

ENGLISH «BUZZWORDS» IN EDUCATION: ORIGIN, FEATURES AND FUNCTIONS

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Abstract

The aim of this paper is to analyze “buzz” words and phrases of the modern English language in the field of education in terms of their origin, semantics and pragmatics. We base our analysis on investigations of broad range of information sources such as printed and electronic scientific publications on the theme of the research, dictionaries and electronic educational buzzwords glossaries. The analyzed lexical units are viewed from the language teacher’s position paying special attention to vogue words and phrases used in learning process. A review of literature on using educational terminology, neologisms and buzzwords in general reveals that one of the major challenges in teaching and language learning is understanding professional words in educational sphere. It is shown that a buzzword is a word relevant for its era, bearing a hint of novelty. In the framework of the presented research, attention is focused on the origin of buzzwords, their semantics and functions.

In this paper we make an attempt to reveal the differential characteristics of buzzwords that accompany their development. The feasibility of the broadest interpretations of this newly formed vocabulary associated with the extreme complexity of interpreting their semantic structure. Therefore the lexical meaning of the objects under study is being analyzed. The present research considers the stages of buzzwords development, as well as identifies the reasons for appearance, extension and disappearance of individual words and expressions. This paper presents an analysis of linguistic and extra linguistic factors that determine the main trends in the formation of vogue language units in modern English.

The results of the study showed that fashionable words in the field of education vary from country to country due to the diversity of trends in the education system. However, some buzzwords common to most countries have been identified, owing to the globalization of educational processes. Also, from the point of view of origin, the form or meaning of buzzwords is associated with novelty and break with tradition. Moreover, in the semantic sense, the following parameters of buzzwords are noted: modernity and relevance, short duration (dynamism, temporal effectiveness), mass character or frequency, demonstrativeness - originality (divergence from the generally accepted standart), brightness of content. Furthermore, in the functional aspect, a buzzword can act as a productive model for creating new words and an incentive for implementing new concepts and ideas. All things considered, a conclusion proposed is on the prospects of studying buzzwords and language fashion in general.

Keywords: Buzzword, modern English, language fashion, term, neologism, lexical meaning, professionalism, special vocabulary.

1 INTRODUCTION

Studying e-learning terminology, it is impossible to avoid discussing buzzwords in education. In the field of teaching, there are unique words that are used to nominate specific objects, things, processes and phenomena. Frequently used terms (depending on the personal attitude to popular educational terms) are called differently. Such words as edchatter, edtalk, edubabble, buzzwords, etc. are used to describe educational terms. According to the Random House Kemerman Webster's College Dictionary (2010, 25), buzzword is a word or phrase that often sounds technically authoritative or that has become fashionable in a popular culture or profession. Buzzwords in education are a words or phrases that become common over a period of time due to a specific trend in teaching and learning. It may be a new technical term that is used to impress others. Buzzwords (the term was first used in 1946) often comes from slang words, abbreviations, or neologisms. They are widely used in educational speech, which is especially influenced by trendy words used in information and communication technologies. The following phrases became examples of overworked education buzzwords: critical thinking, dynamic and strategy; one of the most commonly used buzzword phrases is "think outside the box". Most studies use the word "buzz" to describe new educational terms that are used to nominate popular educational policies or new trends.

2 METHODS AND MATERIALS

The purpose of this article is to analyze the "buzz" words and phrases of the modern English language in the field of education in terms of their origin, semantics and pragmatics. The object of research in this work is buzzwords and expressions recorded in electronic lexicographic sources. The subject of the study is the lexical meaning of the considered buzzwords, differential characteristics, the main trends in their formation and use.

The material for this study is the data from the Oxford English Dictionary website, Macmillan Dictionary of Buzzwords, monthly tracking popular words that appear in print and electronic publications, and electronic educational buzzwords glossaries, as well as the results of a survey of teachers from various countries.

