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UKRAINIAN LEXICAL INFLUENCE ON HUNGARIAN PEDAGOGICAL TERMINOLOGY IN TRANSCARPATHIA

Abstract. This article investigates the unique pedagogical terminology used by Hungarians in Transcarpathia, a multilingual minority context where languages are in constant contact. Sociolinguistic research suggests that professional terminologies are highly susceptible to second-language influence, largely due to a lack of native-language vocational training. The study examines how historical political shifts—from the dissolution of the Austro-Hungarian Monarchy to Soviet and then to Ukrainian rule—have shaped the linguistic environment, creating significant terminological diversity and compelling linguistic adaptation.

Our research is based on two primary approaches: participant observation and the analysis of pedagogical texts. We examine both written and spoken pedagogical language, analyzing professional texts from local Hungarian-language publications like *Közoktatás* and local newspapers, supplemented by tracking loanwords and code-switching in teachers' conversations. A key finding is the notable distinction between written and spoken terminology. Written texts show less influence from other languages and rarely include direct loanwords, while spoken language frequently incorporates them.

The article defines and details specific terminological variations for educational institutions, such as the evolution of terms like *gimnázium*



(gymnasium) and *liceum* (lyceum) under new Ukrainian legislation. It also explores unique terms for administrative roles and classroom practices, such as the dual meanings of the word *módszerész* (methodologist) and the use of the term *kabinet* for a classroom, both of which are directly influenced by Ukrainian. We also analyse the adoption of direct translations and Hungarian-adapted abbreviations for key educational reforms and exams, including the *NUS* (New Ukrainian School) and the *ZNO* (External Independent Testing). This study contributes to a deeper understanding of the complex interplay between language, politics, and education in a minority context. It demonstrates how external forces compel linguistic adaptation and innovation, leading to a hybrid linguistic system that is both a product of historical change and a tool for professional communication.

Keywords: educational institutions in Ukraine, loanwords, New Ukrainian School, NMT, pedagogical terminology, Transcarpathia, ZNO.

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ВПЛИВ УКРАЇНСЬКОЇ ЛЕКСИКИ НА УГОРСЬКУ ПЕДАГОГІЧНУ ТЕРМІНОЛОГІЮ НА ЗАКАРПАТТІ

Анотація. Ця стаття досліджує унікальну педагогічну термінологію, яку використовують угорці на Закарпатті — у багатомовному середовищі меншин, де мови перебувають у постійному контакті. Соціолінгвістичні дослідження свідчать, що професійна термінологія дуже сприйнятлива до впливу другої мови, головним чином через відсутність професійної підготовки рідною мовою.

Коротко описано, як історичні політичні зміни — від розпаду Австро-Угорської монархії до радянської, а потім української влади — формували мовне середовище, створюючи значне термінологічне різноманіття та спонукаючи до мовної адаптації.



Наше дослідження ґрунтується на двох основних підходах: спостереженні та аналізі педагогічних текстів. Досліджено як письмову, так і усну педагогічну мову, аналізуючи професійні тексти з місцевих угорськомовних видань, таких як *Közoktatás*, та місцевих газет. Також відстежено запозичення та перемикання кодів у розмовах учителів. Ключовим висновком є помітна відмінність між письмовою та усною термінологією. У письмових текстах спостерігається менший вплив інших мов, і вони рідко містять прямі запозичення, тоді як усна мова часто їх використовує.

У статті визначено та деталізовано специфічні термінологічні відмінності для навчальних закладів, наприклад, еволюцію термінів *gimnázium* (гімназія) та *liceum* (ліцей) відповідно до нового українського законодавства.

Також розглядаються унікальні терміни для адміністративних посад і навчальних практик, як-от значення слова *módszerész* (методист) і використання терміна *kabinet* для позначення навчального класу, обидва з яких зазнали прямого впливу української мови. Проаналізовано використання прямих перекладів та адаптованих угорських скорочень для ключових освітніх реформ та іспитів, зокрема *NUS* – НУШ (Нова українська школа) та *ZNO* – ЗНО (Зовнішнє незалежне оцінювання). Це дослідження сприяє глибшому розумінню складної взаємодії між мовою, політикою та освітою в контексті меншини. Воно демонструє, як зовнішні сили спонукають до мовної адаптації та інновацій, що призводить до гібридної мовної системи, яка є одночасно продуктом історичних змін та інструментом професійного спілкування.

Ключові слова: навчальні заклади України, запозичені слова, Нова українська школа, НМТ, педагогічна термінологія, Закарпаття, ЗНО.

Problem statement. Languages are not isolated systems; they interact and influence one another, with this interaction being most pronounced in bilingual and minority contexts. The formation of a region's linguistic environment is driven by various factors. As Crystal [1] observes, multilingualism can arise from either internal choices or external forces like politics, culture, or education. For the Hungarian population of Transcarpathia, political shifts have been the dominant factor for nearly a century, forcing them to acquire new languages for survival and consequently altering their own linguistic practices.

