

Stylistic Features and Translation Practice in the Translation of Pedagogical Terms

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ABSTRACT

This study examines the stylistic features of pedagogical terms and their translation between English and Karakalpak. It focuses on preserving semantic accuracy, stylistic neutrality, and functional equivalence in the translation of scientific terminology. Using comparative, descriptive, and semantic analysis, the research investigates translation methods such as calque, transliteration, literal translation, semantic correspondence, and adaptation. The findings reveal that successful translation of pedagogical terms requires not only lexical equivalence but also consideration of cultural context and scientific style. The study identifies common translation challenges, including lexical gaps and stylistic inconsistencies, and proposes practical strategies for achieving accurate and natural translations. The results contribute to translation studies and support the development of standardized pedagogical terminology for effective international academic communication.

Keywords: Pedagogical terminology, translation studies, stylistic equivalence, English, Karakalpak, scientific style, pedagogical discourse, terminology, translation strategies, intercultural communication.

INTRODUCTION

Because of the processes of globalization and the formation, improvement, and development of the international education system, the issue of scientific terminology in various languages,

in particular, the translation of pedagogical terms, is becoming increasingly important. In the translation of scientific and pedagogical terms from the Karakalpak language into English, as well as in the adaptation of pedagogical terms from the English language into the Karakalpak language, not only lexical meanings, but also stylistic and cultural features play a significant role.

In translation processes, semantic, morphological, and syntactic differences within the two language systems influence the accurate and scientifically precise representation of pedagogical terms. Therefore, when translating pedagogical terms, stylistic aspects, semantic similarities and differences, as well as the problems of equivalence, require a scientific analysis.

As integration processes accelerate in the global education system, the lexico-stylistic correspondence between pedagogical terms and Karakalpak languages is becoming increasingly important from both scientific and practical perspectives. In the current conditions of development of international education, the translation of scientific terminology, including pedagogical terms, attracts attention. The deepening of linguocultural ties between the Karakalpak and English languages, integration traditions in the field of education require accurate and stylistically correct translation of pedagogical terms. In the translation of pedagogical terms, it is necessary to preserve not only lexical correspondences, but also the cultural and stylistic features of each language. Because the terminological system of each language is based on its national-cultural code, historically formed pedagogical tradition, and system of scientific thinking. Therefore, the issue of translating pedagogical terms between Karakalpak and English requires study not only in linguistic, but also in cultural and cognitive aspects.

MATERIALS AND METHODS

The main characteristic of pedagogical terms is their scientific accuracy, limited scope of application, and stable meaning. For example, English terms such as “curriculum,” “didactics,” “assessment,” “inclusive education,” “formative learning,” and

their variants in the Karakalpak language (*oqıwbaǵdarlaması*, *didaktika*, *bahalaw*, *inklyuzivbilimberiw*, *formativbilimlendiriw*) have clear and understandable meaning only in the field of pedagogy.

Renowned scholars (V. V. Vinogradov, E. Nayda, T. Qordabayev, Sh. Qurmanbayev, and others) define the main characteristic of a term as “expressing a specific concept, conciseness, stability, and unambiguity.” These properties of the term require its equivalence during translation.

Another characteristic of pedagogical terms is their close connection to social and cultural context. For example, the phrase “school” is used in the cultural context of Great Britain to mean a “private school,” while in the American context, it means a “public school.” Such differences require not only linguistics and linguistic knowledge from the translator but also intercultural expertise.

In the field of translation, translating terms from one language to another is one of the most difficult and responsible aspects. Because terms are not only a linguistic symbol but also a part of a scientific conceptual system. Thus, classics of translation theory such as E. Nayda, J. Vinay, J. Darbelne, K. Reys, A. Schweitzer, Yu. Nayda, and others emphasize the necessity of maintaining a balance between “formal and semantic equivalence” when translating terms. This golden rule in translation also directly applies to pedagogical terms.

