

TEACHING NEOLOGISMS IN ESP CLASSES MAJORING ECONOMICS

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Abstract. This article presents strategies for teaching neologisms to ESP students specializing in economics. It focuses on the challenges students face when encountering newly created words and the need to interpret these expressions accurately. The study aims to develop, justify, and propose practical tasks based on authentic language materials to enhance students' learning skills in understanding and translating neologisms. The findings demonstrate the effectiveness of the suggested action plan, which is designed specifically for ESP students in higher education.

Key words: *neologism, lexical unit, calque, abbreviation, conversion*

Introduction

The contemporary world is marked by a rise in discoveries across various domains of human endeavor. This serves as a significant stimulus for the enrichment and expansion of vocabulary in numerous languages. According to Payack J.P. (2008) and a survey conducted by the Global Language Monitor, the English language experiences the emergence of a new word approximately every 98 minutes. This finding highlights the dynamic nature of language and the constant evolution of vocabulary. It demonstrates how the modern world, with its numerous discoveries and advancements, contributes to the continuous growth and adaptation of language to express new concepts and ideas.

The English language vocabulary is significantly influenced by rapid advancements in technology, science, economics, and communication, as well as the increasing intercultural interactions. These factors play a pivotal role in shaping the changes occurring within the language. Consequently, even teachers of English as a foreign language should not overlook these significant transformations. Experience demonstrates that the capacity to comprehend, analyze, and convey information from authentic texts, which is crucial for effective professional communication, should be regarded as a key determinant of success and efficiency for graduates intending to work in international and multinational corporations.

Authentic texts frequently incorporate newly coined words, also known as neologisms, which enter the language through various processes. Neologisms, derived from the Greek words “neo” means “new” and “logos” means “word” represent lexical units that are specific to a particular historical period. These words possess a defined lifespan, indicating that their usage and relevance evolve over time.

Neologisms can serve as a tool to develop intercultural understanding, help graduates avoid cultural mistakes, and give them a better understanding of the cultural background and

motivations of potential business partners. Therefore, we believe that it is necessary to introduce educational activities based on original texts, paying special attention to understanding neologisms and translating them into Uzbek. The importance of the issue is that students encounter neologisms in various sources and have difficulty interpreting them correctly. The main difficulty in understanding a neologism arises from the fact that these new words have not yet been incorporated into dictionaries, further complicating their comprehension.

While prominent dictionaries such as the OED often feature dedicated sections for neologisms, it is important for students to possess the skills and strategies to interpret new words or phrases they encounter in oral communication, particularly when dictionaries are unavailable. Neologisms are an inherent aspect of language evolution, with new words continually being created and incorporated into the lexicon. Therefore, students should be equipped with the necessary tools to comprehend and navigate these novel linguistic expressions in real-time conversations.

Adapting to language evolution is an integral part of the foreign language learning process. A crucial aspect of this adaptation is learning how to handle unfamiliar vocabulary, which can be seen as an initial step. This involves engaging with words that have not yet been documented in dictionaries, allowing learners to develop strategies for understanding and utilizing such vocabulary. By actively grappling with unknown words, learners can enhance their language skills and become more adept at navigating and comprehending evolving linguistic expressions. Our research topic focuses on the pedagogical approach to teaching English to students in ESP classes, specifically in the field of economics. The primary objective of this study is to develop effective strategies for instructing neologisms – newly coined words or phrases to these students. By tailoring our teaching methods to the unique needs and backgrounds of ESP learners in the economics domain, we aim to enhance their understanding and usage of neologisms in English. The objective of this research is to devise instructional strategies for teaching neologisms to students studying economics ESP classes. The study aims to investigate the hypothesis that English language learners can accurately comprehend and translate neologisms from English to Uzbek only after gaining a thorough understanding of the origin and formation of these neologisms. By examining the relationship between understanding the etymology and structure of neologisms and the learners' ability to interpret them accurately, the research seeks to provide insights into the most effective approach for teaching neologisms in this specific context.