The methodological basis of this study was the work of such linguists as Crystal D., Kozlof M.A., Hoffman A.B., Shmeleva T.V., Potapova N.M. etc. The main research methods are: the method of lexicographic analysis, the semantic-logical method, the descriptive-analytical method, which includes observation and classification of language material, as well as the method of definition analysis.

3 ANALYSIS AND RESULTS

First of all, it is necessary to define the key concepts in this study in order to clearly distinguish between the object of study and related concepts, as well as to more accurately determine the properties of the units under study and their place in the language system. Thus, the term "buzzword" is considered as a word or phrase belonging to a given subsystem of the language, taken as fixed meaning, which has a developed definition in the framework of a specific activity, and the participants in communication rely on this definition (Potapova, 2009, p. 83). For convenience, we will distinguish between common and specialized terms. Common terminology is a layer of vocabulary, which becomes the conceptual basis of educational discourse and serves as a "reciprocal code" that combines different areas of learning and educational activity; specialized terminology refers to the concepts of individual areas of education. The term system is replenished by creating new terms, jargon and vogue expressions and in our opinion serves a resource base for developing communication strategies and technologies to influence the listener.

Speaking about buzzwords, it should be noted that the key feature of a "buzz" language unit is its modernity, which we define as topicality and relevance of time. "A word that correlates with its time and becomes especially important, relevant due to its semantics, receives the status of the buzzword in linguistics", " a keyword of the current moment" (Shmeleva, 1993, p. 33). Thus, a buzzword is a word relevant for its era, bearing a hint of novelty. The buzzword becomes relevant in connection with the activation of the facts of objective reality in the human mind. Buzzwords are language units that characterize different periods of time, and caused by gradual changes occurring in a relatively stable but closed society, or sudden changes occurring in an unstable open society. The main reasons for the large changes in the lexical system of the language are shifts in social life and economics, social thought, as well as changes in lifestyle, the development of culture and scientific technologies. Buzzwords can be considered a kind of symbol of time.

In accordance with common definition, buzzword is a popular word used in a particular profession. In other words, it is a lexical unit in the field of education, which reflects the educational policy of a certain period of time and is a word that educators use to make sure that popular politics works well, or at least every teacher knows it as they use the word itself. Below the various definitions of buzzword are given:

1. A stylish or fashionable word or phrase, especially when it occurs in a special area.
2. Words or phrases that often sound authoritative or technical and have become fashionable in a popular culture or profession - Random House Kemerman Webster's College Dictionary (2010, 36).
3. A word used in a certain jargon that gets more widespread, fashionable usability - Dictionary of Unfamiliar Words by Diagram Group Copyright.
4. A word or phrase that is often used because of their importance or popularity, especially among a certain age group or profession - Kemerman English Multilingual Dictionary (2010, 26).
5. A word or phrase associated with a specialized field or group that usually sounds important or technical and is primarily used to impress non-professionals.

To summarize, we can see that fashionable words in various dictionaries are defined somewhat differently, but their main qualities are as follows (Fig. 1):



Fig. 1. Buzzwords features

Random list of educational buzzwords offered on the Internet includes: student engagement, higher-order thinking, common core aligned, critical thinking, portfolio assessment, hands-on, multiple intelligences, discovery learning, balanced reading, chunking, differentiated instruction, direct instruction, deductive thinking, extrinsic motivation, formative assessment, individualized instruction, inquiry-based learning, learning styles, literacy, life-long learning, flexible grouping, SMART goals, etc. A look at this list shows what is fashionable in education at the moment.

All fashionable words go through certain stages: these words at first are catchy, then annoying, and finally even overshadow the real issues. This is confirmed by David Crystal, author of the Encyclopedia of English: "... To begin with, just a few people use the new form, then a few more, and slowly it becomes the new way of talking and writing. But, as with any new development, not everyone likes it. People who are used to the old way of talking often dislike the new usage. Indeed, they can get very, very cross about it, and try to persuade everyone not to use it - usually by writing letters to the newspapers or complaining to a broadcasting company every time they hear the new usage on the radio or television" (Crystal, 2003, p. 36).

