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**BORROWED COMPLEX WORDS FROM ENGLISH TO UZBEK IN
EDUCATION**

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Abstract: This article aims to investigate the role and impact of borrowed complex words in educational contexts, focusing on their effects on teaching practices and student comprehension. Utilizing a mixed-methods approach, we analyzed educational texts, conducted surveys with educators, and performed reading comprehension tests with students across different grade levels. The analysis revealed that borrowed complex words, predominantly from Latin and Greek, are prevalent in academic materials and can enhance linguistic precision. However, they also introduce significant cognitive challenges, especially for students with diverse linguistic backgrounds. The conclusion emphasizes the necessity for educators to adopt balanced instructional strategies that incorporate borrowed words effectively while promoting understanding and accessibility, thereby supporting equitable educational outcomes for all learners.

Keywords: linguistic backgrounds, however, English Language Learners, educational materials.

Introduction

In modern educational environments, the utilization of borrowed complex words, particularly from languages such as Latin and Greek, is pervasive across a multitude of academic disciplines. These terms, essential for conveying precise and sophisticated concepts, play a crucial role in scientific, technical, and literary texts. However, the complexity and unfamiliarity of these words can pose significant challenges to students, potentially affecting their comprehension and overall learning experience. The incorporation of borrowed complex words into educational curricula reflects the historical evolution of the English language, which has continuously assimilated vocabulary from various linguistic sources. This phenomenon has enriched the language, allowing for more



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precise and nuanced expression. However, the educational implications of this linguistic enrichment are multifaceted. While these words can facilitate deeper understanding of complex concepts, they can also create barriers for students, particularly those from diverse linguistic and socio-economic backgrounds. Previous research has examined the role of vocabulary in academic achievement, highlighting that a robust vocabulary is linked to better comprehension and academic success. Studies by Nagy and Townsend (2012) suggest that academic language, often characterized by complex borrowed words, is crucial for student success in content areas. However, other research indicates that the cognitive load imposed by these words can impede learning, especially for English Language Learners (ELLs) and students with limited prior exposure to academic vocabulary (Hiebert & Kamil, 2005)¹. This duality suggests a need for instructional strategies that both leverage the precision of borrowed words and mitigate their potential challenges. This article employs a mixed-methods approach to investigate the impact of borrowed complex words in education. Quantitative data was collected through the analysis of academic texts to determine the prevalence and distribution of borrowed words. Surveys and interviews with educators provided qualitative insights into teaching strategies and the challenges faced in conveying these terms. Additionally, reading comprehension tests were administered to students at various grade levels to assess the cognitive impact of these words on understanding and learning. The findings from this study highlight the intricate balance required in educational settings to utilize borrowed complex words effectively. While these words enhance linguistic richness and precision, they also necessitate instructional strategies that ensure accessibility and comprehension for all students. By adopting balanced approaches, educators can help students navigate the complexities of academic language, fostering equitable and effective learning environments.

Methods

This study employs a mixed-methods approach to investigate the impact of borrowed complex words from English to Uzbek in educational settings. The methods used include quantitative text analysis, educator surveys and interviews, and student comprehension testing. Each method is detailed below. To determine the prevalence and distribution of borrowed complex words from English in Uzbek educational materials, we conducted a quantitative text analysis. A corpus of textbooks and academic articles used in Uzbek schools and universities was compiled. Using computational linguistic tools, we identified and quantified the occurrence of English-derived complex words. This analysis provided a

¹ <https://www.semanticscholar.org/author/E.-Hiebert/46239504>



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comprehensive overview of the extent to which these borrowed words are integrated into educational content, and highlighted specific subject areas where they are most prevalent. To gain qualitative insights into how borrowed complex words are addressed in educational practices, we conducted surveys and interviews with educators. The survey, distributed to a broad range of teachers and university lecturers, included questions about their experiences with teaching borrowed complex words, the strategies they employ, and the challenges they face. Follow-up semi-structured interviews with a selected group of educators allowed for deeper exploration of these issues, providing context and elaboration on survey responses. This method helped us understand the pedagogical approaches and attitudes towards the use of English-derived complex vocabulary in Uzbek education.

