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ЗМІСТ

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Introduction

In the modern globalized world, the field of education is undergoing rapid transformation, resulting in the continuous emergence of new concepts, practices, and, consequently, new educational terms. As education systems expand internationally, the need for accurate and meaningful translation of educational terminology has become increasingly important. Translation not only serves as a bridge between languages, but also as a medium for transferring cultural and conceptual knowledge, especially in specialized fields such as education.

There are particular difficulties in translating educational jargon. These challenges arise from the dynamic nature of education itself, which constantly integrates innovations, reforms, and technologies, leading to the creation of new terms and the adaptation of existing ones. To guarantee that the translated terms faithfully convey the original meanings while still being understandable and suitable for the intended audience, translators must negotiate linguistic variances, cultural settings, and conceptual variants.

In multilingual regions such as Transcarpathia, where Ukrainian and Hungarian are used alongside English in academic and administrative settings, translators must navigate complex terminological systems that often reflect different pedagogical traditions, cultural expectations, and institutional structures. A mistranslated or inconsistently used term can lead not only to semantic confusion but also to administrative error, policy misalignment, and student disadvantage. As such, this research addresses a real and timely issue at the intersection of language, education, and institutional communication.

From a translation standpoint, this thesis investigates the phenomenon of contemporary educational terminology. It investigates the creation, categorization, and translation of educational words with an emphasis on the theoretical underpinnings and real-world applications of the translation process. The kinds of translation issues that arise while translating educational words and the methods used to resolve them are of special interest to the study.

The object of the research is modern educational terminology used in the field of education. *The subject* of the research is the process of translating modern educational terms from the source language into the target language, focusing on the strategies and challenges involved. *The aim* of the research is to analyze the classification of modern educational terms, identify the main translation problems, and propose effective

methodologies for their accurate translation. *The theoretical value* of the research lies in enriching the understanding of educational terminology and providing a systematized analysis of the translation challenges specific to this specialized field.

The practical value of the research is in offering translators, linguists, and educators practical recommendations for translating modern educational terms, thereby improving the quality and consistency of educational translation in a global context.

The main objectives of the study are defining the concept and classification of educational terms, identifying the main problems in the translation of educational terminology and presenting effective methodologies for translating educational terms accurately. The novelty of this research lies in its focus on modern terminology, reflecting current trends in educational language influenced by globalization, technological advancements, and international cooperation. By addressing both theoretical and practical aspects of translation, this study aims to contribute to the understanding of how specialized educational vocabulary can be effectively transferred across languages and cultures.

This study adopts a theoretical and comparative approach grounded in applied linguistics and translation studies. The research does not rely on empirical fieldwork such as surveys or interviews, but instead draws on a self-compiled corpus of approximately 50 educational terms. These terms were extracted from a range of authentic sources including ministry-level educational documents, university syllabi, accreditation guidelines, and institutional websites. Each term was analyzed according to its frequency, category, grammatical role, and translation behavior across three languages - Ukrainian, Hungarian, and English. The methodology combines qualitative text analysis with functional comparison, providing insight into both linguistic features and contextual usage.

The theoretical foundation of this thesis is based on key principles from both classical and contemporary scholarship in the fields of translation and terminology studies. It builds on established theories of equivalence, meaning transfer, and stylistic adaptation, which are essential when working with academic texts. The research also draws on practical frameworks used in scientific and technical translation, especially those applicable to specialized vocabulary in education. Recent discussions in translation studies have increasingly emphasized the role of cultural context, institutional specificity, and the translator's responsibility in preserving both linguistic and conceptual accuracy. Additionally, this study considers region-specific translation issues encountered in

multilingual educational environments, particularly those involving Slavic and Uralic language pairs. These theoretical perspectives inform the analysis and methodology of the present research.

The thesis is structured into three main parts;

The first part presents a literature review discussing the concept of terms and their classification, with a special emphasis on educational terminology.

The second part analyzes the specific problems encountered in translating educational terms.

The third part outlines methodologies and strategies for effectively translating educational terminology, offering practical recommendations for translators working in this field.

Structurally, Part 1 provides a theoretical overview of terminology, its linguistic features, and classifications relevant to education. Part 2 addresses the main difficulties in translating educational terms, distinguishing between general linguistic challenges and those specific to this specialized field. Part 3 presents the methodology and results of the term analysis, offering concrete translation strategies and examples based on a multilingual corpus. Altogether, the thesis aims to contribute to the development of best practices for educational term translation and to assist translators working in increasingly multilingual and interdisciplinary academic settings.

PART I

THEORETICAL FOUNDATIONS OF TRANSLATING MODERN EDUCATIONAL TERMS

This part presents the theoretical and terminological foundations relevant to the translation of modern educational terminology. It begins by defining the concept of "term" in contrast to general vocabulary, followed by a classification of terms according to structure, domain, and specialization. It also outlines the general and specific challenges that arise when translating educational terms, drawing on recent academic research in both Ukrainian and international contexts. The section also provides an overview of challenges involved in dealing with terminology in specialized domains like education. These theoretical insights establish the groundwork for the analytical and methodological components that follow in Parts 2 and 3.

1.1 The Concept of Terms

In linguistics and terminology studies, a *term* is understood as a lexical item (a word or fixed expression) that denotes a specific concept within a particular domain or discipline. As Карабан (2004) defines it, a term is a word or phrase used to denote a specific concept within a given field of knowledge. *«Термін - це слово або словосполучення, яке вживається для позначення*

спеціального поняття у певній галузі знань.».Unlike ordinary words, which have broad meanings and can be used in general language, a term carries a precise, context-dependent meaning agreed upon by specialists. In practice, every term is a word or phrase, but not every word is a term. Terms serve as the basic units of a domain-specific vocabulary (a *terminology*), and they are defined with rigor to avoid ambiguity among experts. Thus, while a common word may have multiple uses or nuances, a term typically refers to a single, well-defined concept in its field. In

other words, a term is a "designated" lexical item tied closely to one object, idea, or process in a given subject area, whereas a word in general usage can fluctuate in meaning and span several contexts.

Terminologists emphasize this distinction: by definition, a term has a stable denotation in a specialized field, whereas a general word lacks that fixed, technical

reference. This one-to-one correspondence between term and concept is what makes terms indispensable in scientific and scholarly communication. By using terms, professionals and researchers in a field can exchange ideas with precision, reducing confusion. In contrast, ordinary words can be polysemous and may require additional explanation when used in technical discourse. In practice, when scholars communicate complex ideas (for example, in medicine, engineering, or education), they rely on terms to convey exact meanings.

The importance of terms in scientific and academic fields cannot be overstated. Specialized terms are the building blocks of each discipline's language, enabling precise and efficient knowledge exchange. For instance, Şimon et. al (2018) note that successful integration of a national educational system into the global academic community depends on mastering field-specific terminology in several languages In other words, knowing the correct technical vocabulary is essential for sharing research and practices across borders. Likewise, as educational systems undergo frequent reforms and adopt new pedagogical approaches, their terminology continually expands and evolves. The same research emphasizes that because "the educational system is constantly expanding due to numerous reforms, we have to steadily update the terminology of education according to the new trends" (Şimon et al., 2018). This observation highlights that in science and education specifically, terminologies are dynamic; specialists must regularly update glossaries or specialized dictionaries to keep pace with new concepts.

Educational terminology, in particular, has some distinctive features. Education is a broad, dynamic field influenced by policy changes, technological innovations, and cross-cultural trends. As Холматова (2023) observes, "education is a constantly evolving field, with new approaches, technologies, and concepts emerging all the time." This constant evolution means that educational terms often change or proliferate; keeping up with the latest vocabulary is a persistent challenge. Moreover, educational terms frequently include acronyms, initialisms, and borrowings from other languages or fields. Şimon et al. (2018) point out that educational terminology contains many "initialisms, acronyms, derived nouns, anglicisms and neologisms." In practice, one finds terms like *STEM* (Science, Technology, Engineering, Mathematics), *inclusive education*, *blended learning*, or *lifelong learning* – concepts that are often newly coined or internationally adopted. Such terms reflect global trends and interdisciplinary borrowing, which distinguishes educational terminology from some more static fields.

In institutional and academic contexts, the proper understanding and translation of educational terms are vital not only for academic clarity but also for legal and administrative coherence. For example, university accreditation documents, diploma supplements, and mobility protocols under programs such as Erasmus+ all rely on exact terminological alignment across languages. A misinterpretation of terms like *degree qualification framework*, *recognition of prior learning*, or *academic workload* could result in serious academic miscommunication or even student ineligibility. As Лизак (2017) emphasizes, academic translators often function as "intermediaries of institutional meaning," where the correct rendering of terms reflects not only the source language's intent but the institutional values it conveys.

In the Hungarian context, terms such as *törzsképzés* (core training) or *szakirányú továbbképzés* (specialized further training) often lack direct English equivalents, requiring descriptive or functional translation. Similarly, in Ukrainian, terms like *державна атестація* (state attestation) or *науковий керівник* (scientific supervisor) may cause confusion if rendered too literally. For example, while *науковий керівник* may be translated as *scientific supervisor*, the English equivalent is more often *academic advisor*, especially in Western academic contexts. These discrepancies highlight the importance of not only understanding the literal meaning of a term but also its *functional equivalence* in the target culture.

The function of a term is not merely communicative but also cognitive. According to Picht & Draskau (1985), terms are concept-bearing units that reflect the structure and logic of specialized knowledge systems. In education, this means that a term like *formative assessment* does not just describe a practice, but embodies an entire pedagogical approach emphasizing feedback, learner development, and iterative improvement. Translating this term as merely *test* or *evaluation* strips it of its instructional purpose. Thus, accurate term translation is deeply tied to *educational theory*, not just vocabulary.

