

O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
QO'QON DAVLAT UNIVERSITETI



“TASDIQLAYMAN”
Qo'qon davlat universiteti
rektor D.Sh.Xodjayeva
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Pedagogik matnlarni tarjima qilish xususiyatlari
FAN DASTURI

Bilim sohasi:	100000 – Ta'lim
Ta'lim sohasi:	110000 – Ta'lim
Ta'lim yo'nalishi	70110901 - Xorijiy til va adabiyoti (Ingliz tili)

Fan/modul kodi XMLINGN2206		O'quv yili 2025-2026	Semestr 4	ECTS - Kreditlar 5	
Fan/modul turi Tanlov		Ta'lim tili O'zbek		Haftadagi dars soatlari 4	
1.	Fanning nomi	Auditoriya mashg'ulotlari (soat)	Kurs ishi (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat)
		Xorijiy mamlakatlarning lingvistik nazariyalari	60		90
2.	<p style="text-align: center;">I. Fanning mazmuni</p> <p>Fanni o'qitishdan maqsad – talabalarning pedagogik matnlarni tarjima qilish bo'yicha ko'nikmalarini shakllantirish va ularni pedagogik terminologiya bilan tanishtirish hisoblanadi.</p> <p>Fanning vazifalari:</p> <ul style="list-style-type: none"> - pedagogik matnlarni tarjima qilish xususiyatlari va uning boshqa matnlarni tarjima qilishdan farqli jihatlarini o'rganish. - pedagogik matnlarni tarjima qilish xususiyatlari fanining boshqa fanlar bilan chambarchas bog'liqligi va o'zaro munosabatlarini tadqiq etish; - pedagogik matnlarni tarjima qilish xususiyatlari, tarjimashunoslik, amaliy tarjima, yozma tarjima va tahrir fanlaridan farqli jihatlarini farqlash; - pedagogik matnlarni tarjima qilish xususiyatlari yo'nalishlarining metodologik prinsiplari; bu yo'nalishlarda til va tafakkur, til va madaniyat, til va nutq munosabatlariga turli yondashuvlarni o'rganishdan iborat. <p style="text-align: center;">II. Asosiy nazariy qism (ma'ruza mashg'ulotlari)</p> <p style="text-align: center;">Fan tarkibiga quyidagi mavzular kiradi:</p> <p>1. Introduction. Overview of translation theory https://www.cityu.edu.hk/catalogue/pg/202324/course/LT5603.pdf Major paradigms: equivalence-oriented, functionalist (Skopos), descriptive, cultural, localisation. The history of translation theory, then locate its relevance for pedagogical terminology (as a specialised terminology with cross-linguistic, cross-cultural dimensions).</p> <p>2. History of the research of pedagogical terms in linguistics History of the formation of pedagogical terms based on historical approaches and models of their use in practice which traces how pedagogical terms emerged in 11th-12th centuries and their institutionalization. General technical/educational terminology but less on translation of pedagogical terms across languages/cultures.</p> <p>3. Linguistic analyses of pedagogical terms, words and phrases https://complit.fas.harvard.edu/courses-translation/</p>				

Terminology research emphasises that specialised terms often have features like clarity of denotation, constraint of usage, domain-specificity, and sometimes re-use in general language. For pedagogical phrases (e.g., “scaffolding”, “peer assessment”, “flipped classroom”), linguistic analysis might examine: formation (e.g., “flipped classroom” as metaphorical extension), variation, collocations, semasiology/onomasiology (how meaning develops).

4. Types of pedagogical terms and their translation

Basic pedagogical concepts (e.g., “learning”, “teaching”, “assessment”) – very general; likely to have equivalents in many languages but with subtle differences in educational tradition. Technical/discipline-specific pedagogical terms (e.g., “formative assessment”, “summative assessment”, “zone of proximal development”) – may be borrowed or translated specially; often tied to particular theoretical frameworks. Eponymous pedagogical terms (see below) – named after scholars or methods (e.g., “Montessori method”, “Vygotsky’s zone of proximal development”). Borrowed/loan pedagogical terms – when a term is imported unchanged into another language (e.g., English pedagogy term used internationally).

5. Translation of borrowed pedagogical terms

Borrowing is common in academic/educational discourse; English terms frequently enter other languages unchanged or adapted (e.g., “blended learning”, “scaffolding”, sometimes untranslated).

6. Semantic fields of pedagogical terms and their translation

Semantically, pedagogical terms often cluster around domains such as teaching/learning processes (instruction, acquisition, scaffolding, reflection), assessment/evaluation (formative, summative, feedback), learning environments (blended, flipped, online), learner/teacher roles (facilitator, peer, mentor), theoretical constructs (zone of proximal development, cognitive load).

7. Lexical-semantic features of eponymous terms and their translation

Lexical-semantic features: the name signals authorial origin; the term often functions as a label for a theoretical construct rather than a lexical meaning derived from general vocabulary; sometimes the eponym becomes genericised (“Montessori school”, “Piagetian”). The semantic load includes both the concept and its theoretical baggage.

