


DOI [https://doi.org/10.58442/3041-1831-2024-29\(58\)-108-123](https://doi.org/10.58442/3041-1831-2024-29(58)-108-123)
UDC 378.016:811.111'276.1/.2'276.6:32

Aynur Mammadova,
Ph.D. candidate of Department
English Language Methodology
Azerbaijan Language University.
Baku, Azerbaijan.

 <https://orcid.org/0009-0008-9320-8770>
aynurmammadova202@gmail.com

EFFECTIVE WAYS OF LEARNING SOCIAL AND POLITICAL VOCABULARY IN TEACHING ENGLISH

Abstract. The development of personnel potential, including the capacity to exhibit professionalism in different contexts, timings, and locations, is one of the most significant challenges facing universities offering specialized instruction in foreign languages. The article aims to provide students with a socio-political lexicon using contemporary learning ways and patterns of socio-political lexicon instruction in teaching English in higher education. The socio-political lexicon, which is well-known to have close ties to other fields of science and life, is a dictionary that covers the terms and concepts of the socio-political life of society. It is crucial to select innovative teaching techniques appropriate for various contexts when instructing students on sociopolitical vocabulary. Socio-political vocabulary must now be systematically taught to language faculty students in their specialized language using a planned, methodic, and progressive training model. It's essential that socio-political lectures are taught in English, which is the students' specialized language, and that modern teaching principles are being implemented. The socio-political lexicon is valuable for preparing students for job opportunities within the country and abroad. The research article offers insights on how to establish a strong foundation in political terminology. The open nature of the dictionary, book penetration, colloquial and shortened dictionaries, international terms, the existence of unique stable socio-political terminology, and the application of comparable techniques when translating from English to Azerbaijani or vice versa are some of the universal criteria of the socio-political lexicon. Furthermore, there are perceived deficiencies concerning the students' employment of socio-political jargon in their discourse. To achieve this goal, the research planned an experiment involving 26 students (15 girls and 6 boys) to

analyze the issue. According to the findings, these problems were brought on by the students' involvement, the inadequate use of student-oriented learning environments, traditional approaches in vocabulary learning, the lack of rigorous application, and motivation, and the resistance to the notion of learning a second language.

Keywords: sociopolitical lexicon; expressive lexicon; receptive lexicon; categories of socio-political lexicon; linguistic units; communicative skills.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. Social-political agreements in the global world require effective communication and collaboration in English. It is a real fact that young people at the university level engage in more valuable communication and dialogue with foreign citizens, which determines the social and political level of mass events, international discussions, and events in Azerbaijan. For this purpose, the first and sophomore students in higher education prioritize using the English language in various contexts. Thus, the purpose of the study is to examine the theoretical underpinnings of the application of a social-political lexicon as well as the importance of this kind of methodological approach to the teaching and learning of English. Therefore, the goal of the study is to look into the methodological foundations of using social-political, including terminology, and the importance of using linguistic level in English instruction [2].

Innovative encyclopedias, dictionaries, indexes, and reference books that reflect current social and political events have just recently surfaced. We can discuss the emergence of a new, distinct lexicographical tradition that deals with political research and compilation because of these varied lexicographic sources. The importance of the English social-political dictionary is defined by examining its formation and development stages, justifying the need for establishing a new direction in specialized lexicography, and considering its future development prospects"[4].

However, we must speak English fluently in all situations, emphasizing current social and political issues or situations in other languages. Therefore, the research papers stressed the importance of decision-making and the social-political lexicon level of language [6].

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. According to Ash [1], Bejarano [4], and Chudinov [15], a social dictionary's contextual settings. It includes the frequency with which the students use a variety of words and

phrases from authentic texts and newspaper articles.

A. Beard's "Political Language" (2001) [3], K. Djachy "The Peculiarities of the Political Vocabulary in French and Georgian Languages" (2014) [5], M. Edelman's "Political Language: Successful Words and Failed Policies" (1977) [6], K. Hudson's "The Language of Modern Politics" (1978) [7], J. Joseph's "Language and Politics" (2006) [8], J. Pocock's "Politics, Language, and Time" (1989) [10], E. Robinson's "The Language of Progressive Politics in Modern Britain" (2017) [12], and J. Orwell's "Politics and the English Language" (1946) [13], are among the most cited works in the field.