RESULTS

Most pedagogical terms consist of international lexemes borrowed from Latin and Greek (for example: “methodology,” “pedagogy,” “didactics,” “competence,” etc.), therefore, some of them are similarly adopted in the Karakalpak language. However, sometimes there is a need to adapt it to the morphological rules of the Karakalpak language, adapt it, and align it with national pedagogical concepts. We can illustrate this with the following table:

English term	Translation method	Translation method
Formative assessment	<i>Formativbahalaw</i>	Calque + matching
Mentoring	<i>Tárbiyashılıq</i>	Semantic correspondence
Lifelong learning	<i>Ómiridawamındabilimalıw</i>	Literal translation
Inclusive education	<i>Inklyuzivbilimberu</i>	International conformity

As we can see from these examples, in the process of translation, in addition to “lexical equivalence,” “stylistic harmony” is also important. Some translations require additional adaptation to conform to the natural colloquial style of the Karakalpak language.

1. *Stylistic description of pedagogical terms*

Pedagogical terms belong to the main lexical layer of scientific style. The main characteristics of scientific style are clarity, concreteness, the absence of artistry, imagery, and logical consistency. Therefore, when translating pedagogical terms, it “is crucial to maintain their correspondence to the functional style.” For example, translating the phrase “assessment for learning” as *úyreniwushınbahalaw* is stylistically scientific, as it preserves the logical structure of the terminological system. However, in the *úyretiwmaqsetindebahalaw* variant, the text is close to the oral style and does not fully meet the requirements of the scientific text.

Stylistic differences in pedagogical terms are often related to linguistic tradition, the level of state development, and the specifics of the education system. For example, the term “inclusive education” has been actively used since the 1980s, while in the Karakalpak language this concept has been introduced in recent decades, and its stylistic stability is still in the formative stage.

Pedagogical terms are specialized lexical units that form the basis of a scientific style. By clearly reflecting the concepts of pedagogical science, they serve to ensure the clarity and consistency of scientific communication. The main purpose of the term is to convey the concept precisely, accurately, neutrally, and without emotional coloring. Therefore, pedagogical terms are

considered a key element of the “formal-scientific style.” Linguists V. V. Vinogradov, M. Balakayev, T. Kordabayev, Sh. Kurmanbayev, and others describe the main features of scientific style in their works as follows:

- logical consistency and clarity;
- lack of artistic and emotional expressiveness of words;
- abstractness and generality;
- lack of expressiveness;
- strict consistency in phrase structure.

Pedagogical terms encompass all of these characteristics. For example: *oqıwmetodologiyası, oqıwtexnologiyası, pedagogikalıqprocess, kompetenciya, refleksiya, motivaciya, bahalawkriteriyaları* and other similar concepts are used only in a scientific environment, in a specific professional context, and are devoid of emotional coloring.

2. *Stylistic neutrality and clarity in the system of pedagogical terms*

The most important stylistic feature of pedagogical terms is their neutrality. That is, the term does not create an emotional coloring, does not have an allegorical or artistic meaning. For example, «*tárbiyalaw*», «*oqıw*», «*úyretiw*» words can have an expressive meaning when used in the general language, but in scientific style, their use only conveys a clear, unambiguous concept.

The terms “assessment,” “curriculum,” “pedagogy,” “inclusive education,” “formative learning” also have a neutral meaning. This neutrality must be maintained when translating them into Karakalpak.

If the stylistic tone changes during translation, the scientific meaning of the term is disrupted. For example: “teaching process,” “education system,” “assessment criteria,” “learning outcome,” “teaching method,” “learning material” phrases – *oqıwprocesı, bilimlendirıwsisteması, bahalawkriteriyası, oqıwnátıyjesi, oqıwmetodı, oqıwmaterialları*. The neutral meaning is preserved when translated.

Clarity is one of the important indicators of a stylistic aspect. Therefore, the meaning of a pedagogical term must be clear and consistent. In a terminological system, the use of one word in several meanings creates terminological homonymy, which negatively affects the rules of scientific discourse and the meaningfulness of the term. Therefore, pedagogical terms should be dominated by monosemy, not polysemy.