It can be concluded that the topic of buzzwords usage is widely discussed - every vogue word or phrase is what either causes negative reaction from the audience (for example, after attending a large conference where speeches are littered with "edubabble" - professional jargon), or they are used quite neatly and give speech significance and professionalism.

In connection with the abovementioned, teachers and scientists are conditionally divided into two camps: there are opponents who argue that the frequent and uncontrolled use of buzzwords leads to their "deterioration" - loss of their original meaning and expressiveness; and as shown in one of the dictionaries, they are equated with a cliché or are considered unnecessary words. While there are supporters, who promotes fancy words by studying and compiling glossaries of vogue words and phrases – broadcasted as trends that every teacher should know.

We share the opinion of Debbie Morrison, who highlights the following features of buzzwords in her article "Beyond the buzzwords":

- Buzzwords often reflect what society values or pays emphasizes at a certain point in time, which means

that concept may be trendy;

- Buzzwords are also short-lived, because the policies are inconsistent, and what is “in” today may be “out” tomorrow;
- Buzzwords hold different meanings for individuals, which poses potential problems, specifically when decision makers engage in discussions about programs or policies associated with their institutions;
- Buzzwords can mask (or cloud) real issues or problems;
- Buzzwords differ from country to country, so does policy (Morrison, 2013, p. 5).

As Matt Sutherland writes: “People glaze over big words like “utilize” when “use” would have done the trick nicely.” He agrees with the idea that teachers often overuse fancy words to sound trendy and advertise their universities or schools. However, as the one who is making a speech and using popular words too often might have a contrary effect on listeners. (Sutherland, 2012)

Here are example sentences containing a lot of buzzwords: “*Given legitimate concerns about the need for online safety in an age of super-viruses, social media exploitation and fake news the phrase “digital natives” belies a dangerous degree of complacency and does our students, and our role as educators, a profound disservice” Russel Tarr (Ferlazzo, 2018).* This sentence contains 5 buzzwords and phrases that sound clichéd, in connection with which the proposal loses its uniqueness and naturalness, and only creates a superficial impression of modernity, in fact, the significance of such a proposal is a very controversial issue (for professionals, it sounds like another cliché, for lay people nonsense). The following sentence contains 8 buzzwords – “*While many individuals and organizations have proposed definitions of 21st century skills, and most states have adopted learning standards that include or address cross-disciplinary skills, the following are three popular models that can serve to illustrate the concept and its applications in education: Framework for 21st Century Learning; Four Keys to College and Career Readiness; Seven Survival Skills”.* And finally, a passage that is 40% composed of buzzwords and buzz phrases – “*Schools and teachers may use educational approaches that inherently encourage or facilitate the acquisition of cross-disciplinary skills. For example, educational strategies such as authentic learning, demonstrations of learning, or project-based learning tend to be cross-disciplinary in nature, and students—in the process of completing a research project, for example—may have to use a variety of applied skills, multiple technologies, and new ways of analyzing and processing information, while also taking initiative, thinking creatively, planning out the process, and working collaboratively in teams with other students”.* (Education glossary, 2016)

In the article “20 education buzzwords and phrases” by Meris Stansbury, the educational program manager for The World & I, a monthly educational publication based in Washington, the following fashion words are enumerated with their meanings and reasons why they are considered unnecessary and need to be banned. Among them, we highlighted ten examples that can be considered “buzz”, since their use and following them is useless (Stansbury, 2013, p. 3): 21st-century, right-brain thinking, future-proofing, digital natives, BYOD/BYOT, technology for technology’s sake, sage on the stage; guide on the side, student-centered, digital literacy, flipping tech-savvy. The buzzwords mentioned above are those that teachers around the world consider unsuccessful, and here are some of the reasons why teachers reject these buzzwords:

- These fashionable words are well known and their frequent use causes negative associations (“teachers are aware of the words, no reminders are needed”);
- The concepts and technologies denoted by these words are outdated;
- Teachers use these words to sound modern, but do not put the original meaning in the expressions used, moreover, this vocabulary is used when the communicator feels insecure about the work that he does;
- The terms are losing their novelty and do not fulfill their main function.

