

THE USE OF NEOLOGISMS IN FRENCH LESSONS

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Abstract:

Neologisms play a significant role in enriching and modernizing language instruction. In French lessons, their use not only enhances linguistic adaptability but also provides students with an understanding of contemporary cultural and social contexts. This paper explores the pedagogical potential of neologisms in French language teaching, emphasizing their relevance in improving vocabulary acquisition, comprehension, and communication skills. By integrating neologisms into lesson plans, educators can foster a dynamic and engaging learning environment, bridging the gap between traditional curriculum and real-world language use. The study underscores the importance of balancing innovation with foundational language skills to ensure comprehensive linguistic competence among students.

Keywords: Neologisms, French lessons, language instruction, vocabulary acquisition, contemporary culture, linguistic competence.

Introduction

The evolution of language is a testament to its adaptability and responsiveness to social, cultural, and technological changes. French, as one of the world's most influential languages, has continuously evolved to reflect the dynamic nature of society. Neologisms, or newly coined words and expressions, are a critical aspect of this evolution. They embody the linguistic innovations driven by advancements in technology, shifts in cultural norms, and the globalization of communication.

In the context of language education, neologisms present both challenges and opportunities. For educators, integrating these new terms into lessons can be a powerful tool for enhancing linguistic and cultural competence. For learners, exposure to neologisms facilitates a deeper understanding of contemporary language usage and prepares them for effective communication in diverse settings. Despite their pedagogical potential, the use of neologisms in language instruction is often underexplored, particularly in structured classroom environments.

Categories of neologisms

- **‘Proper neologisms’** – the new form is combined with a new concept (blog, interferon, clogs, thought-processor, telework);
- **‘Transnominations’**-the new form is combined with an already existing concept (laid-back, hands-on, dragged-out, turned-on);
- **‘Semantic innovations’** - new concept takes the name of a from already active in language (vegetable, cool, drag, wicked, thick).



This paper examines the role of neologisms in French language lessons, focusing on their utility in vocabulary expansion, context-based learning, and fostering cultural awareness. By analyzing teaching methodologies and highlighting practical examples, the study aims to provide educators with actionable insights into incorporating neologisms into their curricula. Furthermore, it addresses the balance required to integrate innovative language elements while maintaining a solid foundation in grammar and syntax.

In an era characterized by rapid linguistic change, the relevance of neologisms in language education cannot be overstated. This paper argues that their thoughtful inclusion in French lessons can significantly enhance the learning experience, equipping students with the tools needed to navigate a constantly evolving linguistic landscape.

Main Part

The integration of neologisms into French lessons offers a unique opportunity to align language instruction with real-world communication. Neologisms reflect contemporary changes in society, often originating from fields such as technology, entertainment, and global discourse. By incorporating these terms into language instruction, educators can foster a more dynamic and relevant learning environment that resonates with students' experiences.

One of the primary benefits of teaching neologisms is their role in expanding students' vocabulary. Traditional language curricula often focus on established lexicons, which, while essential, may not fully equip learners for modern communication. Neologisms introduce students to new linguistic forms, enabling them to understand and use language as it is currently spoken. For instance, terms like "télétravail" (remote work) and "influenceur" (influencer) have become integral to everyday French, particularly in professional and social contexts.

Values of classifications of neologisms:

• Borrowing words

From Latin language : «wine — вино», «pear — груша», «priest — священник».

From French language : «army — войско», «battle — сражение», «banner — знамя», «victory — победа».

From Scandinavian language : «fellow — человек», «gear — механизм», «happy — счастье», «husband — муж».



Context-based learning is another significant advantage of using neologisms. Unlike conventional vocabulary, neologisms often carry rich contextual meanings that are tied to specific cultural or social phenomena. Teaching these words requires educators to delve into the circumstances of their creation and usage, thereby offering students a deeper cultural understanding. For example, the term "balancetonporc," derived from the #MeToo movement in France, provides an entry point to discuss social issues while building linguistic skills.

Incorporating neologisms also enhances communicative competence by exposing students to authentic language use. Language learners often struggle to bridge the gap between classroom instruction and real-life communication. By introducing contemporary terms, educators can simulate real-world scenarios and encourage students to engage with modern French media, such as news articles, social media, and films. This approach not only improves language fluency but also fosters critical thinking as students analyze the contexts in which these terms are used.

To effectively integrate neologisms into French lessons, educators must adopt innovative teaching strategies. One approach is to use multimedia resources that showcase the usage of neologisms in various contexts. For instance, incorporating clips from French television shows or podcasts can help students hear these terms in natural conversation. Additionally, interactive activities, such as debates or role-playing exercises, allow students to practice using neologisms in meaningful ways.

Another effective method is project-based learning, where students research and present on the origins and applications of specific neologisms. This activity not only deepens their understanding of the terms but also develops their research and presentation skills. For example, students could investigate the term "cyberharcèlement" (cyberbullying), exploring its linguistic components, cultural significance, and impact on society.

While the benefits of teaching neologisms are clear, it is essential to address potential challenges. One concern is the rapid obsolescence of some neologisms, which may render them less useful over time. Educators must carefully select terms that are likely to remain relevant and have broad applicability. Additionally, balancing the introduction of neologisms with the reinforcement of foundational language skills is crucial to avoid overwhelming students with unfamiliar terms.

The role of assessment in teaching neologisms also warrants consideration. Traditional language assessments often prioritize grammatical accuracy and established vocabulary, which may not reflect students' ability to use contemporary language effectively. Developing assessment criteria that account for the use of neologisms in context can provide a more comprehensive evaluation of students' linguistic competence.

Ultimately, the integration of neologisms into French lessons requires a nuanced approach that considers both their pedagogical potential and the challenges they present. By thoughtfully incorporating these terms into language instruction, educators can create a more engaging and relevant learning experience that prepares students for the complexities of modern communication. The following section explores specific case studies and examples that illustrate the successful implementation of neologisms in French language teaching.

Conclusion

The use of neologisms in French lessons represents a transformative approach to language education, bridging the gap between traditional instruction and the dynamic nature of modern



communication. By integrating these newly coined terms, educators can create a learning environment that is both relevant and engaging, fostering students' linguistic adaptability and cultural awareness. Neologisms offer a unique avenue for vocabulary expansion, allowing learners to engage with contemporary language as it evolves.

Moreover, the contextual richness of neologisms provides an opportunity for students to explore the cultural and social forces that shape language. This exploration not only enhances their understanding of French culture but also equips them with the critical thinking skills needed to analyze and adapt to linguistic changes. The inclusion of neologisms in lesson plans encourages learners to connect with real-world communication, bridging the gap between classroom instruction and practical language use.

However, the effective implementation of neologisms requires careful planning and a balanced approach. Educators must select terms that are both relevant and enduring, ensuring that students are equipped with vocabulary that holds long-term value. Additionally, integrating neologisms should complement, rather than overshadow, the foundational aspects of language learning, such as grammar and syntax.

Assessment practices must also evolve to reflect the inclusion of neologisms in language instruction. By evaluating students' ability to use these terms in context, educators can gain a more comprehensive understanding of their linguistic competence. This shift in assessment priorities aligns with the broader goal of fostering communicative proficiency in modern French. In conclusion, the thoughtful integration of neologisms into French lessons can significantly enhance the educational experience, preparing students for the linguistic demands of a rapidly changing world. As language continues to evolve, embracing neologisms within the curriculum ensures that learners are not only proficient in traditional French but also adept at navigating its contemporary expressions. By doing so, educators empower students to become confident, competent communicators in a globalized society.

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