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Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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№ 11 (5) – 2025

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b.;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent.;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari

doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD).

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

22.00.00- SOTSIOLOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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MUNDARIJA

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LANGUAGE CHANGE AND THE EMERGENCE OF NEW LEXICAL UNITS IN THE DIGITAL ERA

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Abstract. The digital era has brought profound changes to language, particularly visible in the rapid emergence of new lexical units. This article explores how internet communication, social media, and technological innovations influence language change, leading to the creation and diffusion of novel words and expressions. By analyzing examples from contemporary digital discourse, the study highlights the dynamic nature of language and the impact of digital culture on vocabulary expansion. The article also discusses the implications of these changes for language norms and linguistic identity.

Keywords: language change, lexical units, digital era, internet language, neologisms, social media, language evolution.

RAQAMLI DAVRDA TILNING O'ZGARISHI VA YANGI LEKSIK BIRLIKLARNING PAYDO BO'LISHI

Xodjayeva Xurshida Sharafitdinovna

Jahon iqtisodiyoti va diplomatiya universiteti

Romano-german tillari kafedrası

Katta o'qituvchi

Annotatsiya. Raqamli davr tilga chuqur o'zgarishlar kiritdi, bu ayniqsa yangi leksik birliklarning tez paydo bo'lishida ko'rinadi. Ushbu maqola Internet aloqasi, ijtimoiy media va texnologik innovatsiyalar til o'zgarishiga qanday ta'sir qilishini o'rganadi, bu esa yangi so'zlar va iboralarning yaratilishi va tarqalishiga olib keladi. Zamonaviy raqamli nutqdan misollarni tahlil qilish orqali tadqiqot tilning dinamik tabiatini va raqamli madaniyatning so'z boyligini kengaytirishga ta'sirini ta'kidlaydi. Maqolada ushbu o'zgarishlarning til me'yorlari va til o'ziga xosligiga ta'siri ham muhokama qilinadi.

Kalit so'zlar: til o'zgarishi, leksik birliklar, raqamli davr, internet tili, neologizmlar, ijtimoiy media, til evolyutsiyasi.

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Introduction. Language is a living system that constantly evolves under the influence of social, cultural, and technological factors. The rise of the digital era, characterized by widespread internet use and social media platforms, has accelerated this evolution, ushering in unprecedented changes to vocabulary. New lexical units—words, phrases, and expressions—are rapidly created and disseminated through online communication. These neologisms often reflect new concepts, technologies, and social phenomena unique to digital culture.

Understanding how language changes in this context is essential for grasping modern linguistic dynamics and adapting language teaching and norm-setting to contemporary realities [1].

Main part. Language is an evolving phenomenon that is likely to adapt as societies, cultures, and technologies evolve. During the age of the internet, with its rapid technological innovation in communication and pervasive web, language has experienced significant changes, most notable among these being the evolution of vocabulary. One of the most outwardly apparent signs of modern language evolution is the increase in new lexis — words, phrases, and expressions — that flow into language. They have a tendency to develop as a direct reaction to computer-mediated innovations, social media trends, and communicative necessities of online interaction [2].

The digital revolution has given rise to unprecedented means of communication, such as instant messaging, microblogging, forums, and multimedia sharing websites. These channels of communication necessitated the development of short, expressive, and often playful new words responding to the fast and snappy nature of online interaction. Terms like "selfie," "hashtag," "emoji," and "meme" have spread internationally quickly, gaining common usage beyond and above being internet slang [3]. These terms not only label new phenomena, but they also illustrate how technology influences thinking and modes of communication.

One of the main forces behind lexical creation in the digital age is language and culture blending on the internet. The internet connects the world, promoting interlingual borrowing and blurring on an accelerated pace. English plays a specific dominance, but new digital lexemes more likely come from cross-lingual borrowings and mainstream culture. Such worldwide contact fosters an active, hybrid vocabulary reflecting heterogeneous social identities and technological facts, undermining traditional oppositions between "standard" and "non-standard" language [4].