On the other hand, it is necessary to understand how these expressions began to be considered vogue or buzz. Why did these words, and not others, come to be remembered and used more often? If we study these words and expressions, their meanings and the reasons why they began to be perceived as trends, we can observe the following reasons:

- Unlike terms that are characterized only by a signifikative - denotative meaning, without a general linguistic or individual author’s connotation, buzzwords are not only stylistically colored, but also used to impress the listener, to give a greater sense of value and purpose;
- They give the impression of modernity, novelty and significance;

- They help the addressee to be noticed and create an image of the speaker's professional competence;
- Buzzwords can be a really simple way to convey more complex ideas in a short time;
- They are designed to simplify the process of communication and create the internal language of the profession;
- The thoughts and ideas behind most of the buzzwords are the great aspirations of participants in professional communication (in our case, teachers).

In order to review the fashionable words of the educational sphere in different countries, we conducted a survey, the main question of which was: "What are the recent fashionable words in the field of education in your country?" The survey participants are all from different countries such as the USA, Britain, Germany, Italy, Spain, Malaysia, Korea, India, Mexico, Canada, the Philippines, Australia, New Zealand, Turkey, Russia, Uzbekistan and Kazakhstan. All 17 respondents are teachers of English as a foreign language and work in higher education sphere. As a result of the analysis of the material obtained by the survey, it was found that fashion words differ from country to country. This seems natural, because these words indicate new teaching trends and the new policies of their teachers, and each country has its own focus, its own innovations in teaching FL and at different times uses new technologies.

Education is a particularly productive ground for jargon. And as mentioned above, according to a survey in different countries, buzzwords vary depending on trends in the education system. The table below shows several examples from different countries where the buzzwords given by the survey participants were completely different (Table 1)

Table 1. Different buzzwords given by the survey participants

Kazakhstan:	Competencies, credit system, modeling, intercultural communication, academic mobility, Moodle, cognitive linguocultural complex.
Russia	Learner autonomy, soft skills, personal growth, self-assessment, interactive presentation, active listening, speaking clearly.
Uzbekistan	E-learning, e-skills, technology, stress-free environment.
Britain	Impact, disruption, outside the box, ideate, unpack, drill down, ping, bandwidth.
Malaysia	Forward looking, global classroom, reciprocal reading.
The USA	Specialized, experience, leadership, skills, passionate, expert, motivated, creative, strategy, success, global thinkers, Common Core Standards.
Mexico	Blended learning, competencies, online learning, web 2.0 (or higher), blogging, learning styles (though they are now called "preferences"), teamwork, collaborative learning, critical thinking, digital natives, student-centered teaching.
Korea	Communication, speaking skill, expressive speech, emphasize, tackle, self-study.
Australia	Cloud, data-driven, research-based, instruction, schoolwork, learning experiences, and education expectations that are academically, intellectually, and personally challenging.
The Philippines	The communicative approach, extra curricula activities.

However, during the survey, a number of terms were also highlighted, which are buzzwords common to most countries. This list includes: Accountable talk; Higher-order thinking; Invested in; Run like a business; Student engagement; Common Core; Bloom's Taxonomy; Differentiated instruction; Digital Literacy Flipped Classroom; Guided reading; Instructional Scaffolding; Multiple Intelligences; Project-Based Learning etc. Based on the results of the analysis, it can be concluded that in the modern global educational space, teachers from different cultures can easily communicate, collaborate and exchange experiences. Such interaction is a favorable platform for the development and dissemination of English on a global scale, as well as for the emergence of popular words around the world and their consolidation in modern English. We believe that the processes mentioned above are mutually enriching for the English language through communicants - native speakers (those for whom English is native) and English-speaking communicants studying English as a foreign language.

