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INTERNATIONAL SPORTS TERMINOLOGY IN MEDIA AND EDUCATIONAL DISCOURSE: A COMPARATIVE STUDY OF ENGLISH AND KARAKALPAK LANGUAGES

Qaljanova Umit Aitbaevna
Nukus State Pedagogical Institute

Abstract:
The intersection of globalization, mass communication, and physical education has uniquely shaped the evolution of sports terminology across different linguistic landscapes. This article presents a comparative study of international sports terminology within media and educational discourse, focusing on English as a primary global donor language and Karakalpak as a receptor language. By analyzing lexical integration, semantic shifts, and standardization processes, the study reveals how media discourse accelerates the spontaneous adoption of unassimilated English loanwords, driven by the demand for dynamic and real-time broadcasting. Conversely, educational discourse in Karakalpak demonstrates a rigorous demand for pedagogical clarity, heavily relying on calquing, standardization, and morphological integration to create accessible academic resources. Ultimately, this research highlights the persistent tension between the rapid influx of globalized jargon in journalism and the systematic codification required in academic settings, illuminating the broader sociolinguistic mechanisms at play in minority Turkic languages.

Keywords: Sports terminology, media discourse, educational discourse, comparative linguistics, Karakalpak language, English, language standardization, lexical borrowing, globalization, sociolinguistics.

The pervasive globalization of sports has fundamentally transformed the linguistic frameworks used to describe athletic events, establishing English as the dominant lingua franca of international sports terminology. As this specialized lexicon permeates borders, it embeds itself into varying domains of receptor languages, most notably within media broadcasting and formal educational instruction. Examining the trajectory of these terms from English into Karakalpak—a Turkic language spoken in the sovereign republic of Karakalpakstan within Uzbekistan—provides a profound lens into the mechanics of cross-linguistic adaptation. The linguistic behavior of sports terminology is not uniform; rather, it is highly dependent on the communicative context in which it is deployed. Media discourse and educational discourse represent two distinct sociolinguistic environments with contrasting objectives, constraints, and target audiences. While media discourse prioritizes immediacy, emotional engagement, and global connectivity, educational discourse demands accuracy, morphological transparency, pedagogical standardization, and alignment with national language policies. Consequently, the comparative analysis of these two domains reveals how a single donor language can trigger completely divergent mechanisms of lexical assimilation and semantic negotiation within a receptor language, highlighting the dynamic tension between spontaneous globalization and deliberate linguistic preservation.

Within the realm of English media discourse, sports terminology operates in a highly fluid, dynamic, and stylistically rich environment. Sports journalism, live television broadcasting, and

digital sports media rely on a vocabulary that goes far beyond the official rulebooks of various games. English media discourse is heavily characterized by the frequent use of neologisms, metaphorical extensions, colloquialisms, and idioms designed to heighten the dramatic narrative of the athletic competition. Terms such as **underdog**, **dark horse**, **photo finish**, **sudden death**, and **buzzer-beater** demonstrate how English media readily creates highly evocative, culturally embedded phrases that capture specific competitive scenarios. Furthermore, English commentators frequently employ aggressive verbal nouns and kinetic adjectives to describe gameplay, transforming basic athletic actions into dramatic spectacles. The language is intentionally designed to be fast-paced, emotionally resonant, and highly engaging for a mass audience. This environment encourages constant lexical innovation, where words are rapidly coined, popularized, and disseminated globally through premier broadcasting networks and social media platforms. Because English is the native language of many globally dominant sports and the primary language of international sporting federations, its media discourse serves as the absolute epicenter of lexical creation, setting the stylistic and terminological standards that the rest of the world inevitably follows.

When this highly energized, English-dominated media discourse intersects with the Karakalpak language, the resulting linguistic environment becomes a site of intense, spontaneous borrowing and code-switching. Karakalpak sports journalists, commentators, and bloggers are tasked with conveying the excitement and tactical nuance of international events to a local audience in real-time. In this high-pressure communicative setting, the immediate phonological borrowing of English terms is overwhelmingly prevalent. Words like **taym** (time/half), **raund** (round), **nokaut** (knockout), **xet-trik** (hat-trick), and **kambek** (comeback) are seamlessly injected into Karakalpak sentences. In media discourse, there is rarely time for careful lexical calquing or the deliberate search for native equivalents; the priority is speed and international alignment. Furthermore, utilizing English terminology often carries a specific pragmatic prestige, signaling that the broadcast is modern, professional, and connected to the global sporting community. Interestingly, this domain also highlights the lingering influence of Russian as an intermediary language. Many older English sports terms in Karakalpak media still retain Russian phonetic characteristics (e.g., **match**, **forvard**), whereas newer terms introduced via the internet often bypass Russian entirely, reflecting a direct English-to-Karakalpak transfer. However, this rapid influx creates a highly unstandardized lexicon in the media space, where different publications or commentators might use varying spellings or entirely different native descriptive phrases for the same English concept, reflecting the chaotic, organic nature of language contact in the digital age.