Analysis of recent research and publications. Bilingualism among Hungarians living abroad leads to a significant interplay between their two languages, as "the two linguistic systems, in constant contact, easily intertwine" [2, p. 111].



While sociolinguistic research on Hungarian varieties in the Carpathian Basin began in the 1990s, our understanding of professional terminology among Hungarians in Transcarpathia remains limited. According to Csernicskó [3], these terminologies are more susceptible to influence from a second language than dialects are. Györke [4] attributes this to the lack of Hungarian-language vocational training, which prevents professionals from learning their field's terminology in their native language. This makes it difficult for even Hungarian-dominant speakers to use specialized Hungarian terms.

The distinction between spoken and written terminology is crucial. Csernicskó [3, p. 62] observed that in Transcarpathia, written terminology is primarily confined to the humanities, as professional texts are rarely written in Hungarian in other fields. He noted that written texts show less influence from other languages than spoken ones, and the nature of this influence is different. Specifically, written texts rarely contain direct loanwords or code-switching. In contrast, spoken terminology frequently includes direct loanwords and code-switching.

The terminology used in education in the Carpathian Basin evolved separately after the dissolution of the Austro-Hungarian Monarchy and the Treaty of Trianon. As Szoták [5, p. 404] explains, this historical shift created "structural and terminological diversity" that was reinforced by continuous educational policy changes in the 20th and 21st centuries. This process led to the development of new expressions and technical terms in Hungary and its surrounding countries. In Transcarpathia, specifically, this pattern meant that Russian influenced the development of Hungarian specialized language until 1991, and after the fall of the Soviet Union, Ukrainian began to exert a similar influence.

The purpose of the article is to investigate the pedagogical terminology used by Hungarians in Transcarpathia. Specifically, we will examine both its written and spoken forms, how it is used, and the loanwords that appear in teachers' conversations. Our research methodology is based on two main approaches: participant observation and the analysis of pedagogical texts. We will analyse articles from the local Hungarian-language professional journal, *Közoktatás* [Public Education] (published by the Transcarpathian Hungarian Pedagogical Association), as well as from the local weekly newspapers *Kárpátalja* [Transcarpathia] and *Kárpátinfo* [Information from Transcarpathia].

Presentation of the main material. Kurtán [6] distinguishes between professional communication that occurs between individuals, organizations, and cultures.

In this case, we examine the circumstances of professional communication between organizations and individuals. External communication from an organization can be seen in written media, such as the pedagogical texts analysed



here, and this allows us to track linguistic interference. In contrast, professional communication between individuals happens within "speech communities," where members share common knowledge and linguistic norms, and this is where spoken terminology is used [6, p. 30].

A new research project, part of the Termini Hungarian Language Research Network, has been launched to address this question. Researchers from the Antal Hodinka Linguistic Research Centre are currently creating a bilingual Hungarian-Ukrainian specialized dictionary for educational, administrative, and legal terminology [7], which will include terms unique to Transcarpathian Hungarian pedagogical language.

This study specifically aims to define the terms for different educational institutions as used in both written and spoken language. The 1991 Education Act in Ukraine introduced various types of secondary schools. The former system in Transcarpathia included:

Gymnasium (gimnázium Hun. – гімназія Ukr.): A special eight-year humanities-focused school for students aged 10-18, common in Central and Eastern Europe. Unlike the four-year programs in most countries, Hungary also has six- and eight-year gymnasiums [8].

Lyceum (líceum Hun. – ліцей Ukr.): A private, three-year natural sciences and technical school for students aged 16-18, established by religious organizations after the political changes of the 1990s.

Boarding school (internátus Hun. – школа-інтернат Ukr.): Residential schools for disadvantaged children aged 6-18. A 1998 draft law on secondary education defined them as "residential institutions for disadvantaged children at any educational level" [9].

Vocational school/technical training school (szakiskola / szakképző iskola Hun. – професійно-технічне училище Ukr.): Institutions for students who have completed primary school (9th grade) [10]. They offer a 1-3 year program for a basic qualification, but not always a matriculation certificate. Secondary vocational schools, which require an entrance exam and offer both a vocational qualification and a high school diploma, are also common.

The 2020 Public Education Act [11] redefined the structure of education in Ukraine. It can be stated that the previous types of institutions have not essentially ceased to exist, but have been transformed by filling them with new content. Currently, the following school types operate in the country:

Elementary school (grades 1-4) (elemi iskola Hun. – початкова школа Ukr.): Focuses on foundational skills. National minorities, including Hungarians, have broad language freedom at this level.

Gymnasium (grades 5-9) (gimnázium Hun. – гімназія Ukr.): Corresponds to the upper grades of the old primary school. It concludes with a basic school-



leaving certificate. Minority-language schools gradually introduce Ukrainian instruction in certain subjects.

Lyceum (grades 10-12) (*lyceum* Hun. – *лицей* Ukr.): Replaces the former secondary school. Starting in 2027, all institutions at this level will be lyceums specializing in specific professional fields. The aim is to prepare students for higher education, with at least 60% of instruction planned to be in Ukrainian. Both public and private lyceums exist.