4 DISCUSSIONS

Professor Martin A. Kozloff, Distinguished Professor at the University of North Carolina in Wilmington, noted:

“The most common feature in the sample of educational school documents is 'empty (but high-sounding) words and poetic metaphors' - to paraphrase Aristotle's description of Plato's theory of ideas.” (Kozloff, 1988, p. 4) We can find many uses of buzzwords for no good reason, just to sound fashionable or trendy. Examples of educational jargon show an original common word that every teacher will understand and the buzzword used to replace the word to sound vogue or more effective (Table 2):

Table 2. Educational buzzwords and original common words

Traditional term	New term/buzz word
<i>compare books</i>	<i>make "text-to-text connections "</i>
<i>Detention</i>	<i>"alternative instruction room " or "re-reflection room."</i>
<i>Read</i>	<i>practice "SSR," or "sustained silent reading."</i>
<i>Essay</i>	<i>"extended constructed responses"</i>
<i>"multiple choice"</i>	<i>"selected response"</i>

According to Professor M. A. Kozloff, “the most frequent terms are meaning (as in 'students engage in meaning-making'), construction (as in 'meaning construction' and 'construction of knowledge'), reflection (as in 'think reflectively'), empowerment, inquiry (as in 'inquiry-based learning'), relevant (as in 'relevant contexts'), developmental (as in 'developmentally appropriate practice'), conceptual framework, standards (as in 'standards-driven assessment'), diversity (as in 'appreciate diversity'), professional (as in 'professional development'), transformative (as in 'transformative experience'), authentic (as in 'authentic context'), complex, vision, inspire, ongoing (as in 'ongoing reflection'), engage (as in 'engage in reflection'), process (as in 'engage in the process of meaning making'), child centered (as in 'classrooms should be child centered'), and active learning.” Professional jargon in education is rarely determined promptly. That is, “rare schools rarely say exactly what a person does when he or she reflects; or what exactly makes the practice expedient in terms of development.” When these terms are not defined, words of even less substantial content are used. Thus, we can see the dual nature of buzzwords. One of the reasons for the ambiguity in meaning is that fashion words have an expansion of compatibility, used mainly in phrases. For the reasons mentioned above, educational jargon can really cause a negative reaction of students (Kozloff, 1988)

It seems that the appearance of buzzwords is a natural process of “aging” of neologisms, and it is impossible to avoid them in the same way as not to avoid the appearance of neologisms. They reflect new educational trends and policies at a particular point in time; words that become trends or clichés in one country can be new and become a positive challenge for teachers in another country, causing a desire to study and use them. We believe that the duration of the functioning of neologisms depends on the reaction of the communicants to their appearance, the speed of propagation in the communicative space, that is, the transition from professional vocabulary to the common one. The process of converting special words, namely professionalisms and terms into vogue language is when the terms become fashionable and are fixed in dictionaries, as well as those words and word combinations that are used some time after they appear.

Since buzzwords are closely related to the circumstances and time in which they exist, the parameter of modernity (dynamism, temporal effectiveness) follows from the modernity parameter of the vogue lexeme. Under short duration linguists understand the limited period of existence of vogue language units. There are no vogue units that have existed for decades – old vogue words are replaced by new, more relevant at the moment: for example, the well-known phrase “Real-World Applications”, educational experiences with well-rounded content students can use in the real world was supplanted by the more popular phrase - life skills and global competences (The Truth Behind Education Buzzwords, 2015).

A large number of buzzwords disappear from the language as such without breaking the ten-year barrier of existence, for example: “accountability” - started out as a catchy phrase that meant that we were going to hold kids responsible for their own learning. That they were going to be held to standards. Yet, it has turned into the teacher’s responsibility to make sure that every kid passes. “Engagement” - make students care and appear happy about the content even though half of them don’t understand what is going on because they have been passed along without mastering the previous content.