In stark contrast to the fluidity of the media, educational discourse in English regarding sports and physical education is fundamentally rooted in scientific precision, biomechanics, physiology, and pedagogical structure. The terminology used in university curricula, physical education textbooks, and coaching manuals drastically diverges from the colloquial hype of sports journalism. English educational discourse relies heavily on standardized, often Latin- or Greek-derived terminology to describe the human body and athletic movement accurately. Terms such as **cardiovascular endurance**, **locomotor skills**, **hypertrophy**, **plyometrics**, and **kinesiology** form the foundational lexicon of academic sports science. In this domain, ambiguity is eliminated in favor of strict definitions established by academic institutions and governing athletic bodies. The focus shifts from the dramatic narrative of the game to the anatomical mechanics, psychological strategies, and pedagogical methodologies of physical training. This highly formal register is meticulously structured to facilitate learning, assessment,

and professional certification. Unlike media discourse, which is largely shaped by journalists and the public, educational discourse is heavily regulated by scholars, scientists, and educators, ensuring that the terminology remains stable, universally understood across academic institutions, and perfectly aligned with the scientific principles of human movement and health.

Translating this rigorous educational discourse into the Karakalpak language presents a monumental challenge that requires deliberate, structured linguistic intervention. When developing physical education curricula, textbooks, and academic materials for institutions such as Karakalpak State University or local pedagogical institutes, scholars cannot rely on the spontaneous, unassimilated borrowings found in sports journalism. Educational discourse demands that terminology be morphologically transparent and conceptually accessible to students. Consequently, direct borrowing is minimized, and systematic calquing or the utilization of native Turkic roots becomes the preferred methodology. For example, while a media commentator might casually use the English term "pressing," an academic textbook discussing tactical theory must carefully define the concept using native explanatory structures to ensure pedagogical clarity. Complex English concepts related to physical development, such as "flexibility" or "endurance," are translated using precise Karakalpak equivalents like **iyshemsheńlik** and **shydamlylyq**. Furthermore, when dealing with the physiological and biomechanical terminology inherent in modern sports science, Karakalpak scholars often lean heavily on established Russian scientific terminology, which itself has already assimilated the international Latin and Greek roots. This process of standardizing sports terminology for educational purposes is slow, requiring the consensus of linguistic committees, textbook authors, and educators. It is a highly conscious effort to build a specialized academic register that protects the structural integrity of the Karakalpak language while ensuring that students receive an education on par with international scientific standards.

The comparative analysis of these two discourse types reveals a fascinating sociolinguistic dichotomy. Media discourse acts as a rapid, unfiltered conduit for lexical globalization, allowing the Karakalpak language to dynamically expand its vocabulary to keep pace with international culture. It is a space of linguistic experimentation, hybridization, and pragmatic adaptation, where the strict rules of native morphology are often bent to accommodate the foreign prestige of English terms. In contrast, educational discourse functions as a linguistic stabilizer and a protector of native morphology. It actively filters the chaotic influx of globalized jargon, demanding that new concepts be logically integrated into the existing semantic and structural framework of the target language. While a Karakalpak student might encounter the term **pleymeyker** (playmaker) while watching a football match on television, they are expected to understand the underlying tactical, physical, and psychological responsibilities of that role using standardized academic terminology in their university seminars. This dual existence of sports terminology—spontaneous and heavily borrowed in the media, standardized and calqued in education—illustrates the incredible adaptability of the Karakalpak language. It demonstrates how a minority language successfully navigates the intense pressures of English-dominated globalization, utilizing different linguistic strategies tailored to specific social, professional, and communicative domains.

Ultimately, the study of international sports terminology across media and educational discourse underscores the complex realities of modern language contact. The English language, fueled by its unparalleled global reach, will undoubtedly continue to generate the vast majority of new sports concepts and lexemes. However, the true measure of a receptor language's vitality, such as Karakalpak, lies not in its ability to resist these borrowings, but in its capacity to

functionally distribute them across different socio-communicative spheres. By allowing media to serve as an agile, absorptive frontier for new terms, and simultaneously empowering the educational sector to standardize and domesticate the underlying concepts, the language maintains both its modern relevance and its historical structural identity. As digital broadcasting continues to evolve and academic research in physical culture expands, the continuous comparative analysis of these distinct discourse domains will remain essential for understanding the future trajectory of specialized terminologies in Turkic languages.

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