The political dictionary was studied by, T. Chernisheva [16], N. Komlev [19], S. Manik [20] in many studies. The concept of socio-political vocabulary has been interpreted in the linguistic literature with different approaches – from the inclusion of political terminology to the consideration of all lexical diversity related to politics. I. Kholyavko [21], S. Manik [20], and K. Bach [2], dedicated their studies to the history of this dictionary's creation, while V. Carasic [18], A. Efremova [14] focused on the nominative description of this dictionary. This information is based on an analysis of the scientific literature reflecting research related to the socio-political lexicon.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The *research purpose is* to determine the new methodology ways of using social-political terminology in English.

To achieve the set goal, the following *tasks* have been put forward:

a) Reviewing the scientific and methodological literature related to the subject of the study.

b) Determining and addressing issues with the teaching of socio-political terminology in English, which is the main language for students in the lower courses of Azerbaijan University of Languages.

c) Identifying the most effective methods for teaching socio-political topics in English, the specific language used by students in lower-level courses.

d) Presenting a relevant study system, conducting experiments, and developing a teaching model for the socio-political terminology in the specialized language.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

Numerous facets of human existence underwent profound changes at the start of the twenty-first century. Globalization has, on the one hand, increased the significance of social, political, cultural, and economic integration on a global scale. The emergence of ideas about a single world, currency, labor market,

fundamental laws, trade, information space, etc., as well as the dissolution of previous socio-political systems, population migration, the penetration of all global powers, and the creation of new unions and institutions all, contributed to the formation of cultural societies. The process of unification resulted in the establishment and fortification of English as a global language, the creation of global terminology conventions, and its utilization across diverse disciplines of study. Scientific research papers have defined socio-political terminology as distinct linguistic rules when using the English language.

However, there is growing interest in preserving cultural heritage and preserving individual identities; protectionism affects not just the political and economic spheres but also the social and cultural ones. Prominent politicians and public figures advocating for a return to national interests suggest safeguarding cultural values. As a result, the cultural element starts to be crucial in the reappraisal and interpretation of reality.

A new science started to emerge at the close of the 20th century. "The experience of Western political science, with its rapid changes in political language reflecting fundamental social transformations in post-Soviet Russia and its creation of opportunities for open expression of one's opinions, has shaped the views of political linguistics."

According to A. Chudinov [15], the concepts of "political dictionary" and "political terminology" should be distinguished from each other: Political terminology "does not belong to the commonly used dictionary and is used only in scientific and other special texts aimed at political scientists. A political lexicon is a thematic association of common words understood by the absolute majority of citizens. A component of the lexical system of the language that especially well captures the social structure of the nation, ideological relationships, and methods of arranging social life is the socio-political vocabulary [12]. All of the terms used in a language are gathered together in a lexicon, also known as a dictionary. Words make up sentences, the primary unit of speech. As a result, in the right program volume, the vocabulary of the language learned to use the foreign language for communication is crucial. For lower-course students, the practical aim of vocabulary learning in the auditory is the development of lexical skills, which are a crucial part of expressive and receptive speech abilities.

- The formation of *expressive lexical habits* means a high degree of automaticity of the correct use of words in a specific speech situation.
- The formation of *receptive lexical habits* means the immediate understanding of words during listening or reading in connection with a specific speech situation [12].

It should be taken into account in the specific teaching process of lexical habits related to the receptive and expressive types of speech. Since most political and sociopolitical terms are intelligible to members of the culture to which they belong, how these terms are perceived implies how people feel about them and influences how they are processed. Edelman[6] identifies "lexical, derivational, graphic, as well as the presence of a negative expression in the semantics of the word" as the methods for assessing the socio-political lexicon.

