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THE INTERRELATION BETWEEN SYNONYMY AND VARIATION IN LINGUODIDACTIC TERMINOLOGY

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Abstract: Linguodidactic terminology is significant part of theoretical and practical aspects of language learning and teaching process. In terminology, synonymy and variation are very two close conceptions, however they are distinct linguistic phenomena which can impact to the precision and consistency of terminology. This thesis examines the similarities and differences between synonymy and variation in linguodidactic terminology and studies their sources and functions, and their effect on academic discource and pedagogical practice. Even if both phenomena make contributions to terminological diversity, they may also present difficulties for standardization and clarity for language learning.

Keywords: linguodidactics, terminology, synonymy, variation, language education.

LINGVODIDAKTIK TERMINOLOGIYADA SINONIMIA VA VARIATIYA O'RTASIDAGI O'ZARO BAG'ISHLANISH

Annotatsiya: Lingvodidaktik terminologiya til o'rganish va o'qitish jarayonining nazariy va amaliy jihatlarining muhim qismidir. Terminologiyada sinonimiya va variatsiya juda yaqin ikkita tushunchadir, ammo ular terminologiyaning aniqligi va izchilligiga ta'sir qilishi mumkin bo'lgan alohida lingvistik hodisalardir. Ushbu dissertatsiya lingvodidaktik terminologiyada sinonimiya va variatsiya o'rtasidagi o'xshashlik va farqlarni o'rganadi va ularning manbalari va funktsiyalarini, shuningdek, akademik diskurs va pedagogik amaliyotga ta'sirini o'rganadi. Ikkala hodisa ham terminologik xilma-xillikka hissa qo'shsa ham, ular til o'rganish uchun standartlashtirish va aniqlik uchun qiyinchiliklar tug'dirishi mumkin.

Kalit so'zlar: lingvodidaktika, terminologiya, sinonimiya, variatsiya, til ta'limi.

ВЗАИМОСВЯЗЬ МЕЖДУ СИНОНИМИЕЙ И ВАРИАЦИЕЙ В ЛИНГВОДИДАКТИЧЕСКОЙ ТЕРМИНОЛОГИИ

Аннотация: Лингводидактическая терминология является важной частью теоретических и практических аспектов процесса изучения и преподавания языка. В терминологии синонимия и вариативность – это два очень близких понятия, однако это различные лингвистические явления, которые могут влиять на точность и согласованность терминологии. В данной работе исследуются сходства и различия между синонимией и вариативностью в лингводидактической терминологии, изучаются их источники и функции, а также их влияние на академический дискурс и педагогическую практику. Хотя оба явления способствуют терминологическому разнообразию, они также могут создавать трудности для стандартизации и ясности в изучении языка.

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Ключевые слова: лингводидактика, терминология, синонимия, вариативность, языковое образование.

INTRODUCTION

In recent years, the field of linguodidactics has witnessed significant expansion due to educational reforms, globalization of language teaching practices, and the increasing demand for high-quality pedagogical frameworks. As new methodologies and instructional technologies emerge, the terminological system within linguodidactics becomes more diversified and complex. Consequently, the coexistence of multiple terms with closely related meanings (synonymy) and different forms of expression (variation) has become a salient issue, often leading to conceptual ambiguity and inconsistency in academic and educational materials.

Terminology is integral to scientific communication as it ensures precision, clarity, and shared understanding among researchers, educators, and practitioners. However, in emerging interdisciplinary domains such as linguo-didactics, terminological variability is often influenced by external factors including translation practices, adaptation of foreign concepts, and pedagogical innovation. For instance, terms like *pedagogical approach*, *instructional strategy*, and *methodological framework* may be used interchangeably in academic texts, obscuring subtle conceptual distinctions and undermining terminological stability.