To cope with these complexities, many institutions adopt terminological glossaries or standards. For instance, Ukraine's integration into the Bologna system led to the formal adoption of the ECTS (European Credit Transfer and Accumulation System), along with associated terminology such as *credit*, *learning outcomes*, and *competency-based curriculum*. These terms were introduced through official translation and required

adaptation into both Ukrainian and Hungarian. However, terminological inconsistencies persist across regions and universities, underscoring the need for national-level terminological standardization - a challenge well documented by Антонюк & Возна (2013), who stress the need for coordinated translation policy in academic contexts.

Ultimately, the translator's role becomes that of a *mediator of meaning*, one who balances linguistic accuracy with conceptual fidelity. Холматова (2023) argues that "up to 75% of the effort in translating educational texts is spent handling terminology" - not just finding equivalents, but researching origin, usage, and context. Translators must possess not only linguistic skill, but also disciplinary knowledge and cultural sensitivity. Their decisions shape how concepts are received, understood, and institutionalized in the target educational context.

Finally, the centrality of terms in education is underscored by translation studies: The study argues that a vast majority of effort in translating educational materials goes into handling terminology.

For example, up to 75% of the time that translators spend on educational methodology texts is used on translating terms and investigating their origins (Холматова, 2023). This highlights that educational texts are dense with technical terms, which translators must render accurately. To conclude, what makes educational terms unique is their rapid evolution and hybridity: they often emerge quickly to label new pedagogical ideas, incorporate foreign concepts (especially from English), and form complex constructions. These factors, combined with the need for multilingual precision, make educational terminology a challenging and distinctive subdomain of terminology.

1.2. Classification of Terms

In terminology studies, the classification of terms is essential for understanding how specialized knowledge is structured and communicated across different fields. A *term* is not a random word but a precisely defined linguistic unit tied to a specific concept within a particular discipline. Classifying terms helps in organizing terminology systematically, improving communication, and facilitating translation across languages and cultures.

One of the primary distinctions in terminology is between *simple terms* and

complex terms. Simple terms consist of a single word, such as *curriculum* or *pedagogy*, while complex terms, also called multi-word terms, consist of combinations of words that form a single conceptual unit, such as *inclusive education* or *distance learning* (Şimon et al., 2018). In the field of education, multi- word terms are extremely common due to the interdisciplinary nature of educational theory and practice. Another important classification is based on the *structure and origin of terms*. According to Холматова (2023), educational terminology includes a high number of neologisms, loanwords, acronyms, and anglicisms. Examples include *MOOC* (Massive Open Online Course) and *E- learning*, which emerged from the rapid technological developments affecting education worldwide. Such terms often require careful translation because they carry new or culture-specific meanings.

Terms can also be classified by their *degree of specialization*. General scientific terms are used across multiple fields (e.g., *methodology*, *assessment*), whereas highly specialized terms are specific to a narrow area of knowledge (e.g., *scaffolding* in education refers to a specific teaching method). Gregar (2017) emphasizes that terms in education can be particularly challenging because they often overlap with everyday language but carry specialized meanings in academic contexts.

Ukrainian scholars Антонюк & Возна (2013) suggests academic terms may be classified based on their origin, morphological structure, domain of use, and level of standardization *«Академічні терміни можна класифікувати за джерелом походження, морфологічною структурою, сферою вживання та ступенем усталеності.»*

In education, terminology can be grouped into several conceptual areas, such as:

- ❖ **General educational terms** (*education*, *learning*, *curriculum*);
- ❖ **Didactic terms** (*teaching method*, *instructional design*);
- ❖ **Methodological terms** (*qualitative research*, *assessment criteria*);
- ❖ **Technological education terms** (*virtual learning environment*, *learning management system*).

Лизак (2017) points out that these subdivisions are necessary because each subfield develops its own set of terms, reflecting its theoretical and practical frameworks. For translators, recognizing the specific domain to which a term belongs is critical for

achieving precision and avoiding errors in interpretation.

In classical terminology theory, classification systems such as those proposed by Eugen Wüster and later adapted by Cabré (1999) emphasize the need to group terms based on their conceptual and linguistic characteristics. Wüster's approach, often referred to as the "Vienna School" of terminology, focused on building consistent conceptual systems in scientific disciplines. Cabré expanded this with the *communicative theory of terminology*, which recognizes that terms are not static but embedded in real communicative contexts. In educational terminology, this means that classification must consider both the formal structure of terms and their pragmatic function in discourse.

A functional classification of educational terms can be organized into the following types:

❖ **General terms**: Commonly used across disciplines (*student*, *education*, *curriculum*)

❖ **Field-specific terms**: Unique to educational theory or practice (*formative assessment*, *scaffolding*)

❖ **Administrative and institutional terms**: Related to systems and structures (*credit system*, *accreditation*, *tenure*)

❖ **Technological and modern terms**: Recent additions influenced by digital education (*MOOC*, *e-learning*, *blended learning*)

❖ **Cultural-bound terms**: Reflecting national practices (*ДПА - State Attestation* in Ukraine; *szakirányú továbbképzés* in Hungary)

Terms can also be grouped based on their *morphological structure.* Simple terms are monolexemic (*school*, *teacher*, *exam*), while complex terms consist of multi-word expressions (*learning outcomes*, *inclusive education*). Compound structures such as *education for sustainable development* or *competency-based instruction* illustrate how modifiers and nominalization create dense conceptual units. These structures often present difficulties in translation, especially into languages that prefer more synthetic or verb-based phrasing, such as Hungarian or Ukrainian.

Modern educational terminology also includes a high number of borrowed terms, particularly from English. As Холматова (2023) and Şimon et al. (2018) note, anglicisms such as *credit*, *campus*, or *gap year* often appear directly in Ukrainian or Hungarian without full integration. For instance, Ukrainian may adopt *модуль* for *module* and

силлабус for *syllabus*, sometimes creating hybrid constructions (*модульна робота*, *вибірковий курс*). In Hungary, terms like *e-learning*, *projekt- alapú tanulás* (project-based learning), or even *edtech* are used alongside native structures. These *semi-adapted terms* complicate classification and require careful handling to ensure consistency and clarity across institutional documents.

Another effective method is to classify educational terms according to their *domain of use*. The table below illustrates this breakdown:

Domain	Sample Terms	Notes
General Education	education, teacher, learner	Easily translated, low ambiguity
Curriculum & Instruction	syllabus, course outline, learning outcomes	Often complex, needs cultural adaptation
Assessment	formative assessment, rubrics, feedback	Conceptual translation may be required
Higher Education Administration	credit system, transcript, ECTS	System-bound terms, legally sensitive
Digital Learning	MOOC, LMS, hybrid learning	Often newly coined or borrowed terms
Policy & Law	diploma recognition, accreditation	Formal/institutional equivalence critical

Table 1. Classification of educational terms with regard to their domain use

Classification systems not only support theoretical understanding, but also facilitate *terminological standardization,* especially in multilingual academic environments. For example, the Bologna Process led to the creation of pan-European standards for terms like *learning outcomes*, *qualification framework*, and *ECTS credits*. These terms were incorporated into official glossaries used by ministries and universities across Europe. However, as Савицька & Тарасенко (2019) point out, implementation of standardized terminology remains uneven, and translators must often choose between competing versions of the same concept depending on institutional preference or regional practice. Classification is further complicated by the fact that certain terms may belong to

different categories depending on language and context. For instance, the English term *assessment* is typically a didactic term, but in Ukrainian (*оцінювання*) or Hungarian (*értékelés*), it may also serve administrative or bureaucratic functions. Similarly, *distance learning* might be categorized under digital learning in one framework and under teaching methodology in another. These variations make a one-size-fits-all classification impossible and require translators to apply flexible, context- aware categorization.

Finally, terms can also be classified according to their *linguistic features.* Terms may appear as nouns, noun phrases, adjectives, or even verbs. However, the majority of terms, particularly in educational texts, are nominal structures. Холматова's (2023) work highlights that the nominalization tendency (using nouns instead of verbs) is a significant feature of educational and academic language. For example, *assessment of learning outcomes* uses multiple nominal forms rather than dynamic verbal expressions. To sum up, classifying terms according to their structure, specialization, domain, and linguistic form is fundamental for systematic terminology work. In the field of education, where new ideas continuously generate new terminology, a clear classification not only supports scholarly communication but also assists translators in making informed and accurate translation choices.

1.3. Challenges in Translating Terms

The translation of specialized terminology is one of the most complex tasks in the field of translation studies. In educational terminology, this complexity becomes even more pronounced due to the dynamic nature of education, the influence of cultural differences, and the continuous emergence of new concepts and practices. One of the main challenges in translating terms is the *problem of non-equivalence*. In many cases, a direct equivalent of a source term does not exist in the target language. This is especially common in education, where national systems, traditions, and policies vary greatly. One of the main challenges is finding an equivalent for a term that either carries a different meaning or lacks a direct counterpart in Ukrainian *«Однією з головних проблем є пошук еквівалента для терміна, який має інше значення або не має відповідника в українській мові.»* (Савицька & Тарасенко, 2019). According to Лизак (2017), many educational terms reflect culturally specific realities and therefore cannot be translated word-for-word without losing part of their meaning. For example, the term *inclusive education* may have

different implications and practices in different countries, making its translation context-dependent. Another challenge is the *polysemy of terms*, where one term can have multiple meanings depending on the context.

Neologisms and rapidly evolving terminology also pose a problem. The field of education is constantly introducing new concepts (e.g., *blended learning*, *digital literacy*, *MOOC*) that may not yet have widely accepted equivalents in other languages. Холматова (2023) points out that translators must often decide whether to create a new term, borrow the English term, or provide a descriptive translation, each option carrying certain risks. Moreover, *the difference in conceptual systems* between cultures complicates translation. As Şimon et al. (2018) argue, educational concepts are deeply embedded in national traditions and structures. For example, a concept like *credit system* in higher education may be entirely absent or differently organized in another country, leading to partial or distorted translations if not properly explained.

