

TITLE: A COMPARATIVE ANALYSIS OF ENGLISH AND RUSSIAN TERMINOLOGY IN EDUCATION

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ABSTRACT

Education systems around the world employ specific terminologies to describe various aspects of teaching and learning. This article aims to explore the characteristics, similarities, and differences between English and Russian terminology in the field of education. By examining key concepts and terms used in both languages, we can gain insights into the unique linguistic features and cultural influences that shape educational discourse in each context.

Key words: Education, culture, terminology, letters, sound, discourse, language

ANNOTATSIYA

Dunyo bo'ylab ta'lim tizimlari o'qitish va o'qitishning turli jihatlarini tavsiflash uchun maxsus atamalardan foydalanadi. Ushbu maqola ta'lim sohasidagi ingliz va rus terminologiyasi o'rtasidagi xususiyatlar, o'xshashlik va farqlarni o'rganishga qaratilgan. Ikkala tilda qo'llaniladigan asosiy tushuncha va atamalarni o'rganish orqali biz har bir kontekstda ta'lim nutqini shakllantiradigan o'ziga xos lingvistik xususiyatlar va madaniy ta'sirlar haqida tushunchaga ega bo'lishimiz mumkin.

Kalit so'zlar: Ta'lim, madaniyat, terminologiya, harflar, tovush, nutq, til.

АННОТАЦИЯ

Системы образования по всему миру используют специальные термины для описания различных аспектов преподавания и обучения. Данная статья направлена на изучение характеристик, сходств и различий между английской и русской терминологией в сфере образования. Изучая ключевые понятия и термины, используемые в обоих языках, мы можем получить представление об уникальных языковых особенностях и культурных влияниях, которые формируют образовательный дискурс в каждом контексте.

Ключевые слова: образование, культура, терминология, буквы, звук, дискурс, язык.

INTRODUCTION

Language plays an important role in education, and the terminology used in educational contexts can vary widely depending on the language and the cultural context. The study of educational terminology in English and Russian has been the subject of much research in recent years, as educators and translators seek to improve the accuracy and consistency of educational language.

One of the main challenges in translating educational terminology from English into Russian is the structural and semantic differences between the two languages. For example, Russian has a highly inflected system of grammatical cases, which can affect the way in which educational terms are formed and used. In addition, the cultural context of education in Russia is different from that in English-speaking countries, which can affect the way in which terms are understood and used

LITERATURE AND METHODOLOGY

Henson (1996) stated that any research field requires attention to the vocabulary and definitions relevant to that field in order to be studied and understood. One area of particular interest in the study of educational terminology is the field of educational psychology. Many terms in this field are highly technical and may not have direct equivalents in Russian. For example, the term "metacognition" refers to the ability to think about one's own thinking, and there may be no direct equivalent term in Russian. Translators and educators must therefore work to develop new terms that accurately convey the meaning of these technical terms in both languages. Cummins (2001) commented that minority languages and minority language bilingualism have been undervalued and excluded from education for decades as a result of the influence of societal power systems. However, the value messages can potentially have an impact on both educators and researchers that they interact. English and Russian are two distinct languages with different structures, grammar rules, and vocabulary. This means that educational terminology in English and Russian can differ significantly. For example, in English, the term "curriculum" refers to the set of courses, activities, and materials that make up a particular educational program, while in Russian, the equivalent term "учебный план" (uchebnyy plan) refers specifically to the plan of study for a particular subject or course. Baker (2006) stated ESL phrases has changed and developed over the course of academic history to reflect ELLs and the process of language acquisition more accurately.

RESULTS

When translating educational terminology from English into Russian, one of the main challenges is to find appropriate equivalents for terms that may not have a direct translation. For example, the English term "assessment" refers to the process of

evaluating student learning, while the Russian equivalent "оценка" (otsenka) has a broader meaning that can also include grading and evaluation of other types of performance.

