



Krisztián Váradi

Ferenc Rákóczi II Transcarpathian Hungarian University, Ukraine
University of Pannonia, Hungary

István Cserniczkó

Ferenc Rákóczi II Transcarpathian Hungarian University, Ukraine
University of Pannonia, Hungary

Kornélia Hires-László

Ferenc Rákóczi II Transcarpathian Hungarian University, Ukraine

BUILDING A CROSS-BORDER EDUCATIONAL TERMINOLOGY DATABASE: THE CASE OF HUNGARY AND UKRAINE

Abstract. Following the Treaty of Trianon, the Hungarian language developed a number of regional varieties, which differ primarily in their lexicon. To help harmonise these varieties, an educational terminology database is currently being developed with the support of the Hungarian Academy of Sciences (MTA). In the first year of the project, 849 terms from Hungary's Act CXC of 2011 on National Public Education were translated into English as well as into the official languages of Hungary's seven neighbouring countries (Austria, Croatia, Romania, Serbia, Slovakia, Slovenia, and Ukraine). Additionally, country-specific educational terms were translated into Hungarian, and regional dialect expressions (loanwords) related to education were collected. Based on this developing database, the present study explores the main conceptual differences between the Hungarian and Ukrainian public education systems. These differences appear in areas such as institution names, grading systems, and school subject names. The collection of region-specific educational terms links terminological work with sociolinguistic research and has contributed to the development of the Termini Online Hungarian Dictionary and Database, the largest online corpus of loanwords from cross-border Hungarian minority language varieties. The degree of equivalence between the source- and target-language terms ranged from complete to partial or functional equivalence. In cases where no direct equivalents existed, term candidates and paraphrases were developed. The database addresses terminological challenges in the field of Hungarian minority education in the Carpathian Basin, while also serving as a valuable tool for translators, teachers, parents, and students planning to pursue studies abroad. Among the important outcomes of the research are the identification of 126 functionally equivalent terms between the educational systems of Hungary and Ukraine, the creation of 142 new terms in cases where no equivalents were found in the target language, and the systematic collection of 100 country-specific (Ukrainian) and 70 region-specific educational terms (loanwords). These results highlight both the diversity of educational terminology and the necessity of addressing gaps through targeted terminological work.

Keywords: Hungarian minority; public education; terminology; Transcarpathia; Ukraine.

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Introduction

Since World War I, indigenous Hungarian minority groups have lived in countries neighbouring Hungary. As a consequence of the Treaty of Trianon in 1920, Hungarians living in the annexed territories not only became citizens of new states but also had to acquire new official languages. In addition, these Hungarian communities had to familiarise themselves with new social and educational systems.

The Termini Hungarian Language Research Network, established in 2001 by linguistic research centres in countries neighbouring Hungary, focuses its research on the language use of Hungarian minority communities. In 2024, researchers from Termini and the HUN-REN Research Centre for Linguistics (now: ELTE Research Centre for Linguistics) launched a new research project with the aim of creating a cross-border, publicly accessible educational terminology database (Sztóák & Tamás, 2024, p. 7). While the Termini Online Hungarian Dictionary and Database (hereafter: TOHDD)¹, continuously developed by linguists, has aimed to deborder the Hungarian language for decades (Benő & Péntek, 2011; Cserniczkó et al., 2023, pp. 102–107), the creation of a corpus specifically dedicated to mapping conceptual differences among the educational systems of countries in the Carpathian Basin represents an unprecedented endeavour.

Over the course of the four-year project, different levels of the educational system have been examined by matching source-language terms extracted from Hungarian educational legislation with their target-language equivalents used in neighbouring countries. A distinctive feature of this terminological work is that it goes beyond producing a conventional dictionary: in line with the concept of linguistic debordering, the database also includes country- and region-specific terms. As a result, the online database under development will be useful for translators both in Hungary and abroad, and it will help everyday language users overcome terminology-related difficulties in the field of education.

¹ <https://termini.nytud.hu/htonline>

The aim of the present study is to provide a brief research report offering insight into the first year of developing the educational terminology database, during which 849 terms extracted from Hungary's Public Education Act (State of Hungary, 2011b) were matched with terms used in the educational systems of seven neighbouring countries (Austria, Croatia, Romania, Serbia, Slovakia, Slovenia, and Ukraine). This paper focuses exclusively on the results related to Ukraine, paying particular attention to areas where the most significant conceptual differences between the two educational systems emerged (for preliminary findings, see Hires-László & Váradi, 2024; Váradi & Hires-László, 2024). In addition, we discuss region-specific educational terms used by the Hungarian community in Transcarpathia, which have developed under the influence of the Ukrainian state language. Finally, we examine how the region-specific terms (loanwords) documented during this educational terminology research contribute to the development of the TOHDD.

The study addresses the following research questions:

1. What are the main differences between the Hungarian and Ukrainian public education systems?
2. Why is it important to link terminology with sociolinguistic factors?
3. How can terminological challenges be addressed in multilingual contexts?

Our objective is to demonstrate the pluricentric nature of the Hungarian language by providing practical examples of educational terminology. Through these examples, we aim to highlight the significant role that regional dialects and linguistic varieties play in the development of terminological databases, and to emphasise why these varieties must be carefully considered when compiling and updating modern dictionaries. By drawing attention to these aspects, the study contributes to a better understanding of linguistic diversity within Hungarian and its implications for lexicography and language planning.

Debordering Educational Terminology

Hungarian is a pluricentric language (Lanstyák, 1995; Muhr et al., 2020, 2022), as it is used in official domains in more than one country, i.e., as the language of education, culture, science, and mass media. It is simultaneously evolving in eight countries: besides Hungary, it is also developing in the seven neighbouring states mentioned earlier (Szilágyi, 2008). Following the establishment of the Trianon borders, linguistic divergence began, which was later counterbalanced by a policy of convergence after the political changes of the 1990s.

One manifestation of this convergence is the “borderless vocabulary” initiative promoted by the Termini Hungarian Language Research Network, which supports this process through the creation of the TOHDD. This dictionary collects state-language loanwords used in seven Hungarian-speaking regions beyond Hungary’s borders, including Burgenland (Austria), Croatia, Prekmurje (Slovenia), Southern Slovakia, Transcarpathia (Ukraine), Transylvania (Romania), and Vojvodina (Serbia), as well as Hungarian archaisms preserved in these regions with their original stylistic value (Csernicsekó et al., 2022; Karmacsi et al., 2022; M. Pintér et al., 2023; Váradi, 2024).

Although the TOHDD includes some loanwords related to education, these are insufficient to make the education systems of the eight countries of the Carpathian Basin mutually translatable. There is a clear need for the creation of an educational terminology database that facilitates understanding of the interrelations among the education systems of Hungary, Austria, Croatia, Romania, Serbia, Slovakia, Slovenia, and Ukraine, either by identifying existing equivalents in the target languages or by developing new term candidates.