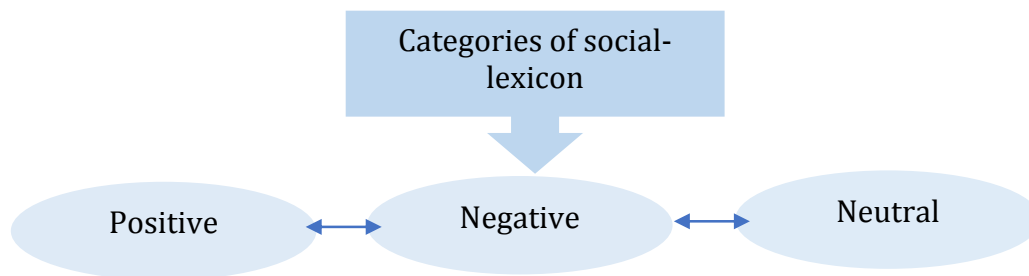


Figure Categories of social-political lexicon

Orwell [13] claims that the three categories of evaluative expressions in the socio-political lexicon are based on their characteristics:

1) Positive evaluation (prime minister who is compassionate and approachable; active endeavor, a powerful ally, a legitimate government, a significant strategic gesture; genuine pluralism elections – truly democratic elections, a compassionate president);

2) Negative (laughing uncontrollably, incompetent states, nuclear weapons, vital infrastructure, economic collapse, bankruptcy; a vile regime, a terrible conflict, a leader who is prone to change and is self-centered and untrustworthy);

3) Neutral (freedom, election, parliament, right, idea, and course) [12].

The idea of a socio-political lexicon embodies its socio-evaluative nature and "characteristics of socio-political terminology compared to other terminological systems (non-social sciences)". It should be mentioned that when translating a sociopolitical text, students must communicate, understand the significance of cultural, historical, and communicative contexts, and follow accepted standards and guidelines in the target language [14].

The comprehension of the socio-political lexicon is distinct. due to the multiple roles and linguistic and extralinguistic elements of the sociopolitical text. Consequently, the following are the primary issues with comprehending the socio-political lexicon:

1) issues with how socio-political texts are perceived;

2) issues with the sociopolitical text's replication and its structural components;

3) Perception and reproduction issues (which are combined) [17].

The examination of scientific literature revealed that there are various analyses of the issue of comprehending the socio-political lexicon. Students encounter a multitude of additional challenges in addition to language comprehension when reading sociopolitical texts, such as how to appropriately represent political and cultural differences and cater to the expectations of the intended audience. A component of the lexical system of the language that especially well captures the social structure of the nation, ideological relationships, and methods of arranging social life is the socio-political vocabulary [5].

According to M. Edelman [6], *"Political language is an integral part of politics: language is not simply a tool to describe events, but a sense of these events"*. If political language incites fear or has the power to dispel it, "It is the function of officials and common citizens that influences how they behave in politics" [6]. The psychological elements of teaching the socio-political lexicon in teaching foreign languages are examined in the works of the scientists previously mentioned. The theoretical and practical aspects of the issue are discussed in our research article, which also looks into ways to enhance the socio-political lexicon instruction for Azerbaijani students studying English for professional purposes in language faculties.

Teaching socio-political lexicon in English to language faculty students: An introduction to linguistic foundations

It is well known that the growth of students' oral speech abilities is correlated with their communication ability. Training materials' content serves as a stimulus that highlights the necessity of establishing a communication process in the language being studied, which in turn conditions language learners' active oral activity. Language is used for more than just communication and information. It is defined as a solitary measure of national consciousness, ethical culture, and thought. Speech is how language as a system accomplishes its social purpose [7]. The following elements should be considered when compiling materials intended to teach socio-political vocabulary:

- improvement in the capacity to employ language resources in various contexts;
- the capacity to combine phrases with various textual communicative meanings;
- the capacity to use both verbal and nonverbal cues to navigate through challenging circumstances brought on by a lack of knowledge and expertise;
- familiarity with the linguistic milieu in which the language is employed;

- the drive to interact with others and develop social confidence, both of which are necessary for this [9].

Here, the following learning environment categories are distinguished:

- a) scenarios that make use of audiovisual aids and are based on the experiences of language learners in real life;
- b) commonplace communication scenarios based on reality;
- c) Inspiring and instructor-driven scenarios.

Students should be inspired to speak and behave as much as possible in the foreign language they are studying by the socio-political vocabulary materials in English that they are given.

