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THE SOCIO-INSTITUTIONAL ADAPTATION OF ENGLISH LOANWORDS AND NEOLOGISMS

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ABSTRACT: This article presents a comparative analysis of the chronological, geographical, semantic, and thematic characteristics of neologisms borrowed from English into German, Russian, and Uzbek. It examines how neologisms enter several languages during different historical periods or under the influence of specific events, acquire new meanings, and become actively used in the lexicon. In particular, the semantic characteristics of English loanwords in Uzbek, German, and Russian are investigated through examples related to international terrorism, education, economics, information technology, culture, sports, and politics. The article also analyses the differences in the meanings of the lexeme college across different languages and its semantic development in relation to historical and social changes in Uzbekistan. The findings demonstrate that the borrowing of neologisms is closely associated not only with language contact but also with socio-political, economic, and cultural factors.

Keywords: neologism, loanword vocabulary, diplomatic terminology, chronological classification, geographical characteristics, semantic change, thematic group, language contact.

INTRODUCTION

Globalisation, the intensification of international relations, advances in information technology, and the expansion of economic and cultural ties among countries have contributed to significant changes in the lexical composition of contemporary languages. In particular, English, as a language widely used in international communication, serves as one of the principal sources of new words and terminology that enrich the vocabularies of numerous languages.

The increasing number of lexical units borrowed from English into German, Russian, and Uzbek represents one of the pressing issues in contemporary lexicology. Such units may initially be used within a particular field and subsequently enter general vocabulary. They may retain their original meanings or acquire new meanings as they adapt to the socio-cultural conditions of the recipient language.

It is important to study neologisms not only in terms of their novelty but also with regard to the time of their entry into a language, their geographical distribution, the social factors underlying their adoption, and their semantic development. A word considered new in one language may have been borrowed much earlier or may already be in widespread use in another. Therefore, the status of a neologism is relative and may, in certain cases, be determined by the historical development of the particular language.

The aim of this study is to classify neologisms borrowed from English into German, Russian, and Uzbek according to chronological, geographical, and thematic criteria, to conduct a comparative analysis of their semantic characteristics, and to identify the principal factors influencing the borrowing process.

The objectives of the study are as follows:

- to classify the borrowing process of neologisms according to temporal and spatial criteria;
- to group English loanwords according to different spheres of social life;

- to compare the semantic characteristics of the lexeme college in German, Russian, and Uzbek;
- to identify the factors responsible for semantic changes in English lexical units in recipient languages;
- to highlight the role of diplomatic and socio-political terminology in international lexical processes.

The object of the study comprises neologisms borrowed from English into German, Russian, and Uzbek, while its subject encompasses the chronological, geographical, thematic, and semantic characteristics of these lexical units.

METHODS

The study employs descriptive, comparative-contrastive, semantic, contextual, and classification methods. These methods make it possible to identify the usage patterns of English loanwords in the three languages, explain changes in their semantic structure, and systematise the factors underlying the borrowing process.

The analysis is based on lexical units recorded in explanatory and loanword dictionaries of English, German, Russian, and Uzbek, as well as terminology used in the socio-political, economic, educational, and technological domains.

From a temporal and spatial perspective, neologisms can be divided into the following two groups:

1. Neologisms that enter several languages within a relatively short period under the influence of a historical event or global process. Their widespread dissemination is influenced by international political events, technological innovations, economic changes, and mass media.
2. Lexical units borrowed into different languages at different historical periods and subsequently acquiring new meanings or new areas of usage. The time at which words in this group emerge as neologisms in recipient languages, as well as their semantic characteristics, may vary considerably.

In addition, thematic classification was used to identify the reasons for borrowing and the domains in which loanwords are used. The lexical units were grouped according to the following fields: economics, food, clothing, information technology, culture, education, agriculture, sports, politics, and security.

RESULTS

Chronological and Geographical Characteristics of Neologisms

The entry of neologisms into several languages does not always occur simultaneously. While certain words spread rapidly under the influence of international events or developments, others are borrowed into one language earlier and into another later. Therefore, when analysing the historical development of neologisms, it is necessary to distinguish between the period in which a word first emerged and the period in which it began to be actively used in a particular language.

For example, the concept of international terrorism is expressed as international terrorism in English, internationaler Terrorismus in German, and международный терроризм in Russian. Following the terrorist attacks in the United States on 11 September 2001, the topic of international terrorism became significantly more prominent in political discourse, diplomatic documents, and mass media. Consequently, the use of this term and related lexical units expanded within international political discourse.