Education has been a key research area for linguists of the Termini Hungarian Language Research Network (cf. Kolláth et al., 2021; Szoták, 2021), which is no coincidence given the factors mentioned above. The corpus currently under development will be a valuable resource, as it unifies expressions used in the education systems of Hungary’s neighbouring countries and provides equivalence pairs for them.

The importance of such a database is also supported by considerations related to learning mobility arising from the free movement of people between countries. Parents and students are often unaware of how the school system in the target country functions, including the progression of educational levels, the recognition of qualifications, or the structure of grading systems, which can lead to various difficulties in employment and further education. It may also be the case that young people from Hungary wish to continue their studies in another country for economic or career-related reasons. A digitally accessible educational terminology database could help address these issues.

Methodology of Terminological Work

In December 2023, the Hungarian Terminology Strategy Subprogramme was launched as part of the Science for the Hungarian Language National Programme of the Hungarian Academy of Sciences (MTA TMNP2023-1/2023). One of its components is the four-year Educational Terminology Subproject (Fóris, 2024, p. 79), which is being carried out by linguists from the Termini Hungarian Language Research Network and terminologists from the ELTE Hungarian Research Centre for Linguistics. In the first year of research, subproject leader Szilvia Szoták and terminologist Dóra Mária Tamás extracted 849 terms from Act CXC of 2011 on National Public Education of Hungary. The Hungarian source-language terms were translated into eight target languages: Croatian, German, Romanian, Serbian, Slovak, Slovene, Ukrainian, and English.

A terminology database differs from a traditional dictionary in several ways (Seidl-Péché, 2023, p. 76). Dictionaries typically include additional information such as phonetic, grammatical, and etymological data, as well as collocations. In contrast, a terminology database treats each term as a separate record whose meaning can only be understood in context, allowing the denoted concept to be interpreted. While dictionaries focus primarily on headwords and their definitions, a terminology database emphasises the concepts represented by the terms, meaning that the conceptual and linguistic levels must be differentiated (Tamás & Sermann, 2019, p. 48).

As the first step in building the database, we sought definitions or definitional contexts for each source-language term to facilitate the identification of appropriate target-language equivalents. A key principle was that only data from reliable sources would be included in the database. Therefore, we used the texts of laws, academic publications, and the websites of educational institutions as the basis for collecting definitions and definitional contexts (cf. Szoták & Tamás, 2024, p. 18). As an ethical consideration, indicating the sources of definitions and definitional contexts was considered as one of the key aspects of data collection. When no existing definitions could be found for a term, we developed our own definitions for inclusion in the database. In such cases, the name and professional affiliation of the person who created the definition were indicated as the source.

The accurate interpretation of the source-language terms was further aided by a domain system developed within the project. This system assigned each record to subdomains, collections, and conceptual categories within the broader "Education" domain. Thanks to this classification system, each term received a unique concept identifier code, making it easier to search, organise, and filter data in the database. For example, the term *középiskola* ('secondary school') was classified under the "01 Education" domain, within the "01 Public Education" subdomain, the "03 Types of Institutions" collection, and the "03 Secondary Education" conceptual category. Hence, the concept identifier code for *középiskola* was 01010303.

Once all the necessary background information had been assigned to each record, professional translators with expertise in the respective education systems identified the most suitable target-language equivalents for the extracted Hungarian terms.

Next came one of the most important elements of the database: determining the degree of equivalence between the source- and target-language terms (Váradí & Hires-László, 2024, p. 53). If the concepts in both languages were completely equivalent, this was marked as **complete equivalence** (e.g., HU *pedagógus* – UA *педагог* 'teacher'). If the concepts only partially overlapped, we indicated **partial equivalence** and described the conceptual differences (e.g., HU *konduktor* 'conductor' – UA *кондуктивний педагог* 'conductive teacher'). The third type was

functional equivalence, where the target-language concept served a similar function to the source-language term (e.g., HU *köznevelésért felelős miniszter* 'Minister Responsible for Public Education' – UA *міністр освіти і науки* 'Minister of Education and Science'). If the source-language concept did not exist in the target language, a new **term candidate** was coined, usually using a calque or mirror translation, to bridge conceptual gaps between the educational systems (e.g., HU *országos kompetenciamérés* – UA *національне вимірювання компетенцій* 'national assessment of basic competences'). Among these term candidates, we also distinguished **paraphrases**, i.e., target-language terms created through circumscription. These often arose due to differences in word-formation possibilities across languages (e.g., HU *szakgimnáziumi szakképesítés* 'vocational grammar school qualification' – UA *професійна кваліфікація, отримана у фаховому коледжі* 'professional qualification obtained at a vocational college').

However, even with these additions, the records were not yet considered complete. We also documented related source- and target-language terms, categorised by the type of relationship between them (subtype, supertype, synonym, antonym, abbreviation, associative term, or archaic variant). At this point, we reached one of the most distinctive features of the database: the collection of region-specific expressions. This was necessary because the everyday vocabulary of Hungarian-speaking communities in neighbouring countries contains many foreign-origin expressions borrowed from the state language of the respective country (cf. Fenyvesi, 2005; Gazdag, 2021; Váradi, 2025). This often occurs due to significant differences between the educational systems of neighbouring states and Hungary. These region-specific lexical elements were included in a separate column alongside the source- and target-language equivalents, accompanied by definitions and/or definitional contexts. Our goal was to ensure that the educational terminology database includes not only standard Hungarian terms but also reflects cross-border language usage.

In addition to region-specific expressions, another important aspect of the database is the collection of country-specific educational terms and their alignment with Hungarian equivalents. One purpose of this process is to streamline the translation of qualifications for students who have earned

secondary school diplomas or professional certifications in Ukraine (or other neighbouring countries) and would like to continue their studies in Hungary. We will return to this point in more detail later by presenting the major differences between the Ukrainian and Hungarian educational systems.

The data entered into the database are considered reliable only after validation by a third person in addition to two editors. In the Ukrainian region, the translation and elaboration of terms were carried out by the authors of this study along with professional translator György Lengyel. The entered data was validated by István Cserniczkó. Data collection took place in a Google Drive spreadsheet collaboratively edited by linguists from eight countries.

Conceptual Differences in Public Education

In the following section, we present the most significant conceptual differences between the educational systems of Hungary and Ukraine, based on 849 terms extracted from the Hungarian National Public Education Act, and explain how these differences were addressed. The primary sources of target-language terms and definitions were the following Ukrainian laws:

- Law of Ukraine (2000) “On Extracurricular Education” (State of Ukraine, 2000);
- Law of Ukraine (2014) “On Higher Education” (State of Ukraine, 2014);
- Law of Ukraine (2017) “On Education” (State of Ukraine, 2017);
- Law of Ukraine (2020) “On Complete General Secondary Education” (State of Ukraine, 2020);
- Law of Ukraine (2024) “On Preschool Education” (State of Ukraine, 2024);
- Law of Ukraine (2025) “On Vocational Education” (State of Ukraine, 2025).

