



INTEGRATING SOCIO-POLITICAL NEOLOGISMS INTO ENGLISH LANGUAGE TEACHING

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Annotation. This article explores the integration of socio-political neologisms into English language teaching as a means of enhancing learners' communicative competence and critical thinking. It examines how contemporary lexical innovations, such as “fake news” and “cancel culture,” can be incorporated into classroom activities to reflect real-world language use. The study highlights pedagogical strategies for teaching neologisms and emphasizes their role in developing linguistic awareness and sociocultural understanding in modern educational contexts.

Keywords: socio-political neologisms, English language teaching, communicative competence, lexical innovation, pedagogy, critical thinking

Annotatsiya. Ushbu maqolada ijtimoiy-siyosiy neologizmlarni ingliz tilini o'qitish jarayoniga integratsiya qilish masalasi ko'rib chiqiladi. Tadqiqot zamonaviy leksik birliklar, jumladan “fake news” va “cancel culture” kabi so'zlarning dars jarayonida qo'llanishi orqali o'quvchilarning kommunikativ kompetensiyasi va tanqidiy fikrlashini rivojlantirish imkoniyatlarini tahlil qiladi. Shuningdek, neologizmlarni o'qitishda samarali pedagogik yondashuvlar va ularning ijtimoiy-madaniy ahamiyati yoritiladi.


Kalit so'zlar: ijtimoiy-siyosiy neologizmlar, ingliz tilini o'qitish, kommunikativ kompetensiya, leksik innovatsiya, pedagogika, tanqidiy fikrlash

Аннотация. В данной статье рассматривается интеграция социально-политических неологизмов в процесс преподавания английского языка как средство развития коммуникативной компетенции и критического мышления учащихся. Анализируется использование современных лексических единиц, таких как “fake news” и “cancel culture”, в учебной практике. Особое внимание уделяется педагогическим стратегиям обучения неологизмам и их роли в формировании языковой и социокультурной компетенции в современных образовательных условиях.

Ключевые слова: социально-политические неологизмы, преподавание английского языка, коммуникативная компетенция, лексические инновации, педагогика, критическое мышление

Introduction

In the context of rapid global transformation and digital communication, language is continuously evolving to reflect new social and political realities. One of the most dynamic aspects of this evolution is the emergence of socio-political neologisms, which represent newly coined terms or existing words with modified meanings. These lexical innovations are



widely used in media, political discourse, and everyday communication, making them an essential component of contemporary English.

English language teaching (ELT) has increasingly shifted toward communicative and context-based approaches that prioritize authentic language use. In this regard, integrating socio-political neologisms into the classroom offers significant pedagogical value. Such terms as “fake news,” “cancel culture,” and “woke” are not only linguistically relevant but also culturally and socially meaningful. Their inclusion in teaching materials enables learners to engage with real-world language and develop a deeper understanding of current global issues.

Moreover, the incorporation of neologisms supports the development of critical thinking skills. By analyzing the meanings, connotations, and contexts of these terms, learners become more aware of how language can be used to influence opinions and construct ideologies. This aligns with modern educational goals that emphasize learner autonomy, analytical skills, and intercultural competence. Therefore, this study aims to explore effective strategies for integrating socio-political neologisms into English language teaching and to examine their impact on learners’ communicative competence and sociocultural awareness.

Methodology

This study adopts a qualitative research design complemented by classroom-based observation to investigate the integration of socio-political neologisms into English language teaching. The research was conducted in an educational setting involving intermediate-level English learners, where innovative teaching strategies were implemented over a defined instructional period.

Data collection involved multiple sources, including lesson plans, classroom interactions, student assignments, and reflective teacher notes. A purposive sampling method was used to select relevant socio-political neologisms that are widely used in contemporary discourse, such as “fake news,” “cancel culture,” “globalization,” and “infodemic.” These lexical items were incorporated into various classroom activities, including discussions, role-plays, reading comprehension tasks, and vocabulary exercises.

