

## NEOLOGISM IN THE PROFESSIONAL SPHERE: LINGUISTIC AND TRANSLATIONAL ASPECTS

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The globalization and integration of science and technology in the modern world introduce new procedures, concepts, and processes, leading to an increasing number of neologisms – new lexical units. This trend is particularly evident in the maritime industry, one of the sectors that relies heavily on international collaboration. In this context, neologisms are created to represent technological advancements (e.g., *digital twin ships*, *smart shipping*), as well as environmental and digital communication initiatives (e.g., *e-navigation*, *green shipping corridors*, *ballast water management systems*).

Within the pedagogical framework of Foreign Language for Specific Purposes (FLSP), particularly for learners and practitioners working with maritime texts, the ability to identify, understand, and translate neologisms extends beyond linguistic skills; it is an essential part of professional competence. In such a globalized industry, translation serves as a tool that minimizes the risk of miscommunication and ensures reliability and precision in cross-border interactions.

Neologisms are commonly defined as new lexical units or new meanings of existing words that emerge to satisfy communicative needs (Merriam-Webster Dictionary, 2023). In the professional sphere, particularly within specialized domains such as maritime communication, neologisms serve to designate technological innovations, regulatory requirements, or metaphorical constructs that respond to current industry trends.

From a structural perspective, neologisms may appear as borrowings (*ballast*, *yacht*), compounds (*ballast water management system*), abbreviations or acronyms (*IMO* – *International Maritime Organization*), or metaphorical expressions (*green shipping corridor*). Ukrainian scholars emphasize a functional typology, distinguishing between terminological neologisms, which name new phenomena in specialized discourse, and stylistic neologisms, which introduce novelty for expressive effect (Karaban, 2019; Yankova, 2020). Maritime discourse is dominated by terminological neologisms, as the primary need is accuracy in designating rapidly evolving technologies and procedures.

The emergence of marine neologisms is tightly linked to external drivers. Technological progress has given rise to terms such as *digital twin ship* (a vessel modeled through a digital replica) or *autonomous vessel*. Environmental regulations – particularly those introduced by the International Maritime Organization (IMO) – have generated expressions like *zero-emission shipping* and *ballast water treatment*. Furthermore, globalization and safety standards necessitate internationally harmonized terminology; thus, many neologisms spread through IMO conventions, international technical manuals, and legal protocols.

Maritime English functions as the lingua franca of the sea, providing a common platform for communication across international crews and institutions (Trenkner, 2017). It is also the source of a constant stream of neologisms that reflect new technologies and regulatory initiatives. Examples include: *E-navigation* – *електронна навігація*, *digital twin ship* – *цифровий двійник судна*, *green shipping corridor* – *«зелений» судноплавний коридор*, *ballast water management system* – *система управління баластними водами*.

These examples illustrate the balance between borrowing, calquing, and descriptive translation, depending on the availability of Ukrainian equivalents. They also reflect broader industry concerns: environmental sustainability (*green shipping corridor*), digitalization (*e-navigation*), and safety (*ballast water management system*). In this respect, maritime discourse mirrors global trends where technological and ecological drivers are central to lexical innovation.

Translation of neologisms in marine discourse is often complicated by semantic gaps, false

equivalents, and the complexity of multi-element compounds. In these cases, translators apply different strategies consistent with the taxonomy of Molina & Albir (Molina & Hurtado, 2002).

Calque is among the most frequently used strategies. For example, a *green shipping corridor* is rendered into Ukrainian as «зелений судноплавний коридор». Formally, this is a calque, since the structural elements of the English term are preserved (*green* – *зелений*, *shipping* – *судноплавний*, *corridor* – *коридор*). At the same time, the adjective *green* carries a metaphorical meaning (“environmentally friendly, carbon-free”), which is already conventional in Ukrainian terminology (*зелена енергетика*, *зелений тариф*). Thus, this case illustrates how calque can combine with metaphorical extension and functional adaptation.

Descriptive translation, on the other hand, is applied when a direct equivalent is absent or unclear to the Ukrainian audience. For instance, the term *digital twin ship* can be rendered as «судно-цифровий двійник», but in specialized contexts a more precise descriptive version may be preferable: «віртуальна модель судна, створена за допомогою цифрових технологій». This ensures that the meaning is accessible to professionals who are not yet familiar with innovative engineering concepts.

Another example of descriptive translation is *smart shipping solutions*, which may be rendered as «інноваційні цифрові рішення для підвищення ефективності судноплавства». In this case, the translator explicates the content of the concept rather than simply reproducing its form.

In sum, calque and descriptive translation often complement each other in maritime terminology: the former preserves structural transparency and international recognizability, while the latter clarifies innovative concepts for the Ukrainian readership.

For educators teaching FLSP, the integration of neologisms into curricula is not optional but essential. Firstly, it enhances terminological awareness, enabling learners to recognize, contextualize, and decode novel terms. Secondly, it strengthens translation competence, as students practice applying diverse strategies – from borrowing to descriptive translation – depending on communicative needs. Finally, it fosters professional readiness, since exposure to neologisms mirrors authentic workplace communication in international shipping, port management, and regulatory compliance. Among the recommended classroom practices, the following could be mentioned and recommended: glossary-building tasks, where students compile English-Ukrainian equivalents for newly emerging marine terms; comparative translation exercises based on IMO conventions, safety manuals, and international reports; simulation activities (bridge communication, safety briefings) where students must deploy newly acquired terminology in role-play settings, corpus-based activities, where learners track the frequency and semantic evolution of marine neologisms across authentic texts.

Such pedagogical integration ensures that students not only master current terminology but also develop adaptive skills to respond to the continuous influx of neologisms in professional discourse.

Neologisms in the professional sphere, particularly within maritime discourse, reflect the dynamic interplay between technological innovation, environmental awareness, and international regulation. Their presence challenges translators and educators to maintain linguistic accuracy, terminological consistency, and communicative clarity.

Integrating neologisms into FLSP teaching with a focus on translation not only equips students with practical skills but also promotes their intercultural communicative competence. Thus, systematic engagement with professional neologisms should be considered an integral part of modern linguistic and educational practice.

## REFERENCES

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