For further information, the website of ENIC Ukraine – the National Information Centre of Academic Mobility – provides an English-language

description of the structure of the Ukrainian education system², as well as a summary of the national qualification levels available in Ukraine³.

The Hungarian–Ukrainian translations were often made more difficult by grammatical differences between the two languages. One major reason is that Hungarian belongs to the Uralic language family, specifically the Finno-Ugric group (Kenesei & Szécsényi, 2022), while Ukrainian is part of the Eastern Slavic branch of the Indo-European language family (Sussex & Cubberley, 2006). Morphologically, the languages also differ: Hungarian is an agglutinative language, whereas Ukrainian is inflectional. Additional key grammatical differences are summarised in Table 1.

Table 1

Grammatical Differences between Hungarian and Ukrainian

Grammar feature	Hungarian language	Ukrainian language
Gender of nouns	None; lexical gender may occur in isolated cases	Indicated by the final letter of the noun’s base form
Base form of adjectives	One form only: <i>digitális</i>	Three forms based on grammatical gender: <i>цифровий, цифрова, цифрове</i>
Dictionary form of verbs	Third-person singular: <i>ismétel</i>	Infinitive: <i>повторити</i>
Synthetic vs. analytic forms	One compound word: <i>osztálylétszám</i>	Multi-word structure: <i>кількість учнів у класах</i>

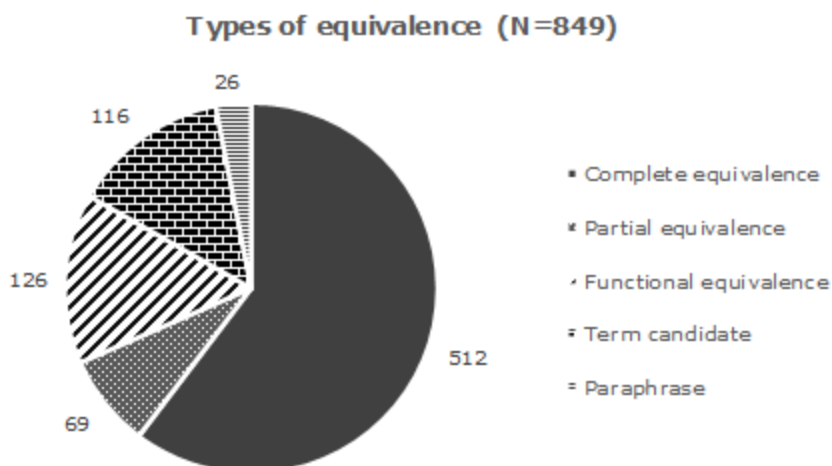
We classified the degree of conceptual equivalence between the Hungarian source-language terms and the Ukrainian target-language terms according to the five types of equivalence previously described. Their distribution is shown in Figure 1.

² Structure of the formal education system of Ukraine (<https://enic.in.ua/index.php/en/educationl-system>).

³ National qualifications framework (<https://enic.in.ua/index.php/en/educationl-system/national-qualifications-framework>).

Figure 1

Types of Equivalence among Hungarian–Ukrainian Public Education Terms



The most striking finding is that 512 Hungarian terms (60.3%) were found to be completely equivalent to a Ukrainian-language term. However, for the purpose of our analysis, it is even more important to highlight those areas where the public education systems of the two countries diverge.

Partially Equivalent Terms

There were 69 terms (8.1%) that showed only partial equivalence. The most common reason was that some polysemous Ukrainian expressions were not used in their primary meanings. For example, while *oktatás* ('education') and *művelődés* ('cultural education') are considered two distinct terms in Hungarian educational laws, Ukrainian uses the same word (*освіта*) for both concepts, even though its primary meaning refers only to education. Thus, the Hungarian phrase *művelődéshez való jog* ('right to cultural education') is translated into Ukrainian as *право на освіту* ('right to education'). A similar conceptual overlap occurs with the Hungarian verbs *elbírál* ('to judge') and *értékel* ('to evaluate'), both rendered by the Ukrainian verb *оцінювати* ('to evaluate'). In this case as well, only one of the Hungarian source-language concepts has a completely equivalent

counterpart. These examples demonstrate that although Hungarian legal terminology distinguishes between *oktatás* and *művelődés*, or between *elbírál* and *értékel*, these distinctions are not always mirrored in Ukrainian vocabulary.

In some cases, additional background information was required to ensure the accurate understanding of culture-specific terms. Klaudy (2007) refers to this translation strategy as addition of meaning. For example, the term *Nemzeti Egységes Tanulói Fittségi Teszt* ('National Student Fitness Test') may be clear to Hungarian readers but is unknown in Ukraine. Therefore, the Ukrainian target-language equivalent *Національна перевірка фізичної підготовленості школярів Угорщини* ('National Assessment of the Physical Fitness of Hungarian Schoolchildren') is appropriate, as it explicitly identifies that the test concerns Hungarian schoolchildren. Another example is the term *szakmai munkaközösség* ('professional working group'), which may initially appear to be a general term. To make it more specific, its Ukrainian equivalent became *професійна спільнота педагогічних працівників* ('professional community of pedagogical workers').

Due to differences in word formation, it often occurred that while the meaning of a concept could be compressed into a single word in Hungarian, the same concept had to be paraphrased using three or more words in Ukrainian. However, we did not consider these to be paraphrases, as the Ukrainian equivalents already existed. One such example is *intézményegység* ('institutional unit'), which in Ukrainian became *структурна одиниця закладу* ('structural unit of an institution'). Although *vizsgázó* ('examinee') seems like a simple term, in Ukrainian it must be described with four words: *особа, яка складає іспит* ('a person who takes an exam'). Another illustrative example is *osztálylétszám* ('class size'), translated as *кількість учнів у класах* ('number of pupils in classes'), which is another case of distribution of meaning typical of Hungarian → Indo-European translations (Klaudy, 2018, p. 9). Even the word *óvoda* ('kindergarten') is translated with distribution of meaning in Ukrainian as *заклад дошкільної освіти* ('institution of preschool education').

Other typical cases of partially equivalent public education terms include minor semantic differences between Hungarian and Ukrainian

concepts. For instance, in Hungary, student cards include an expiration date (*lejárati időpont*), while in Ukraine, they show a validity period (*термін дії*). In Hungarian legal language, the expression *hátrányos helyzetű tanuló* ('pupil with disadvantages') is used, whereas in Ukrainian, only the term *учень зі складними життєвими обставинами* ('pupil with difficult life circumstances') exists. Lexical differences are also noticeable in basic words, such as the Hungarian singular noun *szülő* ('parent'), which in Ukrainian exists only in the plural form: *батьки* ('parents').

Functional Equivalents

Functional equivalents (126 terms; 14.8%) showed greater semantic differences, as in these cases the source-language concepts often did not exist at all in the vocabulary of the target language, and only a target-language counterpart fulfilling a similar function was available. Examples of such functional equivalents include the names of public education institutions, since the public education system in Ukraine was completely restructured following the 2017 education law (cf. Beregszászi, 2021; Orosz & Pallay, 2020). Although the previously existing three-tier public education system was retained, the names of educational institutions were completely revised, and the number of school years required to obtain a school-leaving certificate was increased from eleven to twelve.