The importance of terminological clarity in education is not merely theoretical but also grounded in national strategic priorities. According to the Decree of the President of the Republic of Uzbekistan “On Additional Measures for Further Development of the State Language” (PQ-308, 20 October 2025), the state aims to *ensure that educational institutions improve the teaching system of the Uzbek language and enhance its prestige as a scientific and educational language* a directive that implicitly underscores the need for consistent and standardized use of linguistic and educational terminology [1]. This highlights that terminological practices are recognized at the highest policy levels as essential for advancing academic discourse and pedagogical quality.

Similarly, in the domain of early education, the Presidential Decree “On Additional Measures to Improve the Quality and Efficiency of Preschool Education” (PF-152, 30 September 2024) emphasizes the necessity of enhancing methodological standards and aligning instructional terminology with international best practices in order to strengthen professional competencies among educators [2]. Such policy directions illustrate how synonymy and variation in terminology can have practical consequences for both teacher training and curriculum design.

From a linguistic perspective, synonymy and variation are natural dynamic processes; however, within specialized terminological systems they require careful regulation to prevent redundancy and conceptual confusion. Excessive synonymy may dilute the precision of scientific communication, while uncontrolled variation can weaken the terminological infrastructure that supports effective teaching and learning. Therefore, the interrelation between synonymy and variation in linguodidactic terminology demands systematic investigation to inform both theoretical understanding and educational practice.

This study aims to analyze the causes and manifestations of synonymy and variation in linguodidactic terminology, exploring their implications for terminological standardization and pedagogical coherence. By examining these phenomena in relation to educational policy contexts and linguistic theory, the research contributes to the development of a more stable and functional terminological system in linguodidactics.

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LITERATURE REVIEW

The issues of terminology development, synonymy, and variation in linguistics and linguodidactics have been widely discussed by Uzbek scholars, particularly in the context of language education reform and modernization. Researchers emphasize that the rapid evolution of pedagogical theories and teaching methodologies inevitably leads to the diversification of terminological systems, including the emergence of synonymous and variant terms.

According to N.Mahmudov and A.Nurmonov, terminological systems in linguistics must reflect conceptual precision while remaining flexible enough to accommodate new scientific developments [3]. In their studies on Uzbek linguistic terminology, the authors highlight that synonymy often arises as a result of interdisciplinary interaction and translation processes. They argue that uncontrolled synonymy may weaken terminological clarity, especially in educational discourse, where terms must serve both scientific and instructional purposes. Rahmatullayev Sh. focuses on the functional and semantic features of linguistic terms and notes that terminological synonymy is not merely a lexical phenomenon but a reflection of conceptual overlap within a scientific field [4]. His analysis demonstrates that in pedagogical and linguodidactic contexts, synonymous terms frequently coexist due to differences in methodological approaches and scholarly traditions. The author stresses the importance of distinguishing between true synonyms and contextual equivalents to avoid ambiguity in academic texts. The issue of terminological variation has been examined in detail by B.Yo'ldoshev, who studies the adaptation of foreign terms in Uzbek linguodidactics [5]. He identifies morphological and lexical variation as the most common types, particularly in borrowed terms related to modern teaching approaches. For example, variant forms such as *kompetensiya* and *kompetentlik* are analyzed as products of both linguistic adaptation and pedagogical interpretation. B.Yo'ldoshev argues that while variation reflects the dynamic nature of language, excessive variability may hinder the process of terminological standardization. M.Usmonova addresses synonymy and variation from a didactic perspective, emphasizing their impact on teacher training and instructional materials [6]. Her research shows that inconsistent use of synonymous and variant terms in textbooks and methodological guides often leads to confusion among future language teachers. She underlines the necessity of developing unified terminological guidelines for linguodidactic disciplines to ensure coherence between theory and practice. Another significant contribution is made by D.Qodirova who investigates terminological normalization in the context of educational reforms [7]. The author points out that synonymy and variation are especially prominent during transitional periods, when new concepts are actively introduced into the educational system. D.Qodirova emphasizes that terminological inconsistency may negatively affect curriculum design and assessment standards. She proposes systematic classification and regulation of terms as an effective solution to this problem. The relationship between synonymy and variation is further explored by R.To'xtasinov who analyzes linguodidactic terminology from a comparative and functional perspective [8]. His findings indicate that many synonymic terms initially emerge as variants and gradually acquire independent status through frequent use in academic discourse. This observation supports the view that synonymy and variation are interrelated processes rather than isolated phenomena. To'xtasinov highlights that understanding this interrelation is crucial for maintaining balance between terminological stability and innovation. Overall, the reviewed literature demonstrates that Uzbek scholars recognize synonymy and variation as inherent features of linguodidactic terminology. While these phenomena contribute to the enrichment and adaptability of the terminological system, they also pose challenges related to precision, consistency, and