The instructional approach was based on communicative language teaching (CLT) principles, emphasizing interaction, contextual learning, and learner engagement. Students were encouraged to analyze the meanings and connotations of neologisms, explore their origins, and use them in meaningful communicative contexts. Additionally, critical thinking tasks were designed to prompt learners to evaluate the ideological implications of these terms.

The analysis of data focused on identifying patterns in student participation, language use, and comprehension. Qualitative content analysis was used to interpret students’ responses and assess the effectiveness of integrating neologisms into the teaching process. This methodological framework allowed for a comprehensive examination of both linguistic and pedagogical outcomes.





Results

The findings of the study indicate that the integration of socio-political neologisms into English language teaching has a positive impact on learners' engagement and communicative competence. Students demonstrated increased interest in classroom activities when authentic and contemporary vocabulary was introduced. The use of relevant socio-political terms enabled learners to connect language learning with real-world contexts, making the learning process more meaningful and interactive. From a linguistic perspective, students showed improved vocabulary acquisition and retention. The contextualized presentation of neologisms helped learners understand not only the literal meanings of words but also their connotations and pragmatic functions. As a result, students were able to use these terms appropriately in discussions and written tasks.


Furthermore, the study revealed a noticeable enhancement in students' critical thinking skills. Through guided analysis and discussion, learners developed the ability to interpret socio-political language more critically and recognize underlying ideological meanings. This was particularly evident in tasks that required students to evaluate media content and express their opinions. The results also highlighted the effectiveness of communicative teaching methods in facilitating the integration of neologisms. Interactive activities such as debates and role-plays proved especially beneficial in promoting active participation and language use. Overall, the findings suggest that incorporating socio-political neologisms into ELT contributes to both linguistic development and cognitive engagement.

Discussion

The results of this study confirm the pedagogical value of integrating socio-political neologisms into English language teaching. The increased student engagement observed during the lessons can be attributed to the relevance and authenticity of the lexical material. In contrast to traditional vocabulary instruction, which often relies on decontextualized word lists, the use of neologisms provides learners with meaningful and context-rich language input.

The improvement in communicative competence aligns with the principles of communicative language teaching, which emphasize the importance of using language in real-life situations. By incorporating contemporary socio-political terms, educators can create learning environments that reflect actual language use, thereby enhancing students' ability to communicate effectively.

Additionally, the development of critical thinking skills highlights the interdisciplinary potential of language teaching. Socio-political neologisms often carry ideological and evaluative meanings, making them ideal tools for fostering analytical thinking. This supports the idea that language education should not only focus on linguistic accuracy but also on the ability to interpret and evaluate discourse. However, the study also acknowledges certain challenges. The use of socio-political content may require careful selection to ensure appropriateness and sensitivity, particularly in diverse classroom settings. Teachers must balance linguistic objectives with ethical considerations and cultural awareness. In summary,



the discussion emphasizes the importance of adapting teaching practices to reflect the dynamic nature of language and the evolving needs of learners.

Conclusion

In conclusion, this study demonstrates that the integration of socio-political neologisms into English language teaching offers significant pedagogical benefits. As language continues to evolve in response to social and political changes, it is essential for educational practices to adapt accordingly. Incorporating contemporary lexical innovations into the classroom enables learners to engage with authentic language and develop relevant communicative skills. The findings show that socio-political neologisms contribute to improved vocabulary acquisition, enhanced communicative competence, and the development of critical thinking abilities. By exposing students to real-world language use, teachers can create more engaging and meaningful learning experiences. Furthermore, the use of neologisms supports the development of sociocultural awareness, which is a key component of effective language learning in a globalized world.

At the same time, the study highlights the importance of thoughtful implementation. Educators must carefully select appropriate materials and design activities that align with learners' levels and needs. The integration of socio-political content should be guided by pedagogical objectives and cultural sensitivity. Future research may explore the use of neologisms in different educational contexts or examine their impact through quantitative methods. Overall, this study underscores the value of innovative and context-based approaches in English language teaching, positioning socio-political neologisms as a powerful resource for modern education.

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