It should be taken into account in the specific teaching process of lexical habits related to the receptive and expressive types of speech. There is a strong basis for intercultural learning. Robinson [12], believes that there are a few objectively current factors that explain this:

- *Self-identification based on language and ethnicity;*
- *Global communication and cooperation;*
- *Multiculturalism and multilingualism;*
- *Intercultural dialogue, facilitated in part by newly developed communication and information technologies;*
- *Geocultural worlds and transnational reality, as well as the geo-economic world" [15].*

Thus, logical thinking and coherent structure are required. In addition to being able to select words, students enrolled in bachelor's degree programs in language faculties should also be able to modify sentences without losing meaning. The junior student task system aims to help them pay attention to how oral speech is formed in written form, choose sentences that convey the main idea, predict the next sentence in advance, and other related skills.

Thus, in English language teaching, it is considered important to teach socio-political vocabulary to the lower-year students of language faculties and it is at the level of today's demand. As mentioned, socio-political vocabulary refers to lexical tools used to express political views and interests. It is the vocabulary used for communication both between politicians and when politicians communicate with people. Features of socio-political vocabulary are as follows:

- 1) It is separated into four categories: *mixed words, slang, foreign language, and native language;*
- 2) Executes the primary purpose of political language, which is manipulation (imposing one's will on the audience; controlling society and public opinion);
- 3) Political cliches, hyperboles, labels, nicknames, emotional evaluations,

political euphemisms, and dysphemism. Groups based on themes:

- names of those involved in nomenclature (prime minister, president);
- bodies (parliament), departments;
- nomenclature used in elections and the technologies associated with them (candidacy, impeachment, swearing-in ceremony);
- the identities of ideological currents, political parties, movements, and individuals (pluralists and national separatists);
- terms used in politics (mandate, oligarch, charisma);
- legal requirements (extradition, legal);
- legalese (privacy, green card);
- financial circumstances (seller, default, brand);
- religious terminology (Taliban, ISIS, and Wahhabis).

Structure, mentality, psychological factors, adolescence, and other socially significant truths are expressed in terms of philosophy, culture, sociology, linguistics, and psychology [20].

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The research paper implemented an experiment that enrolled 26 students (15 girls and 6 boys junior students and two (2) teachers to examine expected issues). The experiment utilized a descriptive qualitative study and data was collected to define using the frequency of using, learning tools of social-political lexicon in in English. Interviews, questionnaires, paper reviews, and descriptive methods were used during the experiment. Survey questions are focused on students' interests and achievements in learning social-political vocabulary.

1) What function do terms related to social-political vocabulary serve in the English language?

2) What are the primary obstacles to acquiring knowledge of social and political lexicon?

3) Which systematic approaches work best for learning a social-political vocabulary?

In the experiment, situations that call for the teacher to provide a suitable response when teaching socio-political vocabulary were examined. The relevant linguistic, pragmatic, cultural, semiotic, extralinguistic, and text comprehension problems as well as multifaceted issues with various realizations, consequences, and manifestations were all included in these studies.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Several findings were revealed during the discussion of the conducted

experiment. Discussions were held with students and teachers on the results of observation sessions. The first survey analyzed how boys and girls use social-political vocabulary in learning English.

Table 1

Students' pre-test and post-test results on using social-political vocabulary

| № | Statements | Pre-test | Post-test |
|---|---|----------|-----------|
| 1 | I like reading and translating social and political texts | 29 % | 68 % |
| 2 | It is effective to use ready-made materials | 59 % | 32 % |
| 3 | There is a creative activity to use social-political vocabulary | 24 % | 66 % |
| 4 | It is good to ask questions about individual sentences rather than the content of texts | 54 % | 17 % |
| 5 | I can use linguistic units and speech models | 27 % | 71 % |

A methodical system learning process aimed at the efficient development of the teaching of the socio-political lexicon in the English language of lower course students was observed. To determine the level of students' ability to master the socio-political lexicon in English, specially designed tests were conducted and the results were analyzed by experienced members of the expert group and teachers, and the results obtained were compared with the results obtained in the experiment. According to the table, the dynamic growth of students' achievements in using social-political vocabulary is shown in a given table.

Pre-test results showed that 29 % of students preferred to read and translate texts to gain a social-political lexicon; however, after applying effective teaching strategies in the teaching phase, the post-test application yielded progress of 68 %. Although ready-made materials were preferred by 59 % of students for studying socio-political vocabulary, 32 % of students eliminated this traditional method after the test. 24 % of students used socio-political vocabulary based on observations of their creative activities; on a posttest, this improvement was reported by 66 % of students. Students acquired socio-political vocabulary by asking questions through individual sentences, according to the pretest application. However, following the results of the posttest, they were inspired to ask questions about the text's content, and the usage of individual questions as the conventional approach dropped by 17 %. 71 % of respondents showed that they had mastered socio-political vocabulary after taking the test, compared to 29 % who had learned it through a communicative approach before the exam.

