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Семантичні відмінності між термінами, пов'язаними з угорською та українською системами народної освіти

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Анотація

Інтеграція України до Європейського Союзу є дуже складним процесом, який можна полегшити за допомогою термінологічних словників, що звільняють від труднощів перекладу українських освітніх, адміністративних та юридичних термінів. Навесні 2024 року розпочато нову термінологічну дослідницьку програму в рамках Національної програми «Наука за угорську мову» – підпрограми Угорської термінологічної стратегії. Міжнародна дослідницька група, у складі якої члени Мережі дослідження угорської мови Терміни, вирішила перекласти майже тисячу угорських термінів із Закону Угорщини СХС від 2011 року «Про національну державну освіту» німецькою, словацькою, румунською, сербською, словенською, хорватською та українською мовами. Науково-дослідний центр імені Антала Годинки долучився до пошуку українських еквівалентів угорських освітніх термінів, а також творення нових термінів за відсутності семантичних відповідників. **Метою** цього дослідження є окреслення семантичних відмінностей між освітніми та адміністративними термінами, пов'язаними з угорською та українською системами народної освіти. Проблеми перекладу зумовлені наявністю безеквівалентної лексики та потребою пошуку функційно тотожного відповідника, перекладу складних за структурою та семантикою понять. Функціонування своєрідних термінів в освітніх системах обох країн, а також регіональних термінопозначень, екстрапольованих до словника, з одного боку, створюють труднощі під час перекладу, а з іншого – уможливають заповнення семантичних прогалів у специфічному використанні термінології української освітньої системи. Пропоноване дослідження базується на особливостях перекладу перших 450 слів і словосполучень із термінологічного корпусу. Перспективу вбачаємо в укладанні ґрунтового онлайн-словника, що значно полегшить роботу українських та угорських перекладачів щодо створення двомовних (угорсько-українських та українсько-угорських) версій освітніх законів обох країн.

Ключові слова: розробка словника, освітні закони, угорська народна освіта, семантика, термінологія, переклад, українська народна освіта

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Semantic differences between terms associated with the Hungarian and the Ukrainian public education systems

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Abstract

The integration of Ukraine into the European Union is a very complex process which can be facilitated with the development of terminological dictionaries that make the translation of Ukrainian-specific educational, administrative and legal terms much easier. In the spring of 2024, a new terminological research program began within the framework of the Science for the Hungarian Language National Program – Hungarian Terminology Strategy Subprogram. An international research group consisting of members from the Termini Hungarian Language Research Network set out to translate nearly a thousand Hungarian terms from Act CXC of 2011 on National Public Education of Hungary into the state languages of the neighbouring countries, including German, Slovak, Romanian, Serbian, Slovenian, Croatian, and Ukrainian, respectively. The Antal Hodinka Linguistic Research Centre joined the initiative to find the Ukrainian equivalents of Hungarian educational terms, and to develop new terminologies in case of any semantic gaps. The aim of this study is to shed light on the most important semantic differences between the educational and administrative terms connected to the Hungarian and the Ukrainian public education systems. The main problems during the translation process include the development of new terms, the translation of compound expressions, the search for functional equivalents, the grammatical and word-building differences between the Hungarian and the Ukrainian languages, the integration of regional equivalents into the dictionary, the explanation of country-specific educational terms, and the differences between the public education systems of the two countries. The current study is based on the translation of the first 450 terms from the terminological corpus. At the end of the research and the terminological work, a comprehensive online dictionary is going to be developed which will open the door for Hungarian–Ukrainian and Ukrainian–Hungarian translators to create bilingual versions of the countries' educational laws, and semantic gaps will be filled in relation to the translation of specific terms of the Ukrainian public education system.

Keywords: dictionary development, education laws, Hungarian public education, semantics, terminology, translation, Ukrainian public education

Introduction. Translation is about finding the most appropriate equivalent of a source language expression in the target language. The translation process involves the negotiation of meaning between producers and receivers of the same text, thus making it equally comprehensible for speakers of both languages (Hatim & Munday, 2004). Translators are capable of transferring the meaning of source language concepts into the target language, thus they function as mediators between two different languages and cultures (Kelly, 2005). Translation is all about problem-solving and decision-making. In addition, the context also needs to be taken into consideration because it is strongly connected to the specific meanings of expressions (Nida, 2001).