However, it would be inaccurate to assume that the concept itself emerged only after 2001. Its terminological forms and underlying meaning had already existed in earlier periods. Therefore, this example should be interpreted not as the creation of an entirely new word in that particular year,

but rather as the increased prominence of an existing concept in international lexical usage and political discourse as a result of a specific historical event.

The semantic development of lexical units borrowed at different periods can also be observed through the example of the lexeme college. The English form college and the French form collège are historically associated with the Latin word collegium. The lexeme has acquired different meanings within the educational systems of various countries.

In L. P. Krysin's Толковый словарь иноязычных слов, the word колледж is defined in certain countries as an institution of secondary education. The dictionary compares this lexical unit with terms denoting educational institutions such as гимназия, лицей, политехникум, техникум, and школа.

In Uzbek, the word kollej acquired a distinct meaning in connection with educational reforms during the independence period. It came to be widely used to denote an educational institution providing vocational and specialised secondary education at a stage following general secondary education. This demonstrates how a borrowed lexeme can adapt to the social and institutional conditions of the recipient language and develop nationally specific semantic features.

The principal meanings of the lexeme college can be summarised as follows:

1. In the United Kingdom, the United States, and certain other countries, it denotes an educational institution associated with higher education or providing education at various levels.
2. In France, Belgium, Switzerland, and certain other countries, it denotes an institution of secondary education at a particular educational level.
3. In Uzbekistan, it denotes an educational institution specialising in vocational knowledge and skills at the relevant stage of the education system during a particular historical period.

These meanings should not be regarded as rigid and unchanging definitions applicable to all countries. Rather, they represent semantic variants determined by national educational systems. In Uzbekistan, the subsequent restructuring of the professional education system and the expansion of technical colleges have also changed the current scope of usage of the word kollej. This demonstrates that certain neologisms may gradually lose their status as new lexical items over time and become closer to the historical or period-specific lexical layer.

Thematic Classification of English Loanword Neologisms

Lexical units borrowed from English into other languages are associated with various social, economic, and cultural needs. Some serve to designate new objects and phenomena, while others express new forms or meanings of concepts that already exist. English loanword neologisms can be classified into the following thematic groups.

1. Lexical units related to economics and trade.

The development of market relations, international trade, finance, and entrepreneurship has contributed to the widespread use of such lexical units in Uzbek as management, manager, marketing, broker, dealer, tender, provider, sponsor, cheque, outsourcing, brand, barter, investor, distributor, auditor, freelancer, hypermarket, and shopping centre. Some of these are used as international economic terms across different languages, whereas others have adapted to the pronunciation and spelling conventions of the recipient language.

2. Names of food products.

The expansion of international food culture and fast-service restaurant chains has led to the use of such lexical units in numerous languages as fast food, beefsteak, hamburger, cheeseburger, fish burger, chicken burger, chips, and cocktail. These words not only designate new products but also reflect changes in consumption culture.

3. Names of clothing and textiles.

Lexical units such as velvet, jeans, and jersey constitute a lexical group associated with the fashion industry and clothing production. However, the etymological origins of these words and the languages through which they were directly borrowed require separate investigation.

4. Lexical units related to information technology and technical devices.

The development of digital technologies has contributed to the international spread of such lexical units as laptop, internet, intranet, Wi-Fi, browser, display, modem, interface, antivirus, roaming, IP address, printer, e-mail, website, hacker, Twitter, Zoom, chat, spam, virtual, online, offline, and banner. Many of these units entered different languages alongside new technologies, while others represent new technical meanings of words that already existed.

5. Lexical units related to culture, education, and socio-political life.

Words such as hit, show, hit parade, top model, talk show, monitoring, consensus, image, PR, government, and community are used in popular culture, public relations, governance, and social communication. Some function as international terms, whereas others undergo changes according to the stylistic and semantic characteristics of particular languages.

6. Lexical units related to education and scientific activity.

Terms such as bachelor, copywriting, know-how, STEM, campus, deadline, feedback, assessment, PhD, DSc, rating, and MBA are associated with educational systems, academic degrees, assessment, and academic communication. Some are international academic terms, while others are contemporary professional expressions borrowed from English. Abbreviations such as PhD and DSc may also be studied as specialised nomenclature denoting academic degrees rather than being treated solely as ordinary neologisms.