Based on the research topic and hypothesis, the study aims to achieve the following objectives:

- Identify and describe the challenges associated with identifying and translating neologisms into Uzbek, both in oral and written form.
- Classify neologisms based on their formation and usage criteria.
- Develop a systematic and sequential action plan for teaching ESP students to comprehend and translate neologisms specifically within the context of economics.
- Identify and select appropriate teaching materials and resources to implement the developed action plan effectively in the educational process of ESP classes.
- Conduct an experimental evaluation to verify the effectiveness of the developed action plan and the selected teaching materials in enhancing students' understanding and translation skills of neologisms.

LITERATURE REVIEW. The definition and understanding of neologisms vary among different scholars and linguistic theories. Zobotkina V.I. (1989) characterizes neologisms as a temporary lexical layer in language that introduces “new meanings. In the lingo-didactic encyclopedic dictionary, neologisms are defined as words or phrases created to represent new objects or express novel concepts. Vinogradov V.V. (1969) describes neologisms as new words and meanings emerging in language to name newly developed ideas. Therefore, neologisms

appear multiple times in language and become functionally established for a specific period. Various authors, such as Arnold I.V. (1966), Slepovich V.C. (2004), and Alekseeva I.S. (2008), emphasize that new words differ in terms of their duration and frequency of usage. Rets I.V. (2014) defines neologisms as stylistically marked words with a sense of novelty. In terms of usage, Sari M.P. (2013), a proponent of structural theory, views neologisms as completely new words that possess innovative forms. This includes the creation of words based on authors or individuals, which are known as “authorisms”. From an etymological perspective, Cook C.P. (2010) identifies neologisms as words that already exist in the language but have acquired new meanings in recent years.

Neologisms can be regarded as a reflection of language development, showcasing how language adjusts to a changing environment. In the realm of modern English neology, two primary directions of research can be identified. Firstly, there is the investigation of the specific characteristics of linguistic innovations, which aims to understand the distinct features of newly coined words and expressions. Secondly, there is the lexicographic research program focused on the systematic search and documentation of neologisms. Linguists such as Barnhart K.D. (1998), Algeo J. (1990), Ayto J. (1995), Cook C.P. (2010), O'Dell F. (2016), and McDonald L. (2005) have actively contributed to these areas of study.

METHODOLOGY. While the majority of the research on neologisms primarily pertains to linguistic analysis, rather than the methodological aspects of language teaching, there are significant interconnections between the two fields. This interdisciplinary research project combines and synthesizes these two lines of research, enhancing both its theoretical and practical significance.

There are several ways of forming neologisms, which we can consider separately:

1. Neologisms can be created by word formation and compound words. In this process, certain suffixes are commonly employed to create new words. For instance, the suffixes “-tion” for nouns, “-ism” and “-ize” for verbs are frequently used. The suffixes “-tion” and “-ism” are particularly effective in generating words that denote novel concepts within fields like political science and economics. Examples of such neologisms include “**Cryptofication**” – refers to the process of integrating cryptocurrencies into traditional financial systems or converting assets into digital forms for trading or investment; “**Tokenization**” – the process of converting rights to an asset into a digital token on a blockchain. This can represent ownership, value, or other rights associated with the asset; “**Dataism**” – the ideology or belief in the value and power of data, particularly in shaping economic decisions, business strategies, and technological innovations. It emphasizes the importance of data collection, analysis, and utilization in various domains. Another productive verb-forming suffix is “-ize”. For instance, we have words like “**Monetize**” – the act of generating revenue or profit from a product, service, or asset. This can involve various strategies such as charging for access, selling advertising space, or converting non-monetary assets into cash; “**Economize**” – to reduce costs or expenses within an economic context. This term is often used in discussions about budgeting, resource management, or efficiency improvements. The prefix “de-” is frequently utilized to create new words, serving as a euphemistic device to mitigate the negative connotations associated with certain processes. It highlights a positive concept by adding a negative prefix. Examples of such neologisms include “**Decentralize**” – the act of distributing control or ownership of assets, systems, or organizations away from a central authority. This term is commonly associated with blockchain technology and decentralized finance (DeFi) initiatives; “**Dejobbing**” – the automation, outsourcing, or elimination of traditional jobs due to technological advancements, artificial intelligence, and changes in business models, leading to shifts in employment patterns and labor market dynamics.

