

NEOLOGISMS IN ONLINE EDUCATION AND
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Tashkent for Applied Sciences****ARTICLE INFO**Received: 18th August 2026Accepted: 20th August 2026Online: 22nd August 2026**KEYWORDS***neologisms, ESL, education,
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This study investigates the emergence and application of neologisms in the educational context, particularly in the field of English language teaching. In today's digital and globalized world, rapid social and technological changes have introduced new educational terms, especially in ESL instruction. These neologisms reflect new tools, methodologies, and ideologies, reshaping communication between educators, learners, and technology. The study categorizes these neologisms, explores their functions, and evaluates their pedagogical value.

Introduction

Language is a dynamic system that changes alongside social, cultural, and technological development. As new ideas and practices emerge, new lexical items are created to describe them. These newly formed words and expressions, commonly known as neologisms, play an important role in expanding vocabulary and reflecting changes in different fields of human activity. Education is one of the areas where neologisms appear most frequently. The continuous development of teaching methods, digital technologies, and educational practices has introduced a wide range of new terms into professional communication. In Uzbekistan, the influence of globalization and digital transformation has contributed to the growing use of modern educational terminology. Since English serves as the leading language of international education and academic research, many educational terms have been borrowed directly from English or adapted to fit the Uzbek linguistic context.

These lexical innovations enable educators, students, and researchers to discuss contemporary educational approaches, including online learning, interactive instruction, blended learning, flipped classrooms, and innovative assessment practices. For instance, the terms *blended learning* and *flipped classroom* are now widely recognized in Uzbekistan and are commonly rendered as *aralash ta'lim* and *teskari sinf*. Their increasing use demonstrates how global educational developments influence the national education system and contribute to the enrichment of its professional vocabulary. These concepts represent significant shifts from traditional teaching methods and require educators to adopt new pedagogical skills and digital competencies. [1;77] Additionally, the rise of educational technology (EdTech) introduces terminology such as "MOOCs" (Massive Open Online Courses), "webinars," "learning management systems (LMS)," and "gamification," which have been incorporated into Uzbek education, sometimes with phonetic adaptations or explanatory glosses.

Certain educational neologisms present difficulties in both interpretation and translation because they refer to recently introduced teaching approaches, instructional tools, or educational philosophies that may not have direct equivalents in every language or culture. As a result, some concepts require additional explanation to ensure accurate understanding within the local educational context. For example, the term formative assessment emphasizes continuous monitoring and constructive feedback throughout the learning process rather than relying solely on final examinations. Since this approach differs from more traditional assessment practices, its meaning often needs to be clarified for Uzbek audiences. Likewise, the concept of a growth mindset, which encourages the belief that abilities can be developed through effort and learning, may require cultural interpretation before it is fully understood by teachers and students.

These linguistic and cultural factors demonstrate the importance of examining how educational neologisms are created, interpreted, and translated, particularly in multilingual and multicultural environments such as Uzbekistan. As educators gain greater access to international research publications, academic conferences, and digital learning resources, familiarity with modern educational terminology becomes increasingly important. Furthermore, analyzing the ways in which new terms are accepted, adapted, or modified within the Uzbek educational system provides valuable insights into the relationship between global educational innovations and national linguistic and cultural traditions. [2; 55] Analyzing neologisms in teaching not only reveals linguistic innovation but also reflects broader shifts in educational philosophy, technology use, and cultural exchange. It helps educators, translators, and policymakers bridge gaps between international pedagogical discourse and local educational realities, ultimately fostering more inclusive and effective teaching environments. [3; 88]

The study of neologisms has attracted considerable attention from linguists interested in lexical innovation and language change. Scholars such as Traugott and Bauer have examined the mechanisms of word formation and semantic development that contribute to the creation of new lexical items. Within the field of education, researchers including Richards and Cook have emphasized that educational neologisms reflect the ongoing transformation of teaching theories, instructional methods, and learning environments.

In Uzbekistan, contemporary educational terminology is introduced primarily through English-language textbooks, scientific publications, international conferences, and digital learning platforms. As a result, many English pedagogical terms have gradually become part of Uzbek educational discourse. Some are translated through loan translation (calquing), while others are borrowed with phonetic or orthographic adaptation. For example, the term *blended learning* is commonly rendered as *aralash ta'lim*, whereas *flipped classroom* is translated as *teskari sinf*. Because a number of these concepts do not have precise equivalents in Uzbek, educational materials often include explanatory definitions or additional notes to ensure accurate interpretation.