Another frequent challenge is *linguistic structure differences*. Many English educational terms are nominal phrases (*learning outcomes*, *instructional design*), while other languages may prefer verbal constructions. This structural difference affects the naturalness and clarity of the translated text, requiring careful adaptation rather than literal translation (Холматова, 2023).

A frequent translation issue arises from *conceptual misalignment* between educational systems. Terms such as *tenure*, *associate degree*, or *liberal arts* represent educational models specific to the Anglophone world, with no direct counterparts in Ukrainian or Hungarian systems. For example, while *tenure* in the U.S. context implies permanent academic employment with institutional protections, the Ukrainian *безстроковий контракт* or Hungarian *határozatlan idejű kinevezés* do not carry the same cultural and legal significance. Such concepts must often be *explained rather than translated*, especially in official documents, to avoid misleading the target audience.

Another common challenge in educational terminology is *pseudo-equivalence*, where terms appear similar across languages but diverge in meaning. This is often the case with so-called "false friends." For example, the English *faculty* refers to a division within a university, whereas the Ukrainian *факультет* or Hungarian *kar* may resemble it structurally but differ in administrative scope or academic autonomy. Similarly, *college* in

English may mean a tertiary institution, but in Hungarian (*kollégium*) it often means a dormitory or residence hall. These mismatches require translators to go beyond surface similarities and evaluate the *institutional context* of each term.

In multilingual environments such as Transcarpathia, translators often face the challenge of *interlingual interference*, where features of one language affect choices in another. A term may be influenced by both Ukrainian and Hungarian while being translated into English, resulting in hybrid or inaccurate constructions. For example, *навчальне навантаження* (teaching load) may be influenced by the Hungarian *óraszám*, leading to incorrect or overly literal renditions such as *hour number*. These instances highlight the importance of *deep bilingual competence* and the ability to filter out misleading cross-linguistic interference.

In many cases, *terminological gaps* force the translator to choose between borrowing and paraphrasing. Холматова (2023) notes that translators often resort to *descriptive translation* when no fixed equivalent exists, as in the case of *individualized learning trajectory*, which may become *індивідуальна освітня траєкторія* in Ukrainian, or *egyéni tanulási útvonal* in Hungarian.

However, this strategy increases the length and complexity of the target text and may reduce fluency. If the term later becomes standardized, early descriptive translations can cause inconsistency in official usage and academic publications.

Errors in translating educational terminology are not simply academic; they can lead to *practical consequences* in institutional and legal contexts. For instance, the mistranslation of *certificate of completion* as *diploma* in Hungarian or Ukrainian documents has led to international misunderstandings, affecting student mobility or job applications. As Карабан (2004) explains, specialized translation must always consider the *document's function and target audience***,** especially in cases where translated terms appear in legal or administrative contexts.

Translators must also be aware of *genre and register*. A term that is acceptable in spoken or informal educational settings might be inappropriate for formal documents. For instance, the term *homework* might be translated as *házi feladat* in Hungarian or *домашнє завдання* in Ukrainian in a classroom context, but in academic writing, broader concepts like *independent study* or *student workload* may be preferred. Failure to match the

formality level of the target context can result in loss of credibility or perceived inaccuracy.

As noted earlier, educational terminology evolves rapidly, and previously accepted translations can quickly become *obsolete or inadequate*. For example, *distance learning* was once rendered in Hungarian as *távoktatás* and in Ukrainian as *дистанційне навчання*, but with the development of hybrid models, these terms have taken on new meanings or been supplemented with more specific variants like *online learning* or *blended learning*. Translators must remain updated on such shifts and revisit previously accepted translations to ensure relevance and accuracy.

The challenges in translating educational terms stem from a combination of linguistic complexity, institutional variation, cultural specificity, and rapid terminological evolution. These difficulties highlight the need for translator expertise not only in language but also in pedagogy, policy, and international academic practices. A translator must act not just as a language mediator but also as a terminologist, cultural interpreter, and domain expert. Finally, *ambiguities and context-specific meanings* often arise in educational documents. A term may carry a general meaning in one context and a highly specialized meaning in another.

Translators must be familiar with both the field of education and the specific subfield discussed in the text to make accurate choices. The researcher shows that, failure to recognize these nuances may result in mistranslations that confuse the target audience or misrepresent the original intent (Лизак, 2017). In short, translating educational terminology requires more than linguistic proficiency; it demands deep subject knowledge, cultural sensitivity, and terminological precision. Translators must balance fidelity to the source text with the expectations and realities of the target language and culture.

This section has clarified the nature and function of educational terms and emphasized the need for their systematic classification. Drawing from the work of theorists such as Карабан, Холматова, and Савицька & Тарасенко, the analysis underscored how terms differ from general vocabulary in structure, precision, and field-specific meaning. These insights are essential for understanding why educational terms often present difficulties in translation and will serve as a theoretical base for identifying translation problems in the next chapter.

Part II

PROBLEMS OF THE TRANSLATION OF TERMS

This part explores the primary challenges involved in translating educational terminology between English, Ukrainian, and Hungarian. It begins with general translation problems - those affecting specialized language across all domains - before moving into specific issues unique to the field of education. The analysis highlights how differences in system-bound concepts, acronyms, neologisms, and institutional terminology impact translation accuracy and consistency. By understanding these problem areas, translators can better select appropriate strategies and avoid misinterpretation. These include difficulties with neologisms, acronyms, system-bound concepts, and culturally embedded terminology. By identifying and categorizing these challenges, the section provides a theoretical foundation for the analytical work that follows in Part 3. Drawing from institutional texts and academic sources, the section provides a systematic evaluation of how specific terms are rendered and interpreted, followed by strategic recommendations for accurate translation. This part also includes sample term analyses and reflections on context-sensitive solutions.

2.1. General Translation Problems

Translation is a complex process that involves not only the transfer of linguistic elements from one language to another but also the transfer of meaning, style, cultural context, and pragmatic function. Translation theorists have long recognized that translators encounter several types of problems when working with specialized texts, including educational materials. Nida & Taber (1982) emphasize in their research that successful translation must preserve both the content and the form of the source message, which is often difficult to achieve due to systemic differences between languages.

One of the primary general problems in translation is *lexical non-equivalence.* Карабан (2004) describes this issue as "a fundamental difficulty in translating scientific and technical texts," since specialized terms often carry specific semantic content that may not have an equivalent in the target language «Серйозною проблемою під час перекладу фахових текстів є лексична нееквівалентність, коли одиниця не має прямого

відповідника у мові перекладу». This occurs when a concept expressed in the source language has no direct counterpart in the target language. Холматова (2023) notes that in the translation of educational texts, non-equivalence frequently appears because national education systems develop specific terms that may not exist in other cultures. As a result, translators are often forced to choose between coining new terms, borrowing existing ones, or providing descriptive translations. Another common issue is *polysemy and context dependency*. Words and terms often carry multiple meanings depending on the context, which makes literal translation inadequate. Gregar (2017) highlights that even seemingly universal educational terms like "education," "learning," or "teaching" can shift in meaning based on the academic or cultural framework. Translators must carefully analyze the context to select the appropriate equivalent that conveys the intended nuance.

Structural differences between languages also cause significant challenges. Languages differ in their preferred syntactic structures, grammatical categories, and ways of expressing relationships between ideas. Şimon et al. (2018) point out that English academic language, especially in educational texts, often favors dense nominal structures, while other languages might express similar content through verbal constructions or longer syntactic forms. Translators must adapt texts accordingly without distorting the original meaning or style. A further important general problem is *cultural untranslatability.* Cultural concepts embedded in educational systems, such as types of schools, examination formats, or teaching methods, may not have direct parallels in another culture. Лизак (2017) stresses that translators must not only understand the linguistic meaning of such terms but also their cultural significance, sometimes requiring footnotes, glossaries, or explanations within the translated text. Lastly, *pragmatic differences* can cause difficulties. A term that seems neutral in one language may carry positive, negative, or formal connotations in another. Translators must be sensitive to the pragmatic impact of their choices to maintain the communicative function of the original text.

One of the most consistent problems across all translation domains is the existence of *lexical and structural gaps*. This refers to situations in which a concept expressed in one language has no single-word equivalent in the target language. In educational texts, these gaps are frequent due to the divergence in pedagogical traditions and academic institutions. For example, the English word *streaming* (in the sense of grouping students by ability) lacks a concise counterpart in both Ukrainian and Hungarian and often requires an

entire phrase for clarification, such as *diákok képességek szerinti csoportosítása* or *розподіл учнів за рівнем підготовки*. These cases require the translator to choose between *clarity and conciseness*, often sacrificing brevity for the sake of accuracy.

Translating educational materials involves not only the transfer of terms but also the translation of *genre conventions and discourse structures*. English academic writing often favors clarity through direct structure, use of topic sentences, and explicit connectors. In contrast, Slavic and Uralic academic traditions may employ more implicit cohesion and flexible paragraphing.

Translators must therefore restructure texts to meet the expectations of the target culture. As Лизак (2017) emphasizes, translating educational discourse often demands *textual adaptation*, not merely linguistic substitution, especially when rendering mission statements, curricula, or research abstracts.

Even when two terms are semantically equivalent, their *pragmatic or emotional connotations* may differ significantly. For example, the English term *remedial class* may carry a neutral or even supportive tone in the U.S. context, but a similar phrase in Hungarian (*felzárkóztató osztály*) or Ukrainian (*допоміжний клас*) may be interpreted negatively or stigmatizing. This mismatch affects how readers perceive educational content and can influence institutional attitudes toward certain practices. Thus, translators must account for the *perception of terms*, not just their definition.

