



**O‘ZBEKISTON RESPUBLIKASI OLIV TA‘LIM, FAN VA  
INNOVATSIYALAR VAZIRLIGI**

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT  
O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI**

**O‘ZBEK TILI TARAQQIYOTI VA  
XALQARO HAMKORLIK  
MASALALARI**

**XALQARO ILMIY-AMALIY  
KONFERENSIYA MATERIALLARI**



**2025-yil 18-oktabr**



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**Xalqaro ilmiy-amaliy konferensiya materiallari**

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**TEACHING LEGAL ENGLISH IN UZBEK CONTEXT:  
CHALLENGES OF TERMINOLOGY  
O‘ZBEK KONTEKSTIDA YURIDIK INGLIZ TILINI O‘QITISH:  
ATAMALAR BILAN BOG‘LIQ QIYINCHILIKLAR**

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***Annotatsiya.** Ushbu maqolada O‘zbekistonda huquqiy ingliz tilini o‘qitish jarayonida uchraydigan terminologik qiyinchiliklar tahlil qilinadi. O‘zbekiston xalqaro huquqiy, iqtisodiy va ta’limiy aloqalarini kengaytirar ekan, ingliz tili huquqshunos mutaxassislar uchun muhim vositaga aylanmoqda. Biroq, o‘zbek huquqshunos talabalari va o‘qituvchilari terminlarning to‘liq ekvivalenti mavjud emasligi, semantik ko‘pma’nolilik, ko‘p tillilikdan kelib chiqadigan aralashuv va yetarli o‘quv resurslarining yo‘qligi kabi muammolarga duch kelmoqda. Tadqiqot korpus lingvistikasiga, qiyosiy huquqqa, ESP va CLIL metodologiyalariga hamda pragmatik-semiotik yondashuvlarga asoslanadi. Natijalar shuni ko‘rsatadiki, ko‘plab huquqiy inglizcha terminlar (masalan, consideration, trust, equity) O‘zbekiston fuqarolik huquqida to‘g‘ridan-to‘g‘ri muqobilga ega emas, ko‘pma’noli atamalar (masalan, charge, appeal, claim) esa o‘quvchilar uchun qiyinchilik tug‘diradi. Rus tili ta’siri saqlanib qolgan bo‘lib, talabalar tushunchaviy qarashlarini shakllantirishda aralashuv keltirib chiqarmoqda. Maqolada lug‘at tuzish loyihalari, korpus asosidagi ta’lim, funksional ekvivalentlik yondashuvi va BMT hamda Yevropa Ittifoqi terminologiyasi bilan uyg‘unlashtirish kabi metodik yechimlar taklif etiladi. Xulosa shuki, huquqiy ingliz tilini samarali o‘qitish nafaqat lingvistik va pedagogik vazifa, balki milliy huquqiy va madaniy rivojlanish masalasidir.*

***Kalit so‘zlar:** Huquqiy ingliz tili; O‘zbekiston konteksti; terminologiya; ESP; CLIL; korpus lingvistika; ikki tilli aralashuv; funksional ekvivalentlik; huquqiy pedagogika.*



**Annotation.** *This paper investigates the challenges of teaching Legal English in the Uzbek context with particular attention to terminological complexity. As Uzbekistan strengthens its international legal, economic, and educational ties, English has become indispensable for legal professionals. However, Uzbek law students and lecturers face persistent difficulties related to terminological non-equivalence, semantic ambiguity, multilingual interference, and inadequate teaching resources. The study draws on corpus linguistics, comparative law, ESP and CLIL pedagogy, and pragmatic-semiotic approaches to examine these challenges in depth. Findings reveal that many Legal English terms (such as consideration, trust, and equity) lack equivalents in Uzbek civil law, while polysemous terms like charge, appeal, and claim pose difficulties for learners. Russian continues to exert influence, shaping students’ conceptual frameworks and leading to interference. The paper proposes methodological strategies including glossary projects, corpus-informed teaching, functional equivalence frameworks, and international harmonization with UN and EU terminology. The study concludes that effective teaching of Legal English terminology is not only a linguistic or pedagogical task but also a matter of national legal and cultural development.*