In recent years, the rapid expansion of the Internet, social media, and digital communication platforms has significantly accelerated the introduction of foreign lexical items into everyday language. As an important source of lexical enrichment, neologisms contribute to the development and modernization of language; however, their widespread use

also presents certain challenges. The unrestricted nature of communication on blogs and social networking platforms often results in inconsistent or inappropriate use of newly introduced terms. While some users view neologisms as a means of making language more expressive and contemporary, others employ them to demonstrate originality without fully considering their meanings or contexts. In many cases, bloggers and online content creators adopt unfamiliar words without a clear understanding of their semantic value, which may lead to misunderstanding and the dissemination of inaccurate information among readers. Although such issues are generally less noticeable in scientific and literary discourse, the growing influence of social media on everyday communication suggests that the linguistic gap between media language and the norms of the literary language may continue to widen in the future.

To examine the integration and use of educational neologisms, this study employed a mixed-method research design. The methodology consisted of a corpus-based analysis of Uzbek and English pedagogical publications produced between 2015 and 2024, as well as semi-structured interviews with Uzbek educators to explore their familiarity with, interpretation of, and practical use of newly introduced educational terminology. [4;48]

In recent years, public relations (PR) has increasingly been classified through symbolic color-based categories, including white, gray, yellow, green, red, and black PR, each representing a particular communication strategy or ethical approach. Among these, white PR is generally associated with the dissemination of accurate, transparent, and socially beneficial information through officially recognized media channels with the aim of creating a positive public image. The growing use of such specialized terminology highlights the importance of ensuring that journalists, media professionals, and social media content creators possess adequate linguistic competence and conceptual understanding before incorporating these neologisms into public discourse. [5;457-460] A clear understanding of these emerging concepts contributes to more accurate communication, minimizes the risk of misinterpretation, and promotes the responsible use of professional terminology in both traditional and digital media environments.

Another socially relevant neologism that has entered contemporary Uzbek digital communication is hype. Borrowed from English, the term is generally used to describe excessive publicity, widespread excitement, or heightened public interest in relation to a particular person, event, product, or phenomenon. Its use has become more noticeable with the rapid expansion of social media, where English-derived vocabulary is frequently incorporated into everyday online interaction. Although the term generally preserves its original semantic meaning, its integration into Uzbek discourse raises questions concerning appropriate phonetic and orthographic adaptation. In this regard, maintaining a close relationship between the pronunciation and written form of the borrowed word can contribute to its more natural incorporation into the Uzbek lexical system.

Another example is chaos, a term that has become increasingly visible in contemporary digital discourse. The word originates from the Greek concept chaos, which traditionally denoted a primordial state of disorder or emptiness in ancient Greek mythology. In modern English and other languages, however, its meaning has developed primarily toward the description of situations marked by confusion, disorder, instability, or a lack of organization.

The growing use of such borrowed expressions in Uzbek social media illustrates the impact of globalization and digital communication on contemporary language development. Their increasing frequency demonstrates how international lexical elements are entering Uzbek vocabulary and contributing to the formation and expansion of new forms of digital communication.

The term “chaos” is commonly used in a wide range of everyday contexts to describe situations characterized by disorder, confusion, or a lack of organization. Typical examples include expressions such as *chaos in the workplace*, *chaos on the streets*, *chaotic traffic*, *chaos in a room*, and *mental chaos*, the latter referring to confusion or disorganized thinking. Another widely used social neologism is “career,” which entered the Uzbek language through Russian and ultimately derives from the Italian *carriera* and the Latin *carrus*. In contemporary Uzbek, the term denotes professional advancement, personal achievement, and success in official, academic, or social spheres. Although Uzbek possesses native lexical equivalents conveying concepts such as reputation, prestige, or professional success, the borrowed form has become firmly established in modern usage. Similarly, the English word “trend” has gained considerable popularity, particularly in spoken communication and online discourse. While its original meanings include *direction*, *tendency*, *fashion*, and *style*, it is most frequently used in Uzbek to refer to something that is currently fashionable or widely popular. The influence of neologisms is also evident in the field of art and entertainment. One notable example is the English word “hit,” which originally denotes a successful or impactful achievement. In contemporary usage, it refers to a song, musical composition, or artistic work that achieves widespread popularity, often reaching the top positions in music charts or attracting significant public attention.