8. Semantic groups of eponymous pedagogical terms and their translation

Within pedagogical discourse there are clusters of eponymous terms tied to theorists or schools: e.g., Vygotsky, Piaget, Bruner, Montessori, Dewey. A semantic group might be “constructivist theory eponymous terms” (Bruner’s scaffolding, Vygotsky’s ZPD, Piaget’s stages).

9. Linguocultural features of pedagogical texts in literary works

Pedagogical texts in literary works might include: characters’ dialogues about teaching/learning, metaphorical educational discourse, classroom scenes, institutional critique. The pedagogical terms and discourse carry cultural and institutional baggage (educational system, teacher–student roles, cultural attitudes to learning)

10. Pedagogical texts in poetry and their translation features

The mnemonic/evocative use of pedagogical language, interplay of form (meter, rhyme) and educational metaphor, layering of literal and metaphorical meanings. For translation this poses unique challenges: you have to consider poetic constraints (sound, rhythm, rhyme, metaphors), plus the pedagogical terminology (may be technical, metaphorical, culture-bound).

III. Amaliy mashg'ulotlari buyicha ko'rsatma va tavsiyalar **Amaliy mashg'ulotlari**

Amaliy mashg'ulotlari uchun quyidagi mavzular tavsiya etiladi:

1. Introduction. Overview of translation theory
<https://www.cityu.edu.hk/catalogue/pg/202324/course/LT5603.pdf>
2. History of the research of pedagogical terms in linguistics
3. Linguistic analyses of pedagogical terms, words and phrases
<https://complit.fas.harvard.edu/courses-translation/>
4. Types of pedagogical terms and their translation
5. Translation of borrowed pedagogical terms
6. Semantic fields of pedagogical terms and their translation
7. Lexical-semantic features of eponymous terms and their translation
8. Semantic groups of eponymous pedagogical terms and their translation
9. Linguocultural features of pedagogical texts in literary works
10. Pedagogical texts in poetry and their translation features

Amaliy mashg'ulotlarni tashkil etish bo'yicha tavsiyalar

Amaliy mashg'ulotlarini tashkil etish yuzasidan kafedra tomonidan ko'rsatma va tavsiyalar ishlab chiqiladi. Unda talabalar asosiy ma'ruza mavzulari bo'yicha olgan bilim va ko'nikmalarini amaliy masalalar, keyslar orqali yanada boyitadilar. Shuningdek, darslik va o'quv qo'llanmalar asosida talabalar bilimlarini mustahkamlashga erishish, tarqatma materiallardan foydalanish, ilmiy maqolalar va tezislarni chop etish orqali talabalar bilimini oshirish, masalalar echish, mavzular bo'yicha taqdimotlar va ko'rgazmali qurollar tayyorlash va boshqalar tavsiya etiladi.

IV. Seminar mashg'ulotlari buyicha ko'rsatma va tavsiyalar **Seminar mashg'ulotlari**

1. Subject matter of translating the pedagogical texts
2. History of the research of pedagogical terms in linguistics
3. Linguistic analyses of pedagogical terms, words and phrases
<https://complit.fas.harvard.edu/courses-translation/>
4. Types of pedagogical terms and their translation
5. Translation of borrowed pedagogical terms
6. Semantic fields of pedagogical terms and their translation
7. Lexical-semantic features of eponymous terms and their translation
8. Semantic groups of eponymous pedagogical terms and their translation
9. Linguocultural features of pedagogical texts in literary works

agogical texts in poetry and their translation features

IV. Mustaqil ta'lim va mustaqil ishlar

Mustaqil ta'lim uchun tavsiya etiladigan mavzular:

1. The role of pedagogical themes in poetic discourse
2. Stylistic devices in educational poetry and their translation challenges
3. Didactic elements in poetry as a form of moral education
4. Cultural adaptation of pedagogical poetry in translation
<https://ocw.mit.edu/courses/es-261-poetry-in-translation-spring-2006/pages/calendar/>
5. Comparative analysis of pedagogical poetry in English and Uzbek literature
6. Early studies of pedagogical terminology in Western linguistics
7. Evolution of pedagogical terminology in linguistic research
8. The influence of educational reforms on terminological development
9. Major linguists who contributed to pedagogical terminology studies
10. Chronological overview of pedagogical term systematization
11. Morphological structure of pedagogical terminology
12. Syntactic characteristics of compound pedagogical terms
13. Pragmatic functions of pedagogical terms in discourse
14. Semantic shifts in pedagogical terms across educational contexts
15. Corpus-based analysis of frequently used pedagogical expressions
16. Classification of pedagogical terms by origin and structure
17. Translation issues of methodological versus theoretical terms
18. Rendering educational metaphors and idioms in translation
<https://complit.fas.harvard.edu/courses-translation/>
19. Pedagogical collocations and their equivalents in target languages
20. Comparative study of school-related and university-related terminology
21. Historical borrowing of pedagogical terms from Latin and Greek
22. Challenges of translating anglicized pedagogical terminology
23. Strategies for translating borrowed terms in multilingual contexts
24. Adaptation versus calque in pedagogical term translation
25. The influence of globalization on terminological borrowing in pedagogy
26. The concept of semantic field theory in terminology studies
27. Semantic networks of "teaching" and "learning" lexemes
28. Cross-linguistic analysis of "assessment" and "evaluation" terminology
29. Translating polysemous pedagogical terms across cultures
30. Semantic shifts in modern educational lexicon
31. Origin and classification of eponymous pedagogical terms
32. Semantic motivation behind eponymous naming in pedagogy
33. Translating eponymous terms: preservation vs. adaptation
34. Case studies: Montessori, Bloom, and Vygotsky in translation
35. Cross-cultural interpretation of eponymous educational models
36. Grouping eponymous terms by educational theory or movement
37. Thematic clusters of psychological-pedagogical eponyms