A buzzword is not always new. Words already existing in the language can be used more often and again become relevant be in fashion at a certain period of time. So, among the buzzwords and combinations of buzzwords that are not new to English the followings can be considered: student-centered learning, gifted and talented, cooperative learning, learning styles, multiple intelligences, portfolio assessment, rubric,

Bloom's taxonomy etc. (Fehlen, 2011)

Due to non-linguistic reasons, the buzzword, being at the peak of use, spreads over a very short period of time in the widest possible social space, overcomes interstate borders and therefore used everywhere, and becomes widespread. A.B. Hoffman calls this feature of vogue object universality, linking it with mass character, since users are various classes, social groups, professional groups, demographic categories, etc. (Gofman, 2004, p. 27)

Next, to consider is the frequency parameter of the buzzword in the content of modernity. It should be noted that not every word with a high frequency in speech can become buzz, since the frequency of its use in speech is directly depend on its popularity. The active use of the buzz unit is associated primarily with extra linguistic reasons. Here are the examples: the Oxford Dictionaries Word of the Year is a pictograph officially called the 'Face with Tears of Joy' emoji, there were strong contenders from a range of fields, outlined below, but emoji was chosen as the 'word' that best reflected the ethos, mood, and preoccupations of 2015; the Oxford Dictionaries Word of the Year 2016 is *post-truth* – an adjective defined as 'relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief'; 2017 the Oxford Dictionaries Word of the Year is "youthquake" - a noun defined as "a significant cultural, political, or social change arising from the actions or influence of young people"; Oxford, Cambridge, Merriam-Webster, and Collins Dictionaries among others selected words that defined 2018 which include 'toxic', 'misinformation' and 'nomophobia' etc. However, the frequency parameter is not constant, and a sharp rise or decline in the popularity of the word is associated with events of the current moment.

It was previously mentioned that buzzwords can be spread in various social circles. Thus, it is logical to assume that buzz language units penetrate into all spheres of the existence of the language and are of a social nature. Buzzwords are divided into mass and specialized. They can also apply to vocabulary of limited use: to dialectisms, professionalisms, jargons and sociolects. As the examples show, the use of buzzwords can be limited. Nevertheless, some of these popular words may go beyond the communication of groups, becoming widespread thanks to the media and becoming widely used in the main vocabulary of the language.

Thus it is important for us to realize that buzzword is a frequent word, but this parameter is not enough to include a language unit in the buzz category; a token also needs to have relevance, a bright structure or semantics. Therefore, the next feature of a buzzword is its demonstrativeness. Linguists interpret this feature of a vogue word as originality (diversity from the generally accepted norm), brightness of content. Under the sign of demonstrativeness of the buzz word is meant its stylistic peculiarity, first of all, it is the brightness of the expression plan and the content plan. Vogue or buzz language unit immediately catches your eye, stands out from the rest due to the unusualness and brightness of its formal side. The popularity of the buzzword is due to its originality and communicative significance.

Positive characteristic of most buzzwords is novelty, expressiveness, correspondence to changes in society and culture, replenishment of vocabulary with new language units. A negative feature is the debase of language with an excessive number of buzz units (including professional jargon). As the result - speech incomprehensibility (difficulties in communication between communicants belonging to different social groups, for example: teachers, students and parents) and generational conflict (students and teachers, parents and children) takes place. When teachers tell parents about their work, they use buzzwords and abbreviations that leave students in the dark. This phenomenon of ed-speak (over-utilized jargon in education) is so widespread that it should be regarded as a professional hazard. The following diagram shows a list of buzzwords, their understanding by parents, and what they really mean. This table is based on date elicited from blogs Education Buzz Words (2018) (Table3).

Table 3. Educational buzzwords, their understanding by parents, and what they really mean.