Before the new education law came into effect, Ukrainian educational institutions were categorised as follows:

- Incomplete general education institutions of the first accreditation level (UA *загальноосвітня школа I ступеня* → HU *I. fokozatú általános középiskola*) were elementary schools (grades 1–4);
- Incomplete general education institutions of the second accreditation level (UA *загальноосвітня школа I–II ступенів* → HU *I–II. fokozatú általános középiskola*) were primary schools (grades 5–9);
- Complete general education institutions of the third accreditation

level (UA *загальноосвітня школа I–III ступенів* → HU *I–III. fokozatú általános középiskola*) were secondary schools (grades 9–11).

Grammar schools (UA *гімназія* → HU *gimnázium*) and lyceums (UA *лицей* → HU *líceum*), which focused on nurturing talented pupils, fit into this system as institutions of the second and third levels and could also issue school-leaving certificates (Orosz & Pallay, 2020, p. 51).

However, following the enactment of the new education law, all primary schools were renamed as grammar schools, and all institutions issuing school-leaving certificates were renamed as lyceums. The changes are summarised in Table 2.

Table 2

Changes in the Ukrainian Public Education System

Before the 2017 education law		After the 2017 education law	
Grades 1–4		Grades 1–4	
<i>elemi iskola</i> 'elementary school'	<i>початкова школа</i> 'elementary school'	<i>elemi iskola</i> 'elementary school'	<i>початкова школа</i> 'elementary school'
Grades 1–9 or 5–9		Grades 1–9 or 5–9	
<i>általános iskola</i> 'primary school'	<i>неповна середня школа</i> 'incomplete secondary school'	<i>gimnázium</i> 'grammar school'	<i>гімназія</i> 'grammar school'
Grades 1–11 or 5–11 or 10–11		Grades 1–12 or 5–12 or 10–12	
<i>középiskola</i> 'secondary school'	<i>середня школа</i> 'secondary school'	<i>líceum</i> 'lyceum'	<i>лицей</i> 'lyceum'

As the table shows, the structure of the Ukrainian public education system differs in many respects from that in Hungary (Beregşzászi & Koloşsvári-Nagy, 2019, p. 151). When determining the type of equivalence in such cases, it is crucial to highlight the differences between a Hungarian *gimnázium* and a Ukrainian *гімназія*. In the former case, we refer to

a secondary school preparing students for university studies, while in the latter case, the “grammar school” neither issues school-leaving certificates nor prepares students for university but instead corresponds to the lower secondary level in Hungary.

A shift in meaning can also be observed in the term *liceum*. On the one hand, this type of institution is considered archaic in Hungary, although in Transcarpathia, several church-run Hungarian-language lyceums operate. On the other hand, due to the new education law, the number of lyceums in Ukraine has increased tenfold, as all state secondary schools and grammar schools were renamed as lyceums – an example of semantic broadening.

The term *elemi iskola* is also considered outdated in Hungary, now referring to the lower grades of primary school. However, in Hungarian-speaking regions outside Hungary, such as Transcarpathia, its original stylistic value has been preserved, and the term remains in common use despite being seen as archaic in the mother country. These are known as stylistic loanwords, many of which are also documented in the TOHDD.

Furthermore, since there is no institution in Ukraine equivalent to the Hungarian *algimnázium* (‘the first four years of eight-year grammar schools’), we used the term *початкова школа* (‘elementary school’) as a functional equivalent. These examples clearly demonstrate the importance of compiling an educational terminology database and collecting country-specific educational terms.

Grade names were also treated as functional equivalents. Ukrainian schools do not use terms such as *első évfolyam* (‘first year’), *második évfolyam* (‘second year’), as in Hungary, but rather *első osztály* (‘first class’), *második osztály* (‘second class’), following a literal translation of the Ukrainian term *клас* (‘class’). Year levels appear only in higher education, where university and college students are referred to as first- or second-year students, corresponding to the Ukrainian term *курс* (‘year’).

Subject names and other educational components also differ between the two countries’ education systems. In Hungary, public education institutions offer Defence as a subject (*honvédelem tantárgy*), whereas in Ukraine, to promote patriotic education, Military Education (*військова освіта*)

is taught (Orosz, 2021, p. 732). Instead of Religious Education and Ethics (*hit- és erkölcsstan*), Ukrainian schools teach Christian Ethics (*християнська етика*), which in Transcarpathia is commonly referred to as *hittan* ('Bible class').

The greatest challenge we faced was the concept of *köznevelés* ('public education'), which does not exist in Ukrainian, i.e., there is no such term in Ukrainian dictionaries. Therefore, we had to select a functional equivalent that more or less reflected the meaning of the source-language term. The term *загальна освіта* ('general education') was chosen to fill this semantic gap. All related terms were created based on this functional equivalent: HU *köznevelési intézmény* ('public education institution') → UA *заклад загальної освіти* ('general education institution').

We also aimed to translate teaching positions into the target language with minimal semantic shifts. For instance, *óraadó tanár* ('part-time teacher') could only be rendered as the functional equivalent *викладач по договору* ('contract-based teacher'), a term used in Ukraine for instructors working under short-term contracts, sometimes only for a few weeks.

The position *fejlesztő pedagógus* ('developmental teacher') also had no literal equivalent in Ukrainian, but we identified the functional equivalent *асистент вчителя* ('assistant teacher'), as this is the person who works with children requiring special support according to the Law of Ukraine "On Complete General Secondary Education".

Term Candidates and Paraphrases

Term candidates (116 terms; 13.7%) and paraphrases (26 terms; 3.1%) were created in cases where the source-language concept had no equivalent in the target language – not even a term with a similar meaning. In such instances, new Ukrainian expressions were formed by calquing the Hungarian public education term. Since both categories aim to bridge the semantic gaps between the two countries' educational systems, we considered it worthwhile to summarise them in a single section. Let us now examine which aspects of the Hungarian public education system were

entirely missing from the Ukrainian system.

One missing layer of meaning pertained to state responsibilities related to public education. For these concepts, term candidates were developed:

- HU *állami közfeladat-ellátás* ('provision of public services') → UA *виконання державою суспільних завдань*;
- HU *állami tankönyvkiadás* ('publishing schoolbooks by the state') → UA *державне видавництво підручників*.

Another challenge arose with all source-language expressions containing the adjective *nemzetiségi* ('ethnic' or 'nationality'), as the concepts of nationalities, national minorities, and national communities are particularly complex in Ukraine. In 2023, the Law of Ukraine "On National Minorities (Communities)" (State of Ukraine, 2023) was adopted, introducing the term *national minority (community)*. This category includes groups of Ukrainian citizens who have traditionally lived in Ukraine but are not ethnically Ukrainian, and who identify themselves based on ethnic, cultural, religious, and/or linguistic characteristics, seeking to preserve their respective identities. This broad definition places the one-thousand-year-old indigenous Hungarian community of Transcarpathia on the same level as hundreds of other nationalities in the country (Tóth, 2024, pp. 44–45). Consequently, the terms *national minority* and *national community* remain undefined in Ukraine.