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pedagogical effectiveness. Most researchers agree that systematic analysis and regulation of terminological units are necessary to minimize ambiguity and enhance the quality of academic communication.

DISCUSSION

The analysis of synonymy and variation in linguodidactic terminology reveals several important patterns that significantly influence both theoretical understanding and pedagogical practice. Synonymy, which refers to the use of two or more distinct terms to denote the same concept, often arises due to the coexistence of multiple teaching methodologies and scholarly traditions. For example, in the context of communicative language teaching, terms such as *task-based learning*, *project-based instruction*, and *activity-based approach* are frequently used interchangeably in textbooks and academic publications [8]. While each term carries a slightly different emphasis, excessive synonymy can obscure conceptual boundaries and create confusion for learners and teachers alike.

Variation, on the other hand, manifests in the form of morphological, lexical, or contextual alternatives for a single term. For instance, the term *competence* in English may appear as *kompetensiya* or *kompetentlik* in Uzbek language pedagogical texts. These variants are often a result of translation, linguistic adaptation, or attempts to align with international standards [9]. Morphological variations may seem minor but can impact the interpretation of concepts; for example, *communicative method* versus *communicative approach* may be perceived differently by novice teachers despite referring to the same pedagogical principle. Such inconsistencies underline the importance of careful terminological standardization.

The interrelation between synonymy and variation becomes particularly evident in cases where a variant form evolves into an independent synonym. For example, in the teaching of English as a foreign language, the terms *learner-centered approach* and *student-centered methodology* originally emerged from translation differences and minor stylistic variations but are now widely accepted as synonymous in academic literature [10]. This illustrates how linguistic adaptation, contextual preferences, and methodological innovations contribute to both the enrichment and complexity of the terminological system.

From a pedagogical perspective, the coexistence of synonymy and variation presents both opportunities and challenges. On one hand, synonymy and variation enhance expressive flexibility, allowing educators to select terms that best fit their instructional context. On the other hand, inconsistent usage across textbooks, research articles, and classroom materials can hinder comprehension, particularly for students who are newly introduced to theoretical concepts. Therefore, a systematic classification and regulation of terminological units are essential to maintain clarity and academic precision.

Moreover, the study of real examples demonstrates that cross-linguistic influence plays a crucial role. Internationally borrowed terms often introduce multiple variants, which, without proper guidance, may lead to misinterpretation. For example, in Uzbek pedagogical literature, borrowed concepts such as *scaffolding* are sometimes translated as *bosqichma-bosqich qo'llab-quvvatlash* or *qadam-baqadam yordam berish*, which reflects both linguistic adaptation and terminological variation [8]. A consistent approach to such terms can improve the quality of educational resources and facilitate more effective communication between teachers and learners.

In conclusion, the discussion of examples and patterns shows that synonymy and variation are inseparable aspects of linguodidactic terminology. Their careful analysis helps in

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understanding the mechanisms of term formation, translation, and adaptation. Addressing these phenomena through standardization, clear definitions, and pedagogical guidelines can significantly enhance both the clarity of scholarly communication and the effectiveness of teaching practice.

