



NEOGRAPHY IN LINGUISTICS: THE ROLE OF NEOLOGISMS IN LANGUAGE DEVELOPMENT

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Abstract

The article explores the concept of "neography," a term coined half a century ago in linguistics to describe the field dedicated to recording and integrating newly emerged lexical units into dictionaries. Neography aims to document linguistic changes, standardize new words and phrases, and reflect their integration into a language. The development of neology and neography is closely tied to advancements in technology and science in the modern world, influencing fields such as automated text processing, machine translation, digitized speech, and computer-based education. Neologisms are not limited to scientific domains but also emerge in everyday life, journalism, and other areas. For instance, terms like coronavirus, Sputnik V, Pfizer, Moderna, and Sinopharm, introduced during the COVID-19 pandemic, became widely recognized in Uzbekistan due to their integration into daily life through health regulations.

Keywords: neography, neologisms, linguistics, lexicography, socio-political terminology, language development, dictionaries, communicative approach, language education, technology, semantic analysis, borrowed terms.

Аннотация.

Статья посвящена понятию «неография», термину, появившемуся в лингвистике полвека назад для обозначения области, занимающейся регистрацией и включением в словари новых лексических единиц. Неография направлена на документирование языковых изменений, стандартизацию новых слов и выражений, а также отражение их интеграции в язык. Развитие неологии и неографии связано с прогрессом в области



технологий и науки в современном мире, влияющим на такие направления, как автоматическая обработка текста, машинный перевод, оцифровка устной речи и компьютеризация образования. Неологизмы появляются не только в научной сфере, но и в повседневной жизни, публицистике и других областях. Например, термины, такие как «коронавирус», «Спутник V», «Пфайзер», «Модерна» и «Синофарм», появившиеся во время пандемии COVID-19, стали широко известны в Узбекистане благодаря их внедрению в повседневную жизнь через правила здравоохранения.

Ключевые слова: Неография, неологизмы, лингвистика, лексикография, социально-политическая терминология, развитие языка, словари, коммуникативный подход, обучение языку, технологии, семантический анализ, заимствованные термины.

Introduction

The term "neography," which emerged in linguistics half a century ago, refers to a field dedicated to recording newly formed lexical units and addressing their integration into dictionaries. According to experts, "the primary goal of neography is to keep pace with documenting linguistic changes and standardizing newly emerged words and phrases." The development of neology and neography is closely tied to advancements in technology and science in the modern world. It is pertinent to note the following: "In the era of the scientific and technological revolution, with an unprecedented increase in information exchange, linguistic fields such as automated text processing, machine translation, computerization of education, and digitization of spoken language have taken center stage. In this context, neology and neography play a critical role in standardizing the expression of new concepts in language."

Neologisms are not confined to scientific domains but also appear in everyday life, journalism, and other areas. For example, terms such as coronavirus, Sputnik V, Pfizer, Moderna, and Sinopharm, which emerged during the COVID-19 pandemic, are logically associated with the medical field but became well-known to every citizen in Uzbekistan. This can be attributed to the fact that living according to health regulations during the pandemic became a way of life for



citizens. Similarly, relatively new borrowed lexical units such as diving (underwater swimming), fitness (a type of physical exercise), shaping (exercise related to body sculpting), and skateboard (a sport involving riding on a board) represent concepts related to everyday activities. It is evident that "most neologisms are borrowings, and as such, elements characteristic of foreign languages are frequently found in them." Many neologisms are initially familiar only to a narrow circle of users, while others remain confined to the speech of specialized professionals. Neologisms that enter as scientific terms can be included in this category. Naturally, neologisms that emerge as terminological units are first recorded in specialized dictionaries.

The peculiarities of how neologisms are represented in Uzbek dictionaries are explored through the analysis of specific lexicographic sources. The lexical units under study constitute a significant portion of dictionaries covering socio-political terminology. The *Concise Explanatory Dictionary of Socio-Political Terms* (2021), edited by Professor A. Madvaliyev and others, is one such lexicographic source. In the process of a language's development, its lexical composition, particularly its terminology, evolves more rapidly than other domains. Socio-political terminology is no exception. "Progress in socio-political terminology involves the emergence of new lexical units, the obsolescence of certain units, the acquisition of new meanings by words, and the loss of some meanings." The dictionary includes entries for terms borrowed from English, such as blogger, digest, dumping, grant, dealer, doping, and electorate. It is worth noting that most of these terms are now understandable to a significant portion of Uzbek speakers. For instance, terms like blogger, grant, and dealer have become firmly established in the Uzbek linguistic landscape and are comprehensible to a large number of speakers. However, terms like digest, dumping, and electorate retain their neologistic character in the Uzbek linguistic context and are also included in the dictionary. At this point, it is necessary to clarify the concept of socio-political terminology. "Socio-political vocabulary is a dynamic layer of the lexical system that directly relates to phenomena, processes, and relationships in a society's political life or political system, shaped by socio-historical, economic, cultural, religious, and spiritual-educational factors." Socio-political vocabulary is a broader phenomenon compared to socio-political terminology. In this sense,



the lexicographic interpretation of neologisms included in the dictionary can serve as a resource for future work in neology and neography.

The dictionary entry for the term digest is structured as follows:

DIGEST [English digest – compilation; reference; summary]

1. A type of journal that reprints materials from other publications in an abridged form.
2. A popular publication consisting of simplified, concise retellings of literary works.