As a result of globalization and the increased contact between different nations, the translation of legal texts has become very popular in the last decades. The main reason for producing legal translations is that countries started cooperating with each other, so it became necessary to make laws internationally accessible by translating them into foreign languages (Gotti, 2016). However, legal translation is rather difficult and complex for many reasons. First of all, in case of legal texts, the differences between the source and target languages are not only linguistic and cultural in their nature, but translators also have to cope with the different legal systems of two countries. Law is culturally and jurisdictionally specific in every country. Therefore, the absence of equivalent terminology across languages is a common problem (Cao, 2020). As we know, legal language is a really complex technical language that is not universal but nation-specific (Weisflog, 1987; Szoták, 2021; Szoták & Lehocki-Samardžić, 2022).

The number of Ukrainian–Hungarian and Hungarian–Ukrainian technical dictionaries is relatively small. There are some dictionaries and bilingual word lists dealing with specific registers (Bárány & Csernicskó & Gazdag & Hires-László & Kótyuk & Márku, 2015; Bobkova & Bohomolova & Hisem & Hrytsenko & Nedashkivska & Pankratova & Prokopyshyn & Remekh & Slipchuk, 2018), but most dictionaries are developed specifically for linguists (Барань, 2010; Gazdag, 2024) and students of educational institutions (Holovács, 1998; Csubirka, 2004; Hladonik, 2017; Gazdag, 2023). However, a comprehensive dictionary which draws a parallel between the Hungarian and the Ukrainian public education systems still lacks. Therefore, in

the spring of 2024, an international research group started to compile a linguistic corpus consisting of nearly one thousand terms based on the Act CXC of 2011 on National Public Education of Hungary⁶³, and after four months of work, 450 Hungarian legal, administrative and educational terms are already translated into the state languages of the countries of the Carpathian Basin, including Ukrainian.

Methods. The research is carried out by the research centres of the Termini Hungarian Language Research Network as part of the Science for the Hungarian Language National Program – Hungarian Terminology Strategy Subprogram. The terms extracted from the Public Education Act of Hungary are translated into the Ukrainian language by the researchers of the Antal Hodinka Linguistic Research Centre at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. At the preparation of the present study, a total of 983 terms were included in the corpus, all of which are related to Hungarian public education institutions, the legal background of the institutions' everyday operation, the administration of schools, and various subfields of educational work. As a result of the project, we will be able to see the differences between the educational systems of Hungary, Ukraine, Romania, Serbia, Croatia, Slovenia, Austria and Slovakia. Subsequently, the terminological dictionary will facilitate the translation of Ukraine's educational laws into the Hungarian language and vice versa, thus drawing a parallel between the Ukrainian educational system and the corresponding Hungarian terms. Furthermore, in case of any semantic gaps, new terms are developed with definitions and functional equivalents are also indicated that have different forms but fulfil (nearly) the same functions in the two countries. The aim of our study is to show what experiences we have gained in translating the first 450 terms regarding the conceptual differences between the Hungarian and Ukrainian public education systems.

Our work was based on the following Ukrainian laws:

– Law of Ukraine 1998 “On Technical and Vocational Education”⁶⁴;

⁶³ Available in Hungarian: 2011. évi CXC. törvény a nemzeti köznevelésről (<https://njt.hu/jogszabaly/2011-190-00-00.79>).

⁶⁴ Закон України 1998, № 32, ст. 215 „Про професійну (професійно-технічну) освіту” (<https://zakon.rada.gov.ua/laws/show/103/98-вр>).

- Law of Ukraine 2000 “On Out-of-School Education”⁶⁵;
- Law of Ukraine 2001 “On Preschool Education”⁶⁶;
- Law of Ukraine 2014 “On Higher Education”⁶⁷;
- Law of Ukraine 2017 “On Education”⁶⁸;
- Law of Ukraine 2020 “On Complete General Secondary Education”⁶⁹.

Results. The terminological work was based on 983 terms extracted from the Public Education Act of Hungary. As a first step, we looked for source language definitions and definitional contexts for these terms, since they can only be translated into another language properly if their exact meaning is known within the context. After that, the translation of the target language equivalents of the Hungarian terms followed, together with the definitions and definition contexts for the target language terms, thus helping the work of translators who will use the dictionary of educational terminology in the future. Next, we determined the grammatical gender of the target language terms, since all nouns in the Ukrainian language have a gender, and more than 90% of the extracted terms were nouns.

