

**ON THE PRESENTATION OF HIGHER EDUCATION–RELATED TERMS IN  
DIFFERENT DICTIONARIES****Lobar Saidnabiyeva**

Master'S Degree Student

Asia University Of Technologies

Tel: +998889548887

E-mail: saidnabiyevalobar8887@gmail.com

**Abstract.** This article analyzes the theoretical and practical aspects of higher education terminology from a linguistic perspective. The study examines the essence of the concepts of term and terminology, the sources of formation of higher education–related terms, as well as their semantic and functional characteristics. In addition, the presentation of higher education terms in explanatory, terminological, encyclopedic, and bilingual or multilingual dictionaries is comparatively analyzed. Differences and similarities in the interpretation of identical terms across various dictionaries are identified, with particular attention paid to issues of semantic precision and normativity. The research findings demonstrate the necessity of ensuring inter-dictionary consistency of higher education terminology, systematically regulating the balance between national and international terms, and strengthening terminological norms. The article has scientific and practical significance for the study of higher education terminology, lexicographic practice, and the effective use of terms.

**Keywords:** higher education terminology, term, terminology, explanatory dictionary, terminological dictionary, encyclopedic dictionary, bilingual dictionary, semantic precision, norm, national and international terms.

In the context of globalization and the rapid development of the education system, the problem of higher education terminology has acquired particular scientific and practical importance. As an institution shaping the intellectual potential of society, higher education determines not only pedagogical and organizational processes but also scientific thinking and cultural communication. Therefore, the accuracy, normative stability, and conceptual consistency of the terms used in this field directly affect the effectiveness of the educational process. Higher education terminology is formed at the intersection of linguistics, pedagogy, and the social sciences, creating a system of terms with specific structural characteristics. Higher education terms often enter active usage through normative legal documents, curricula, state educational standards, and scientific and methodological literature. Their meanings and spheres of application are consolidated through dictionaries, which serve as the primary sources for defining, systematizing, and generalizing terminological meanings. In this respect, explanatory, terminological, encyclopedic, and bilingual or multilingual dictionaries play a crucial role in the study of higher education terminology. Each type of dictionary approaches terms according to its function and target audience, which results in varying interpretations of the same term across different sources.

The issue of inter-dictionary representation and interpretation of higher education terms has not yet been sufficiently systematized in linguistic research. The semantic precision, normativity, and representation of national and international terminological layers in dictionaries require in-depth scholarly analysis. This study addresses the theoretical foundations of higher education terminology, the sources of term formation, as well as the features of their

presentation and comparative interpretation in different types of dictionaries. The research findings contribute to the improvement of higher education terminology, the development of lexicographic practice, and the promotion of consistent terminological usage.

Higher education terminology constitutes one of the important branches of linguistics, ensuring the close connection between science, education, and practice. A *term* is defined as a special lexical unit with a precise and fixed meaning within a particular field of knowledge, sphere, or activity. Unlike common vocabulary units, terms tend to exhibit limited polysemy and are characterized by unambiguity, precision, and systematicity. *Terminology* refers both to the set of terms used within a specific field and to the linguistic discipline that studies them. Higher education terminology serves to name concepts related to educational processes, management, assessment, and scientific activity.

The formation of higher education-related terms is based on diverse sources. Some of these terms originate from ancient and medieval scholarly traditions and entered the language through Arabic and Persian. A significant portion of modern higher education terminology has developed under the influence of Russian and English, within the framework of international academic communication. At the same time, terms created through the internal resources of the national language occupy an important place. In this process, word formation, semantic extension, and calquing are actively employed.

Higher education terms are characterized by semantic precision, clear logical boundaries, and conceptual stability. Their meanings are often reinforced through normative documents and official definitions. Functionally, these terms play an important communicative role in academic discourse, educational and methodological texts, legal documents, and educational management systems. The consistent and normative development of higher education terminology is of great importance for the quality of education and the advancement of scientific thought. Different types of dictionaries employ distinct approaches to presenting higher education terms. In explanatory dictionaries, higher education terms are primarily interpreted as general lexical units, with emphasis on clarity and accessibility for a broad readership. Such dictionaries usually provide the basic lexical meaning of terms, their usage scope, and occasionally stylistic features. As a result, higher education terms are often presented through brief and simplified definitions, without in-depth theoretical elaboration, yet their general meaning is clearly conveyed.

In contrast, terminological dictionaries treat higher education terms as specialized scientific units. The primary function of such dictionaries is to provide precise, normative, and unambiguous definitions. Terms are systematically arranged, and their domain-specific relationships, as well as possible synonyms or variants, may be indicated. Definitions are based on normative documents and scientific sources, ensuring the official and practical applicability of the terms. Encyclopedic dictionaries present higher education terms within a broader contextual framework. In addition to definitions, they provide information on the origin, historical development, and role of terms within the education system. This encyclopedic approach enables the interpretation of higher education terminology in relation to social and cultural processes. In bilingual and multilingual dictionaries, the translation and equivalence of higher education terms occupy a central position. These dictionaries focus on semantic correspondence, conceptual proximity, and international usage. However, the accurate rendering of concepts specific to national education systems presents challenges and requires careful selection of equivalents.

The presentation of higher education terms across different dictionaries reveals both differences and similarities in interpretation. Comparative analysis shows that the same term

may receive simplified explanations in explanatory dictionaries, precise scientific definitions in terminological dictionaries, and broader contextual descriptions in encyclopedic dictionaries. Nevertheless, the core conceptual content of the term is generally preserved across all dictionary types, constituting their common semantic foundation. Semantic precision and normativity remain key issues in higher education terminology. Divergent interpretations in dictionaries can lead to semantic ambiguity and misunderstanding, particularly in the case of newly introduced or internationally borrowed terms. Terminological dictionaries place particular emphasis on normativity by aligning definitions with official documents and educational standards. In contrast, explanatory and bilingual dictionaries do not always ensure sufficient normative precision, which may result in multiple interpretations.

The representation of the balance between national and international terms also plays a significant role in comparative analysis. Alongside terms created through national linguistic resources, internationally used terms occupy a prominent position in higher education terminology. Dictionaries reflect this interaction in different ways: in some cases, international terms are adopted directly, while in others, national equivalents are proposed. This dynamic process is a crucial factor in the development of higher education terminology. The conducted analysis demonstrates that higher education terminology is a complex and multilayered system shaped by historical, social, and cultural factors. Terms function as essential tools for naming concepts, regulating educational processes, and facilitating scientific communication. Therefore, ensuring semantic precision, normative stability, and functional adequacy of terms is a prerequisite for the effectiveness of the educational process. In conclusion, ensuring inter-dictionary consistency of higher education terminology and strengthening semantic and normative accuracy constitute important tasks for contemporary linguistics and educational practice. Systematic research and the development of high-quality dictionaries in this field will contribute to the sustainable and effective development of the higher education system.

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