**Keywords:** *Legal English; Uzbek context; terminology; ESP; CLIL; corpus linguistics; bilingual interference; functional equivalence; legal pedagogy.*

The teaching of Legal English in Uzbekistan presents unique challenges shaped by the interaction of different legal traditions, linguistic systems, and pedagogical practices. As Uzbekistan strengthens its integration into international law, trade, and diplomacy, the demand for proficiency in Legal English has grown substantially. However, Legal English is not merely general English with specialized vocabulary; it represents an embedded system of concepts rooted in the common law tradition, which differs significantly from Uzbekistan’s civil law system. This divergence creates obstacles in comprehension, translation, and application of legal terminology. Furthermore, the multilingual environment in Uzbekistan—where Uzbek and Russian coexist as primary legal and academic languages—introduces additional complexities of interference and code-switching. Addressing these issues requires a comprehensive, multidisciplinary investigation into the linguistic, legal, and pedagogical dimensions of Legal English instruction.

This article employs a multidisciplinary methodology that combines linguistic analysis, pedagogical observation, and comparative legal study in order to capture the complexity of teaching Legal English in Uzbekistan. The integration of these approaches provides both empirical and theoretical insights, ensuring that the findings are grounded in real classroom practice while also reflecting broader linguistic and legal frameworks.

**Corpus Linguistics.** A specialized corpus of legal texts was compiled to form the backbone of the linguistic analysis. The corpus included a diverse range of materials: contracts, statutes, judicial decisions, and international treaties in



English, supplemented where possible with Uzbek and Russian translations. This dataset allowed for a systematic examination of the frequency, collocational patterns, and semantic distributions of key terms such as *remedies*, *liability*, *obligation*, and *negligence*. For example, concordance analyses revealed that *obligation* collocates with *contractual*, *statutory*, and *legal* in English sources, whereas its Uzbek counterpart is more frequently associated with moral or customary duties. By mapping these differences, corpus evidence exposed how certain English terms diverge significantly from their presumed Uzbek or Russian equivalents, thereby highlighting areas of potential misunderstanding for learners [Biel, 2014:86].

**Comparative Legal Analysis.** A comparative analysis was conducted to juxtapose common law concepts with their civil law counterparts in Uzbekistan and Russia. This dimension was particularly important for identifying structural mismatches that go beyond linguistic form. For instance, the English concept of *consideration*, central to contract law, has no doctrinal equivalent in Uzbek civil law, which instead emphasizes obligations and formal agreements. Similarly, the institution of *trust*—a cornerstone of common law property relations—finds no direct analogue in either Uzbek or Russian legislation. Such findings affirm that literal translation cannot adequately capture the conceptual divergences between legal systems. Drawing on [Cao, 2007:198], the study demonstrates that Uzbek students must be guided toward functional and comparative explanations of foreign legal concepts rather than relying on word-for-word correspondences.

**ESP and CLIL Pedagogy.** The pedagogical component of the study is grounded in English for Specific Purposes (ESP) methodology and Content and Language Integrated Learning (CLIL). ESP ensures that the teaching of English is aligned with the specific needs of law students, focusing on the genres, registers, and communicative practices relevant to their professional development. CLIL, in turn, integrates substantive legal content with language learning, allowing students to acquire disciplinary knowledge and linguistic competence simultaneously. Classroom observations at the Tashkent State University of Law provided the primary empirical data for this component. Particular attention was paid to how students engaged with authentic legal texts, the strategies they employed to decode unfamiliar terminology, and the ways in which they attempted to transfer new vocabulary into their own written and spoken work. Consistent with [Basturkmen, 2010:141], this approach confirmed that legal language learning is most effective when it is embedded in meaningful legal tasks.