The type of equivalence existing between the source and target language terms was also indicated. We distinguished five types of equivalence:

1. **Complete equivalence** – the source and target language terms are completely identical to each other. For example: Hun. *egyéni feladat* = Ukr. *індивідуальне завдання* ‘individual task’.

2. **Partial equivalence** – the source and target language terms only partially match each other. For example: Hun. *beszéd fogyatékos* ‘speech impaired’ = *особа з вадами мовлення* ‘person with speech impairment’.

3. **Functional equivalence** – in this case, the source language concept does not exist in the target language, but there is an equivalent that fulfils an approximately identical function. For example: Hun. *gimnázium* ‘high school, grammar school’ = Ukr. *лицей* ‘lyceum’.

4. **New terms** – the source language concept does not exist at all in the target language, so we create a new term using mirror translation, indicating the name of the language expert who created the term as the source. For example: Hun. *kiegészítő nemzetiségi nyelvoktatás* = Ukr. *додаткова мовна освіта національної меншини* ‘supplementary language education of nationalities’.

5. **Paraphrasing** – the source language concept does not exist in the target language, so we create the target language equivalent by periphrasis or circumscription. For example: Hun. *felmentést engedélyező szerv* ‘exemption authorizing body’ = Ukr. *орган, що надає дозвіл на звільнення* ‘authority that grants permission for exemption’.

After the correspondence between the source and target languages has been established, we can turn to one of the peculiarities of the terminology dictionary, namely the incorporation of regional equivalents. In our case, these are Hungarian-language terms or loanwords taken from the Ukrainian language, which are widespread among Transcarpathian Hungarian speakers, and are often used instead of the standard Hungarian equivalents (Gazdag, 2021; Várad, 2022). The Termini Hungarian–Hungarian dictionary and database⁷⁰ provides an excellent source for Transcarpathian Hungarian regional equivalents (Lanstyák & Benő & Juhász, 2010; Csernicskó & Márku, 2021; Pintér & Márkus & Benő, 2023). In August 2024, the Termini dictionary contained a total of 1121 Transcarpathian loanword entries, out of which 97 belonged to the subject field of education. These loanwords will be gradually included in the educational terminology database in order to show the regional differences in language use and the impact of the Ukrainian state language on the Hungarian minority language in the region. Moreover, 50 country-specific terms will also form part of the terminological database from each region. This means that Ukrainian terms that are specific to Ukraine and are associated with its public education system are going to be translated into Hungarian (e.g., *Нова українська школа* ‘New Ukrainian School’, *національний мультипредметний тест* ‘national multi-subject test’, etc.).

However, the terminological work does not end here. Associated source and target language terms must be indicated in the data fields, as well as the related regional equivalents, and the type of the relationship between the terms has to be defined

⁶⁵ Закон України 2000, № 46, ст. 393 „Про позашкільну освіту” (<https://zakon.rada.gov.ua/laws/show/1841-14>).

⁶⁶ Закон України 2001, № 49, ст. 259 „Про дошкільну освіту” (<https://zakon.rada.gov.ua/laws/show/2628-14>).

⁶⁷ Закон України 2014, № 37–38, ст. 2004 „Про вищу освіту” (<https://zakon.rada.gov.ua/laws/show/1556-18>).

⁶⁸ Закон України 2017, № 38–39, ст. 380 „Про освіту” (<https://zakon.rada.gov.ua/laws/show/2145-19>).

⁶⁹ Закон України 2020, № 31, ст. 226 „Про повну загальну середню освіту” (<https://zakon.rada.gov.ua/laws/show/463-20>).

⁷⁰ <https://termini.nyud.hu/htonline/>

too (e.g., abbreviation, synonym, antonym, collective term, semantic association, archaic version). As a last step, the terms are classified into different domains, subdomains, collections and conceptual circles according to the domain system created within the project. The terminological work is carried out with the assistance of Dóra Mária Tamás from Hungary, who shapes the details of the work processes according to the methodology and management of terminography (Tamás, 2022).

The difficulties of Hungarian–Ukrainian educational terminology. In the following outline, we would like to present those aspects of the terminological work that were difficult and problematic during the translation of the terms belonging to the Hungarian and Ukrainian public education systems. However, it is important to emphasize that these problems arose during the translation of the first 450 terms, so half of the work is still to be done. In addition to presenting the mentioned difficulties, we also discuss their possible solutions, thus presenting useful practices that can facilitate the work of educational terminologists in the future.