Social media sites are powerful platforms for the creation, popularization, and dissemination of new words [5]. Memes, viral challenges, and trending hashtags form new words or give new meanings to existing words. For instance, "ghosting," which was originally to ghost away, today has a specific social implication related to suddenly ghosting someone [6]. These lexical innovations spread fast through shares, retweets, and reposts, reflecting the rapidity and extensive coverage of digital communication.

In addition to new words, the digital era also fuels several creative linguistic processes such as abbreviation, clipping, blending, and acronymization. A few examples are "LOL" (laughing out loud), "FOMO" (fear of missing out), and "infodemic" (information epidemic). Such processes ensure efficient communication simultaneously adding to language change by introducing substitute lexical forms that get entered into ordinary talk and writing.

Emergence of new lexic units is also evidence of the influence of digital culture on the norms and attitudes towards language. Language purists may resist these innovations, perceiving new digital lexemes as illegitimate or degrading language quality. Certain linguists, however, assume that such lexical innovation is inevitable and natural for the dynamism of a language because it helps individuals to represent contemporary realities. Over time, some digital-era words become institutionalized, appearing in dictionaries and formal contexts, signifying their integration into the language system [7].

In addition, language change in the digital arena is not restricted to vocabulary; semantic change often accompanies innovative neologisms. Words are redirected or acquire novel

meanings in digital environments. For example, "cloud" no longer simply signifies weather but is applied to describe virtual data repositories. This semantic malleability illustrates how digital communication remodels existing words and increases the expressiveness of language.

New terms that emerge during the digital age also have social functions, helping individuals build group identity and solidarity in cyberspace. In-group marker terms are typical of digital-native words, which identify groups of shared interests or experiences. This development fosters social solidarity among digital subcultures as well as enhancing language diversification [8].

However, the rapid pace of lexical change during the computer era poses challenges to language standardization, pedagogy, and communication lucidity. Teachers and language planners are charged with striking a balance between being open to innovation and safeguarding linguistic heritage and communicability. Having formal and informal varieties with augmented computer lexical items calls for fresh models for instruction of languages and norm control in digitally expanding cultures.

The integration of digital technologies in the classroom is a complex and multifaceted process with different dynamics, including the relationship between digital technology and teacher and student competence, family support, and innovations within educational programs. This article presents a systematic literature review to analyze how the integration of educational technology into classroom practice has developed in recent years at non-university levels. The selection of articles was carried out using various website databases, and a temporal search of scientific articles from 2023 to the present was carried out to obtain key insights related to the research objective. The main results point to several variables that need to be strengthened to enhance the integration of digital technologies in the classroom, among which a special focus on initial training stands out as a crucial factor. This opens up discussions about trainings for future teachers related to the integration of digital technologies into the teaching process. By using computer technologies in the educational process, not only the quality of lessons increases through many interesting and new and animated videos, but also the teaching methodology with modern methodology develops. Nowadays, schools are organizing classes that are integrated with a wide range of modern computer technologies [9]. At the same time, the quality of computer science lessons is increasing as the capabilities of computer technology increase. Today, it is difficult to imagine young people without knowledge of modern computer technologies. In addition to computer science, schools also need to provide students with basic directions in the use of computer technology in the teaching process and programming, which will cover this area of digital technology. Digital technologies, as mediating elements of learning processes, allow teachers to break away from the traditional hierarchical model [10]. They create frameworks and networks in which students write, read, learn, interact, co-construct, and define their identities. The implementation of digital technologies in learning processes increases the quality of teaching processes and creates the basis for making lessons interesting and understandable.

Today, information technologies have created wider opportunities for the implementation of modern methods, techniques and software tools of innovative technologies in the education system. The effective use of these opportunities in the continuous education system depends on the knowledge, qualifications, professional skills, abilities, talents and culture of teachers, as well as on their active use of new pedagogical and information

