



CONNOTATIVE MEANINGS OF AI NEOLOGISMS IN ENGLISH AND UZBEK EDUCATIONAL DISCOURSE AND THEIR PRAGMATIC IMPACT

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Abstract. This article examines the connotative meanings and pragmatic effects of artificial intelligence (AI)-related neologisms in English and Uzbek educational discourse. The analysis focuses on how technological innovations such as generative AI tools, chatbots, and adaptive learning systems have introduced new lexical units, reshaped semantic associations, and influenced communicative practices among teachers and learners. Through a comparative linguistic and pragmatic analysis, the study reveals that English discourse tends to normalize AI neologisms rapidly due to global digital integration, whereas Uzbek discourse remains in the phase of adapting, contextualizing, and localizing these terms. The findings highlight the importance of terminological precision, culturally sensitive localization, and AI literacy development in shaping pragmatic outcomes. The study contributes to ongoing discussions about language evolution, educational technology, and communication practices in multilingual learning contexts.

Keywords: AI neologisms, connotation, pragmatics, educational discourse, English, Uzbek.

1. Introduction

The rapid expansion of artificial intelligence has significantly transformed contemporary education, introducing new tools, teaching models, and communication practices. Alongside these technological changes, a new layer of vocabulary – AI-related neologisms – has emerged in various languages. Terms such as *AI tutor*, *chatbot*, *prompt engineering*, *machine learning*, and *adaptive learning* have gained widespread usage, particularly in English-speaking contexts. As English serves as the dominant language of technological innovation, these units enter other linguistic systems and undergo semantic, morphological, and pragmatic adaptation.

In the Uzbek context, AI neologisms are increasingly visible in academic writing, teacher training, online learning environments, and mass media. However, their connotative nuances, communicative functions, and degree of acceptance differ from those in English. Understanding these differences provides insight into how global technological discourse interacts with local linguistic norms. This study aims to explore the connotative meanings and pragmatic implications of AI neologisms in English and Uzbek educational discourse through a comparative lens.

The research addresses the following questions:

1. What connotative meanings accompany AI-related neologisms in English and Uzbek?
2. How do these neologisms influence pragmatic practices in educational communication?
3. What linguistic and cultural factors shape differences between the two discourse communities?



2. Methods

This study employs a qualitative comparative methodology combining linguistic analysis, discourse analysis, and pragmatic interpretation. First, a corpus of common AI neologisms was compiled from English educational articles, technology blogs, teacher guidelines, and academic discussions. For the Uzbek language, data were collected from educational websites, teacher forums, YouTube educational channels, official documents, and mass media materials discussing AI-based technologies.

Second, connotative meanings were identified through semantic mapping and contextual interpretation. These meanings include emotional, evaluative, cultural, and stylistic associations that appear beyond the literal definitions of the neologisms.

Third, pragmatic effects were analyzed using speech-act theory, politeness theory, and discourse-practice frameworks to determine how these terms influence communication, identity, and decision-making within educational environments.

Finally, findings from both languages were compared to identify similarities, differences, and explanatory sociolinguistic factors such as language policy, digital globalization, and cultural attitudes toward technology.

3. Results

3.1. Connotative meanings of AI neologisms in English discourse

English educational discourse reflects a relatively established and confident attitude toward AI technologies. Terms such as *AI tutor* and *adaptive learning* carry positive connotations associated with innovation, efficiency, personalization, and technological advancement. Educators frequently use expressions such as *smart learning tools*, *data-driven instruction*, and *intelligent feedback*, which reinforce a future-oriented, progressive tone. This discourse constructs AI as a supportive assistant or collaborator rather than a threat.

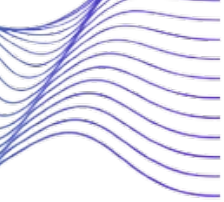
However, certain neologisms – such as *AI hallucination*, *deepfake*, and *algorithmic bias* – carry cautionary or negative connotations. These reflect concerns related to academic integrity, misinformation, ethical dilemmas, and the potential dehumanization of education. Thus, English AI-related vocabulary demonstrates a balanced spectrum of connotations ranging from empowering optimism to informed skepticism.