1. Translation of complex terms. In the beginning, the biggest problem was the transfer of complex source language terms to the target language, since there are many semantic gaps between the Hungarian and Ukrainian educational and administrative systems, and for this reason it is practically impossible sometimes to find a Ukrainian term with complete equivalence. In most cases, a functional equivalent was found, but there was only one solution in the case of complex expressions consisting of three or more words: the development of new terms or paraphrases.

We ran into this difficulty right away in the case of the first term, since there is no Ukrainian expression with either complete or partial equivalence for the Hungarian term *komplex típusú felsőfokú államilag elismert nyelvvizgabizonyítvány* 'higher-level state-recognized language exam certificate of complex type'. Although there is a higher-level language exam certificate in Ukraine, such certificates do not exist with "complex type" or "state-recognized" indicators. Instead, they refer only to international language exam certificates (Ukr. *міжнародний мовний сертифікат*). There is, however, a state language examination that certifies the level of knowledge of the Ukrainian state language (Ukr. *державний сертифікат про рівень володіння державною*

мовою). As a solution, with the help of a professional translator, a new term was developed that fully covers the meaning of the source language expression: Ukr. *сертифікат про вищий рівень володіння іноземною мовою комплексного типу, який визнаний державою* 'certificate of higher-level mastery of a foreign language of a complex type, recognized by the state'. By filling semantic gaps like this, the Hungarian and Ukrainian public education systems become almost completely compatible with each other.

The next example also shows the difficulty posed by complex terms: Hun. *állami felsőoktatási intézmény által fenntartott köznevelési intézmény* 'public educational institution maintained by a state higher education institution'. There is no public educational institution in Ukraine that is maintained by a state higher education institution. There are only public educational institutions operated by private higher education institutions, for example the Egán Ede Vocational Training Centre is operated by the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. However, we cannot find such a thing at the state level. This example clearly shows that the more complex a term is, the more shades of meaning it has, so it is more difficult to translate it faithfully into the target language. That is why we decided to use a paraphrase: Ukr. *заклад освіти, що перебуває на утриманні державного вищого навчального закладу* 'educational institution maintained by a state higher education institution'. This circumscription contains the full meaning of the source language term.

2. Grammatical differences between the Hungarian and Ukrainian languages. The second problem stems from the obvious fact that Hungarian and Ukrainian are two completely different languages. The Hungarian language is a member of the Finno-Ugric branch of the Uralic language family, while the Ukrainian language belongs to the Indo-European language family, specifically to East Slavic languages. In addition, the Hungarian language uses the Latin alphabet, while the Ukrainian language is based on the Cyrillic writing system. These factors mean significant grammatical and word-building differences between the two languages, which in many cases are not easy to bridge. Table 1 summarizes the most obvious grammatical differences observed during the terminological process.

Table 1

Main grammatical differences between the Hungarian and Ukrainian languages

Grammatical differences	Hungarian language	Ukrainian language
Gender of nouns	Included in the lexical meaning of words	Indicated by the last sound of the base form of the noun
Base form of adjectives	It has only one form: <i>digitális</i>	There are three different forms: <i>цифровий, цифрова, цифрове</i>
Dictionary form of verbs	Third person singular: <i>felkészít</i>	Infinitive: <i>підготувати</i>
Word-building	One compound word: <i>évfolyamismétlés</i>	More words, circumscription: <i>залишення на повторний курс</i>

Source: Edited by the authors

In the Hungarian language, the grammatical gender of nouns is included in their lexical meaning. For example: *apa* 'father' = masculine, *anya* 'mother' = feminine, *gyerek* 'child' = neuter. In Ukrainian grammar, it is much more complicated, since we have to pay attention to the last sound of the base form of nouns in order to classify them into one of the three grammatical genders. Nouns ending in hard consonants are usually masculine (*чоловічий рід*; for example: *хор* 'choir'), nouns ending in *-а/-я* vowels are mostly feminine (*жіночий рід*; for example: *оцінка* 'evaluation, mark'), while nouns ending in *-о/-е* are almost always neuter (*середній рід*; for example: *право* 'right, law'). However, the reality is far from being this simple, as there are plenty of exceptions. A very common rule, which was continuously relevant during the terminological work, is that nouns ending in a long consonant + *-я* sound will not be feminine, but neuter (for example: *навчання* 'teaching').