3. *Stylistic classification of pedagogical terms*

Pedagogical terms can be divided into several groups according to their stylistic function and scope of application:

1. **Scientific-theoretical terms:** terms describing the general theory of the field of pedagogy: *pedagogikalıq process, didaktika, shaxs, bilimberiwparadigması*
2. **Methodological terms:** Terms related to teaching methodology and technologies: *rejelestiriw, saralapoqitiw, refleksiya, kouching, fasilitaciya*
3. **Terms related to management and assessment:** Terms related to the processes of assessing and managing the quality of education: *bahalawkriteriyası, monitoring, tájiriybemetodı, oqıwnátıyjesi, reyting, kreditmodul*
4. **Psychological terms: such terms are closely related to pedagogical psychology:** For example: *motivaciya, ózin-ózibahalaw, kognitivlikstil, emociyanallıqintellekt, aqlıyhujim, refleks.*

When all pedagogical terms in these groups are used in scientific style, the stylistic coloring of some terms may be somewhat different. For example, there is a possibility that psychological terms sometimes acquire expressive coloring depending on the context. For example: *motivaciya, qızıǵıwshılıq, beyimlestiriw*

4. *Stylistic correspondence of pedagogical terms in Karakalpak and English*

The stylistic features of pedagogical terms in the Karakalpak and English languages are often determined by their history of formation and cultural context. For example, English terms are

more international in nature (Greek-Latin): “pedagogy,” “didactics,” “competence,” “motivation,” “reflection.”

In the Karakalpak language, national stylistic harmony is taken into account when using them in appropriate form and content. For example, the words "competence," "pedagogy," and others are not used directly through transliteration, but rather as "competent," "pedagogical," in accordance with the national characteristics of the Karakalpak language. This is a clear example of the stylistic adaptation of a translation. Furthermore, here are some examples:

1. **Inclusive education:** *inklyuzivlibilimberiw*. The international style is preserved here.
2. **Lifelong learning:** if we translate it literally as "lifelong learning," and use it stylistically as "lifelong learning," we will add color to our national language.
3. **Mentoring:** *«ustazlıq»*. This clearly demonstrates conformity and adaptation to the national cultural style.

As can be seen from these examples, the stylistic character of pedagogical terms in the Karakalpak language is adapted to national language rules, morphological features, and national-cultural traditions when adopting terms borrowed from English. This process ensures a balance between stylistic harmony and scientific accuracy.

5. Stylistic problems in the translation of pedagogical terms and their solutions

The main stylistic problems encountered in the translation of pedagogical terms include:

1. **Cases where there is no clear, precise alternative:** some pedagogical terms do not have a clear equivalent in the Karakalpak language. For example: “scaffolding,” “blended learning,” “formative assessment” and so on. In such cases, calquing, descriptive, and explanatory methods of translation are used.
2. **Cases of ambiguity and context dependence:** some pedagogical terms can have different meanings in different

contexts. For example: *assessment* → *bahalaw, sinaq, itixan, tekseriw, test*.

3. **Stylistic discrepancies:** In the translations of some scientific texts, anomalies (inconsistency with the content, inappropriate translation, errors) are noticeable. That is, words with oral or journalistic nuances can be used. For example: «*Curriculum*» → *oqıwbaǵdarlaması, oqıwrejesi, pánlerjıynaǵıor* sometimes it means “timetable or schedule” (*raspisanie, sabaqkestesi*). In such cases, ambiguities may arise in the context. Therefore, the translator uses the method of functional compatibility to maintain the scientific neutrality of the term. For example, *learning outcomes* – «*oqıwnátiyjeleri*» (scientific style) and «*úyreniwnátiyjeleri*» – Being close to everyday meaning, using it stylistically creates certain inconveniences.

In general, as a result of analyzing pedagogical terms based on their stylistic characteristics, we can conclude the following:

1. Pedagogical terms are a part of the main lexical layer of scientific style, their main features are neutrality, clarity, and logical consistency.
2. The stylistic features of pedagogical terms in the Karakalpak and English languages are closely related to their historical formation, cultural context, and terminological system.
3. Maintaining the stylistic color of a term during the translation process is a guarantee of scientific accuracy.
4. When harmonizing pedagogical terms with the rules of the national language, it is advisable to harmonize them not only lexically but also stylistically.
5. Stylistically correct pedagogical terminology enhances the culture of scientific language and contributes to the development of scientific communication at the international level.

The stylistic correspondences of pedagogical terms in the Karakalpak and English languages, as well as the Karakalpak

equivalents and stylistic features of English terms, are compared in the form of a table.