**Linguo-pragmatic and Semiotic Analysis.** To account for the dynamic and context-dependent nature of legal terminology, the study also incorporated linguo-pragmatic and semiotic analysis. This involved examining legal terms not only as lexical units but also as pragmatic tools and semiotic signs within specific communicative acts. For example, the term *charge* can pragmatically mean a criminal accusation, a financial levy, or a judge’s instruction to a jury, with the meaning determined entirely by situational context. Such polysemy underscores



the necessity of contextualized teaching strategies that expose students to multiple uses of a single term across legal genres. Building on [Tiersma, 1999:76], this analysis demonstrated that terminological competence requires more than memorization; it demands sensitivity to the semiotic and pragmatic dimensions of legal discourse.

**Pedagogical Case Studies.** Finally, the study employed pedagogical case studies as a means of capturing learner performance and progress. Samples of student work—including complaint letters, claim forms, and draft contracts—were collected and analyzed for patterns of terminological error. Common mistakes included conflating *claim* with *complaint* and misusing *petition* in contexts where it was inappropriate. In addition, mini-glossary projects, in which students were tasked with compiling definitions, examples, and Uzbek or Russian equivalents for selected legal terms, were evaluated as both a pedagogical exercise and a research tool. These projects provided rich insights into students’ evolving conceptual understanding, their reliance on cross-linguistic transfer, and their strategies for resolving terminological uncertainty.

The findings reveal multiple layers of challenges in teaching Legal English terminology in Uzbekistan.

**Terminological Non-equivalence.** Many Legal English terms lack Uzbek equivalents because they belong to the common law system. The concept of *trust*—a fiduciary relationship in which one party holds property for another—has no direct analogue in Uzbek civil law. Students often translate it as *ishonchli boshqaruv*, which only partially captures the meaning. Similarly, *equity* refers both to a body of principles and to fairness, neither of which maps neatly onto Uzbek law. Non-equivalence forces teachers to explain terms functionally, often through case law analysis, rather than relying on one-to-one translation [Jbarčević, 2015:164].

**Semantic Polysemy and Ambiguity.** Polysemous terms present another difficulty. *Appeal* may mean the process of challenging a judgment, but also “attraction” in general English. *Charge* can signify an accusation, a financial obligation, or a judicial instruction. Students without contextual guidance often misinterpret these terms, confusing legal usage with general language. This finding echoes broader challenges of ESP teaching: the need to foreground register-specific meaning [Bhatia, 1993].

**Interference from Russian and Uzbek.** Russian influence persists in Uzbek legal education. Students frequently rely on Russian equivalents, sometimes inaccurately. For example, the Russian *obyazatel'stvo* (obligation) is often used as a blanket equivalent for both *duty* and *obligation*, obscuring the distinction between moral duties and enforceable obligations. Similarly, *pretenziya* (claim) is conflated with *da'vo*, leading students to misuse the English *claim* in contexts where *complaint* or *petition* would be more accurate. Such interference highlights the need for trilingual (English–Russian–Uzbek) glossaries to clarify distinctions [Begmatov, 2013:138].



**Morphological and Lexical Adaptation.** Uzbek uses productive suffixes (-*chi*, -*shunos*, -*noma*) to coin new terms. Students sometimes attempt to map these directly onto English (*law-knower* for *lawyer*), producing unidiomatic constructions. Morphological awareness training is needed to show how English legal terms are historically derived (from French, Latin) rather than through agglutination.

**Pedagogical Limitations.** Traditional teaching materials emphasize rote memorization of bilingual word lists. Students may memorize that *negligence* means *e'tiborsizlik*, but without case law or examples, they cannot apply it in tort contexts. Classroom observations revealed that contextual teaching (e.g., analyzing *Donoghue v Stevenson*) significantly improved students' grasp of terms like *duty of care* and *breach*. CLIL-based activities, such as contract analysis, also helped students internalize collocations (*remedies for breach*, *contractual obligations*) [Basturkmen, 2010:204].