In the experiment, significant differences were observed between the levels of students in the pre-test and post-test activities of the experimental group in mastering the socio-political lexicon at the defining stage of teaching.

The findings as the following:

1) The traditional method is preferred; it excludes the use of contemporary trends, creative thinking, information and communication technology, digital training, and offline, online, and virtual communication resources. The majority of the time, the lesson is built around conventional techniques like reading, translating, and responding to questions.

2) Students participating in the experiment are given ready-made material and are instructed to work on it.

3) Students are unable to express their creativity and potential as a result. When training principles – particularly interactivity – are not anticipated, achieving the intended outcome becomes challenging.

4) Instead of learning socio-political texts by thinking them through, conducting research, or displaying a critical attitude, students taking part in the experiment attempt to speak as if it is a part of the intended read or listened-to text, as in traditional education.

5) Students participating in the experiment try to ask questions about individual sentences rather than questions about the content of texts related to the socio-political lexicon. This, by supporting memory-based education, does not include modern approaches or the development of thinking, and the result is not satisfactory.

6) The students participating in the experiment cannot creatively use the linguistic units and speech models given in the texts related to the socio-political lexicon or do not make an effort to do so.

Furthermore, the selection of materials for the socio-political lexicon is not done by the students; instead, the teacher's choice is typically followed, which makes the students work grudgingly on subjects that they find uninteresting. Their motivation to work is low.

When students were allowed to choose socio-political texts for the experiment, it was discovered that using real materials increased their motivation to learn and increased their level of engagement. They also became more familiar with the processes involved in processing linguistic combinations with various meanings, making it easier for them to understand where to process particular political terms.

CONCLUSIONS / ВИСНОВКИ

Our investigation leads us to the conclusion that socio-political lexicon instruction in language faculties is currently not at the appropriate level. It should be highlighted that language faculty students frequently lack the comprehension necessary to read newspapers and articles and to comprehend

the fields of socio-political lexicon development and journalistic discourse. The teaching of the socio-political lexicon is not given enough attention in English-language curricula. Modern foreign language teachers need to understand the globalization processes that are occurring in the world and be able to express their opinions on a variety of topics in the target language in a proper, appropriate, and original manner. In the teaching phase of the experimental teaching of the social-political vocabulary of the lower-year students learning English for professional purposes, positive dynamics were observed in the field of understanding multi-faceted social-political texts and mastering application skills in communication. The results of the study showed that sophomore students were interested in applying socio-political terminology to real-world issues. Theoretical foundations for using socio-political lexicon in English language instruction review the research of multiple scholars to provide creative communicative exercises.

Future Research Directions Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. This study demonstrated how students can effectively develop their communicative speech by using an effective socio-political lexicon in their speech. Students will be able to apply helpful theoretical concepts to their vocabulary choice skills in any situation thanks to this research. Through communicative speech, they will learn how to choose the appropriate term, showcasing their language proficiency and discourse skills.

REFERENCES / СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

- [1] S. Ash, Social class, in *The Handbook of Language Variation and Change*; S. F. Chambers, P. Trudgill, & N. Schilling, Eds. Oxford : Blackwell, 2002, p. 402–422. <https://doi.org/10.1002/9781118335598.ch16>
- [2] K Bach, Pragmatics and the philosophy of language, in *The Handbook of Pragmatics*; L. R. Horn & K. G. Ward, Eds. Oxford : Blackwell, 2004, p. 463-487. <https://doi.org/10.1002/9780470756959.ch21> [Online]. Available: <https://is.gd/azb5mf> Application date: August 05, 2024.
- [3] A. Beard, *The Language of Politics*. London, New York : Routledge, 2000. [Online]. Available: <https://is.gd/uXley9> Application date: August 05, 2024.
- [4] G. Bejarano, «A cooperative small-group methodology in the language classroom», *TESOL Quarterly*, vol. 21, is. 3, p. 483–504, 1987. <https://doi.org/10.2307/3586499>


