

Date: 7th October-2026

SEMANTIC AND PRAGMATIC FEATURES OF ASSESSMENT TERMS IN
CONTEMPORARY ENGLISH AND UZBEK PEDAGOGICAL DISCOURSE AND
THEIR TRANSLATION CHALLENGES

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Abstract. *This article analyzes the semantic and pragmatic features of pedagogical assessment terms in contemporary English and Uzbek educational discourses. With the global integration of educational standards, the accurate translation and cross-cultural adaptation of pedagogical terminology have become critical. The research analyzes equivalence, contextual adaptation, and pragmatic shifts in translating formative and summative assessment terms from English into Uzbek. The outcomes reveal that while core structural concepts share some universal features, pragmatic implications often vary due to cultural and institutional differences, posing significant challenges for translators.*

Keywords: *Pedagogical discourse, assessment terms, semantics, pragmatics, translation challenges, synonymic series, calquing.*

In English pedagogical discourse assessment is a broad and multifaceted concept which involves not only recording the result, but also it refers to a continuous process aimed at improving the quality of teaching. However, in Uzbek concepts such as "*baholash*" (assessment), "*nazorat*" (control), "*tekshirish*" (checking), have traditionally been used, with their meanings more strongly oriented towards the outcome.

Today, in modern Uzbek pedagogical discourse, the following semantic changes aligned with world standards are observed:

- Formative assessment — ongoing developmental assessment within the educational process, which encompasses both *ongoing* and *continuous assessment* and acquires the semantics of adaptability to student needs.
- Summative assessment — implies summarizing the final outcome at the end of a specific stage.
- Criterion-referenced assessment — represents the semantics of evaluation based on predetermined clear criteria.

Pragmatic Aspects and Discursive Features. Assessment terms are not merely lexical units, but perform specific pragmatic purposes — enhancing student motivation and ensuring feedback between the teacher and the student. While in English pedagogical discourse these terms are predominantly grounded in the pragmatics of a student-centered approach, in the Uzbek language, applying these terms requires maintaining a pragmatic balance between the traditional status of the teacher as an evaluating subject and modern democratic educational principles.

Translation Issues and Their Solutions. Translating English assessment terms into Uzbek presents the following core challenges:



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• *Calquing and Literal Translation Errors*: For instance, translating the collocation “*authentic assessment*” literally as “*haqiqiy baholash*” (true/real assessment) fails to fully convey its actual essence (practical assessment grounded in real-life situations). In such cases, it is advisable to render it as “*amaliy kontekstli baholash*” (assessment with practical context) or “*kontekstli baholash*” (contextual assessment).

• *Confusion of Synonymic Series*: Translating words like *test*, *examination*, *assessment*, and *evaluation* identically as “*imtihon*” (exam) or “*baholash*” (assessment) in Uzbek leads to a loss of meaning nuances. Simultaneously, the English term *feedback* is translated into Uzbek in two different forms: “*qayta aloqa*” or “*fikr-mulohaza*”. A similar pattern can be observed in terms such as *score* (*ball/natija*), *grade* (*baho/ball*), *language proficiency* (*til bilish natijasi/kompetensiya*), and *learning outcome* (*ta’lim natijalari/o’quv natijalari*).

• *The Issue of Terminological Standardization*: Difficulties arise due to the lack of fully established, standardized Uzbek equivalents for certain concepts utilized in international educational projects (e.g., *diagnostic assessment*).

In conclusion, the semantic-pragmatic analysis of pedagogical assessment terms in English and Uzbek demonstrates that the translation process should rely not only on the literal meaning of words, but also on their functional-pragmatic roles, educational context, and the inner potential of the target language. Rather than relying solely on calquing, ensuring the harmony between the Uzbek pedagogical mentality and international standards remains one of the pressing tasks of modern translation studies and pedagogy.

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