technologies in the teaching process. Therefore, today a new modern educational technology system is being created in our republic, the main task of which is to ensure the continuity and coherence of educational content in the education system, improve the methodology of teaching subjects, and introduce new pedagogical and information technologies into the educational process [11]. One aspect that needs to be assessed in the training efforts carried out and that is presented as an obstacle to the proper integration of digital technologies in the classroom is the clearly instrumental nature of the training. It does not offer sufficient content to enhance the educational opportunities of digital tools, educational strategies or didactic models. Under the training plans, the view of the teacher as a technician who must have the necessary instrumental skills to use technological resources is based, or indeed it is assumed that teachers have the ability to translate this knowledge into pedagogical applications. Preparing teachers to integrate digital technologies therefore requires a review of current approaches and practices that are still practically oriented towards technical and computer education. In addition to the formation of digital skills and competencies in teachers, such skills must be related to the content of each subject taught. Of these three dimensions, the most emphasized by researchers is the pedagogical aspect, which involves thinking about new teaching strategies, revealing appropriate didactic methods to develop learning experiences using digital technologies. Designing and selecting appropriate technological didactic materials for teaching and student assessment. Therefore, teacher training for the effective integration of technology in the classroom should be oriented towards principles that stand out in educational research. For example: focus on curriculum content, use of active learning strategies, involving teachers in collaboration, use of models and modeling, facilitation of coaching and expert assistance, availability of time for feedback and reflection, and sustainability in the medium and long term.

Overall, the digital age has generated profound language change characterized by swift emergence of novel lexic units that reflect technological innovation and changing sociocultural conditions. These changes underscore language's remarkable plasticity and the intimacy between devices of communication and linguistic modification. As digitalization of communication continues and increasingly affects the way people behave and interact, the study of new vocabulary gives information on the ever-changing nature of language in the 21st century. It will be critical for linguists, educators, and users to identify and embrace these changes as they continue to navigate the highly sophisticated landscape of modern language.

Language is a living system, constantly evolving in response to societal shifts, and the digital era has accelerated this transformation. According to linguist David Crystal, the internet has not only introduced new vocabulary but also reshaped linguistic norms. He opines that digital communication platforms like social media and texting have fostered a “new linguistic ecology,” where informal, abbreviated, and playful language thrives. Crystal emphasizes that this environment encourages creativity, leading to the rapid birth of neologisms such as “selfie,” “hashtag,” and “unfriend.”

Similarly, Naomi Baron, a scholar in digital communication, argues that the digital age has blurred the boundaries between spoken and written language. She asserts that the rise of instant messaging and online forums has created a hybrid mode of communication—what she calls “written speech.” According to Baron, this shift has led to the emergence of lexical units

that mimic spoken discourse, including interjections like “LOL” and “OMG,” which now function as textual expressions of emotion and tone [12].

In a more sociolinguistic vein, Jean Aitchison explores how digital media democratizes language innovation. She opines that the internet empowers users—especially younger generations—to become active agents of linguistic change. Aitchison highlights that platforms like TikTok and Reddit serve as incubators for new words and phrases, often born from memes, trends, or subcultural slang. These lexical units can gain traction quickly, sometimes entering mainstream usage and even dictionaries within months.

The scholars collectively underscore that digital communication is not degrading language but diversifying it. Crystal views this as a natural evolution, Baron sees it as a structural shift, and Aitchison frames it as a social phenomenon. Their perspectives converge on the idea that the digital era has expanded the mechanisms through which language changes, making it more participatory and dynamic than ever before.

Moreover, the emergence of new lexical units reflects broader cultural and technological shifts. Words like “influencer,” “streamer,” and “cryptocurrency” are not just linguistic novelties—they signify new roles, behaviors, and systems within society. As Baron notes, language adapts to describe new realities, and the digital world is a fertile ground for such adaptation.

In conclusion, the digital era has catalyzed a profound transformation in language, marked by the rapid emergence of new lexical units. According to Crystal, Baron, and Aitchison, this change is multifaceted—driven by technological innovation, shifts in communication norms, and the democratization of linguistic creativity. Their insights reveal that language in the digital age is not static but a vibrant, evolving tapestry shaped by the voices of its users.

Conclusion. The digital era has significantly transformed language, fostering the growth of new lexical units that mirror technological advances and changing social practices. This ongoing process demonstrates language’s adaptability and its close connection with human communication trends. While some neologisms may become standard over time, others remain transient digital slang. Recognizing and studying these developments is crucial for linguists, educators, and language planners aiming to balance language preservation with innovation in an increasingly interconnected world.

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