- [5] K. Djachy, M. Pareshishvili, «The Peculiarities of the Political Vocabulary in French and Georgian Languages», *Theory and Practice in Language Studies*, vol. 4, is. 9, p. 1786–1791, 2014. [Online]. Available: <https://is.gd/Hau50V> Application date: August 05, 2024.
- [6] M. Edelman, *Political Language: Words that Succeed and Policies that Fail*. Department of Political Science and Institute for Research on Poverty, 1977. [Online]. Available: <https://is.gd/y8w8vQ> Application date: August 05, 2024.
- [7] K. Hudson, *The Language of Modern Politics*. 1st ed. Palgrave Macmillan, 1978. [Online]. Available: <https://is.gd/Wun1Uw> Application date: August 05, 2024.
- [8] J. E. Joseph, *Language and Politics*. Edinburgh : Edinburgh University Press, 2006. [Online]. Available: <https://is.gd/c7Y4fk> Application date: August 05, 2024.
- [9] C. Lewis, New Literacies, in *A new literacies sampler*; M. Knobol and L. Lampshear, Eds. New-York : Peter Lang, 2007, p. 229–237. [Online]. Available: https://www.academia.edu/1298671/New_literacies Application date: August 05, 2024.
- [10] J. G. A. Pocock, *Politics, Language, and Time – Essays on Political Thought and History*. Chicago : University of Chicago Press, 1989. [Online]. Available: <https://is.gd/q3glhd> Application date: August 05, 2024.
- [11] J. E. Richardson, *Analysing newspapers: an approach from Critical Discourse Analysis*. London : Palgrave Macmillan, 2007.
- [12] E. Robinson, *The Language of Progressive Politics in Modern Britain*. 2017. [Online]. Available: <https://is.gd/zcwvW> Application date: August 05, 2024.
- [13] G. Orwell, *Politics and the English Language*. International Edition, 2013. [Online]. Available: <https://is.gd/c0CWyd> Application date: August 05, 2024.
- [14] T. F. Efremova, *Explanatory Dictionary of Efremova*. [Online]. Available: <http://dic.academic.ru/dic.nsf/efremova/> Application date: August 05, 2024.
- [15] A. P. Chudinov, “Russian Political Linguistics: Stages of Formation and Leading Directions”, *Bulletin of the Voronezh State University. Series: Linguistics and Intercultural Communication*, is. 1, pp. 19–31, 2003. [Online]. Available: <https://is.gd/WOE7o1> Application date: August 05, 2024.
- [16] T. V. Chernyshova, *Modern journalistic discourse (communicative-stylistic aspect)*. Barnaul, Russia: Publishing house of Altai State University, 2003. [Online]. Available: <http://elibrary.asu.ru/handle/asu/907> Application date: August 05, 2024.

- [17] T. B. Kryuchkova, *Features of the formation and development of socio-political vocabulary and terminology*. Moscow, Russia : Nauka, 1989. [Online]. Available: <https://is.gd/mxZSoq> Application date: August 05, 2024.
- [18] V. I. Karasik, *The language of social status*. Moscow, Russia : Gnosis, 2002. [Online]. Available: <https://is.gd/h58qbr> Application date: August 05, 2024.
- [19] N. G. Komlev, *Dictionary of Foreign Words*. Moscow, Russia, 2006. [Online]. Available: http://dic.academic.ru/dic.nsf/dic_fwords/29872 Application date: August 05, 2024.
- [20] S. A. Manik, "Principles of Lexicographic Description of Socio-Political Lexicon in a Bilingual Dictionary", *Bulletin of the Vyatka State Humanitarian University. Philology and Art Criticism*, No. 2(2), pp. 78–85, 2010. [Online]. Available: <https://is.gd/gMII70> Application date: August 05, 2024.
- [21] І. В. Холявко, «Суспільно-політична лексика у пресі 90-х років ХХ ст. (семантико-функціональний аналіз)», автореф. дис. на здобуття наук. ступеня канд. наук. Кіровоград, 2004. [Online]. Available: <https://is.gd/j1dspW> Application date: August 05, 2024.