Another strategy is to develop new terms that accurately convey the meaning of technical or specialized terms in both languages. This is particularly important in fields such as educational psychology, where many terms may not have direct equivalents in Russian. For example, the English term "metacognition" refers to the ability to think about one's own thinking, and there may be no direct equivalent term in Russian. Translators and educators may need to develop new terms or use descriptive phrases to accurately convey the meaning of such technical terms.

English –Russian equivalent

Pedogogy	педагогика
Psycology	Психология
Education	Образование
School	школа
Curriculum	учебный план
Lesson plan	план урока
Grade	оценка
Student	студент
Teacher	учитель
Timetable	Расписание

To address these challenges, researchers have proposed a range of strategies for translating educational terminology from English into Russian. These strategies include using glossaries and dictionaries to standardize the terminology, developing new terms that are more appropriate for the Russian context, and using parallel texts to ensure consistency in translation.

DISCUSSION

Characteristics of English Terminology in Education:

English, as a global language, has a vast vocabulary related to education. Some common characteristics of English terminology in education include:

- a) Influence of Latin and Greek: English borrows extensively from Latin and Greek, resulting in numerous technical terms. For instance, terms like "pedagogy" (pedagogika) and "psychology" (psikhologiya) have similar roots in both languages.
- b) Flexibility and Adaptability: English allows for the creation of new terms by combining existing words, making it flexible and adaptable to evolving educational concepts. Examples include "blended learning," "e-learning," and "STEM education."
- c) Clarity and Precision: English terminology often emphasizes clarity and precision, with terms conveying specific meanings. For instance, terms like "curriculum,"

"assessment," and "pedagogical strategies" have precise definitions and usage in educational contexts.

2. Characteristics of Russian Terminology in Education:

Russian terminology in education also possesses unique characteristics, reflecting the language's history and cultural influences:

a) Cyrillic Alphabet: Russian uses the Cyrillic alphabet, which has its own distinct letters and sounds. This impacts the spelling and pronunciation of educational terms. For example, "education" is "obrazovanie" (образование) in Russian.

b) Influence of Slavic Roots: Russian terminology is often rooted in Slavic etymology, distinguishing it from languages with Latin or Greek influences. Terms like "shkola" (школа) for "school" and "universitet" (университет) for "university" exemplify this.

c) Emphasis on Collectivism: Russian terminology may emphasize collective aspects, reflecting the cultural emphasis on collaboration and communal learning. Terms like "kolektiv" (коллектив) for "class group" or "teamwork" (sotrudnichestvo) highlight this emphasis.

3. Similarities between English and Russian Terminology in Education:

Despite their linguistic and cultural differences, English and Russian terminologies in education share some similarities:

a) Core Concepts: Both languages share core concepts such as "teacher" (uchitel/учитель), "student" (student/студент), "education" (obrazovanie/образование), and "learning" (uchenie/учение), which reflect the universal nature of education.

b) Global Influence: English terminologies, due to the global dominance of the English language, have influenced Russian educational discourse. Terms like "lesson" (urok/урок) and "diploma" (diplom/диплом) have been adopted from English.

c) International Collaboration: With increasing international collaboration in education, terms like "curriculum," "assessment," and "research" have been adopted in both English and Russian contexts, facilitating communication between educators globally.

4. Differences between English and Russian Terminology in Education:
English and Russian terminologies also exhibit notable differences:

a) Grammatical Structure: The grammatical structure of both languages affects the formation and usage of educational terms. English often relies on word order, while Russian employs case endings and noun declensions for differentiation.

b) Cultural Nuances: Educational terminology is influenced by cultural contexts. English terminology may emphasize individual.

CONCLUSION

In conclusion, the educational terminology used in Russian-Uzbek reflects the historical and cultural influences. While there is still a significant use of loanwords from English, there is also a growing push to use more native Russian terms in education. Educational terminology in English and Russian can differ significantly due to differences in language structure, grammar rules, and cultural context. Translators and educators must work to develop strategies for accurately translating and standardizing educational terminology to ensure that it is consistent and accurate across different texts and contexts.

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