BUZZWORDS	WHAT PARENTS THINK IT MEANS	WHAT IT SHOULD NOT COME TO MEAN
Research has shown	It's proven	Other people say so, too
Child-centered	Your child is of greatest concern	Your child does what he wants to do
Emergent Literacy	Teaching a child to read	Watching a child guess at words
No memorization	No boring stuff	We don't teach facts

Critical thinking	Reflection based on understanding of facts and their relationships	Make up opinions out of thin air
Higher-order thinking	Thinking	Lost in the fog
Portfolio assessment	What a nice, fat folder!	None of these projects look like much alone, but lumped together
Facts are soon outdated...	...so we have to keep up	...so why bother teaching any of them
Lifelong learning	Children get in the habit of learning new things	They won't learn much around here, so we'll show them how to look it up later
We don't "teach to the test"	No drills just for the sake of passing some test	We don't like being told what to cover in class
hands-on	thorough, personalized learning	yet another fun project instead of having to learn anything
teach the child, not the subject	teach the child	what was the subject again?
Collaborative projects	build social skills	learn how to run in packs and let someone else do the work
technology	learning about computers	an expensive way to have even more projects
education theorist	Thinks deeply about education issues	Able to spout opinions without any supporting data
Education researchers	People who analyze data about what actually works	People who summarize the views of the theorists

Based on the analysis, it can be concluded that misunderstanding arose due to misuse or semantic ambivalence. This is due to the peculiarities of teacher training, encouraging children to think in more complex terms and new reforms, each of which comes with its own vocabulary. Thus, a new type of language is formed, called eduspeak or educationese, which is actively used in the classroom.

The key to survival for all new terms is their usage. With the development of the World Wide Web, the speed of spreading the language has become higher than ever before. Thus, the dictionary of teaching English in the 21st century has the opportunity to grow faster than in previous generations. However, the actual span of the terms does not depend only on the use - words remain in the language only if they represent concepts that continue to exist over the time. So the conditions for the use of certain fashionable words, phrases, terms, professionalism will remain until while there are new concepts in education that have stimulated their appearance, development and dissemination.

Today, the huge role played by the media is universally recognized in the dynamics of language development. In the information society, cultural and linguistic influence is most actively carried out through the channels of mass communication. A word in the media has extraordinary power: once it appears in a television speech or in the press, it is instantly perceived by a mass audience, penetrates the language, no matter how at first it may seem foreign. This is the contribution of the media in the formation of the category of buzzwords that are relevant in a semantic and pragmatic sense. New communication conditions, electronic technologies and mobile phones form new pragmatic communication conditions and new lexical priorities.

5 CONCLUSION

Thus, buzz words are actual language units that differ in expression, occurring in colloquial speech in connection with the need to indicate new trends and trends, as well as to nominate phenomena that already exist in the language, to give words a sense of freshness, novelty. Fashionable words make up a special layer of vocabulary, which has social and psychological conditioning. These words indicate that they have prestige and value for the speakers and reflect the language, culture and fashionable educational policy in a certain period of time.

The fundamental differential features of fashionable terms are their modernity, relevance, frequency and relative novelty. The criteria for belonging to the category of fashion words are their sociolinguistic (frequency criterion) and psycholinguistic (sense of novelty and modernity of the words that they give speakers, their approval). The appearance of vogue speech is characterized by the appearance of special vocabulary (terms and professionalisms) in public life of people who like native speakers are more focused on jargon

than on literary norms. Lowering the speech standard leads to the fact that plenty of buzzwords in common vocabulary are jargon and are recorded in special dictionaries.

Buzzwords are characterized by enhanced compatibility, mainly in phrases that result in semantic uncertainty. The meaning of a number of buzzwords can be described as dual. The category of fashion words is not homogeneous in its nature: on the one hand, they deserve analysis and encouragement of their use, since they have greater brightness and emotional intensity; on the other hand, in this category there are many words that reflect the “transitional” period of modern English.

Fashionable words dialectically combine the features of “choice and mass use”. Paradoxical as it may seem, the faster this quality is achieved, the more fashionable words in the field of education go out of use - losing their trendy feature. For modern English, a task that requires fulfillment is the problem of defining educational terms in special dictionaries, in connection with that, we see the prospect of further study of fashion words, their semantics, characteristics, appearance conditions and development mechanisms, as well as the possibility of subsequent modeling of the process of occurrence and development of lexical trends in the field of education.

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