In contrast, Hungary's Act on the Rights of Nationalities (State of Hungary, 2011a) recognises thirteen nationalities (Armenian, Bulgarian, Croatian, German, Greek, Polish, Roma, Romanian, Rusyn, Serbian, Slovak, Slovenian, and Ukrainian). One of the main conditions for official recognition is that the group must have been indigenous in Hungary for at least one hundred years.

In light of this background information, we decided to translate terms specifically referring to national minorities using the Ukrainian term *національні меншини* ('national minorities'). For example: HU *nemzetiségi óvoda* ('nationality kindergarten') → UA *заклад дошкільної освіти*

національної меншини ('national minority kindergarten'). In other cases, we aimed to retain the original adjective *nemzetiségi* through calques. For instance: HU *nemzetiségi népismeret* ('ethnography of nationalities') → UA *народознавство для національностей* ('ethnography for nationalities').

Most term candidates were created for compound expressions with complex conceptual layers. Examples include:

- HU *egységes gyógypedagógiai, konduktív pedagógiai módszertani intézmény* ('uniform adapted physical and conductive education methodological institution') → UA *єдина методична установа спеціальної освіти та кондуктивної педагогіки*;
- HU *felsőfokú iskolai tanulmányok megkezdésére felkészítő nevelés-oktatás* ('education preparing for commencing higher education studies') → UA *підготовча школа до початку навчання у закладах вищої освіти*.

These expressions were so specific that it was impossible to find even partially equivalent target-language terms. It is also important to note that Ukraine has neither state-recognised nor complex-type language examination certificates. Thus, paraphrasing was necessary for the Hungarian expression *„komplex” típusú felsőfokú államilag elismert nyelvvizsga-bizonyítvány* ('complex-type state-accredited language examination certificate'). The resulting Ukrainian term candidate that fully reflects the source meaning was *сертифікат про вищий рівень володіння іноземною мовою «комплексного» типу, який визнаний державою* ('certificate of advanced-level foreign language proficiency of complex type, recognised by the state'). In Ukraine, only language exam certificates proving proficiency in the Ukrainian state language are available, so new terminology is also needed in this domain (Váradı & Hires-László, 2024, pp. 54–55).

Paraphrasing was also often required due to the inflectional nature of the Ukrainian language. For example, the term *értesítendő hozzátartozó* ('next of kin to be notified') was translated into Ukrainian by means of a descriptive expression: *найближчі родичі, яких потрібно повідомити* ('closest relatives who need to be notified'). Even simpler terms, such as

sportoló tanuló ('student athlete'), had no direct equivalent in the target language, so paraphrasing was used: *учень, який займається спортом* ('a student who practises sports').

Country-Specific Educational Terms in Ukraine

Another important component of the database is the collection of country-specific educational terms that have become established in the everyday language use of Hungarian minorities living in the Carpathian Basin. This linguistic divergence stems from historical and linguistic developments following the Treaty of Trianon in 1920 (Szoatak, 2021).

In the first year of the Educational Terminology Subproject, linguists collected between 60 and 150 country-specific educational terms from each region. In the Ukrainian context, 100 terms were recorded in the Ukrainian–Hungarian language pair. The corpus not only presents the unique features of the Ukrainian public education system but also contributes to the development of the TOHDD, as many of the Hungarian target-language terms recorded here originated as direct borrowings from the Ukrainian state-language expressions.

We begin with the name of the secondary school-leaving examination, which for a long time was referred to by Transcarpathian Hungarians as *külső független értékelés* ('external independent evaluation'), based on the Ukrainian term *зовнішнє незалежне оцінювання*. The Ukrainian abbreviation *ЗНО* was also used in its Latinized form (*ZNO*) to designate these exams. When the Russo–Ukrainian war broke out in 2022, the school-leaving examinations were restructured into a computer-based test. This change eliminated the need for students to take exams in different subjects on multiple days, thereby reducing their exposure to potential Russian missile attacks. As a result, the national multidisciplinary test was introduced, referred to in Hungarian as *nemzeti multidiszciplináris teszt* (*NMT*), based on the Ukrainian term *національний мультипредметний тест* (*НМТ*). As the above examples show, Hungarians in Transcarpathia frequently borrow acronyms from the Ukrainian state-language model (Csernicsekó et al., 2010, p. 83).

One of the country-specific educational terms was the name of the New Ukrainian School reform programme (UA *Нова українська школа* → HU *Új Ukrán Iskola*), which was launched to reform Ukraine's public education starting in the 2018–2019 academic year (Beregszászi & Kolozsvári-Nagy, 2019, p. 166; Hrynevych et al., 2023). Its abbreviated form has also been adopted in the language use of Hungarians in Transcarpathia following the state-language model: UA *НУШ* → HU *NUS*.

The Ukrainian public education system consists of three levels (Markovskiy et al., 2018, p. 82):

- *початкова освіта* → elementary education (grades 1–4);
- *базова середня освіта* → basic secondary education (grades 5–9);
- *профільна середня освіта* → specialised secondary education (grades 9–11/12).

Using Hungarian and English terminology, these correspond to *alsó tagozat* ('lower primary school'), *felső tagozat* ('upper primary school'), and *középiskola* ('secondary school') (Beregszászi & Kolozsvári-Nagy, 2019, p. 151; Beregszászi, 2021, p. 33). For translators, teachers, and students planning to study abroad, understanding the educational systems of neighbouring countries and how they correspond to one another is essential.

To this day, there are areas of the Ukrainian education system for which no exact Hungarian equivalents exist. One such example is the 1–12 grading system used in Ukrainian public education. Although the Hungarian *Felvi.hu* website mentions this system, it does not explain specific grade designations. Furthermore, the equivalency between the Ukrainian and Hungarian grading systems is not entirely accurate. As shown in Table 3, a grade of 9 in Ukraine corresponds to "good", whereas in Hungary it is equivalent to "excellent" in the context of university admissions. It is also worth noting that while the Ukrainian system includes 12 grades grouped into four tiers, the Hungarian system uses five grades ranging from 1 to 5 (Hires-László & Váradi, 2025, pp. 340–341).

