

**PRINCIPLES OF CREATING AN ENGLISH-UZBEK AND UZBEK-ENGLISH
DICTIONARY OF TERMS RELATED TO HUMAN PSYCHOLOGICAL STATES****Mirzaeva Irodaxon Xamdamovna**

Department of Pedagogy, Psychology and Philology

Andijan Branch of Kokand University

irodaxonmirzayeva89@gmail.com<https://orcid.org/0009-0005-7435-8026>**Abstract**

The increasing demand for bilingual psychological terminology resources in multilingual settings like Uzbekistan requires the development of specialized dictionaries that are linguistically accurate, culturally relevant, and contextually meaningful. This article explores the main principles in designing a comprehensive English-Uzbek and Uzbek-English dictionary of terms relating to human psychological states. It draws upon recent scholarly works in lexicography, psychology, and bilingual translation to propose theoretical and practical approaches to term selection, definition writing, and equivalence strategies. Special attention is given to semantic complexity, cultural conceptualization, and scientific standardization. The findings highlight the importance of interdisciplinary collaboration and continuous linguistic validation to produce a useful and academically reliable lexicographic tool.

Key words: bilingual dictionary, psychological terms, Uzbek-English translation, lexicography, semantic equivalence

Introduction

The development of a bilingual dictionary in the field of psychology, especially concerning human emotional and cognitive states, involves both linguistic and conceptual challenges. In the case of Uzbek and English, the creation of a reliable term-based dictionary is still underrepresented in academic literature, though the need for such resources has been growing due to educational, clinical, and research demands in Uzbekistan (Rakhimova, 2025).

The first principle of developing a bilingual dictionary of psychological terms is ensuring conceptual equivalence between source and target terms. Psychological states like "anxiety," "guilt," or "mindfulness" are culturally constructed and semantically nuanced. For example, the English term "depression" may correspond to multiple overlapping expressions in Uzbek such as "ruhiy tushkunlik" or "dilhiralik," each with slightly different meanings and usage contexts. As

illustrated in the work of Wierzbicka (2014), universal emotions often have language-specific manifestations that must be carefully defined to avoid misleading translations.

Another key principle is clarity and accessibility. Definitions should be understandable to both specialists and educated laypersons. Therefore, terminology must avoid overuse of jargon while retaining scientific accuracy (Landau, 2001). This is especially relevant in the Uzbek context, where the psychological sciences are still emerging, and terminology is not yet fully standardized across institutions.

It is also necessary to consider the intended users of the dictionary. In the Uzbek context, users may include university students, educators, clinical psychologists, translators, and researchers. Each group has different expectations and knowledge levels. Therefore, entries should be structured to support both basic comprehension and advanced inquiry. For example, including example sentences, synonyms, usage notes, and brief etymologies can enhance user understanding and help prevent misinterpretation. As Hartmann and James (1998) point out, a user-oriented approach to dictionary design increases the tool's effectiveness and relevance across disciplines.

One of the challenges in psychological lexicography is dealing with synonymy and polysemy. Many psychological terms in English may have several close Uzbek equivalents, each used in different contexts or by different academic schools. For instance, "stress" can be rendered as "ruhiy bosim," "zo'riqish," or "psixologik zo'riqish," depending on the context. Similarly, some Uzbek terms may carry multiple meanings or connotations, complicating reverse translation. Therefore, dictionary compilers must include contextual definitions and usage patterns to clarify distinctions, which aligns with the best practices described in Bergenholtz and Tarp's (2003) function theory of lexicography.

The selection of psychological terms should be based on corpus analysis, including academic texts, diagnostic manuals such as the DSM-5 (American Psychiatric Association, 2013), and educational materials used in psychology departments of Uzbek universities. Equally important is analyzing contemporary Uzbek-language psychological literature and interviews with clinical psychologists to identify authentic usage patterns. This combination ensures that the dictionary reflects both theoretical terminology and practical application (Nigmatova, 2020).

Achieving accurate bilingual equivalence requires the use of strategies such as descriptive translation, borrowing, and calquing. In some cases, where there is no direct equivalent in Uzbek, a descriptive approach may be appropriate. For example, "post-traumatic growth" could be translated as "og'ir ruhiy hodisadan keyin ijobiy o'sish holati" to preserve its full meaning. Borrowing from international scientific vocabulary (e.g., "psixoz" for "psychosis") is also

common but must be balanced against the need for comprehensibility in everyday contexts (Newmark, 1988).

Conclusion

Creating a bilingual dictionary of psychological terms for English and Uzbek is a task that involves complex linguistic and cultural factors. Successful outcomes depend on interdisciplinary efforts between psychologists, linguists, and translators. It also requires adherence to principles such as semantic clarity, conceptual equivalence, and cultural appropriateness. Considering the growing interest in psychology in Uzbekistan, such a dictionary would serve as a bridge between scientific knowledge and native-language understanding, contributing to both educational quality and clinical effectiveness.

