



A Translation Model for Terminological Units in Official Correspondence in the Sphere of Education

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Abstract

This article investigates the translation of terminological units in official educational correspondence, focusing on their linguistic, semantic, and functional characteristics. The study emphasizes the importance of accuracy and consistency in translating institutional documents such as official letters, agreements, and academic communications. A structured translation model is proposed, incorporating stages of term identification, semantic analysis, equivalent selection, contextual adaptation, and standardization. The findings demonstrate that the application of this model enhances translation adequacy and ensures effective cross-cultural communication in the educational domain.

Key words: terminology, translation model, official correspondence, educational discourse, equivalence, adequacy.

In the modern era of globalization, international cooperation in the field of education has significantly increased, leading to a growing demand for the translation of official correspondence. Educational institutions regularly exchange formal letters, agreements and administrative documents that contain specialized terminology. The accurate translation of such texts is essential, as terminological inconsistency may result in misinterpretation and communication breakdown. As noted by Newmark (1988), “technical translation primarily involves the accurate rendering of terms and concepts”. Therefore, the development of a systematic translation model for terminological units is crucial nowadays.

This study aims to analyze the features of terminological units in official educational correspondence and to propose a practical model for their translation. Translation studies have long emphasized the importance of equivalence in rendering specialized terminology. According to Vinay and Darbelnet (1995), translation strategies can be classified into direct and oblique procedures, depending on the degree of linguistic correspondence between source and target languages.

Komissarov (1991) argues that translation should preserve not only the meaning but also the functional purpose of the text. In the context of official correspondence, this includes maintaining formal tone and institutional conventions. Hatim and Munday (2004) highlight that translation is a communicative process influenced by cultural and contextual factors. They state that “translation is not only a transfer of meaning but also a negotiation between different communicative systems”.

Despite these contributions, limited attention has been paid specifically to the translation of terminology in official educational correspondence, which this study seeks to address. As for the methodology in above context, the research

is based on qualitative analysis and includes; examination of official educational correspondence (letters, agreements, memoranda), comparative analysis of English and Uzbek terminological units, and application of translation theory to practical examples.

The study identifies common terminological challenges and evaluates translation strategies. Terminological units in educational correspondence exhibit the following features:

1. precision and clarity, ensuring unambiguous communication;
2. standardization, reflecting institutional norms;
3. formality, consistent with official style;
4. context-dependence, requiring interpretation within specific documents.

Examples include terms such as memorandum of understanding, academic mobility, credit transfer and learning outcomes.

As it may occur in other cases, there are some challenges and difficulties in translation of such kind of texts. The analysis revealed several difficulties:

1. lack of direct equivalents in the target language;
2. differences in institutional structures;
3. polysemy of certain terms;
4. frequent use of abbreviations.

For example, the term credit system may vary in meaning depending on whether it refers to ECTS or a national system (European Commission, 2015).

Thus, we propose the translation model, which consists of five stages:

1. Term Identification. Identification of terminological units and their role in the text.
2. Semantic Analysis. Examination of the conceptual meaning of the term.
3. Equivalent Selection. Choosing the most appropriate translation strategy such as direct equivalent, descriptive translation, borrowing (transliteration).
4. Contextual Adaptation. Adjusting the translation to fit the stylistic and functional norms of the target language.
5. Standardization and Verification. Ensuring consistency with official terminology and reference sources.

Here are several examples for application; Memorandum of Understanding (Memorandum of Understanding (MoU) or descriptive equivalent); academic mobility, and learning outcomes (expected learning outcomes). These examples illustrate the importance of combining linguistic and contextual considerations.

The findings confirm that terminological translation in official educational correspondence requires a comprehensive approach. As V. Komissarov (1991) emphasizes, translation must account for both linguistic and extralinguistic factors. The proposed model integrates theoretical principles with practical application, ensuring both accuracy and communicative effectiveness. It is particularly useful in multilingual institutional settings.

Examples from Official Educational Correspondence

The translation of terminological units in official educational correspondence is a complex task that requires precision, consistency and contextual awareness. The model proposed in this study provides a structured framework for achieving these objectives. Its implementation can improve the quality of translated documents and facilitate international cooperation in the field of education and research.

Here are several examples describing the different features of official correspondence related to interuniversity cooperation:

Uzbek Source Text:

Hurmatli professor ... , O'zbekiston davlat jahon tillari universiteti Siz boshchiligingizdagi universitet bilan akademik hamkorlikni yo'lga qo'yishdan manfaatdor ekanligini ma'lum qiladi. Ushbu hamkorlik doirasida akademik mobillik dasturlarini amalga oshirish, qo'shma ta'lim dasturlari yo'lga qo'yish va birgalikda ilmiy tadqiqotlar olib borish rejalashtirilgan. ...

English Translation:

Dear Professor ... , Uzbekistan State World Languages University expresses its interest in establishing academic cooperation with the university under your leadership. Within the framework of this cooperation, it is stipulated to carry out academic mobility programs, initiate joint educational programs and research activities. ...

Terminological Analysis:

- a. akademik hamkorlik → academic cooperation
- b. akademik mobillik → academic mobility

- c. qo'shma ta'lim dasturlari → joint educational programs or double degree programs
These are direct equivalents, demonstrating standardized terminology.

Example from Memorandum of Understanding (MoU)

Uzbek Source Text:

Tomonlar o'zaro hamkorlikni quyidagi yo'nalishlarda amalga oshiradilar: talabalar va professor-o'qituvchilar almashinuvi; o'quv dasturlarini ishlab chiqish; kreditlarni ko'chirish tizimini joriy etish.

English Translation:

The Parties agree to cooperate in the following areas: exchange of students and academic staff; development of curricula; implementation of the credit transfer system.

Terminological Analysis:

- talabalar almashinuvi → exchange of students
- professor-o'qituvchilar → academic staff (contextual adaptation)
- kreditlarni ko'chirish tizimi → credit transfer system (aligned with ECTS terminology)

Example of Context-Dependent Term

Uzbek Source Text:

Fakultet professor-o'qituvchilari xalqaro loyihalarda faol ishtirok etmoqda.

English Translation (Option 1):

The faculty members are actively participating in international projects.

English Translation (Option 2):

The teaching staff of the faculty are actively involved in international projects.

Analysis:

The term fakultet requires contextual interpretation, confirming Newmark's (1988) observation that "one-to-one equivalence is often impossible without context"

Example of Descriptive Translation

Uzbek Source Text:

Bitiruvchilarning kompetensiyalari ta'lim natijalari orqali belgilanadi.

English Translation:

Competencies of graduate are determined through learning outcomes.

Analysis:

Ta'lim natijalari → learning outcomes. This is a standardized term widely used in international education frameworks (European Commission, 2015).

Example from Official Invitation

Letter

Uzbek Source Text:

Sizni mavzudagi xalqaro konferensiyada ishtirok etish uchun taklif etamiz.

English Translation:

We are pleased to invite you to participate in an international conference titled

Analysis:

- Formal tone adaptation is required in English (We are pleased to invite...)
- Terminology remains stable (international conference)

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