The following neologisms are compound nouns that have been formed through the process of compounding in English: “**Cryptocurrency**” – a digital or virtual currency that uses cryptography for security and operates independently of a central bank (compound of “crypto” and “currency”). “**Crowdfunding**” – The practice of funding a project or venture by raising small amounts of money from a large number of people, typically via the internet (compound of “crowd” and “funding”).

These compound nouns have been created by combining two or more existing words to form a new, more concise and descriptive term.

2. Neologisms are formed by providing new meanings to familiar words: “**Pipeline**” – traditionally associated with the transportation of liquids or gases, in economics, it can refer to a sequence of potential deals or projects that a company is pursuing, especially in sales or business development contexts; “**Marketplace**” – while traditionally referring to a physical location where goods are bought and sold, in the digital age, it's often used to describe online platforms where various goods or services are exchanged.

3. Neologisms can arise through the process of calque or loan words: “**Déjà vu**” – borrowed from French, this term refers to the feeling of having already experienced the present situation. In economics, it might describe a sense of familiarity or repetition in market patterns, economic cycles, or policy decisions; “**Per capita**” – borrowed from Latin, this term means “per person” or “per capita”. In economics, it is commonly used to express economic indicators or measures on a per-person basis, such as GDP per capita or income per capita. In these cases, existing words or phrases from other languages are appropriated and repurposed to describe new concepts or phenomena, resulting in the formation of neologisms that enrich the lexicon.

4. Abbreviations and acronyms have expanded the language's vocabulary. Here are some examples of economic neologisms. **NFT** (Non-Fungible Token) – a unique digital asset stored on a blockchain, often used to represent ownership of digital art, collectibles, or other unique items; **PPP** (Purchasing Power Parity) – a theory used to compare the relative value of currencies by comparing the prices of similar goods and services in different countries; **DeFi** (Decentralized Finance) – financial services and applications built on blockchain technology that operate without traditional intermediaries, such as banks or brokerages.

5. Conversion is another effective way of forming neologisms. For example, tokenization – to tokenize; digitization – to digitize; globalization – to globalize.

6. Euphemisms are indeed a fertile ground for the creation of neologisms. They allow speakers to convey sensitive or unpleasant ideas in a more socially acceptable or less direct manner. “**Early retirement**” – involuntary job termination or layoff; “**Workforce optimization**” – job cuts or layoffs in a company; “**Investment opportunity**” – a financial opportunity or venture that may involve risk, such as investing in speculative assets or startups; “**Asset reallocation**” – selling or divesting assets in a portfolio and reinvesting in other assets, often used to imply a strategic adjustment rather than a loss.

According to Zhou L. (2016), he makes a distinction between traditional word-formation rules, such as conjunctions and analogies.

The first category involves cutting or reducing words to one of their parts:

Apocope - preserving the beginning of the word, e.g. “**Tax**” – a shortened form of “taxation” referring to the mandatory financial charges imposed by governments on individuals and businesses to fund public expenditure; “**Fintech**” – a shortened form of “financial technology” describing innovative technologies and startups that provide financial services through digital platforms and applications. **Final crossing or aphaeresis** - preserving the final part of the word, e.g. “**varsity**” (from “university”), “**a net**” (from “internet”). **Syncope** - omitting the middle part

of the word, e.g. **“Cryptos”** – a shortened form of “cryptocurrencies” referring to digital or virtual currencies that use cryptography for security and operate independently of central banks; **“Govt”** – a shortened form of “government” often used in economic discussions to refer to governmental actions, policies, or regulations.

The second category is analogy, which refers to the cognitive process of transferring meaning or information from one source to a different target. This allows new words to be formed by drawing parallels with existing linguistic expressions. Excellent examples are given to illustrate the process of forming neologisms through analogy: **“Glass Ceiling”** – refers to invisible barriers that prevent certain groups, particularly women or minorities, from advancing to higher levels of economic or professional achievement, likening it to a barrier that limits upward mobility; **“Marketplace of Ideas”** – the free exchange of ideas in a society to the operation of a marketplace, where diverse opinions compete for acceptance and influence; **“Race to the Bottom”** – a situation where competition among companies or countries leads to a downward spiral in standards or conditions, such as wages or environmental regulations.

These examples demonstrate how neologisms can be effectively created by drawing comparisons and parallels to familiar linguistic expressions. The process of analogy allows speakers to extend the meanings of words and create new concepts in a meaningful and intuitive way, expanding the richness of the English language.