A critical issue, especially in institutional texts, is maintaining *terminological consistency* throughout the document. A term like *formative assessment* may appear as *формувальне оцінювання* in one section and *оцінка в процесі навчання* in another, depending on the translator's approach. Холматова (2023) stresses that such inconsistency can create confusion and undermine the credibility of the translated text. Developing or following a *terminological glossary* during translation is essential to ensure that core concepts are rendered uniformly, particularly when dealing with multi-author or multi-institutional documents.

The increasing internationalization of education has led to the widespread adoption of *borrowings and anglicisms*, which pose additional problems. Terms like *learning outcomes*, *credit recognition*, and *campus life* may be transliterated, explained, or

left untranslated, depending on audience familiarity. In some cases, institutions adopt hybrid forms - e.g., *кредитна система* or *szillabusz* - which may be unfamiliar to lay audiences or inconsistent across texts. As Савицька & Тарасенко (2019) note, excessive reliance on anglicisms can alienate readers or obscure meaning unless a standard version is developed and widely disseminated.

As highlighted by Карабан (2004), one of the most underestimated issues in translation is the *translator's background knowledge*. Unlike general texts, educational materials often assume familiarity with both subject matter and institutional context. A translator with no training in pedagogy may misinterpret key terms such as *scaffolding*, *course load*, or *instructional design*. These are not merely language issues but involve an understanding of *theories, practices, and systemic roles* within education. Professional translators working in this domain must therefore receive interdisciplinary training or collaborate closely with subject specialists.

It can be concluded that, general translation problems stem from lexical gaps, contextual ambiguities, grammatical differences, cultural discrepancies, and pragmatic nuances. Addressing these challenges requires not only linguistic competence but also deep cultural and subject-specific knowledge.

2.2 Specific Problems for Educational Terms

The translation of educational terms presents unique challenges due to the evolving nature of academic language, cultural specificity, and the increasing influence of globalization. This section focuses on several common difficulties translators face when working with educational terminology.

Difficult Terms and Semantic Overlap

Educational vocabulary often includes terms with subtle or overlapping meanings. Words like *syllabus*, *curriculum*, *module*, and *course* may appear similar but refer to different aspects of the educational system. A *curriculum* generally refers to the overall structured plan of study, while a *syllabus* outlines the content of a specific course. In Ukrainian or Hungarian, these distinctions may be less rigid or expressed differently, which can lead to ambiguity or loss of precision in translation.

In **Ukrainian** both *"curriculum"* and *"syllabus"* may be translated as *"навчальна програма"*. This creates a problem because it erases the distinction between national-level program planning and individual course outlines.

In **Hungarian** *"curriculum"* is often translated as *"tanterv"*, while *"syllabus"* is sometimes also rendered as *"tanterv"* or *"tantárgyi tematika"*. But in everyday use, these can be used interchangeably or imprecisely, leading to confusion.

So, for instance, if a Hungarian or Ukrainian student is told to "read the syllabus," and it's translated as just "program," they might misunderstand it as referring to the entire degree program rather than one course's outline.

Neologisms, Acronyms, and Anglicisms

Modern education is rich in neologisms and acronyms such as *STEM* (Science, Technology, Engineering, Mathematics), *MOOC* (Massive Open Online Course), or *IEP* (Individualized Education Program). These terms may not have established equivalents in the target language or may be inconsistently translated. For instance, *MOOC* may be transliterated, explained descriptively, or left untranslated, depending on the translator's strategy and the target audience's familiarity.

Anglicisms also pose a challenge, especially in post-Soviet and multilingual contexts where English terms are adopted directly or semi-adapted. Terms like *credit system*, *gap year*, or *campus life* may appear in Ukrainian or Hungarian discourse in English form, creating hybrid structures that complicate standardization.

In **Ukrainian** academic discourse, *„MOOC (Massive Open Online Course)"* might appear as *"масовий відкритий онлайн-курс"* (literal translation), *"МООК"* (transliteration), or *left in English* (especially in international contexts or when targeting bilingual audiences).

Hungarian equivalents include: *"nyílt online kurzus"* or *"tömeges nyílt online tanfolyam"*, but these are still not widely standardized and sometimes the acronym *MOOC* is just used in English.

Similarly, *STEM* in **Ukrainian** is sometimes translated as *"STEM-освіта"*,

blending the English acronym with a Ukrainian suffix.

In **Hungarian**, it is often kept as *"STEM"*, though attempts exist to translate it as *"természettudomány, technológia, mérnöki tudomány és matematika"* - but this version is rarely used in practice.

These *hybrid usages* cause difficulties for translators who must choose between *clarity* (explaining or adapting the term) and *authenticity* (preserving the original).

Culture-Specific Educational Concepts

Cultural differences in education systems further complicate translation. For example, the *credit system* in U.S. and European universities does not function identically across all countries. Similarly, *after-school programs* or *SAT exams* may lack direct equivalents in countries where such practices or exams do not exist. In these cases, translators must either use descriptive explanations or adapt the term to a comparable concept in the target culture.

Within the U.S. and many parts of Europe, university students accumulate *credits* for each completed course, with a certain number required to graduate. This is standardized through systems like *ECTS* (European Credit Transfer and Accumulation System). In **Hungary**, a similar credit- based model exists in higher education, but the implementation and cultural understanding of credits" can vary. In **Ukraine**, although the credit system has been introduced, older academic traditions and bureaucracy may treat it differently.

The English term *"credit system"* might be rendered as *"кредитна система"* in Ukrainian and *"kreditrendszer"* in Hungarian; but without further explanation, readers might misunderstand it
- thinking of financial credit or being unaware of its academic workload implications.

In the U.S., *after-school prorgam* refers to structured programs for students after regular classes - sports, tutoring, or creative clubs. However, in **Ukraine** or **Hungary**, schools may offer some extracurricular activities, but *"after-school program"* as a formal, often community-run, child- care initiative has no exact equivalent**.**

What might work is a descriptive explanation, for example *"позашкільна програма для учнів"* and *"iskola utáni szervezett programok"*, or adaptation to something like *"extracurricular activity"*, although it may not fully reflect the same structure or purpose.

Institutional and Legal Terminology

Educational terminology often intersects with legal or institutional language, particularly in official documents, policy guidelines, and accreditation procedures. Translating terms like *associate degree*, *tenure*, or *educational standards* requires both linguistic accuracy and contextual awareness of the legal and academic systems in both source and target cultures. Misinterpretation can lead to serious consequences in professional or bureaucratic settings.

In the U.S. educational system, *tenure* refers to a *permanent academic appointment*, typically awarded after a probationary period and rigorous review. It guarantees *job security and academic freedom*. Non exact equivalent exists in the **Ukrainian** nor **Hungarian** context. Professors may have long-term contracts, but the concept of "tenure" as a legally protected academic status is not institutionalized in the same way.

Translating it directly as *"довічна посада"* **(UA)** or *"végleges kinevezés"* **(HU)** may be misleading, as these phrases might suggest a simple job permanence or civil service status. The most accurate approach might be a descriptive translation, such as *"постійна академічна посада з правом на академічну свободу після випробувального терміну"***(UA)** and *"egyetemi oktatók számára fenntartott, hosszas elbírálás után elnyerhető állandó státusz"***(HU)**

The U.S. counts an *associate degree* as a *two-year post-secondary qualification* awarded by community colleges or technical schools. In **Ukraine** or **Hungary**, such a credential does not have a direct counterpart. The closest might be a *"college-level diploma"* or *"short-cycle higher education"*. "Ступінь молодшого спеціаліста" (UA) – not exact, as Ukraine's degree system is transitioning. "felsőfokú oklevél" or "alapfokozat" (HU) – could be used, but clarity depends on the target audience.

2.3. Translation Strategies and Approaches to Solving Terminological Problems

While the translation of educational terminology presents numerous challenges, translators have developed a variety of strategies to address them. The choice of strategy often depends on factors such as the availability of equivalents, the target audience's familiarity with the term, and the translator's goal - whether it is to preserve precision, clarity, or accessibility.

One of the most common strategies is *borrowing*, or using the original English term in the target text. This is often the case for globalized terms like *e-learning*, *MOOC*, or *scaffolding*, which are increasingly used as loanwords in both Ukrainian and Hungarian educational discourse. However, as Gregar (2017) notes, this strategy requires careful consideration of the target audience's background, since excessive borrowing can reduce clarity or accessibility for non- specialist readers.

Another widely used approach is *descriptive translation* - conveying the meaning of a term through explanation rather than direct equivalence. For instance, instead of attempting a single- word equivalent for *competency-based learning*, a translator may render it as "навчання, орієнтоване на формування компетентностей" or a similarly descriptive phrase. This approach is particularly effective when the term lacks a culturally or conceptually equivalent counterpart in the target language (Карабан, 2004). *Calquing*, or word-for-word translation of compound terms, is also commonly applied. Terms like *inclusive education* are often rendered as "інклюзивна освіта" or "befogadó oktatás" - direct but understandable equivalents. However, this method can sometimes create unnatural expressions or fail to convey the full nuance of the original, especially if the concept is unfamiliar in the target culture (Антонюк & Возна, 2013). *Functional equivalence* is a strategy in which a translator finds a target language term that performs the same function, even if the literal meaning differs. This approach prioritizes communicative effect over formal accuracy and is especially useful when adapting terms related to institutional structures, certifications, or roles that differ significantly across cultures (Кияк, 2007).