Table 3

Correspondence between Ukrainian and Hungarian Grading Systems

Ukrainian grade	Source-language designation	Target-language designation	Hungarian grade (Felvi.hu)
1			1 – <i>elégtelen</i> 'insufficient'
2	<i>початковий</i>	<i>alapfokú</i> 'basic'	
3			2 – <i>elégséges</i> 'sufficient'
4			
5	<i>середній</i>	<i>közepes</i> 'average'	3 – <i>közepes</i> 'average'
6			
7			4 – <i>jó</i> 'good'
8	<i>достатній</i>	<i>jó</i> 'good'	
9			
10			5 – <i>jeles</i> 'excellent'
11	<i>високий</i>	<i>kitűnő</i> 'outstanding'	
12			

In this case, Hungarian equivalents were developed for the Ukrainian grade designations, which posed several challenges. If we were to translate the Ukrainian terms literally, the four grading categories would be as follows: UA *початковий* → HU *kezdetleges* ('rudimentary'); UA *середній* → HU *közepes* ('average'); UA *достатній* → HU *elégséges* ('sufficient'); UA *високий* → HU *magas* ('high'). However, in the Hungarian context, "average" is considered lower than "sufficient", while in the Ukrainian system the opposite is true. Therefore, revised candidate terms were proposed that align better with Hungarian usage and expectations.

Numerous country-specific institution types were also collected, especially those that support children with special educational needs or from disadvantaged backgrounds. In Ukraine, family-type children's homes (UA *дитячий будинок сімейного типу* → HU *családi típusú gyermekotthon*) function similarly to real families and are established by married couples or single women to raise at least five orphans or abandoned children. There are also special schools (UA *спеціальна школа* → HU *speciális iskola*) for children with physical or mental disabilities and special residential general schools (UA *спеціальна загальноосвітня школа-інтернат* → HU *speciális bentlakásos*

általános iskola) where students with special educational needs can complete their final exams. Sanatorium schools (UA *санаторна школа* → HU *szanatóriumi iskola*) provide both education and treatment for children with health problems. In schools for social rehabilitation (UA *школа соціальної реабілітації* → HU *szociális rehabilitációt elősegítő iskola*), juvenile offenders can obtain secondary school-leaving certificates (Ferki, 2013, p. 125).

Several country-specific preschool institutions also exist in Ukraine. For example, nursery-kindergartens (UA *ясла-садок* → HU *bölcsőde-óvoda*) cater to children from two months to six or seven years of age. In family-type nursery-kindergartens (UA *ясла-садок сімейного типу* → HU *családi típusú bölcsőde-óvoda*), more emphasis is placed on family-like environments. Combined nursery-kindergartens (UA *ясла-садок комбінованого типу* → HU *kombinált bölcsőde-óvoda*) include special groups for children with special educational needs alongside regular groups (Nánási-Molnár, 2015, p. 25).

In the field of vocational education, the most common institution type in Ukraine is the college (UA *коледж* → HU *koledzs*), which corresponds in English to a post-secondary vocational institution awarding a junior bachelor's degree (UA *молодший бакалавр* → HU *ifjú bachelor*) (Kiss, 2019, p. 196). There are several specialised colleges, such as medical vocational colleges (UA *медичний фаховий коледж* → HU *egészségügyi koledzs*), technical vocational colleges (UA *технічний фаховий коледж* → HU *technikai koledzs*), music vocational colleges (UA *музичний фаховий коледж* → HU *zeneművészeti koledzs*), etc. Vocational grammar schools (UA *фаховий коледж* → HU *szakgimnázium*) may operate independently or as subdivisions of colleges or universities. Additionally, there are vocational lyceums in the service sector (UA *професійний лицей сфери послуг* → HU *szolgáltatóipari szaklíceum*), where students can learn trades ranging from carpentry to electric welding.

These institution names are relatively new, reflecting Ukraine's decommunisation process, particularly the renaming of institutions inherited from the Soviet era (Csernicskó, 2017). For instance, vocational schools were once called *професійно-технічне училище*, abbreviated as *peteu* (Gazdag, 2021, p. 119), a term derived from Russian (*профессионально-техническое училище*), but were renamed to better reflect Ukrainian national identity.

Special attention should also be paid to subjects designed to promote patriotism. Previously, the curriculum included the subject "Me and Ukraine" (UA *навчальний предмет «Я і Україна»* → HU *„Én és Ukrajna” tantárgy*), which taught children about the country's geography, culture, and society. Beginning in September 2024, discharged soldiers are helping to develop teaching methods for the subject "Defence of Ukraine" (UA *навчальний предмет «Захист України»* → HU *„Ukrajna védelme” tantárgy*). Once a month, students in the final two years of secondary school participate in day-long training sessions focused on first aid, drone operation, and national security – thus beginning their preparation for homeland defence. Closely related is the national military-patriotic game "Sokil" ("Dzhura") (UA *Всеукраїнська дитячо-юнацька військово-патріотична гра «Сокіл» («Джура»)»* → HU *„Szokil” („Dzsura”) összuhrán gyermek- és ifjúsági katonai hazafias játék*), inspired by Cossack traditions and functioning as an interschool national defence competition that includes marching, grenade throwing, and firearm handling.

The Russo-Ukrainian war has significantly impacted public education. This is likely one reason why the Ukrainian government introduced "happiness lessons" (UA *уроки щастя* → HU *boldogságórák*), where children learn about human relationships, empathy, the value of life, and freedom.

Transcarpathian Hungarian Loanwords Related to Education

In addition to Hungarian-Ukrainian and Ukrainian-Hungarian translations, we also collected regional equivalents of public education terms used and understood only by the local Hungarian community (e.g., Hungarians living in Transcarpathia). In our case, these were usually direct loanwords from the Ukrainian state language, which were not used in other regions. Semantic loanwords were also identified, i.e., words that, although part of the standard Hungarian vocabulary, carry additional meaning in the state language of the region (the donor language), thereby acquiring new denotative meanings in the recipient language as well (e.g., *gimnázium* in Transcarpathia).

Our task was to find Transcarpathian Hungarian regional equivalents for 849 Hungarian public education terms and 100 Ukrainian country-specific terms, thereby combining terminological work with sociolinguistic data collection. As a result, 70 loanwords were documented from three main sources. The first source was the Hungarian-language press of Transcarpathia. The second source comprised previous research specifically focused on documenting Slavic loanwords (see Márku, 2008; Gazdag, 2021; Váradi, 2025). The third source was the TOHDD, which, at the beginning of the Educational Terminology Subproject, contained 905 entries with the Transcarpathian designation, of which only 77 pertained to education (Váradi & Hires-László, 2024, p. 53).

We succeeded in collecting a significant number of regional equivalents not yet listed in the TOHDD and began entering these into the dictionary's database. We thus aimed to connect the educational terminology database with the TOHDD, as both are developed by linguists of the Termini Hungarian Language Research Network.

In addition to the previously mentioned Transcarpathian Hungarian loanwords, we also documented regional equivalents such as *dovidka* ('certificate'), *elemi oktatás* ('primary education'), *gruppa* ('group'), *JEDEBO* ('Unified State Electronic Database of Education'), *molodsij specialiszt* ('junior specialist'), *MON* ('Ministry of Education and Science of Ukraine'), *obsezsit* ('dormitory'), *olimpiáda* ('academic competition'), *scsodennék* ('gradebook'), *szemeszter* ('term'), *sztávka* ('teachers' pedagogical workload'), *sztudenszkij* ('student card'), *szvidoctvo* ('certificate'), etc.