References

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
2. Bergenholtz, H., & Tarp, S. (2003). Two opposing theories: On H.E. Wiegand's recent discovery of lexicographic functions. *Hermes, Journal of Language and Communication in Business*, 31, 171–196.
3. Latifovna, I. G. (2025). EPIPHANY: REVELATORY INSIGHTS IN JEAN RHYS'S "WIDE SARGASSO SEA. *STUDYING THE PROGRESS OF SCIENCE AND ITS SHORTCOMINGS*, 1(4), 248-251.
4. Latifovna, I. G. (2025). EXAGGERATED REALITIES: THE FUNCTION OF HYPERBOLE IN JEAN RHYS'S "WIDE SARGASSO SEA" AS A REFLECTION OF COLONIAL TENSIONS AND PSYCHOLOGICAL TURMOIL. *JOURNAL OF INTERNATIONAL SCIENTIFIC RESEARCH*, 2(2), 323-326.
5. Latifovna, I. G. (2025). Engaging minds and bodies: the power of total physical response in language learning. *SHOKH LIBRARY*.
6. Xamdamovna, I. M. (2021). Stylistic features of the use of asindefinite in languages of different systems. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 896-900.
7. Xamdamovna, I. M. (2025). TA'LIM JARAYONIDA O'YIN ASOSIDAGI METODLARNING NAZARIY ASOSLARI. *IZLANUVCHI*, 1(6), 312-327.

8. Xamdamovna, I. M. (2022). COMPARATIVE ANALYSIS OF ASINETONE SPECIES IN ENGLISH AND UZBEK. *Scientific progress*, 3(3), 397-400.
9. Xamdamovna, I. M. (2025). HÖRVERSTÄNDNIS UND LESEN IN ENGLISCH PSYCHOLINGUISTISCHE KLASSIFIZIERUNG VON ÜBUNGEN FÜR SPRACHAKTIVITÄTEN. *YANGI O'ZBEKISTON, YANGI TADQIQOTLAR JURNALI*, 2(4), 103-107.
10. Xamdamovna, I. M. (2025). ИНГЛИЗ ТИЛИДА ТИНГЛАБ ТУШУНИШ ВА ЎҚИШ НУТҚ ФАОЛИЯТЛАРИГА ОИД МАШҚЛАРНИНГ ПСИХОЛИНГВИСТИК ТАШНИФИ. *IZLANUVCHI*, 1(3), 52-59.
11. Jurayevna, B. N., & Rakhmiddinova, S. M. THE IMAGE OF A FLOWER IN SITTAI ZARURIYA. *SCIENTIFIC REPORTS OF BUKHARA STATE UNIVERSITY НАУЧНЫЙ ВЕСТНИК БУХАРСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА*, 179.
12. Bekova, N., & Sayliyeva, M. (2015). The Interpretation of Praise in The East Literature. *Научная дискуссия: вопросы филологии, искусствоведения и культурологии*, (12), 147-151.
13. Sayliyeva, M. R. (2022). Linguopoetic and linguocultural issues in literature. *The Peerian Journal*, 6, 33-36.
14. Odinayeva, N. (2021). Литературная Критика, Литературные Процессы, Национальные Ценности И Духовность В Литературе. *Центр Научных Публикаций (Buxdu. Uz)*, 5(5).
15. Odinayeva, N. (2020). Motivation and Communication in Distance Learning of Foreign Languages. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 6(2).
16. Jasurbek G'ofur o'g, S. (2024). TASHQI IQTISODIY FAOLIYAT TASHKILIY-HUQUQIY ASOSLARINI TAKOMILLASHTIRISH. *AMERICAN JOURNAL OF EDUCATION AND LEARNING*, 2(4), 500-507.
17. Saidmusayev, J. (2022). Improvement of the legislation of the Republic of Uzbekistan on the liberalization of the foreign trade regime for accession to the WTO. *TSUL Legal Report International electronic scientific journal*, 3(2), 55-61.
18. Эгамов, Э. Э. (2022). Вклад Узбекистана в победу над фашизмом во Второй мировой войне. In *ВОЕННАЯ БЕЗОПАСНОСТЬ РОССИИ: ВЗГЛЯД В БУДУЩЕЕ* (pp. 439-447).

19. Begimkulov, I. B. (2024). THE ROLE OF NATIONAL VALUES IN THE PATRIOTIC EDUCATION OF YOUNG PEOPLE IN THE CONDITION OF GLOBALIZATION. *Экономика и социум*, (10 (125)), 58-62.
20. Karimov, B. B. (2024). KURSANTLARNI MA'NAVIY-AXLOQIY TARBIYALASH TAMOIYILLARI. *INTERNATIONAL SCIENCES, EDUCATION AND NEW LEARNING TECHNOLOGIES*, 1(4), 123-128.
21. Hartmann, R. R. K., & James, G. (1998). *Dictionary of lexicography*. Routledge.