The younger generation generally reacts positively to the introduction of new words, seeing it as a natural part of language evolution.

People with higher levels of education are more adept at incorporating neologisms into their speech and writing, recognizing them as a normal process of linguistic development.

Overall, the emergence of neologisms can be viewed as a natural and inevitable process, driven by changes in the economic, political, and cultural realms. While some individuals and groups may adapt to these new words more readily than others, the continuous introduction of novel terms reflects the dynamic and evolving nature of language itself.

RESULTS AND DISCUSSIONS. By studying and analyzing the works of Meshkov O.D (1986), Sokolova G.G. (1983) on the theory and methodology of professional education, as well as researchers in our field of experience, we determined the main stages of working with neologisms in English in ESP classes.

As a result of Rets's (2014) research, practicing spoken English by teaching neologisms in English classes; reflection on the new cultural experience of the English-speaking society and current trends in its development; use of original educational materials; looks for benefits such as developing students' critical thinking skills.

Yashina M.G. and Polyakova N.V. (2017) mentioned six main methodological principles for familiarizing students with the rules of word formation, neologisms and their practical application:

1. Introduction of neologisms in English classes at the elementary level at the university. Obviously, real business literature, including newspapers and magazines, can be read by students with an Intermediate or Advanced level of English. At the same time, it is also reasonable to include some words in texts on general topics at the Pre Intermediate level or to draw students' attention to neologisms.

2. Use contextual clues to learn these lexical units. This condition is very important because many neologisms lose their meaning without context. In addition, the context simplifies the process of memorizing and understanding the word. From the methodological point of view, it is more convenient for the student to work with the text rather than with a separate lexical unit.

3. Discuss some theoretical aspects of word formation with students. Some special lessons may be devoted to theoretical material, or relevant information may be introduced gradually over several sessions. However, unlike organizing a separate lesson on neologisms and teaching them separately, the vocabulary a holistic approach to teaching may be more effective. An integrated approach can help students gain a broader picture of the language and practice different lexical units at the same time.

4. The discussion of specific cases of the use of neologisms can be related not only to the dictionary meaning of these words, but also to their internal structure, stylistic affiliation and connotation. Trying to trace the etymology of words, analyzing combinations and stylistic affiliation helps to better understand and remember the semantics of lexemes.

5. Working with neologisms is closely tied to the development of linguistic and intercultural competencies. Therefore, exercises focused on developing skills for working with neologisms in business speech should aim to:

- Provide knowledge about the language system;
- Build understanding of the culture of the target language country and its people;
- Neologisms can be used to develop higher-order thinking and analytical skills alongside language proficiency.

6. The following types of tasks are recommended for learning neologisms:

- Analyzing the internal structure or etymology of a neologism;
- Determining the meaning of a neologism based on contextual clues;
- Defining the term «neologism»;
- Conducting compound word analysis;
- Creating original examples using neologisms;
- Finding and analyzing neologisms in authentic texts;
- Forming new words on a given topic;
- Comparing similar neologisms across multiple languages;
- Identifying the word formation processes used to create neologisms.

CONCLUSION. The problem of understanding neologisms is a significant challenge for students. This is due to the rapid development of science and technology, which drives constant evolution of language. No dictionary can keep up with the influx of new words and terms across all areas of knowledge.

In cases where a neologism is not found in the dictionary, teachers should encourage students to determine the meaning by considering the rules of word formation and the contextual clues. Neologisms can be leveraged to develop language competence in the classroom, serving as both a learning tool and a source of initial knowledge.

Mastering a foreign language requires not just learning linguistic material, but reaching a native-like level of proficiency. Neologisms can be an engaging area of focus for students. By examining various neologism examples, teachers can present different word formation models. This helps students expand their vocabulary, strengthen analytical skills, and improve their ability to comprehend modern media texts, which are a prime source of new word formations.

The constantly evolving political, economic, social, and technological realities reflected in new vocabulary can increase student interest and motivation to learn. However, the acquisition of vocabulary, including neologisms, should be carefully structured and monitored.

In summary, the strategic use of neologisms in the classroom can contribute to the development of well-rounded linguistic and intercultural competencies in language learners.

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