In educational translation, *footnoting and glossing* are sometimes used as support strategies. When no satisfactory equivalent exists, translators may provide a brief

explanation in a footnote or glossary entry. Although not ideal in every context, this method ensures transparency and accuracy, particularly in academic or didactic texts (Лизак, 2017). As Савицька & Тарасенко (2019) point out, in many cases, the translator must balance accuracy with accessibility, taking into account the audience's level of knowledge «У багатьох випадках перекладач змушений балансувати між точністю та доступністю перекладу, враховуючи рівень підготовки аудиторії.". To conclude successful translation of educational terms requires a flexible approach. Translators must choose between borrowing, calquing, functional adaptation, or descriptive rendering - sometimes even combining strategies - in order to best serve the text's purpose and audience.

Educational terminology is full of *semantically overlapping* or *vague terms* that challenge even experienced translators. Words such as *curriculum*, *syllabus*, *course*, and *module* appear interchangeable at first glance, but in practice, they denote *distinct layers* of educational structure. A *curriculum* refers to the full program of study designed by an institution; a *syllabus* outlines the plan for a specific course; a *module* might be a sub-part of a course - or, in European higher education, a self-contained unit with its own assessment.

In Ukrainian, *навчальний план* may correspond to *curriculum*, while *силабус* or *робоча програма* covers the notion of *syllabus*. In Hungarian, *tanterv* generally means *curriculum*, whereas *tantárgyleírás* or *tematika* may function as *syllabus*. These subtle differences are rarely one-to-one and may shift based on institutional usage. Gregar (2017) cautions that without an understanding of how such terms operate within specific educational frameworks, translation becomes guesswork rather than expertise.

Modern education is filled with *newly coined terms* - especially from Anglophone sources - that often enter other languages as acronyms or hybrid borrowings. Examples include:

- ❖ **STEM**: Science, Technology, Engineering, Mathematics
- ❖ **MOOC**: Massive Open Online Course
- ❖ **IEP**: Individualized Education Program
- ❖ **LMS**: Learning Management System

These are either *untranslatable acronyms* or terms that require *explanatory translation.* For example, *MOOC* may be rendered in Ukrainian as *масовий відкритий онлайн-курс*, or simply left as *MOOC* with a footnote. In Hungarian, *MOOC* might appear untranslated or as *tömeges nyílt online kurzus*, though this version is still not widely adopted.

Холматова (2023) notes that translators face a dilemma when handling these terms: preserve recognizability through transliteration (*MOOC* becomes *МООК*), or sacrifice brevity for descriptive clarity. Şimon et al. (2018) also highlight that educational language increasingly incorporates *anglicisms* like *credit system*, *syllabus*, and *campus*, creating mixed forms (*szillabusz*, *кредитна система*) that resist easy standardization.

Some educational terms are *deeply rooted in national or regional systems* and lack direct equivalents in other languages. Consider:

- ❖ *SAT exam* (U.S. standardized test)
- ❖ *credit system* (ECTS-based vs. U.S. vs. local versions)
- ❖ *after-school program* (common in U.S., rare in post-Soviet countries)
- ❖ *gap year* (unfamiliar in many Eastern European systems)

These terms reflect *cultural, administrative, and social practices*. The term *gap year*, for example, may be unfamiliar in Ukraine or Hungary and requires a phrase like *tanulmányi szünet* or *академічна відпустка*, although those may denote slightly different realities. Лизак (2017) emphasizes that translators must *interpret these concepts functionally*, not just linguistically.

Even universal concepts like *teacher training* vary - in Ukraine, *педагогічна практика* may include internships, methodology courses, or certification, whereas in English it is typically narrower. This means the translator must *negotiate equivalence* while maintaining accuracy, sometimes opting for *expansion* or *annotation*.

Антонюк & Возна (2013) argue, that terms that fix legal status are especially hard to translate due to the lack of unified accreditation and certification systems across countries *«Терміни, які фіксують юридичний статус, особливо важко перекладати через відсутність єдиних систем акредитації та сертифікації у різних країнах.»*

Errors in this domain can lead to *misrepresentation of academic qualifications*, administrative delays, or even legal complications in cross-border recognition processes.

Even widely used pedagogical terms like *scaffolding*, *inquiry-based learning*, or *differentiated instruction* reflect *educational philosophies* that vary across regions. For example, *scaffolding* as a metaphor for structured student support might be familiar in Anglo-American pedagogy but is not always understood in Eastern Europe without *contextual explanation*. It may be translated descriptively (*lépésenkénti támogatás, етапне супроводження*) or explained in footnotes.

Moreover, *formative assessment* is widely used in English-speaking educational policy but may be mistranslated as *interim testing* or *continuous assessment* in Hungarian or Ukrainian contexts - losing the feedback-oriented pedagogical meaning.

Translators must not only translate terms but *understand their theoretical underpinnings*, or risk altering the *intent of the text*. As Карабан (2004) stresses, terminological error in education is not only a language issue but a *conceptual failure.*

In conclusion, Part 2 identified a wide range of issues that complicate the translation of educational terms. General problems such as lexical gaps and structural differences were compounded by education-specific challenges like culturally bound concepts, non-standard acronyms, and semantic overlap. The discussion confirmed that effective translation in this domain requires deep contextual awareness, not just linguistic competence. These challenges justify the need for a methodologically sound analysis of term usage and translation, which is addressed in the next section.

PART III

RESEARCH METHODOLOGY

This part presents the methodological framework used to analyze the translation of educational terms. It begins with the collection and classification of a bilingual term corpus, continues with the procedures and strategies used during translation analysis, and concludes with findings, examples, and translator recommendations. The goal is not only to examine the linguistic transfer of terms, but also to understand how institutional and cultural context influences the choice of translation strategy in practice.

3.1. Aims of the Research and Methods

The aim of this research is to explore the challenges, tendencies, and methods involved in the translation of modern educational terminology from English into Hungarian and/or Ukrainian. The study focuses on how educational terms - many of which are rooted in specific cultural and institutional contexts - are rendered across languages, and how their meaning and function are preserved or altered in the process of translation.

The primary objective is to collect a representative sample of educational terms used in official documents, curricula, pedagogical texts, and institutional materials, and to compare their equivalents in English, Hungarian, and Ukrainian. This analysis is particularly relevant in multilingual contexts such as Transcarpathia, where educational content is often presented in more than one language, and where teachers and students frequently work with translated materials.

The methodology of the research is qualitative, comparative, and text-based. Instead of relying on interviews or questionnaires, the study employs a corpus-driven approach. A terminological corpus of approximately 50 educational terms was compiled by the researcher using publicly available sources. These included national education laws, government guidelines, higher education policy documents, and institutional syllabi from Hungary, Ukraine, and English-speaking countries. The terms were selected based on their frequency, pedagogical relevance, and cross- cultural occurrence.

Once collected, the terms were organized into three categories - general, specific, and culture-bound - based on their function and translatability. Each entry was analyzed in

terms of semantic equivalence, grammatical structure, and pragmatic usage. The aim was not only to identify appropriate translation strategies but also to examine where and why difficulties arise in translating such terms. The comparative method allowed for the systematic evaluation of how effectively concepts are transferred between languages, and highlighted the influence of educational traditions, legal frameworks, and cultural assumptions on terminological choices.

The research is to be carried out using a *textual-comparative* and *corpus-based approach*. Said terminological corpus was compiled by the author from accessible, real-world sources such as:

- ❖ National education laws and ministerial documents
- ❖ University and school curricula
- ❖ Official education websites
- ❖ Pedagogical handbooks and teacher training materials

Each term was documented in its source language (Hungarian or Ukrainian) and compared to its English counterpart. The comparison included not only lexical forms but also contextual usage, register, and the cultural or institutional background of each term. Attention was paid to identifying translation strategies (e.g. borrowing, adaptation, descriptive translation), as well as to problematic cases where equivalence was lacking or partial.

This self-directed method enabled a deep contrastive analysis based on genuine, authentic usage, as well as the observation of patterns and obstacles in educational terminology translation without the need of field interviews or questionnaires. The study's findings are intended to provide practical insights for translators, educators, and curriculum developers who operate in multilingual educational situations.

3.2   Data Collection and Corpus Description

The data employed in this study is a self-compiled terminological corpus based on actual educational publications in English, Hungarian, and Ukraine. The purpose was to gather a representative sample of contemporary educational terminology that are regularly used in official, academic, and pedagogical settings. The corpus was created to provide a solid foundation for contrastive analysis and to highlight translation issues between

languages with different educational systems.

Source Types

To ensure diversity and authenticity, the following types of documents were used:

Official legal and institutional documents, such as:

- *Zakon Ukraïny "Pro vyshchu osvitu"* [Law of Ukraine on Higher Education]
- *A nemzeti felsőoktatásról szóló 2011. évi CCIV. törvény* [Hungarian Act CCIV of 2011 on National Higher Education]
- Ministerial decrees, regulations, and accreditation standards

Curricular materials, including:

- Hungarian and Ukrainian national curricula for primary and secondary education

- Syllabi and program descriptions from universities in Transcarpathia and Hungary

- European documents like the *European Qualifications Framework (EQF)* and *ECTS Users' Guide*

Pedagogical and academic publications, such as:

- Teacher training manuals

- Educational glossaries

- Academic articles (Антонюк & Возна, 2013; Савицька & Тарасенко, 2019; Карабан, 2004)

These documents were selected based on their accessibility, relevance to education, and multilingual availability. Particular attention was paid to sources that existed in more than one language version - such as bilingual policy documents or translated textbooks - which allowed for more direct comparison of terminology.