7. Lexical units related to agriculture.

Words such as farmer and cultivation belong to the lexical field associated with agriculture. However, it would be inaccurate to classify all such words as units borrowed directly from English. Their etymologies and routes of entry into Uzbek need to be established on the basis of etymological dictionaries.

8. Sports terminology.

Lexical units such as bodybuilding, arm wrestling, bowling, dribbling, snowboarding, pressing, freestyle, skateboard, kickboxing, hockey, time-out, doping, outsider, knockout, golf, surfing, and darts are associated with international sports and competitive activities. These terms have become part of the active vocabulary of various languages under the influence of the growing popularity of sports, international competitions, and mass media.

9. Lexical units related to political processes and international relations.

Terms such as meeting, briefing, forum, impeachment, speaker, and summit are associated with political communication, parliamentary activities, international meetings, and mass communication. BRICS is an acronym formed from the English names of Brazil, Russia, India, China, and South Africa. It is more appropriately classified as a name formed through abbreviation and associated with international cooperation rather than as an ordinary lexical borrowing.

10. Lexical units related to terrorism and narcotic substances.

The term terakt, associated with the concept of a terrorist attack, as well as the words killer, heroin, and cocaine, are used in discussions of security, crime, and narcotic substances. However, English is not necessarily the etymological source of all these words. Their immediate sources and historical borrowing routes must therefore be verified before they are classified as English loanwords.

11. Lexical units related to military activities and defence.

Words such as sniper, radar, laser, officer, marshal, major, and sergeant are used in military and technical terminology. Some are international terms; however, their histories and etymological sources may differ across languages.

The thematic groups presented above demonstrate the scope of English influence on international lexical processes. Nevertheless, not all the listed lexical units can be regarded as neologisms to the same extent. Some are contemporary neologisms, whereas others are long-established loanwords or international terms.

DISCUSSION

The findings of the study demonstrate that lexical borrowing is a multifactorial process. First, international political and historical events can increase the prominence of particular terms in mass media and official communication. Second, technological innovations create a need to designate new objects and phenomena. Third, changes in education, economics, and culture can lead to the use of existing words with new meanings.

The chronological approach demonstrates that the status of a neologism is not identical across different languages. A word that has been used in one language for a long time may be perceived as a new borrowing in another. Consequently, identifying a neologism requires consideration not only of its source language but also of when it entered the recipient language, when its usage became more prominent, and what semantic changes it underwent.

The geographical approach, in turn, makes it possible to explain why the same lexeme may have different meanings in different countries. The varying meanings of the word college across educational systems provide an illustrative example. This demonstrates that the semantic content of lexical units is determined not only by the linguistic system itself but also by the social institutions and historical experiences of a particular society.

The thematic classification reveals that English loanwords cover numerous spheres of social life. Nevertheless, it would be scientifically inaccurate to assume that all the listed units were borrowed directly from English. Some words entered through German, French, Latin, or other languages, while others may have spread through several languages within international terminology. Etymological investigation is therefore an essential component of comparative research.

From the perspective of diplomatic vocabulary, the widespread use of international terms helps establish a certain degree of uniformity in official communication. However, the use of the same term in different languages does not necessarily mean that it carries exactly the same meaning in every context. Translation practice must take into account national legal systems, diplomatic protocol, and the requirements of formal style.

CONCLUSION

The study of lexical units borrowed from English into German, Russian, and Uzbek is essential for identifying the mechanisms of language contact, investigating the development of international terminology, and examining semantic changes in contemporary languages.

Examining the borrowing process of neologisms according to chronological and geographical criteria makes it possible to distinguish the historical status and usage characteristics of the same word across different languages.

International political developments, economic relations, technological advancements, educational exchange, and cultural interactions constitute the principal factors driving the expansion of borrowed vocabulary.

The same lexeme may express different meanings across languages or within the social institutions of different countries. The word college provides a clear example of such semantic differentiation.

English loanwords occur in numerous fields, including economics, technology, education, sports, culture, and politics. However, when classifying them as neologisms, their degree of novelty and actual usage must be examined separately.

In general, English loanwords enrich the lexical composition of German, Russian, and Uzbek while also reflecting the social experiences and cultural perspectives of different peoples. A comparative study of their chronological, geographical, and thematic characteristics is of both theoretical and practical importance for contemporary lexicology, linguoculturology, and translation studies.

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