	<p>38. Translation strategies for author-derived educational terms</p> <p>39. The role of eponyms in preserving pedagogical legacy</p> <p>40. Semantic transformations of eponyms in different linguistic environments</p> <p>41. Pedagogical discourse as a reflection of national values</p> <p>42. Cultural adaptation of educational concepts in translated literature</p> <p>43. Intercultural dialogue through pedagogical metaphors in fiction</p> <p>44. Linguocultural codes in the representation of teachers and learners</p> <p>45. The role of translation in transmitting pedagogical ideologies</p>
<p>3.</p>	<p>VI Fan o'qitilishining natijalari (shakllanadigan kompetensiyalar)</p> <p>Fanni o'zlashtirish natijasida talaba;</p> <ul style="list-style-type: none"> • pedagogik matnlarni tarjima qilish xususiyatlari bo'yicha mavzularni bilish va egallagan nazariy bilimlarini amaliyotda qo'llashni bilishi va ulardan foydalana oladi; • muayyan nazariy masalalarga oid fikrlarni bayon etishi, ayni fikrlarga nisbatan tanqidiy munosabatini shakllantirish va ifodalay oladi; • pedagogik matnlarni tarjima qilish xususiyatlarining asosiy tushunchalariga ilmiy izoh bera olishni va ushbu tushunchalarini o'z ilmiy tadqiqotlarida qo'llay oladi; • pedagogik matnlarni tarjima qilish xususiyatlari, lisoniy birliklarni tahlil qilish metodlarini bilish va ularni amaliyotda qo'llay oladi.
<p>4.</p>	<p>VII Ta'lim texnologiyalari va metodlari:</p> <ul style="list-style-type: none"> • ma'ruzalar; • interfaol keys-stadilar; • seminarlar (matn ustida ishlash, tarjima mashqlari, og'zaki va yozma tarjimalardan foyalanish); • guruhlarda ishlash; • taqdimotlar tayyorlash; • individual loyihalar; • jamoa bo'lib ishlash va himoya qilish uchun loyihalar.
<p>5.</p>	<p>VIII Kreditlarni olish uchun talablar:</p> <p>Fanga oid nazariy va uslubiy tushunchalarni to'la o'zlashtirish, tahlil natijalarini to'g'ri aks ettira olish, tarjima turlaridan to'g'ri foydalana olish,</p>

	o'rganilayotgan jarayonlar haqida mustaqil mushohada yuritish va joriy, oraliq nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo'yicha yozma ishni topshirish.
6.	<p style="text-align: center;">Asosiy adabiyotlar</p> <ol style="list-style-type: none"> 1. Husanxo'jayev O. Pedagogik terminlarning semantik-struktur va lingvopoetik tahlili (monografiya). Namangan: Arjumand Media, 2024. - 120 bet 2. Peter Newmark. A Textbook of Translation. Shanghai: Shanghai Foreign Language Education Press, 1988. – 311 p. 3. Munday, Jeremy. Introducing Translation Studies: Theories and applications. Fourth Edition. London and New York: Routledge, 2016. <p style="text-align: center;">Qo'shimcha adabiyotlar</p> <ol style="list-style-type: none"> 1. Mossop B. Revising and editing for translators. – Routledge, 2014. 2. Musaev Q. Tarjima nazariyasi asoslari. Toshkent: Fan, 2005. – 234 b. 3. https://www.cityu.edu.hk/catalogue/pg/202324/course/LT5603.pdf 4. https://complit.fas.harvard.edu/courses-translation/ 5. https://kursplaner.gu.se/pdf/kurs/en/SPL133.pdf
7.	Fan dasturi Qo'qon davlat universiteti tomonidan ishlab chiqilgan va universitet Kengashining 2025-yil 29-avgustdagi 1-sonli qarori bilan tasdiqlangan
8.	Fan/modul uchun ma'sul: Z. Tuxtasinova– xorijiy tillar nazariyasi kafedrasida katta o'qituvchisi
9.	Taqrizchi: D. Kadirova - Qo'qonDU xorijiy tillar nazariyasi kafedrasida v.b. dotsenti