Corpus Size and Structure

As I've already mentioned, a total of approximately **50 terms** were selected and documented. The final corpus was organized in a structured table with the following categories:

Source Term	English Equivalent	Language pair	Category	Register	Translation strategy	Notes

Each entry was analyzed in terms of its:

❖ **Part of speech**

❖ **Functional role in education**

❖ **Translation method used (e.g., calque, borrowing, adaptation, descriptive translation)**

❖ **Cultural specificity**

❖ **Presence or absence of a direct equivalent**

An example entry includes:

Source Term	English Equivalent	Language pair	Category	Register	Translation strategy	Notes
kreditrendszer	**credit system**	**HU–EN**	**Cultural**	**Institutional**	**Calque**	**Adopted into Hungarian via Bologna reforms**

This structure enabled effective comparison and helped highlight patterns throughout the corpus, such as the frequent use of calques, the influence of EU terminology, and instances of inconsistency or   amb

Language Combinations

While the focus of the study included both **Hungarian–English** and **Ukrainian–English** pairs, many terms were analyzed *across all three languages*. This allowed for an

even deeper insight into translation trends in multilingual regions such as Transcarpathia, where all three languages may be used in parallel. Some terms had shared *international equivalents*, while others revealed significant divergence due to cultural, systemic, or legal differences.

A complete list of the analyzed terms, along with their categories and translation notes, is provided in the Appendix.

3.3 Analytical Approach

The analytical phase of this research focused on the comparative study of educational terminology across English, Hungarian, and Ukrainian, with the goal of identifying translation tendencies, semantic mismatches, and culturally bound elements. The analysis was conducted manually using a structured, descriptive approach that prioritized qualitative insights over quantitative results. Each term was evaluated through the lens of translation studies, with special attention paid to semantic equivalence, functional alignment, and contextual appropriateness.

The comparative analysis was carried out in three stages:

Stage 1: Identification of Equivalents

The initial step was to find counterparts for each term in the two target languages (Hungarian and/or Ukrainian). If an official translation was available (for example, bilingual legislation, institutional websites, or EU-aligned papers), it was regarded the primary equivalent. In the absence of an official form, the term's functional equivalent was discovered by researching its usage in academic or instructional materials. When there was no direct counterpart, descriptive or paraphrased versions were used in the analysis. This process was supported by cross-referencing multiple sources for accuracy, including:

❖ Legal texts (e.g., *Law on Higher Education*, *National Curricula*)

❖ Official glossaries (e.g., EQF, Hungarian/ Ukrainian educational dictionaries)

❖ Institutional websites and bilingual program descriptions

❖ Academic articles and teacher training materials

Example: The English term *"credit system"* corresponds to *"kreditrendszer"* in

Hungarian and *"кредитна система"* in Ukrainian. Both are calques, reflecting direct borrowing of terminology introduced through the Bologna Process. However, contextual analysis revealed that in some Hungarian documents, *kreditrendszer* is used interchangeably with *tanulmányi pontozás* (study point system), depending on institutional preference.

Stage 2: Classification by Type and Category

Each term was classified according to the following dimensions:

❖ **Linguistic category** (noun, adjective, etc.)
❖ **Terminological scope**: general, specific, or cultural (based on Вергун, 2000)
❖ **Equivalence type**: full equivalent, partial equivalent, or non-equivalent
❖ **Translation strategy applied**, adapted from Baker (1992) and Холматова (2023)

This classification enabled a systematic overview of how different kinds of terms behave in translation and whether they are prone to borrowing, adaptation, or semantic shifts. Particular attention was paid to *culture-specific items*, especially those deeply embedded in the local education system (e.g., *tanügyi hivatal* or *державна підсумкова атестація*), which often require explanation rather than direct translation.

Stage 3: Strategy Identification and Evaluation

Finally, the translation strategies used for each term were identified and categorized using a simplified model based on Nida & Taber (1982), Baker (1992), and Антонюк & Возна (2013). The main strategies observed in the corpus included:

Calque: literal translation preserving source form and meaning *e.g., credit system - кредитна система / kreditrendszer*
Borrowing: adoption of the source term with minimal change *e.g., syllabus - силабус (UA), szillabusz (HU)*
Functional Equivalent: different term with equivalent function *e.g., associate degree - молодший спеціаліст / felsőfokú szakképesítés*

Descriptive Translation: explanatory rendering to capture full meaning *e.g., tenure - állandó közalkalmazotti státusz / постійна посада викладача*
Adaptation: replacement with a culturally equivalent term *e.g., after-school program - napközis foglalkozás / група продовженого дня*

Each strategy was assessed based on its *suitability for educational communication*, considering factors such as register, clarity, consistency, and cultural accessibility. Terms that were translated using inappropriate or inconsistent strategies were flagged and discussed in the results section.

In several situations, the study found *hybrid constructions* or *partial localizations*, in which English terminology were transliterated but not completely adapted, resulting in ambiguous or difficult usage. Some Ukrainian school websites portray the term "campus" as кампус without explanation, despite the fact that this idea does not fit with traditional Ukrainian school infrastructure. Similarly, while adopting a 5-point grading scale, Hungarian colleges may retain GPA in English form.

3.4 Translation Strategies and Observations

The analysis of the compiled term corpus revealed a number of consistent patterns in the translation of educational terminology between English and the two target languages, Hungarian and Ukrainian. Although both languages share some similarities in how they integrate international concepts, their approaches to translation often differ based on historical, legal, and institutional contexts.

One of the most prominent findings was the *high frequency of calques and borrowings*, particularly in terms introduced through European educational reforms such as the Bologna Process. Terms like *credit system*, *European Credit Transfer System (ECTS)*, and *syllabus* are typically rendered as *kreditrendszer / кредитна система*, *ECTS*, and *szillabusz / силабус*, respectively. These examples illustrate the pressure to align terminologies with broader European standards, often resulting in direct transfers that do not fully consider local educational traditions or audience familiarity.

Another significant observation concerned the *inconsistency in rendering culturally embedded terms*. Items such as *associate degree*, *tenure*, or *liberal arts* often lack clear counterparts in either Hungarian or Ukrainian due to systemic differences. In these cases, institutions and translators resort to a variety of solutions: descriptive paraphrases, functional replacements, or even omission. For instance, the English *tenure* has been translated into Hungarian both as *állandó oktatói státusz* and *habilitációs jogviszony* - depending on the institution - even though neither version captures the full legal implications of tenure in the U.S. context.

The corpus also showed a marked increase in *hybrid constructions* and *semi-localized anglicisms*. Terms such as *campus*, *credit*, *ranking*, and *GPA* frequently appear in Hungarian and Ukrainian educational texts in their English form, often italicized or transliterated (*кампус*, *GPA- rendszer*, *ranglista*). While these forms may be familiar to academic audiences, their use in elementary or secondary school contexts may lead to misunderstanding, particularly when no explanation accompanies the term.

A particularly interesting trend was identified in *the treatment of neologisms and acronyms*. While some acronyms like *STEM* or *MOOC* have been integrated without translation, others are accompanied by descriptive definitions. For example, *MOOC* is sometimes explained in Ukrainian as *масовий відкритий онлайн-курс*, and in Hungarian as *tömeges nyílt online kurzus* - a strategy that provides clarity but may not always be retained in spoken or informal contexts.

Certain culturally unique elements within Hungarian or Ukrainian education systems also posed challenges in translation into English. Terms like *osztályfőnöki óra* (class teacher period) or *державна підсумкова атестація* (state final attestation) require creative adaptation, as they reflect institutional practices that do not exist in many English-speaking contexts. Translators often resort to functional equivalents or extended explanatory notes, but these solutions risk either over- simplifying or over-complicating the target text.

Finally, some discrepancies arose from *a lack of standardization*. Different institutions, even within the same country, used varying translations for the same term. For instance, the term *modul* (module) was sometimes used in the Hungarian corpus to refer to a single course unit and sometimes to an entire semester-long thematic block. Similarly,

предмет in Ukrainian was alternately translated as *subject*, *discipline*, or *course*, depending on context. This variation reflects a need for more unified guidelines in the translation of educational materials, especially when such texts are used for international communication or accreditation.

These observations suggest that while many educational terms are relatively easy to transfer between languages through borrowing or calquing, a significant proportion of terminology still requires nuanced translation decisions. Successful rendering depends not only on linguistic equivalence but also on a deep understanding of both the source and target education systems. The findings further highlight the need for consistent terminological policies and translator training, particularly in regions where multilingual education is the norm.

3.5   Sample Term Analysis

This section presents selected examples from the compiled corpus to illustrate in detail the practical challenges and patterns in translating educational terminology across English, Hungarian, and Ukrainian. Each example includes the source term, its English equivalent, and a short commentary on meaning, context, and the translation strategy applied.

1.   tanulmányi átlag / середній бал успішності - Grade Point Average (GPA)

Category: Culture-specific

Translation strategy: Adaptation

Commentary: The English term GPA is commonly used internationally, but Hungarian and Ukrainian grading systems follow different scales (5- and 12-point respectively). Translating requires adaptation and, often, a numerical conversion table to provide equivalence.

2.   hallgató / студент - student

Category: General / Formal

Translation strategy: Functional equivalent

Commentary: In Hungarian, *hallgató* refers exclusively to university students, unlike the English *student*, which covers all levels of education. Ukrainian *студент* also

refers to higher education. Care must be taken to clarify the educational level in translations.

3. *kreditelismerés / перезарахування кредитів - credit transfer*

Category: Institutional

Translation strategy: Functional equivalent

Commentary: This Bologna-related concept is essential in mobility and exchange programs. Though the English term is standardized, the internal recognition mechanisms vary, making explanatory notes necessary in some cases.

4. *tantárgyblokk / блок предметів - course cluster / subject block*

Category: Structural

Translation strategy: Descriptive translation

Commentary: These terms describe curriculum elements where several related courses form a thematic unit. As English lacks a direct equivalent, descriptive phrases are preferred to maintain clarity.

5. *záróvizsga / комплексний іспит - final examination / comprehensive exam*

Category: Assessment

Translation strategy: Partial equivalent

Commentary: While both refer to terminal assessments, the structure and role of the exams differ across systems. The English terms vary by region and educational level, so translators must select the most context-appropriate option.