3.2. Connotative meanings of AI neologisms in Uzbek discourse

Unlike English, the Uzbek educational discourse is still developing stable connotative associations related to AI. Borrowed terms such as *chatbot*, *AI*, *onlayn yordamchi*, and *prompt* often carry a sense of novelty and modernity but may also be perceived as foreign or technically complex. The Uzbek equivalents – *aqli o'qituvchi*, *moslashuvchan o'qitish tizimi*, *sun'iy intellektli yordamchi* – tend to adopt neutral or slightly positive connotations, reflecting a more cautious yet optimistic stance toward the technology.

Additionally, AI terms in Uzbek discourse sometimes acquire promotional or prestigious connotations, particularly in media contexts, where such terms can symbolize economic progress, digital transformation, or modernization. However, concerns about job replacement, academic dishonesty, and overreliance on technology are also evident, especially in teacher communities. Despite this, negative connotations appear less explicit than in English, largely due to the earlier stage of technological integration.

3.3. Pragmatic functions in English educational discourse



AI neologisms in English play significant pragmatic roles. They help frame discussions about pedagogical innovation, justify institutional decisions, and establish professional identity among educators. For example, using terms such as *data-driven learning* or *AI-powered assessment* can signal competence and alignment with current educational trends. In teacher-student communication, expressions such as *use the AI feedback* or *generate a prompt* establish clear directives that reflect new learning norms.

Moreover, some neologisms serve as hedges or disclaimers. When educators mention *possible AI hallucinations*, they pragmatically warn students about limitations without discouraging technology use. Thus, English AI terminology carries both instructional and interpersonal pragmatic functions.

3.4. Pragmatic functions in Uzbek educational discourse

In Uzbek discourse, AI neologisms primarily function as markers of innovation and digital modernization. Teachers may use these terms to emphasize professional development, institutional progress, or methodological renewal. For instance, statements like *sun'iy intellektdan foydalanib baholash* or *AI yordamida topshiriq yaratish* suggest legitimacy and alignment with global trends.

At the same time, ambiguous or unfamiliar terms may create communicative barriers. Some educators may avoid fully engaging with AI tools due to uncertainty, leading to pragmatic misunderstandings in academic contexts. In student communication, AI terms often function as metaphors (e.g., *AI hammasini qiladi*) that exaggerate the technology's capabilities, influencing learner expectations.

Overall, Uzbek discourse reflects a transitional stage where AI-related vocabulary simultaneously informs, motivates, and sometimes confuses communicative practices.

4. Discussion

Comparing English and Uzbek educational discourse reveals key differences shaped by technological maturity, linguistic norms, and cultural attitudes. The English-speaking educational sphere has developed a stable and nuanced discourse around AI, supported by established terminology. As a result, English AI neologisms exhibit a wide range of connotations and pragmatic uses, from empowerment to cautious critique.

In contrast, Uzbek discourse displays emergent semantic structures. Borrowed terms often retain foreign phonetic forms, contributing to their perceived novelty and prestige. As localization progresses, Uzbek equivalents may acquire more stable connotations. Pragmatically, the uncertainty surrounding some AI neologisms highlights the need for systematic AI literacy training for teachers and learners.

Across both languages, the integration of AI terminology signals shifts in pedagogical identity, teaching methods, and classroom interactions. Awareness of these linguistic and pragmatic changes is essential for developing effective educational policies and communication strategies.

Conclusion

AI neologisms are reshaping English and Uzbek educational discourse through new semantic associations and pragmatic functions. English terms are more established, semantically layered, and pragmatically flexible, while Uzbek terms are in the process of adaptation and localization. Understanding these dynamics is crucial for fostering clarity, effective communication, and responsible technology integration in educational systems.



Promoting AI literacy, improving terminological consistency, and encouraging culturally appropriate localization will strengthen both linguistic development and pedagogical transformation.

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