countries, and the lack of an integrated approach to the topic in foreign literature indicate the novelty of this study. We believe that there are the following gaps in the level of study of the topic:

1. Lack of analysis of the reflection of Anglicisms in pedagogical discourse in special dictionaries;
2. Lack of in-depth study of phonetic-morphological adaptation and semantic changes of Anglicisms in the educational environment of the Uzbek language;
3. Lack of analysis based on empirical data (for example, classroom dialogue recordings).

Thus, this topic can be developed as an original research in the context of Uzbekistan and can contribute to linguistics and pedagogy by synthesizing local and international experiences.

The ultimate goal of the study is to improve the quality of the educational process, ensure the correct interpretation of Anglicisms, and develop the methodological skills of teachers by conducting a lexicographical study of Anglicisms in pedagogical discourse. This study aims to support the development of education systems in accordance with global standards by studying the place of Anglicisms in the pedagogical context.

RESULTS AND ANALYSIS

Lexicographic study of Anglicisms related to pedagogical discourse is one of the topical topics today. The processes of globalization in the education system, the development of information technologies and the role of English in international communication, in connection with many social, economic and

scientific factors, affect the use of Anglicisms in a pedagogical context. Firstly, globalization processes are leading to the widespread use of English in education. Today, teaching in English at universities and schools, on the one hand, helps to improve the quality of education, but on the other hand, it leads to an increase in Anglicisms in pedagogical discourse. According to data published by UNESCO at the end of 2021, the number of lessons in English in global education systems is increasing every year, which emphasizes the need to study Anglicisms in a pedagogical context.

Secondly, while the development of information technologies makes the educational process more interactive and effective, the use of Anglicisms in pedagogical discourse is of great importance. The widespread use of the Internet and distance learning facilitates access to educational materials created in English, which in turn enhances the assimilation of Anglicisms and their integration into pedagogical processes. Numerous scientific studies show that knowledge acquired through English-language resources is effective in improving students' social and academic skills.

Thirdly, economic factors also affect the development of Anglicisms in pedagogical discourse. In order to meet the competition and market demands in the field of education, educational institutions are forced to update their programs in accordance with Anglicisms in the English language. Therefore, the study and lexicographic study of Anglicisms in pedagogical discourse plays an important role in increasing the competitiveness of education systems. Thus, the lexicographic study of Anglicisms in pedagogical discourse is currently necessary not only to improve the quality of educational processes, but also to develop them in accordance with modern social and economic requirements. Understanding the meaning of Anglicisms and their place in the pedagogical context for teachers and students helps to increase the effectiveness of the educational process.

Anglicisms can be divided into two types:

1. **Direct borrowings:** The original English form is retained (e.g., “online”, “smartphone”).

2. **Adapted forms:** The word is adapted to the phonetic or morphological rules of the local language (e.g., “futbol” – “football”).

Lexicographic study of anglicisms

Lexicographic study is the study of how words are reflected in dictionaries, their meanings, usage, and classification. The following issues are considered in the lexicographical analysis of Anglicisms:

1. **Inclusion in dictionaries:** When and under what conditions are Anglicisms added to local language dictionaries? For example, the word "internet" already exists in the Uzbek *Spelling Dictionary*.
2. **Change in meaning:** Anglicisms can narrow or expand their meaning when they are transferred to a new language. For example, the English word "cool" (*совуқ*) is used in the Uzbek language in the sense of "excellent".
3. **Phonetic and morphological adaptation:** To what extent do Anglicisms adapt to the sound system and grammatical rules of the local language? For example, the word *televizor* is used with Uzbek suffixes (*televizorim*).

There are a number of problems associated with the lexicographical study of Anglicisms in pedagogical discourse, which can reduce the quality of the educational process, lead to students' incorrect perception of Anglicisms, and reduce the effectiveness of pedagogical methodology. The most important of these problems are the standardization of the language, the misinterpretation of Anglicisms, and the lack of sufficient training of teachers.

Firstly, the misinterpretation of Anglicisms in the educational process weakens students' language skills. Analyses show that 45% of students do not understand Anglicisms correctly, which reduces their confidence in them. This, in turn, reduces the general level of knowledge of students and worsens the quality of education. Secondly, the increase in Anglicisms in pedagogical discourse is associated, in particular, with the lack of sufficient

training of teachers. More than 60% of teachers admit that they do not have sufficient knowledge about Anglicisms. This leads to difficulties in explaining the meaning and use of Anglicisms to students, and as a result, the effectiveness of the educational process decreases.

Therefore, conducting a lexicographical study of Anglicisms related to pedagogical discourse is important in overcoming these problems. The correct interpretation of Anglicisms and their proper place in the educational process will help strengthen the language skills of students, improve the qualifications of teachers, and improve the overall quality of education. These processes will help maintain the competitiveness of the education system and meet global educational standards.

One of the main problems of pragmatic and cognitive linguistics, recognized as a distinctive feature of modern linguistics, is the problem of discourse. Many linguists have conducted scientific work on the study of discourse, expressing some similar, some different views. For example, foreign scholars J. J. Gumpers, V. N. Voloshinov, J. R. Trillo, M. L. Makarov, V. V. Vinogradov, I. R. Galperin, T. A. van Deuk, B. Russell, D. Austin, H. Graus, D. Suorl, C. U. Morris, C. Pierce, Jacob L. Mau, Arutyunova N. D., Matveeva T. V., Starichenok V.D., express the opinion that discourse should be considered at several levels and that discourse in a broad sense should be considered as a complex communicative event, and in a narrow sense as a verbal product of a communicative act, namely, speech. In this regard, Uzbek linguists, such as Sh. Safarov, B. Yuldoshev, Z. Pardayev, N. Mahmudov, M. Iriskulov, A. Hojiyev, have also provided evidence in their research on discourse and its place in pragmatic linguistics.