The dictionary entry consists of the following components: 1) headword; 2) etymological information; 3) definition of the headword. As can be seen, the information provided in this specialized dictionary is relatively limited. The selected headword is included in the dictionary in a form adapted to the orthographic and orthoepic rules of the Uzbek language. The etymological information does not elaborate on the meanings the term expresses in the donor language. There is no need to provide other meanings of the term beyond the one adopted in Uzbek in dictionaries of this type. The etymological section also includes synonyms that can be expressed in Uzbek. In English, the term digest is polysemous, and its meaning adopted in Uzbek is reflected in thesauruses as follows: "That which is digested; especially, that which is worked over, classified, and arranged under proper heads or titles." The definition section of the dictionary entry provides two meanings of the term, indicating its relevance to the field of mass media in Uzbek. In the Uzbek linguistic worldview, digest refers to a publication that concisely describes daily news in national and international life. It should be noted that digest also refers to informational programs broadcast on television. Since specialized dictionaries are intended for a narrow circle of experts, such lexicographic sources emphasize the terminological meaning of neologistic terms. When a term enters a field as a neologism, its meaning is first reflected in field-specific sources before being incorporated into general dictionaries after gaining broader usage.

The lexicographic study of new borrowings (neologisms) in the Uzbek language has become one of the most pressing directions in linguistics. These issues are significant not only for enriching the language's lexical system but also for ensuring its adaptability to modern needs and global changes. In the process of



lexicographically processing new borrowings, it is essential to clearly define their semantic structure, stylistic characteristics, word-formation rules, and scope of use. Educational dictionaries are also vital resources for the lexicographic interpretation of borrowed neologisms. The growing demand for learning Uzbek as a second language in recent years has made the didactic importance of educational dictionaries a pressing issue in lexicographic studies. Consequently, researchers are paying special attention to the processes of word adoption and usage. Studies on the current state of teaching Uzbek as a foreign language, its theoretical foundations, and pedagogical-psychological characteristics are being conducted. One factor affecting language development is the excessive focus on common usage and modern borrowings, which weakens the language's descriptive, expressive, and explanatory capabilities and limits its rich lexical fund. This, in turn, leads to the exclusion of native lexical units — particularly those deeply expressing emotions, thoughts, and imagery — from spoken and written discourse.

As a result, learners' lexical repertoire narrows, negatively impacting their overall literacy, scope of thinking, and expressive culture. This highlights the need to scientifically review and adapt linguistically and culturally significant but underused words for educational purposes. Linguist B. Bahriddinova identifies key characteristics of educational dictionaries, such as their adaptation to the learning process, limited scope, and anthropocentric orientation, emphasizing that their primary function is educational. Thus, the essence of an educational dictionary lies in delivering information in a comprehensible form tailored to the learner's age, social needs, and educational goals. When categorizing educational dictionaries, factors such as anthropocentric orientation, general purpose, reflection of the language system, semantic representation, aspect, language perspective, usage, target educational level, word arrangement, complexity, scope, and format influence the approach to neologisms. A key feature of educational dictionaries is that they account for learners' age characteristics, ensuring the inclusion of new lexical units relevant to schoolchildren. For example, the Educational Dictionary of Synonyms in the Uzbek Language (2006) by O. Shukurov and B. Bahriddinova includes the following entry:



Advanced, impactful [Arabic-Persian], pioneer [Persian-Arabic], leader, vanguard [Russian < French], udarnik [Russian], trailblazer.

It is evident that the entry is simple and free of additional information, presenting only a synonymous series with etymological notes. However, among the synonyms are relatively new terms in Uzbek, such as *vanguard*, borrowed from French, with the following meanings in Uzbek:

VANGUARD [French avant-garde – forward guard]

1. A military unit advancing ahead to protect the main forces during marches.
2. The progressive segment of a nation, class, or social group.
3. A high-quality rice variety.

This entry shows that unfamiliar or complex words for schoolchildren are explained by teachers. Educational dictionaries play a significant role in this process. Uzbek dictionaries are crucial for encompassing and interpreting neologisms, as they reflect the language's lexical richness and ensure adaptation to modern socio-technological changes. Since educational dictionaries are designed for school-aged learners, educational objectives take precedence in such resources.

Another type of educational dictionary is the orthographic dictionary, which regulates the correct spelling of words and phrases. These dictionaries encompass all words in the language's lexical layer, including neologistic units adapted to Uzbek orthography. For instance, terms like affricate, abscissa, cryptocurrency, letter of credit, pandemic, a priori, asceticism, air torpedo, smartphone, engine, panel, eucalyptus, euthanasia, and essence are included in the Uzbek Language Orthographic Dictionary with guidelines on their spelling in Uzbek texts. Naturally, learners may have questions about the semantic scope of these words and their combinatory possibilities. In such cases, teachers clarify the lexical-semantic characteristics of neologisms, ensuring an effective pedagogical process.

In Uzbek, neologisms are often formed through figurative meanings, and their interpretation in dictionaries is tied to the language's expressive features. Providing detailed information about polysemous words, types of semantic shifts, and possibilities for new meanings is also achieved through educational dictionaries. The adaptation of figurative meanings to local cultural



characteristics and the reflection of a word's new semantic properties in dictionaries depend on its usage frequency in texts, which lexicographers must consider. For example, the word *cloud* traditionally refers to atmospheric moisture, but in the phrase *cloud memory*, it denotes a concept related to new technological tools, which is reflected in dictionaries recording neologisms.

The analysis of how neologisms are presented in general and specialized Uzbek dictionaries reveals that no systematic rules have been developed in neography. Despite neography's emergence in the field over 50 years ago, it remains underdeveloped in Uzbekistan. This is explained by the existence of a general approach to including lexical units in dictionaries. In fact, the inclusion of neologisms in explanatory dictionaries is considered evidence of their acceptance into the Uzbek lexicon. The fact that only seven lexical units are marked as neologisms in the six-volume explanatory dictionary supports this view. In our opinion, neologisms should first be included in specialized dictionaries and, once established in the lexicon, incorporated into explanatory dictionaries.

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