6. *szakirány / спеціалізація - specialization / track*

Category: Academic

Translation strategy: Functional equivalent

Commentary: Used to describe focused study within a broader program, these terms are usually well-aligned across languages. However, U.S. and U.K. terminology (e.g., *major*, *minor*, *track*, *concentration*) varies, requiring careful choice.

7. *tanügyi igazgató / заступник директора з навчальної роботи - deputy academic director / vice-principal for studies*

> **Category**: Administrative
>
> **Translation strategy**: Descriptive translation
>
> **Commentary**: These positions do not have direct equivalents in all educational systems. Translators must explain both the hierarchy and duties to ensure clarity for international readers.

8. *házirend / внутрішній розпорядок школи - school code of conduct / internal school rules*

> **Category**: Institutional / Legal
>
> **Translation strategy**: Descriptive translation
>
> **Commentary**: Often misunderstood as *school policy*, these terms refer to internal behavioral regulations. Literal translation is inadequate; explanation of purpose and enforcement is often required.

9. *tanulószerződéses gyakorlati képzés / дуальна освіта - dual education / cooperative training*

> **Category**: Vocational / Cultural
>
> **Translation strategy**: Functional equivalent
>
> **Commentary**: This term relates to vocational education models combining classroom and workplace learning. Though *dual education* is increasingly recognized, the exact format may differ significantly between systems.

10. *nevelőtestület / педагогічна рада - teaching staff council / pedagogical council*

> **Category**: Structural / Administrative
>
> **Translation strategy**: Descriptive or functional equivalent
>
> **Commentary**: These bodies have both educational and managerial responsibilities. Translators must consider both function and institutional culture, as English-speaking systems may use *faculty board*, *teaching council*, or *academic senate*.

11.   *osztatlan képzés / інтегрована програма - undivided programme / integrated programme*

Category: Structural / Academic

Translation strategy: Descriptive translation

Commentary: This type of program combines bachelor's and master's level studies into a single uninterrupted cycle, commonly found in teacher education or law. Since *undivided programme* is not universally recognized in English-speaking systems, explanation is often necessary.

12.   *integrált nevelés / інклюзивне навчання - inclusive education*

Category: Pedagogical / Policy

Translation strategy: Functional equivalent

Commentary: Both languages now widely use the term to reflect global educational policy shifts. However, its interpretation may differ based on local practices (e.g., physical inclusion vs. full participation), making context and awareness critical during translation.

13.   *igazgatótanács / рада школи - school board / school council*

Category: Administrative / Governance

Translation strategy: Functional equivalent

Commentary: These bodies vary widely across countries. In English, *school board* often has legal or regional authority, while *school council* may refer to a consultative body. Translators must assess the original term's power and composition before choosing an equivalent.

14.   *szakkör / гурток - extracurricular club / after-school activity*

Category: Cultural / Informal education

Translation strategy: Adaptation

Commentary: Common in Central and Eastern European schools, these optional interest-based groups do not have exact English equivalents. Descriptive or adapted translations are often more effective than literal ones, especially in international communication.

15. ***tantárgyi követelmények / навчальні вимоги - course requirements***

    Category: Curriculum / Academic

    Translation strategy: Functional equivalent

    Commentary: These phrases refer to the expectations and criteria for completing a subject or course. While *course requirements* is a standard English term, nuances may differ, especially regarding assessment types, attendance, or grading policy.

    The analysis of educational terminology across English, Hungarian, and Ukrainian reveals that while many modern terms have standardized equivalents, significant challenges persist due to cultural, structural, and institutional differences. The findings indicate that translation in this domain is rarely a matter of direct substitution; rather, it often requires contextual understanding, adaptation, and strategic decision-making on the part of the translator.

    The collected corpus of approximately 50 terms showed several recurring tendencies. First, there is a high reliance on *borrowing and calquing*, especially for terms introduced through international reforms such as the Bologna Process. Terms like *kredit*, *modul*, or *szillabusz/силабус* have become embedded in local educational discourse, sometimes without full conceptual integration. Second, *functional equivalents* are often used for terms tied to culturally specific educational practices (*záróvizsga*, *associate degree*, *osztályfőnöki óra*), but these translations may either oversimplify or fail to communicate the nuance of the original system.

    Moreover, the study found that *institutional inconsistency* across documents leads to *non- uniform translations*, especially in contexts where bilingual or trilingual materials are created independently. For instance, the same Ukrainian term may appear with two or three different English renderings, depending on the translator or institution, leading to confusion and reduced terminological clarity.

    Perhaps most critically, the results highlighted the importance of *cultural sensitivity* and *system awareness* when translating educational terminology. Certain terms (e.g., *napközi*, *ДПА*, *tanügyi igazgató*) do not have true equivalents and must be either explained or adapted to context.

The use of *descriptive translation* and careful *audience-oriented adaptation* was shown to be essential in these cases.

Overall, the findings demonstrate that educational translation is not merely linguistic but deeply *conceptual* and *cultural*. Successful translation in this domain depends on a translator's familiarity not only with the language pairs involved but also with the structures, expectations, and pedagogical practices of the respective education systems.

This analysis lays the groundwork for further research, particularly into the creation of standardized, context-aware term databases and glossaries that can support educational translators in multilingual settings like Transcarpathia. It also underlines the necessity of terminological consistency in policy documents, academic materials, and curricula to support international transparency and communication.

Based on the findings of this analysis, translators working with educational terminology are advised to approach their work with both linguistic precision and contextual sensitivity. Whenever possible, reference to official bilingual materials should be supplemented by functional understanding of the term within the source education system. For culture-bound or system-specific concepts, descriptive translations and explanatory footnotes are often more effective than literal renderings. Standardization across institutions is encouraged to avoid ambiguity, and translators should remain attentive to evolving neologisms, anglicisms, and hybrid constructions that increasingly characterize globalized educational discourse.

The analysis of the selected corpus of educational terminology revealed several key challenges and patterns that are particularly relevant in the context of Ukrainian–English and Hungarian–English translation. The most frequent problem encountered *was lexical non- equivalence*, especially with terms that are tightly embedded within national education systems or legal frameworks. A significant portion of the terms—particularly those related to degree names, institutional positions, and accreditation mechanisms—did not have a one-to-one equivalent in the target language. For instance, concepts such as *теню р* (tenure) or *szakirányú továbbképzés* (specialized postgraduate training) posed interpretive challenges due to the absence of identical structures in the target systems.

Overall, the analysis of educational terms across English, Ukrainian, and Hungarian confirms that translation solutions depend heavily on context, system compatibility, and audience familiarity. Borrowing, calquing, descriptive translation, and functional equivalence were among the most frequent strategies used. However, no single method applies universally. The study reveals the importance of translator awareness, institutional consistency, and terminological standardization, especially in multilingual regions. These findings support the theoretical claims outlined earlier and provide useful models for future translation efforts in education-related fields.

Another dominant trend was the presence of *semantic overlap and inconsistency* in the use of general educational terms like *curriculum*, *syllabus*, or *program*. In both Ukrainian and Hungarian, these often collapsed into a single term (*навчальна програма / tanterv*), which undermines the clarity of role distinctions that exist in English academic discourse. This frequently resulted in translation ambiguities and confusion about the scope or level of a particular term.

Neologisms and English-origin acronyms - such as *MOOC*, *STEM*, *IEP* - were also recurrent in the term inventory, but their treatment across the three languages varied. In some cases, the acronyms were preserved in English (especially in academic or international contexts), while in others, they were transliterated or partially translated. This inconsistency highlights the lack of established norms for handling such modern educational terms and underscores the translator's role in balancing *familiarity and clarity* for the target audience.

In terms of *language pair differences*, the Hungarian–English term pairs showed more structural closeness and morphological adaptability, possibly due to Hungary's longer-standing participation in EU academic frameworks. Ukrainian–English pairs, while increasingly standardized, showed more *hybrid constructions* and borrowings that reflected transitional terminology and local adaptations of international models.

Notably, the *most difficult terms to translate* were those with strong *cultural or institutional embeddedness*, such as *ДПА* (State Attestation) or *credit system*, which carry different practical implications in each country. These terms often required *descriptive translation* or *localization strategies*, as literal translation risked misrepresenting their function.

Among the *strategies applied*, the most effective included:

❖ **Descriptive translation** for institutional terms (*tenure*, *associate degree*);

❖ **Calque or borrowing** for globalized acronyms (*MOOC*, *STEM*);

❖ **Functional equivalents** for general educational concepts;

❖ And occasionally, **footnotes or explanatory additions** for culturally unique terms.

Overall, the research confirmed that educational terminology is both linguistically complex and context-dependent. Translators must possess not only language skills but also a *deep understanding of educational systems*, policy structures, and cultural nuances. A standardized bilingual or trilingual terminology bank—regularly updated to reflect reforms and innovations— would significantly support consistent and effective translation in this domain.

Conclusion

This thesis set out to explore the complexities of translating modern educational terminology from English into Ukrainian and Hungarian, focusing on both theoretical foundations and practical strategies. The topic is of high relevance in today's increasingly multilingual academic and administrative environments, where the clear and accurate communication of educational concepts is essential for policy alignment, curriculum development, and international cooperation. In multilingual regions like Transcarpathia, where students and institutions navigate multiple languages daily, even minor inconsistencies in educational term translation can lead to confusion, misinterpretation, or procedural errors. Therefore, understanding how educational terms function linguistically and culturally is not only a theoretical concern but a practical necessity.

The study began by establishing the *linguistic and conceptual features of terms*, distinguishing them from general vocabulary and emphasizing their role as the building blocks of scientific and educational discourse. As discussed in Part 1, terms are not merely words but precise lexical units tied to specific fields, requiring stable meaning and consistent usage. Through theoretical works in terminology studies and translation theory, such as those by Карабан (2004), Холматова (2023) nand others, the research identified educational terms as a particularly challenging subset due to their interdisciplinary nature and rapid evolution. The classification of terms—by structure, domain, function, and cultural embeddedness—proved to be a crucial step in understanding how translation choices should be approached. These classifications helped distinguish between general educational terms, didactic and methodological vocabulary, technological neologisms, and culturally-bound or institution-specific terms.