ЕФЕКТИВНІ СПОСОБИ ВИВЧЕННЯ СОЦІАЛЬНО-ПОЛІТИЧНОЇ ЛЕКСИКИ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ

Мамедова Айнур Алі,

доктор філософії, викладач кафедри
методики викладання іноземних мов
Азербайджанського університету мов.
Баку, Азербайджан.

 <https://orcid.org/0009-0008-9320-8770>
aynurmammadova202@gmail.com

Анотація. Розвиток кадрового потенціалу, включно із здатністю демонструвати професіоналізм у різних контекстах, часах і місцях, є одним із найважливіших викликів, з якими стикаються університети, які пропонують спеціалізоване навчання іноземними мовами. Суспільно-політична лексика, яка, як відомо, має тісний зв'язок з іншими галузями науки та життя, – це словник, який охоплює терміни та поняття суспільно-політичного життя суспільства. Під час навчання студентів соціально-політичної лексики вкрай важливо вибрати інноваційні методи навчання, які відповідають різним

контекстам. Суспільно-політичну лексику тепер необхідно систематично викладати студентам мовного факультету їхньою спеціальною мовою за плановою, методичною та прогресивною моделлю навчання. Важливо, щоб суспільно-політичні лекції викладалися англійською мовою, яка є спеціалізованою мовою студентів, і впроваджувалися сучасні принципи навчання. Суспільно-політичний лексикон є цінним для підготовки студентів до працевлаштування в країні та за кордоном. Дослідницька стаття пропонує зрозуміти, як створити міцну основу політичної термінології. Відкритий характер словника, книжкове проникнення, розмовні та скорочені словники, міжнародні терміни, наявність унікальної стабільної суспільно-політичної термінології та застосування порівнянних прийомів у перекладі з англійської на азербайджанську або навпаки є одними з універсальних критеріїв суспільно-політичного лексикону. Крім того, існують недоліки, які стосуються використання студентами соціально-політичного жаргону у своєму дискурсі. Слововживання або нерегулярне, або регулярно повторюється. Сортувальний центр мозку має недостатньо розвинену структуру, яка відповідає кільком уривкам словникових слів. Для досягнення цієї мети дослідники запланували експеримент за участю 26 студентів (15 дівчат і 6 хлопців) для аналізу проблеми. Згідно з висновками, ці проблеми були спричинені залученням студентів, неадекватним використанням навчального середовища, орієнтованого на студента, традиційними підходами до вивчення лексики, відсутністю суворого застосування, мотивації та опору ідеї вивчення другої мови.

Ключові слова: суспільно-політична лексика; експресивна лексика; рецептивна лексика; розряди суспільно-політичної лексики; мовні одиниці; комунікативні навички.

TRANSLATED AND TRANSLITERATED / ПЕРЕКЛАД, ТРАНСЛІТЕРАЦІЯ

- [1] S. Ash, Social class, in *The Handbook of Language Variation and Change*; S. F. Chambers, P. Trudgill, & N. Schilling, Eds. Oxford : Blackwell, 2002, p. 402–422. <https://doi.org/10.1002/9781118335598.ch16> (in English).
- [2] K Bach, Pragmatics and the philosophy of language, in *The Handbook of Pragmatics*; L. R. Horn & K. G. Ward, Eds. Oxford : Blackwell, 2004, p. 463-487. <https://doi.org/10.1002/9780470756959.ch21> [Online]. Available: <https://is.gd/azb5mf> Application date: August 05, 2024. (in English).