RESULTS

The analysis of synonymy and variation in linguodidactic terminology allows us to identify patterns of term usage across different educational contexts. A comparative examination of terms in Uzbek language pedagogical materials and international academic publications highlights the prevalence of both synonymy and variation in practical and theoretical contexts.

Synonymy was found to be particularly common in pedagogical approaches and learner-related terminology. For instance, terms such as *learner-centered approach* and *student-centered methodology* are used interchangeably in textbooks and scholarly articles, although subtle differences exist in emphasis and context [11]. Similarly, *language teaching* and *language instruction* often appear as synonyms in both local and international literature.

Variation, on the other hand, primarily manifests in morphological and lexical forms of individual terms. Examples include the adaptation of English terms like *competence*, which appears as *kompetensiya* or *kompetentlik* in Uzbek pedagogical texts [12]. These variations demonstrate how linguistic adaptation and translation influence terminological consistency. The interplay between synonymy and variation indicates that variant forms often evolve into independent synonymic units over time, reflecting dynamic changes in pedagogical discourse.

Table 1. Frequency of synonymic and variant terms in selected pedagogical materials and scholarly publications.

Term	Synonymic forms	Variant forms	Total occurrences	Notes
Learner / Student	2	1	25	Synonymy most frequent in textbooks
Language Teaching / Instruction	2	0	18	Mainly synonymic usage in academic literature
Competence / Competency	1	2	22	Variation occurs due to morphological adaptation
Communicative Approach / Method	1	1	20	Both synonymy and variation present
Teacher Training / Educator Preparation	2	0	15	Synonymic terms dominate in policy documents

Source:https://inacademy.uz/index.php/si/article/download/16357/11350/14008*[12]*

The data in Table 1 illustrate that synonymy is more prevalent in learner and methodology-related terms, while variation is more common in technical or borrowed terms. For example, *competence* exhibits both morphological and lexical variation, highlighting the influence of translation and adaptation processes. Synonymy, in contrast, reflects the coexistence of parallel pedagogical traditions and stylistic preferences, which may lead to conceptual overlap if not carefully managed.

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The observed patterns have important implications for pedagogical practice. First, excessive synonymy without clear differentiation can create ambiguity for both educators and learners. Second, uncontrolled variation may reduce terminological stability, affecting curriculum design and instructional materials. Addressing these issues through standardization and consistent use of terms can enhance clarity, improve learning outcomes, and support effective teacher training.

Overall, the results confirm that synonymy and variation are intrinsic features of linguodidactic terminology. A balanced approach that recognizes their functional roles – synonymy for expressive flexibility and variation for adaptation can help maintain both linguistic richness and pedagogical consistency.

CONCLUSION

The present study has examined the interrelation between synonymy and variation in linguodidactic terminology, highlighting their impact on terminological consistency, academic communication, and pedagogical practice. The analysis demonstrated that synonymy, which involves the use of multiple lexical units with equivalent or near equivalent meanings, provides expressive flexibility and accommodates diverse scholarly traditions. Conversely, variation manifests as alternative morphological, lexical, or contextual forms of a single term, reflecting linguistic adaptation, translation, and methodological innovation. The analysis also revealed that excessive synonymy without clear differentiation may lead to conceptual ambiguity, whereas uncontrolled variation may reduce terminological stability and hinder effective teaching and learning. Addressing these challenges through systematic classification, regulation, and standardization of terms is crucial for enhancing clarity in educational resources, textbooks, and scholarly publications. Moreover, a well-structured terminological system supports effective teacher training and facilitates accurate communication among researchers, educators, and learners. In conclusion, synonymy and variation are intrinsic features of linguodidactic terminology, reflecting the interdisciplinary and evolving nature of the field. A balanced approach that recognizes the functional roles of both phenomena is essential for maintaining terminological precision while preserving linguistic richness and pedagogical flexibility. Future research should focus on developing normative guidelines and standardized terminological frameworks, which will contribute to the advancement of linguo-didactic studies and improve the quality of language education.

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