**Glossary Development.** Student-created glossaries showed promise as learning tools. In compiling definitions, contexts, and translations, students developed deeper terminological competence. However, inconsistencies across dictionaries limited progress. Official, standardized glossaries are needed, ideally developed by a national commission of linguists and lawyers.

**International Harmonization.** Aligning Legal English instruction with international standards is critical. Terms like *human rights*, *fundamental freedoms*, and *rule of law* must be taught consistently with UN and EU documents. Misalignment risks misinterpretation in diplomatic and legal cooperation. Comparative analysis with Turkey and Kazakhstan shows that other Turkic countries face similar challenges: adapting to global legal terminology while preserving national legal identity.

**Pragmatic Classroom Insights.** In practical assignments, students confused *complaint*, *petition*, and *claim*. Through corpus-based exercises, they learned to distinguish *statement of claim* (civil procedure) from *complaint letter* (consumer law). Similarly, they initially conflated *tort* with *crime*, but case-based teaching clarified that torts are civil wrongs distinct from criminal offenses. Such insights confirm that teaching terminology through authentic, contextualized materials fosters lasting competence.

This study has demonstrated that the teaching of Legal English in the Uzbek context is shaped by a complex interplay of linguistic, pedagogical, and institutional challenges. The difficulties stem not only from the intrinsic differences between common law and civil law systems but also from sociolinguistic legacies and entrenched educational practices. Non-equivalence of terminology, semantic polysemy, Russian and Uzbek interference, morphological mismatches, and limitations in teaching methodology together create a landscape where students often lack the tools to fully grasp and apply core concepts. If these issues remain unaddressed, there is a significant risk that future generations of Uzbek lawyers will be insufficiently prepared for effective participation in



international legal discourse, thereby weakening the country's ability to integrate into global legal networks.

Addressing these challenges requires a comprehensive and multi-layered response. On the **linguistic level**, functional equivalence frameworks must be established to help bridge conceptual gaps between common law and Uzbek civil law, while systematic training in polysemy and semantic range can help learners avoid confusion between general and specialized meanings. Special attention must also be given to distinguishing English legal terms from Russian or Uzbek cognates, which are often misleadingly similar but semantically distinct.

From a **pedagogical perspective**, the shift away from rote memorization is essential. Approaches grounded in ESP and CLIL, supported by case analysis, corpus-based materials, and student-driven glossary projects, should become the norm rather than the exception. Such methods not only build terminological competence but also foster higher-order skills in legal reasoning and cross-linguistic awareness.

On the **institutional level**, the development of standardized bilingual and trilingual glossaries, alongside open-access legal corpora, would provide students and educators with reliable reference points. The creation of a national terminological commission involving linguists, lawyers, and policymakers could ensure consistency, standardization, and long-term sustainability of these resources.

At the **international level**, Legal English instruction in Uzbekistan must be aligned with the usage established in UN, EU, and other international legal instruments. Comparative lessons from Turkey, Kazakhstan, and other Turkic-speaking jurisdictions demonstrate that successful adaptation is possible without sacrificing national legal identity.

Finally, **technological innovation** offers a promising avenue. AI-driven tools, such as automatic term extraction systems, translation memory databases, and bilingual corpora, could significantly reduce the workload of teachers while giving students exposure to authentic language use. Incorporating these tools into classrooms and legal practice would modernize instruction and make it more responsive to global trends.

Ultimately, Legal English in Uzbekistan must be seen not merely as a linguistic subject but as a strategic resource. Its mastery is directly linked to the credibility of the legal profession, the quality of legal education, and the country's participation in international law and diplomacy. By ensuring terminological clarity, pedagogical innovation, and institutional support, Uzbekistan can prepare its legal professionals to operate confidently and competently on the global stage, while simultaneously strengthening its own national legal framework.

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