The Hungarian translations of those Ukrainian country-specific educational terms that denote concepts unknown in Hungary or neighbouring countries can also be grouped as region-specific loanwords. An example is *állami összegző atesztáció* (UA *державна підсумкова атестація* 'state final attestation'), i.e., exams taken at the end of grades 4 and 9, the results of which are included in pupils' report cards.

Among educational forms, there are also notable examples (Cserniczkó & Fedinec, 2017, pp. 273–274), such as *hálózati formájú oktatás* (UA *мережева форма здобуття освіти* 'network-based education'), where various educational institutions cooperate on a contractual basis, or

pedagógiai patronálás (UA педагогічний патронаж 'pedagogical patronage'), where teachers ensure equal access to education for disadvantaged students. The previously described country-specific institutional types – and many others, such as *katonai líceum* (UA військовий ліцей 'military lyceum') or *tudományos líceum* (UA науковий ліцей 'scientific lyceum') – also expand the list of regional equivalents and will eventually be included in the TOHDD.

Limitations

Although the educational terminology database is being developed by a group of international scholars, the present article focused only on examples from the Ukrainian context. More parallels should be drawn between the educational systems of those countries in the Carpathian Basin where Hungarian minority speakers have traditionally lived in the last one hundred years. In addition, since the database is far from complete, this study should be regarded as a brief insight into the importance of translating terms related to education in the context of minority groups.

Conclusion

The aim of this study was to report on the development of an educational terminology database. In the first year of this four-year project, 849 terms extracted from Hungary's National Public Education Act were matched with their equivalents in the official languages of seven countries in the Carpathian Basin where Hungarian communities reside (Austria, Croatia, Romania, Serbia, Slovakia, Slovenia, and Ukraine). This paper focused on the work conducted in Ukraine, where the 849 Hungarian public education terms were aligned with their Ukrainian counterparts based on various types of equivalence. In addition to full and partial equivalence, 126 functional equivalents were identified within the educational systems of the two countries. Furthermore, 116 term candidates and 26 paraphrases were developed in Ukrainian to bridge semantic gaps between the Hungarian and Ukrainian public education systems.

We also collected and developed Hungarian equivalents for 100 Ukraine-specific educational terms and documented 70 region-specific terms from the Transcarpathian variety of Hungarian, thereby contributing to the expansion of the TOHDD. Consequently, our work was successful not only in the fields of translation and terminology but also in sociolinguistic research.

We consider it particularly important that the educational terminology database becomes publicly available in the near future, thereby supporting the work of translators, teachers, and researchers, and facilitating the alignment of educational terms used in the various Hungarian language varieties that have evolved separately due to border changes following the Treaty of Trianon. Since Hungarian is regarded as a pluricentric language (Lanstyák, 1995; Muhr et al., 2020, 2022), understanding the differences among the educational systems of the respective countries is essential, especially for students planning to study abroad. We hope that our continually expanding database will help make the regional varieties of Hungarian and the educational systems of Hungary's neighbouring countries more comparable and easier to navigate, thereby contributing to the development of sustainable multilingualism among Hungarian minority speakers in the Carpathian Basin. Furthermore, by including regional loanwords and country-specific expressions in the database, we aim to strengthen the status of Hungarian as a minority language and set an example for dictionary editors, highlighting the importance of approaching Hungarian as a pluricentric language. Rather than isolating minority language users, the database can promote intercultural dialogue and multilingual awareness by including equivalents in other regional languages (e.g., Slovak, Ukrainian, Romanian, English). This supports additive bilingualism and helps students communicate effectively in both local and international academic contexts. The work continues with the alignment of Hungarian and foreign-language terminology related to higher education.

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Krisztián Váradi

Ferenco Rákóczió II Užkarpatės vengrų universitetas, Ukraina
Panonijos universitetas, Vengrija
varadikrisztian98@gmail.com

István Cserniczkó

Ferenco Rákóczió II Užkarpatės vengrų universitetas, Ukraina
Panonijos universitetas, Vengrija
cserniczko.istvan@kmf.org.ua

Kornélia Hires-László

Ferenco Rákóczió II Užkarpatės vengrų universitetas, Ukraina
hires.laszlo.kornelia@kmf.org.ua

**KURIANT TARPTAUTINĘ ŠVIETIMO TERMINŲ DUOMENŲ BAZĘ:
VENGRIJOS IR UKRAINOS ATVEJIS**

Anotacija. Po Trianono sutarties vengrų kalboje susiformavo kelios regioninės atmainos, kurios pirmiausia skiriasi savo leksika. Siekiant suderinti šias atmainas, šiuo metu kuriama švietimo terminologijos duomenų bazė, remiama Vengrijos mokslų akademijos (MTA). Pirmaisiais projekto metais buvo išversti 849 terminai iš 2011 m. Vengrijos nacionalinio švietimo įstatymo (Act CXC of 2011) į anglų kalbą bei į septynių kaimyninių Vengrijos šalių – Austrijos, Kroatijos, Rumunijos, Serbijos, Slovakijos, Slovėnijos ir Ukrainos – oficialias kalbas. Be to, į vengrų kalbą buvo išversti šalių specifiniai švietimo terminai, taip pat surinkti su švietimu susiję regioninių tarmių posakiai (skoliniai). Remiantis kuriama duomenų bazė, šiame tyrime nagrinėjami pagrindiniai konceptualūs skirtumai tarp Vengrijos ir Ukrainos viešojo švietimo sistemų. Šie skirtumai atsiskleidžia tokiais aspektais kaip institucijų pavadinimai, vertinimo sistemos ir mokomųjų dalykų pavadinimai. Regioninių švietimo terminų rinkimas sieja terminologinį darbą su sociolingvistiniais tyrimais ir prisideda prie *Termini* internetinio vengrų kalbos žodyno ir duomenų bazės – didžiausio internetinio skolinių korpuso, apimančio užsienyje gyvenančių vengrų mažumų kalbos atmainas – plėtros. Terminų atitikmenų laipsnis tarp šaltinio ir tikslinių kalbų svyravo nuo visiško iki dalinio ar funkcinio atitikmens. Tais atvejais, kai tiesioginių atitikmenų nebuvo, buvo sukurti terminų kandidatai ir parafrazės. Duomenų bazė sprendžia terminologinius iššūkius, susijusius su vengrų mažumų švietimu Karpatuose, ir kartu tarnauja kaip vertingas įrankis vertėjams, mokytojams, tėvams bei studentams, planuojantiems studijas užsienyje. Vienas svarbiausių tyrimo rezultatų – 126 funkciškai ekvivalentių terminų identifikavimas tarp Vengrijos ir Ukrainos švietimo sistemų, 142 naujų terminų sukūrimas tais atvejais, kai tikslo kalboje nebuvo atitikmenų, bei 100 šalių specifinių (ukrainietišku) ir 70 regioninių švietimo terminų (skolinių) sistemingas surinkimas. Šie rezultatai pabrėžia tiek švietimo terminologijos įvairovę, tiek būtinybę spręsti spragas kryptingu terminologiniu darbu.