- [3] A. Beard, *The Language of Politics*. London, New York : Routledge, 2000. [Online]. Available: <https://is.gd/uXley9> Application date: August 05, 2024. (in English).
- [4] G. Bejarano, «A cooperative small-group methodology in the language classroom», *TESOL Quarterly*, vol. 21, is. 3, p. 483–504, 1987. <https://doi.org/10.2307/3586499> (in English).
- [5] K. Djachy, M. Pareshishvili, «The Peculiarities of the Political Vocabulary in French and Georgian Languages», *Theory and Practice in Language Studies*, vol. 4, is. 9, p. 1786–1791, 2014. [Online]. Available: <https://is.gd/Hau50V> Application date: August 05, 2024. (in English).
- [6] M. Edelman, *Political Language: Words that Succeed and Policies that Fail*. Department of Political Science and Institute for Research on Poverty, 1977. [Online]. Available: <https://is.gd/y8w8vQ> Application date: August 05, 2024. (in English).
- [7] K. Hudson, *The Language of Modern Politics*. 1st ed. Palgrave Macmillan, 1978. [Online]. Available: <https://is.gd/Wun1Uw> Application date: August 05, 2024. (in English).
- [8] J. E. Joseph, *Language and Politics*. Edinburgh : Edinburgh University Press, 2006. [Online]. Available: <https://is.gd/c7Y4fk> Application date: August 05, 2024. (in English).
- [9] C. Lewis, *New Literacies*, in *A new literacies sampler*; M. Knobol and L. Lanpshear, Eds. New-York : Peter Lang, 2007, p. 229–237. [Online]. Available: https://www.academia.edu/1298671/New_literacies Application date: August 05, 2024. (in English).
- [10] J. G. A. Pocock, *Politics, Language, and Time – Essays on Political Thought and History*. Chicago : University of Chicago Press, 1989. [Online]. Available: <https://is.gd/q3glhd> Application date: August 05, 2024. (in English).
- [11] J. E. Richardson, *Analysing newspapers: an approach from Critical Discourse Analysis*. London : Palgrave Macmillan, 2007. (in English).
- [12] E. Robinson, *The Language of Progressive Politics in Modern Britain*. 2017. [Online]. Available: <https://is.gd/zcwvvW> Application date: August 05, 2024. (in English).
- [13] G. Orwell, *Politics and the English Language*. International Edition, 2013. [Online]. Available: <https://is.gd/c0CWyd> Application date: August 05, 2024. (in English).
- [14] T. F. Efremova, 'Tolkovyj slovar' Efremovoj. [Online]. Available: <http://dic.academic.ru/dic.nsf/efremova/> Application date: August 05, 2024. (in English).
- [15] A. P. CHudinov, «Rossijskaya politicheskaya lingvistika: etapy stanovleniya i vedushchie napravleniya», *Vestnik Voronezhskogo gosudarstvennogo*

- universiteta. Seriya: Lingvistika i mezhkul'turnaya kommunikaciya, vyp. 1, s. 19–31, 2003. [Online]. Available: <https://is.gd/WOE7o1> Application date: August 05, 2024. (in English).
- [16] T. V. Chernyshova, *Sovremennyyj publicisticheskij diskurs (kommunikativno-stilisticheskij aspekt)*. Barnaul, Rossiya : Izd-vo Altajskogo gosudarstvennogo un-ta, 2003. [Online]. Available: <http://elibrary.asu.ru/handle/asu/907> Application date: August 05, 2024. (in English).
- [17] T. B. Kryuchkova, *Osobennosti formirovaniya i razvitiya obshchestvenno-politicheskoy leksiki i terminologii*. Moskva, Rossiya : Nauka, 1989. [Online]. Available: <https://is.gd/mxZSoq> Application date: August 05, 2024. (in English).
- [18] V. I. Karasik, *Yazyk social'nogo statusa*. Moskva, Rossiya : Gnozis, 2002. [Online]. Available: <https://is.gd/h58qbr> Application date: August 05, 2024. (in English).
- [19] N. G. Komlev, *Slovar' inostrannyh slov*. Moskva, Rossiya, 2006. [Online]. Available: http://dic.academic.ru/dic.nsf/dic_fwords/29872 Application date: August 05, 2024. (in English).
- [20] S. A. Manik, «Principy leksikograficheskogo opisaniya obshchestvenno-politicheskoy leksiki v dvuyazychnom slovare», *Vestnik Vyatskogo gosudarstvennogo gumanitarnogo universiteta. Filologiya i iskusstvovedenie*, № 2(2), s. 78–85, 2010. [Online]. Available: <https://is.gd/gMII70> Application date: August 05, 2024. (in English).
- [21] I. V. Kholiavko, «Suspilno-politychna leksyka u presi 90-kh rokiv KhKh st. (semantyko-funktsionalnyi analiz)», *avtoref. dys. na zdobuttia nauk. stupenia kand. nauk.* Kirovohrad, 2004. [Online]. Available: <https://is.gd/j1dspW> Application date: August 05, 2024. (in Ukraine).

*Стаття надійшла до редакції
03 вересня 2024 року*