№	English term	Karakalpak equivalent	Translation method	Stylistic characteristics
1	Curriculum	<i>Oqıwbaǵı darlaması</i>	Translating based on content	Means a formal, neutral pedagogical term, a clear concept.
2	Assessment for learning	<i>Oqıwda bahalaw</i>	Straight calque	Scientific-style pedagogical, neutral term
3	Formative assessment	<i>Formal bahalaw</i>	Calque + correspondence	Is used as a pedagogical term
4	Pedagogy	<i>Pedagogika</i>	International term	Neutral, scientific-style pedagogical
5	Inclusive education	<i>Inklyuziv bilimberiw</i>	Transliteration + calque	Formal scientific-style, non-emotional pedagogical term
6	Competence /competency	<i>Kompetenciya</i>	Transliteration	A neutral term adapted to the morphological rules of the karakalpak language
7	Lifelong learning	<i>Bir ómir bilim alıw</i>	Literal translation	Scientific, official style, clear pedagogical concept
8	Scaffolding	<i>Tayanış járdem</i>	Explanatory translation	Stylistically adapted pedagogical concept close to the national content
9	Mentoring	<i>Ustazlıq</i>	To translate by meaning	A culturally adapted term blended with the national style
10	Blended learning	<i>Aralas oqıtıw</i>	Calque	Neutral pedagogical term used as a scientific term

We will substantiate the stylistic correspondence with examples taken from the context.

Example 1

In English: Formative assessment helps teachers understand students' progress and adjust teaching strategies accordingly.

Translation in Karakalpak: *Formal bahalawoqıtw shıǵaoqıwshılardıńnoqıwdaǵıjetiskenliklerinbahalawǵahámoqıtwstrategiyalarınsoǵansáykesalıpbarıwǵamúkinshilikberedi.*

Analysis: In both languages, the scientific style is preserved, the pedagogical term is used logically and clearly, the stylistic color is the same.

Example 2

In English: Mentoring plays a crucial role in teachers' professional development.

Translation in Karakalpak: *Ustazlıqoqıtwshınıńkásiplik jaqtanrawajlanıwınıńáhmiyetlibólimibolıptabıladı.*

Analysis: Here, the term "mentorship" refers to national culture, but is used in a neutral sense in this context.

Example 3

In English: Inclusive education promotes equal opportunities for all learners.

Translation in Karakalpak: *Inklyuzivbilimberiwbarlıqbilimalıwshılarǵateńdeymúkinshilikberedi.*

Analysis: The term "inclusive" used here is neutral for both languages, and stylistic harmony is fully preserved.

We will examine the types of stylistic correspondence based on the following table.

Type of correspondence	Description	Example
Fully equivalent	In both languages, the meaning and style are the same.	Pedagogy – <i>pedagogika</i>
Semi-equivalence	The meaning is close, but there is a cultural or stylistic difference.	Classroom management – <i>topardı basqarıw</i>

Functional compatibility	It's not a literal translation, but its functional meaning is the same.	Scaffolding – <i>tayanishjârdem</i>
Coincidence by calquing	The term is translated directly, the style is preserved.	Formative assessment – <i>formal bahalaw</i>
To observe the norms of the national language	Adaptation through adherence to national language norms.	Mentoring – <i>ustazlıq</i>

We can describe examples of stylistic correspondence based on the following table.

In English term in	Translation type	Karakalpak equivalent	Method of stylistic correspondence
Collaborative learning <i>tuwrakalka</i>	To teach together	Collaborative learning <i>tuwrakalka</i>	Short, neutral, scientific style
Self-assessment	Calque	<i>Özin-özibahalaw</i>	Morphological correspondence
Active learning	Direct translation	<i>Jedeloqıtw</i>	Stylistically neutral
Educational outcomes	Semantic translation	<i>Bilimnâtiyjeleri</i>	Terminological accuracy and stylistic harmony are preserved
Teacher reflection	Explanatory translation	<i>Oqıtwshınıńkásipli kreflekciyası</i>	Scientific style, clear and neutral

DISCUSSION

In general, the above examples and tables clearly demonstrate the stylistic character of the terms and their correspondence in the translation. If stylistic equivalence is maintained in the translation of pedagogical terms between the Karakalpak and English languages, the accuracy and consistency of scientific communication will be ensured.

CONCLUSION

The study concludes that stylistic equivalence is a fundamental requirement for the successful translation of pedagogical terminology between English and Karakalpak. Effective translation depends on the integration of semantic accuracy, functional correspondence, cultural adaptation, and adherence to scientific style. The proposed translation strategies can improve the consistency of pedagogical terminology, enhance academic communication, and support the development of bilingual educational resources and future terminological research.

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