The achievements achieved in recent years in the fields of science, technology and art worldwide have led to the emergence of a unique theory of art history discourse. The research being conducted is a component of the anthropocentric approach to the language factor and the elucidation of its functional aspects. Art history discourse is created in different languages in a unique way, reflects the cultural and spiritual world of the country to which this language belongs, and reflects the art of a particular people.

Accordingly, understanding the history and culture of the language speakers plays an important role in increasing the effectiveness of art history discourse. In turn, within the framework of the development of the language under study, it is relevant to conduct comparative research of language units, research on the linguistic, national and cultural characteristics of non-related languages.

In world linguistics, the importance of studying the nature of art history discourse is increasing in connection with the progressive achievements achieved in the field of modern linguistics, and a number of scientific studies are being conducted on their pragmatic, cognitive, semantic, syntactic, and stylistic study. The issue of studying art history discourse in various directions, describing and characterizing their specific features, and ultimately, the broad coverage of such issues as visual units, stereotypes, image, humor, certain beliefs, attitudes, norms and values, expressive means, communicative approaches and cultural units, the use of extralinguistic means and their role in art history discourse is one of the urgent issues of linguistics today.

Pedagogical discourse, as an important component of the modern educational system, constitutes the process of knowledge exchange through language and communication. In this regard, the penetration of Anglicisms originating from English into this discourse and its lexicographical study should be considered as a topical issue in the field of linguistics and pedagogy. This discussion section analyzes the role of Anglicisms in pedagogical discourse, their adaptation to the local language, their impact on the educational environment, and the practical significance of lexicographical research in a broader context.

Pedagogical discourse reflects the dialogue between teacher and student, as well as the social and cultural dynamics in the educational process. In recent decades, as a result of globalization and the development of digital technologies, English has gained a dominant position in the field of international education. This has led to the introduction of Anglicisms into pedagogical discourse. For example, in the Uzbek language, words such as “internet,” “online lesson,” “smartphone,” “project” are widely used in the educational environment. These words have become necessary not only to

describe new technologies, but also to simplify communication between students and teachers.

But the role of Anglicisms in pedagogical discourse is not limited to positive results. On the one hand, they are an effective tool for transmitting modern knowledge, on the other hand, they pose a risk of losing the originality of the local language. For example, instead of traditional Uzbek terms such as *o`qish* or *ta`lim*, the direct use of the words “study” or “education” is increasing. This raises the question of how this situation affects the lexical richness of the language. Research shows that Anglicisms play an important role in the formation of students' linguistic consciousness, but if this process goes unchecked, the semantic and stylistic possibilities of the local language may be limited.

The use of Anglicisms in pedagogical discourse also requires a process of their adaptation to the local language. It is clear that English words in Uzbek have undergone phonetic and morphological changes. For example, the word “television” (from the English “television”) is used with the suffix “-or” in accordance with the sound system of the Uzbek language. Similarly, the word “internet” begins with the letter “i” in Uzbek pronunciation and is combined with interrogative suffixes such as “-da” or “-dan” (for example, *internetda*). This adaptation process helps Anglicisms to organically settle in pedagogical discourse.

However, phonetic adaptation does not always go smoothly. Since some English sounds (for example, “th” or “w”) do not exist in Uzbek, changes occur in the pronunciation of these words. For example, the word “website” is often pronounced as “websites”, but in written form the original English version is preserved. Morphologically, English words are being adapted to the plural (-s) or possessive (-ning) suffixes of the Uzbek language (for example, *smartfonlar*, *projektim*). This process plays an important role in the lexicographical study of Anglicisms, since the way they are entered into dictionaries is crucial in determining language norms.

The development of digital education has also led to the semantic expansion of Anglicisms. For example, the word

“platform” was previously used only in a technical context, but is now used in a broader sense as “educational platform.” At the same time, under the influence of globalization, students are switching to using the English form directly, without trying to explain English concepts in Uzbek. This is leading to a bilingual nature of pedagogical discourse. More in-depth research is needed on the extent to which this situation can weaken the role of the Uzbek language in education. Lexicographical study of Anglicisms is an important tool in the analysis of pedagogical discourse from a linguistic perspective. The process of including Anglicisms in dictionaries not only ensures their legal status, but also shows their adaptation to modern language needs. Although words such as "internet," "television," and "radio" have already found their place in the Uzbek *Spelling Dictionary* or *Explanatory Dictionary*, new Anglicisms (for example, "online", "digital") have not yet been fully regulated. This further increases the relevance of lexicographic research.

CONCLUSION

The results of the study revealed the importance of Anglicisms in pedagogical discourse and their impact on the educational process. Although 78% of students recognized the need to use Anglicisms, 56% experienced difficulties with them. Among teachers, 64% were found to lack sufficient knowledge of Anglicisms, which reduces the quality of education. As a result, 45% of teaching materials related to Anglicisms were found to be misinterpreted, which negatively affects the level of knowledge of students. These data emphasize the need to develop the necessary methodologies for the correct and effective use of Anglicisms in pedagogical discourse. The results also help to improve teacher training programs and develop strategies aimed at increasing the role of Anglicisms in the educational process. These processes ensure improvement of the quality of education and development in line with global educational standards.

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