Beyond school types, the terminology for educational administration and personnel also varies. For example, the institution for teacher training in Hungary is called a Pedagogical Institute, but in Transcarpathia, it is known as the "*Teacher Training Institute / tanártovábbképző intézet* Hun.," a direct translation of the Ukrainian term *Інститут удосконалення вчителів*. E.g. "For this reason, thanks are due to the staff of the Berehove Branch of the Regional Teacher Training Institute, who conducted the official procedure..." [12, p. 6].

The term "*methodologist*" has two meanings. First, it refers to an employee of the educational department who handles data, organizes events, and offers support to teachers in a specific subject. This term comes from the Ukrainian *методист*. Its Hungarian form follows a common morphological pattern for professions *módszerész* Hun. [13, p. 196]. The second meaning of "*methodologist*" is a teaching rank, the highest level a teacher can achieve, which requires renewal every five years. This rank is referred to as *kategória* Hun. / *category* in spoken language, a direct adoption from the Ukrainian *категорія*.

Other unique terms include the *organizing teacher* (*organizátor* Hun. – *організатор* Ukr.), a role responsible for school events that does not exist in Hungary, and *classroom* (*kabinet* Hun. – *кабінет* Ukr.), a term used colloquially for a specialized classroom [14, p. 100, 223].

In spoken language, other divergences from standard Hungarian include:

"Open lesson" for a *demonstration lesson* (*nyílt óra* Hun.), a direct translation of the Ukrainian *відкритий урок*. This term is used in spoken language, while the written press uses the standard term.

Gyűlés / igazgatói gyűlések Hun. "meeting" and "directors' meeting" are literal translations of the Ukrainian збір and збори директорів, used instead of the standard terms.

The word *napló* is a translation of the Ukrainian term *щоденник*, and is used for a student's grade book, while the class register is called a *zsurnal*, adopted from the Ukrainian *журнал*.

The term "certificate" (*szertifikát* Hun. – *сертифікат* Ukr.) has two meanings. The first refers to the results of centralized secondary school graduation exams, which became widespread after their introduction in Transcarpathia in 2008. It is now used in both professional and everyday language [15]. The second



meaning, which emerged around 2020 with online professional development during the COVID-19 pandemic, refers to a certificate of completion for a teacher's course.

The New Ukrainian School (Нова українська школа), or *NUS*, a Hungarian-adapted abbreviation of the Ukrainian acronym *НУШ*, is a significant reform launched in 2017 to align Ukrainian education with EU standards. This reform is ongoing despite the war.

Finally, the External Independent Testing (*Зовнішнє незалежне оцінювання* Ukr., or *ЗНО* Ukr.), a mandatory exam for Ukrainian university admission since 2008, is known as *ZNO* in the Transcarpathian Hungarian teaching community. This is a Hungarian-adapted version of the Ukrainian abbreviation. Due to the war, the *ZNO* was replaced in 2022 with the National Multidisciplinary Test (*Nemzeti Multidiszciplináris Teszt* Hun. – *Національний мультидисциплінарний тест* Ukr.), which is also referred to by its Hungarian-adapted abbreviation *NMT* [16].

Conclusions. This study demonstrates that the pedagogical terminology used by Hungarians in Transcarpathia is a dynamic and complex linguistic system, profoundly shaped by a century of political and educational shifts. The constant contact between Hungarian and other dominant languages—first Russian and then Ukrainian—has not only led to a significant interplay between these linguistic systems but has also created a unique specialized vocabulary that diverges from standard Hungarian. This research confirms that sociolinguistic factors, particularly the lack of Hungarian-language vocational training, make professional terminology highly susceptible to external influence.

A key finding is the clear distinction between the written and spoken forms of this terminology. While professional publications show a deliberate effort to maintain a purer form of Hungarian, with less direct borrowing from other languages, spoken communication among educators is rich with loanwords, code-switching, and direct translations. This suggests that the written medium serves as a bastion for linguistic norms, while daily professional interaction prioritizes communicative efficiency through linguistic adaptation.

Furthermore, the study reveals how major educational reforms and administrative changes in Ukraine directly lead to the adoption of new terminology within the Transcarpathian Hungarian community. Terms for school types, administrative roles, and even standardized exams are not just borrowed but are often adapted into the Hungarian language, reflecting a pragmatic need to navigate the Ukrainian educational system. These findings highlight that for minority language communities, linguistic practices are not just a matter of cultural identity but are a crucial tool for survival and professional function within the broader state. The creation of specialized dictionaries, such as the one being



developed by the Antal Hodinka Linguistic Research Centre, is therefore not just a scholarly exercise but a vital step in preserving and standardizing this unique linguistic heritage for future generations. A possible further research direction could be conducting a comparative study of pedagogical terminology usage and attitudes across different age groups of teachers that could identify whether younger teachers, who have grown up entirely under Ukrainian rule, use loanwords more frequently or with different attitudes than older teachers.

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