Pagrindinės sąvokos: vengrų mažuma; viešasis švietimas; terminologija; Užkarpatė; Ukraina.

Váradi Krisztián

II. Rákóczi Ferenc Kárpátaljai Magyar Egyetem, Ukrajna
Pannon Egyetem, Magyarország
varadikrisztian98@gmail.com

Cserniczkó István

II. Rákóczi Ferenc Kárpátaljai Magyar Egyetem, Ukrajna
Pannon Egyetem, Magyarország
cserniczko.istvan@kmf.org.ua

Hires-László Kornélia

II. Rákóczi Ferenc Kárpátaljai Magyar Egyetem, Ukrajna
hires.laszlo.kornelia@kmf.org.ua

**EGY HATÁROKON ÁTNYÚLÓ OKTATÁSTERMINOLÓGIAI
ADATBÁZIS ÉPÍTÉSE: MAGYARORSZÁG ÉS UKRAJNA PÉLDÁJA**

Absztrakt. A trianoni határváltozások következtében a magyar nyelvnek számos regionális változata alakult ki, amelyek elsősorban szókincsükben különböznek egymástól. E változatok harmonizációjának elősegítése érdekében a Magyar Tudományos Akadémia (MTA) támogatásával jelenleg egy oktatásterminológiai adatbázis fejlesztése zajlik. A projekt első évében Magyarország 2011. évi CX. törvényének (a nemzeti köznevelésről szóló törvény) 849. cikkét fordítottuk le angolra, valamint Magyarország hét szomszédos országának (Ausztria, Horvátország, Románia, Szerbia, Szlovákia, Szlovénia és Ukrajna) államnyelvére. Emellett országspecifikus oktatási terminusokat fordítottunk magyarra, valamint az oktatáshoz kapcsolódó regionális nyelvjárási kifejezéseket (kölcsonszavakat) gyűjtöttünk. A készülő adatbázis alapján a jelen tanulmány a magyar és az ukrán köznevelési rendszer közötti főbb fogalmi különbségeket vizsgálja. Ezek az eltérések olyan területeken jelennek meg, mint az oktatási intézménytípusok, az értékelési rendszerek és a tantárgynevek. A regionális oktatási terminusok gyűjtése összekapcsolja a terminológiai munkát a szociolingvisztikai kutatással, és hozzájárul a Termini magyar-magyar szótár fejlesztéséhez, amely a határon túli magyar nyelvújítások kölcsonszavainak legnagyobb online korpusza. A forrás- és célnyelvi terminusok közötti ekvivalencia foka a teljes megfeleléstől a részleges vagy funkcionális ekvivalenciáig terjedt. Azokban az esetekben, amikor nem létezett közvetlen célnyelvi ekvivalense egy fogalomnak, terminusjelöltek vagy körülírásokat dolgoztunk ki. Az oktatásterminológiai adatbázis megoldást nyújt a Kárpát-medencei magyar kisebbségek terminológiai kihívásaira az oktatás területén, miközben hasznos eszközként szolgál fordítók, tanárok, szülők és külföldön továbbtanuló diákok számára is. Az adatbázisépítés legfontosabb eredményei közé tartozik 126 funkcionálisan ekvivalens terminus azonosítása a magyar és az ukrán oktatási rendszer között, 142 új terminus létrehozása azokban az esetekben, amikor nem állt rendelkezésre célnyelvi megfelelő, valamint 100 országspecifikus (ukrán) és 70 regionális oktatási terminus (kárpátaljai magyar kölcsonszó) szisztematikus összegyűjtése. Ezek az eredmények rávilágítanak az oktatási terminológia sokszínűségére, valamint a terminológiai harmonizáció fontosságára.

Kulcsszavak: magyar kisebbség; köznevelés; terminológia; Kárpátalja; Ukrajna.

Вараді Крістіян

Закарпатський угорський університет імені Ференца Ракоці II, Україна
Університет Паннонії, Угорщина
varadikrisztian98@gmail.com

Черничко Степан

Закарпатський угорський університет імені Ференца Ракоці II, Україна
Університет Паннонії, Угорщина
csernicisko.istvan@kmf.org.ua

Гіреш-Ласлов Корнелія

Закарпатський угорський університет імені Ференца Ракоці II, Україна
hires.laszlo.kornelia@kmf.org.ua

РОЗБУДОВА ТРАНСКОРДОННОЇ БАЗИ ДАНИХ ОСВІТНЬОЇ ТЕРМІНОЛОГІЇ: ВИПАДОК УГОРЩИНИ ТА УКРАЇНИ

Анотація. Після Тріанонського договору угорська мова сформувала низку регіональних варіантів, які відрізняються насамперед своїм лексичним складом. З метою гармонізації цих варіантів за підтримки Угорської академії наук (МТА) нині розробляється база даних освітньої термінології. У перший рік проекту 849 термінів із Закону Угорщини № СХС від 2011 року «Про національну загальну освіту» було перекладено англійською мовою, а також офіційними мовами семи сусідніх з Угорщиною країн (Австрії, Хорватії, Румунії, Сербії, Словаччини, Словенії та України). Крім того, специфічні для окремих країн освітні терміни було перекладено угорською мовою, а також зібрано регіональні діалектні вирази, пов'язані з освітою. Спираючись на цю базу даних, яка перебуває в процесі розробки, у пропонованому дослідженні розглянуто основні концептуальні відмінності між системами загальної освіти Угорщини та України. Ці відмінності виявляються, зокрема, у назвах закладів освіти, системах оцінювання та назвах навчальних предметів. Збирання регіонально специфічних освітніх термінів поєднує термінологічну роботу із соціолінгвістичними дослідженнями та сприяє розвитку онлайн-словника й бази даних угорської мови «Terminpi» — найбільшого онлайн-корпусу запозичень із закордонних варіантів угорської мови. Ступінь еквівалентності між термінами мови-джерела та мови перекладу варіювався від повної до часткової або функціональної еквівалентності. У випадках, коли прямих відповідників не існувало, було розроблено терміни-кандидати та описові перифрази. База даних охоплює термінологічні виклики у сфері угорськомовної міноритарної освіти в Карпатському басейні, а також слугує цінним інструментом для перекладачів, учителів, батьків і учнів, які планують навчання за кордоном. Серед важливих результатів дослідження — виявлення 126 функціонально еквівалентних термінів у системах освіти Угорщини та України, створення 142 нових термінів у випадках відсутності відповідників у мові перекладу, а також систематичне збирання 100 специфічних для країни українських і 70 регіонально специфічних освітніх термінів. Ці результати підкреслюють як різноманітність освітньої термінології, так і необхідність цілеспрямованої термінологічної роботи для заповнення наявних прогалів.

Ключові слова: угорська меншина; загальна освіта; термінологія; Закарпаття; Україна.