Part 2 focused on the *specific problems encountered in the translation of educational terminology*, drawing attention to phenomena such as semantic overlap, lexical non-equivalence, structural variation, and pragmatic shifts. Educational terms often carry different meanings across systems even when they appear identical in form—*curriculum*, *syllabus*, and *module* are just one example of such subtle distinctions. Furthermore, many English-origin neologisms and acronyms (*MOOC*, *STEM*, *IEP*) have no standardized equivalents in Ukrainian or Hungarian, requiring translators to choose between adaptation, borrowing, or explanatory translation depending on the audience and context. Cultural

mismatches added yet another layer of complexity: concepts such as *tenure*, *credit system*, and *associate degree* cannot be directly translated without losing their institutional significance, since such structures do not always exist in the target educational systems. The analysis also found differences between language pairs: Hungarian terms tended to mirror the English structures more directly due to EU standardization, while Ukrainian translations often involved hybrid or transitional formulations reflecting ongoing educational reforms.

In Part 3, the study applied its theoretical insights to a *self-compiled corpus of approximately*

50 educational terms drawn from official documents, academic materials, and institutional websites. Each term was analyzed across three languages with respect to its grammatical form, frequency, meaning, and translation behavior. This analysis revealed consistent patterns and confirmed many of the issues outlined earlier. A significant proportion of the terms were nominal phrases, supporting Холматова's observation that educational texts tend toward nominalization, which can complicate translation into languages with different syntactic preferences. The most challenging terms fell into two main categories: culturally embedded institutional terms (*ДПА*, *szakirányú továbbképzés*), and newly adopted English-origin neologisms without formal equivalents. Translators in such cases often had to balance clarity with authenticity, choosing strategies that best preserved the term's function while minimizing reader confusion.

From this analysis, several key *translation strategies* emerged as the most effective:

❖   **Descriptive translation**, especially for legal or institutional terms;
❖   **Calquing or partial borrowing**, for terms already familiar in the target culture;
❖   **Contextual adaptation**, for educational structures with no exact counterpart;
❖   And where necessary, the use of **explanatory footnotes or glossaries**.

The findings support the claim that translating educational terminology is not a simple act of lexical substitution but a complex process of cultural and institutional negotiation. It requires deep knowledge of both source and target educational systems, sensitivity to cultural nuance, and awareness of how terms function in real-world usage.

In conclusion, this thesis contributes to the field of translation studies by

providing a detailed exploration of the classification, challenges, and translation strategies associated with modern educational terms. The *theoretical value* lies in systematizing existing knowledge and highlighting the intersection of language, culture, and education. The *practical value* is in offering guidance to translators, educators, and institutions working with multilingual educational documents. The research emphasizes the need for ongoing efforts to standardize and clarify educational terminology - particularly in multilingual regions - so that communication across borders and systems can remain accurate, inclusive, and effective.

While this study focused on a selected corpus of terms and three language systems, its findings may serve as a foundation for further research involving empirical surveys, translator feedback, or classroom-based translation evaluation. As globalization and educational mobility continue to reshape academic landscapes, the importance of terminological clarity will only increase. Therefore, continued collaboration between linguists, educators, and policy-makers is vital for maintaining coherence and equity in multilingual educational environments.

Recommendations

- ❖ **Consistent use of official bilingual documents** (where available) as reference sources;
- ❖ **Descriptive translation** or **footnoting** for culturally specific or legally embedded terms;
- ❖ **Ongoing development of multilingual educational glossaries** that include contextual notes;
- ❖ **Greater standardization efforts** across institutions in Hungary and Ukraine;
- ❖ **Training programs** for translators that include system-specific knowledge of educational structures.

This thesis contributes to the field of translation studies by offering a methodology for analyzing educational terms in multilingual contexts and emphasizing the critical role of translators in maintaining both *conceptual integrity* and *cultural intelligibility*. As educational globalization deepens, and as multilingualism becomes a norm in regions like Transcarpathia, the insights from this work are timely and practically valuable.

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Резюме

Ця кваліфікаційна робота присвячена дослідженню особливостей перекладу сучасної освітньої термінології з англійської мови українською та угорською. У глобалізованому академічному середовищі точний та послідовний переклад освітніх термінів має вирішальне значення для взаєморозуміння між освітніми системами, а також для забезпечення ефективної комунікації між студентами, викладачами, адміністрацією та міжнародними партнерами.

Мета дослідження полягає у виявленні основних проблем перекладу освітніх термінів, класифікації термінів за їхніми лінгвістичними та функціональними ознаками, а також у визначенні ефективних стратегій перекладу з урахуванням культурного та інституційного контексту. Теоретична цінність полягає в поглибленні розуміння терміносистеми освіти як динамічного лінгвістичного явища, а практична - в розробці рекомендацій для перекладачів, які працюють із багатомовною освітньою документацією.

Дослідження спирається на порівняльний аналіз корпусу з приблизно 50 термінів, відібраних із автентичних джерел, таких як навчальні плани, акредитаційні документи, закони про освіту та офіційні освітні сайти. Проведено аналіз українських, угорських та англійських еквівалентів кожного терміна з точки зору семантики, морфології, контексту та стратегії перекладу.

У роботі проаналізовано загальні труднощі перекладу (лексична нееквівалентність, полісемія, структурні розбіжності між мовами) та специфічні виклики, пов'язані з освітньою термінологією: культурно обумовлені концепти, неологізми, англіцизми, акроніми та інституційна термінологія.

Результати показали, що найбільш ефективними є адаптивні та описові стратегії перекладу, особливо у випадках, коли терміни не мають прямих відповідників у мові перекладу.

Рекомендовано впровадження стандартизованих глосаріїв, підвищення термінологічної обізнаності перекладачів, а також врахування культурно-педагогічного контексту у процесі перекладу освітньої документації.

APPENDIX

Source Term	Eng. Equivalent	Lang. pair	Category	Register	Transl. strategy	Notes
tanulmányi átlag	Grade Point Average (GPA)	HU–EN	Culture-specific	Academic	Adaptation	Different grading scales; conceptually similar
середній бал успішності	Grade Point Average (GPA)	UA–EN	Culture-specific	Academic	Adaptation	Ukrainian 12-point system vs. GPA 4.0
hallgató	student	HU–EN	General	Academic	Functional equivalent	Only for higher education in HU
студент	student	UA–EN	General	Academic	Functional equivalent	Used for university-level students
kreditelismerés	credit transfer	HU–EN	Institutional	Policy	Functional equivalent	Bologna Process term
перезарахування кредитів	credit transfer	UA–EN	Institutional	Policy	Functional equivalent	Same as HU; standardized
tantárgyblokk	subject block	HU–EN	Specific	Curriculum	Descriptive translation	Used for modular courses
блок предметів	subject block	UA–EN	Specific	Curriculum	Descriptive translation	Cluster of thematically related courses
záróvizsga	final exam	HU–EN	Assessment	Academic	Partial equivalent	Context-specific translation
комплексний іспит	comprehensive exam	UA–EN	Assessment	Academic	Partial equivalent	Broader meaning than HU
szakirány	specialization	HU–EN	Academic	Structural	Functional equivalent	Focus area within a degree
спеціалізація	specialization	UA–EN	Academic	Structural	Functional equivalent	Common term for major/minor
tanügyi igazgató	deputy academic director	HU–EN	Administrative	Formal	Descriptive translation	No perfect English match
заступник директора з навчальної роботи	vice-principal for studies	UA–EN	Administrative	Formal	Descriptive translation	Role-specific explanation needed

Source Term	Eng. Equivalent	Lang. pair	Category	Register	Transl. strategy	Notes
házirend	code of conduct	HU–EN	Legal/Institutional	School policy	Descriptive translation	Internal behavioral rules
внутрішній розпорядок школи	school rules	UA–EN	Legal/Institutional	School policy	Descriptive translation	Used in official regulations
tanulószerződéses gyakorlati képzés	dual education	HU–EN	Vocational	Educational	Functional equivalent	Mixed training: school + work
дуальна освіта	dual education	UA–EN	Vocational	Educational	Functional equivalent	Describes combined practical training
nevelőtestület	teaching staff council	HU–EN	Administrative	Institutional	Descriptive	Governing body of educators
педагогічна рада	pedagogical council	UA–EN	Administrative	Institutional	Descriptive	Decision-making teacher body
érettségi vizsga	school leaving exam	HU–EN	Assessment	Final	Descriptive translation	Required to graduate from secondary school
ЗНО (Зовнішнє незалежне оцінювання)	External Independent Evaluation	UA–EN	Assessment	Standardized	Descriptive translation	Ukrainian university entry exam
kollokvium	oral exam	HU–EN	Assessment	Academic	Descriptive translation	University term, not used in all systems
залік	pass/fail assessment	UA–EN	Assessment	Academic	Descriptive translation	Exam with pass/fail grading only
tantárgy	subject	HU–EN	General	Curriculum	Functional equivalent	Widely used, common educational term
предмет	subject	UA–EN	General	Curriculum	Functional equivalent	Direct equivalent to subject
modul	module	HU–EN	Specific	Curriculum	Borrowing	European educational structure
модуль	module	UA–EN	Specific	Curriculum	Borrowing	Common in higher education
tanulmányi osztály	student affairs office	HU–EN	Administrative	Support services	Functional equivalent	Handles student records and admin
деканат services	dean's office	UA–EN	Administrative	Support	Functional equivalent	Faculty-level academic support office

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