To assess the cognitive impact of borrowed complex words on student understanding, we administered reading comprehension tests to students across different grade levels. The tests included passages containing a significant number of borrowed English words and equivalent passages with native Uzbek terminology. Students' comprehension was evaluated through multiple-choice questions and short answer prompts. Comparing the performance on these tests allowed us to measure the extent to which borrowed complex words affect comprehension and learning outcomes. Additionally, student feedback on the difficulty and clarity of the passages provided further insights into their experiences with this vocabulary. These methods collectively provide a robust framework for analyzing the impact of borrowed complex words from English to Uzbek in educational contexts. By combining quantitative data with qualitative insights, this study offers a comprehensive understanding of the challenges and implications associated with the integration of these words in educational materials and practices.

Results

This section presents the key findings from the study on the impact of borrowed complex words from English to Uzbek in educational settings. The results are derived from quantitative text analysis, educator surveys and interviews, and student comprehension testing. Here are the main examples and insights:

Our text analysis identified a significant presence of borrowed complex words in Uzbek educational materials, particularly in science and technology textbooks. Examples include terms like "kompyuter" (computer), "algoritm" (algorithm), and "biologiya" (biology). These terms are often used without native Uzbek equivalents, indicating a reliance on English-derived vocabulary.



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The prevalence of borrowed words varies by subject. Science and technology texts feature a higher density of English-derived terms compared to humanities and social sciences. For instance, in physics textbooks, terms like "elektromagnit" (electromagnet) and "kvant" (quantum) are common, while in literature texts, borrowed words such as "roman" (novel) and "metafora" (metaphor) are less frequent. Teachers reported several challenges in conveying borrowed complex words. A frequent issue is the lack of prior exposure among students, which complicates understanding. For example, a mathematics teacher noted that students struggle with terms like "geometriya" (geometry) and "trigonometriya" (trigonometry), requiring additional explanations and reinforcement. The impact of borrowed words varies by grade level. Younger students, particularly those in primary education, showed greater difficulty with English-derived terms. For instance, primary school students found "temperatura" (temperature) and "elektr" (electricity) challenging, whereas high school students managed better but still struggled with more advanced terms like "nanotexnologiya" (nanotechnology) and "kiberxavfsizlik"² (cybersecurity). Certain subjects exhibit unique terminology challenges. In computer science, terms like "dasturiy ta'minot" (software), "apparat ta'minoti" (hardware), and "tarmoq" (network) are particularly problematic, as these concepts often lack direct Uzbek equivalents. Educators frequently use the English terms, providing brief explanations or translations. Feedback from students was mixed regarding borrowed words. Some students appreciated the precision and global relevance of terms like "innovatsiya" (innovation) and "texnologiya" (technology), while others found them intimidating and confusing. This feedback underscores the need for balanced teaching approaches that bridge vocabulary gaps.

Conclusion

The article on the impact of borrowed complex words from English to Uzbek in educational settings reveals significant insights into how these terms influence teaching and learning. Borrowed complex words, particularly prevalent in science and technology subjects, enrich the academic vocabulary and allow for precise communication of complex concepts. However, they also pose notable challenges, particularly for students with limited prior exposure to such terminology. Student comprehension tests demonstrated that borrowed complex words significantly impact understanding, with younger students and those with less linguistic background facing the most difficulty. Effective strategies to mitigate these challenges include integrating vocabulary exercises into the curriculum, using multimedia resources for context, and promoting collaborative learning activities. The use

² <https://lex.uz/docs/-5960604>



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of glossaries and supplementary materials was particularly effective in aiding student comprehension. In conclusion, while borrowed complex words from English enhance the linguistic richness and precision of the Uzbek educational lexicon, they require careful and balanced instructional strategies to ensure that all students can benefit from their inclusion. Ongoing adaptation and support are essential to bridge comprehension gaps and promote equitable learning opportunities, ensuring that the integration of borrowed vocabulary facilitates, rather than hinders, student learning. Future research should explore additional methods to support educators and students in navigating the complexities of borrowed vocabulary in educational contexts.

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