Despite the growing adoption of international educational terminology, the integration of many pedagogical neologisms into the Uzbek education system remains a significant challenge. This is largely because some of the educational concepts they represent have not yet been fully implemented or are insufficiently familiar within the local educational context. For instance, the concept of the “flipped classroom” is still relatively unfamiliar to many Uzbek educators and learners, often requiring descriptive explanations or literal translations to ensure accurate understanding. Furthermore, the adaptation of borrowed educational terminology frequently involves phonetic modification and semantic adjustment to conform to the linguistic norms of the Uzbek language. As a result, certain neologisms acquire meanings that only partially correspond to those of their original English forms, creating approximate rather than exact lexical equivalence.

The Uzbek education system faces challenges incorporating some of these terms because not all practices are widely implemented or culturally familiar. For example, the concept of “flipped classroom” is still relatively new and requires explanation, often relying on direct translation or descriptive phrases. Additionally, many neologisms undergo phonetic adaptation or semantic narrowing in Uzbek, leading to partial or approximate equivalences. [8; 55-56]

Neologisms found in Uzbek and English educational discourse demonstrate the continuous changes taking place in teaching and learning as a result of globalization and digitalization. These newly emerging terms can be viewed as linguistic indicators of

pedagogical innovation as well as processes of cultural and professional exchange. At the same time, the introduction of new educational terminology into the Uzbek context requires accurate translation, adequate teacher preparation, and clear contextual explanations to facilitate correct interpretation and practical use. Therefore, educational institutions and publishing organizations should consider compiling standardized glossaries that contain definitions, explanations, and examples of neologisms commonly used in education. Further research is also needed to investigate how these terms are perceived and applied in different regions of Uzbekistan and across various levels of education. In general, the study of educational neologisms demonstrates the close and evolving relationship between language, culture, and contemporary developments in teaching and learning both in Uzbekistan and internationally.

The development of the internet and digital communication has contributed to the emergence of new terms in everyday vocabulary. One example is *totalizator*, a term associated with online activities involving predictions and financial risk. The word originates from the French *totalisateur*, which is related to the concepts of calculation and completion. In contemporary usage, it refers to a form of gambling in which participants predict the outcome of a sporting event and place money on a particular result. Depending on the outcome, the participant may either receive a financial return or lose the amount invested. Another influential digital term is *TikTok*, a multimedia application that has gained considerable popularity, particularly among younger users. The name is derived from the English expression *tick-tock*, which imitates the sound traditionally associated with a clock. The application is available on iOS (iPhone Operating System) and Android platforms and is primarily designed for creating and sharing short videos. It was initially launched in China in September 2016 under the name *Douyin*. In 2017, ByteDance introduced the *TikTok* brand to markets outside China. The platform's name can be encountered in different written forms, including *TikTok*, *Tik-Tok*, and *Tik Tok*. For consistency and conformity with the original brand name, *TikTok* is the most appropriate form for standard written usage. The widespread use of such digital platforms also raises questions about their influence on young people's education and intellectual development. Excessive or inappropriate use of social media applications may negatively affect students' academic activities and learning habits. Therefore, digital platforms should be used purposefully and responsibly, particularly when their use is connected with educational activities.

A clear understanding of educational neologisms enables ESL teachers to improve their teaching practices and help learners develop the language skills needed for modern communication. The appropriate use of these terms also supports intercultural competence, critical thinking, and students' readiness to participate in international academic and professional environments.

Conclusion

The development of neologisms in Uzbek and English reflects the rapid transformation of education, technology, and society under the influence of globalization and digitalization. New educational terms not only enrich the vocabulary of both languages but also demonstrate the growing interaction between global trends and local linguistic and cultural practices. In Uzbekistan, many English-origin neologisms enter educational discourse through academic

literature, digital platforms, and international communication, sometimes through direct borrowing or intermediary languages.

The effective integration of these terms requires accurate translation, contextual explanation, and greater awareness among teachers and learners. Understanding how neologisms are formed, adapted, and used can contribute to clearer communication and more effective teaching practices. Therefore, the study of educational neologisms is important for understanding the development of modern Uzbek educational language and its connection with the international academic environment.

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