The grammatical gender of nouns also affects the forms of adjectives, since in the Ukrainian language all adjectives have three forms in the singular: adjectives before masculine nouns end in *-ий/-ій* (for example: *емоційний розвиток* 'emotional development'), adjectives before feminine nouns end in *-а/-я* (for example: *початкова школа* 'primary school'), while neuter nouns are preceded by adjective ending in *-е/-є* (for example: *циркове мистецтво* 'circus art'). This is another grammatical category that makes translation much more complex, since in the Hungarian language adjectives have only one base form in the singular. However, when working with Ukrainian terms, one must constantly pay attention to the use of the appropriate endings.

A difference can also be observed regarding the dictionary form of verbs. The verbs listed in the Hungarian Public Education Act were all entered in the database in the third person singular, as this is the dictionary form of verbs in the Hungarian language. In Ukrainian, on the other hand, the infinitive form of the verb fulfils this role. At the beginning, verbs were automatically translated into Ukrainian using mirror translation in the third person singular (for example: *оцінює* '[he/she] evaluates'), but later we found out the source of the problem and switched to the use of the Ukrainian infinitive (for example: *оцінювати* 'to evaluate').

The last difference to highlight between the two languages is the way of how words are formed. In the Hungarian language, we can easily form complex words. However, the same is not possible in the Ukrainian language, and paraphrase often has to be used, so that the Ukrainian equivalent of a single Hungarian complex word consists of two or more words (for example: Hun. *csoporthontás* = Ukr. *поділ класів на групи* 'division of classes into groups'; Hun. *intézményegység* = Ukr. *структурна одиниця закладу* 'structural unit of institution').

3. Finding functional equivalents. The third difficulty is mostly caused by the structural differences between the educational systems of the two countries. This is manifested in the names of the different types of public educational institutions, since the structure of the education system of Hungary and Ukraine differs in many aspects. For instance, there is no such type of institution in Ukraine as *algimnázium* 'lower secondary school'. This function is partially fulfilled by the elementary school, called *elemi iskola* in Hungarian, transferred

from the Ukrainian equivalent with the same meaning (*початкова школа*) through mirror translation. The same applies to the names of primary and secondary schools in Hungary, which have completely different names in Ukraine since the Law of 2017 “On Education”. In such cases, the translator’s task is to find a target language term which, although formally different from the source language term, remains mostly faithful to the original expression in its meaning, since the two terms fulfil the same function and denote the same concept in both languages.

However, it also often happens that the target language term exists in the Hungarian educational terminology, but has a completely different meaning. For example: according to §11 of Act CXC of 2011 on National Public Education of Hungary⁷¹, “a gymnasium (Hun. *gimnázium*) is an educational institution operating with four, six or eight – in the case of language preparation years, five, seven or nine – years, where education provides a foundation for general literacy and prepares learners for matriculation exams and the start of higher education studies”. In contrast, according to Article 9 of the Law of Ukraine “On Education” of 2017⁷², “a gymnasium (Ukr. *гімназія*) is a second-level secondary education institution (or a structural unit of another educational institution) that provides general secondary education”. This means that the Ukrainian *гімназія* is an educational institution of the same level as the Hungarian primary and lower secondary school (grades 1–9). Previously, this institution type was called general secondary school of I–II degrees (Ukr. *загальноосвітня школа I–II ступенів*), and gymnasiums operated as secondary educational institutions of II–III degrees, where students could be admitted only after finishing the fourth grade and could obtain a certificate of complete general secondary education at the end of the eleventh grade (Beregszászi 2020, p. 41).

Similar differences in meaning can be observed in various subfields of educational work. For instance, in Hungarian schools, the first part of the day is called *délelőtti időszak* ‘morning period’, but in Ukraine it is more common to use *дообідний час* ‘morning time’, as it is often used both in

educational publications and on the websites of public educational institutions.

4. The structure of the new Ukrainian public education system. On September 5, 2017, the Supreme Council of Ukraine adopted the new Education Law, which completely transformed the system of public education. In this study, we specifically want to present the changes that occurred in the names of educational institutions that affect the period from primary education to graduation.

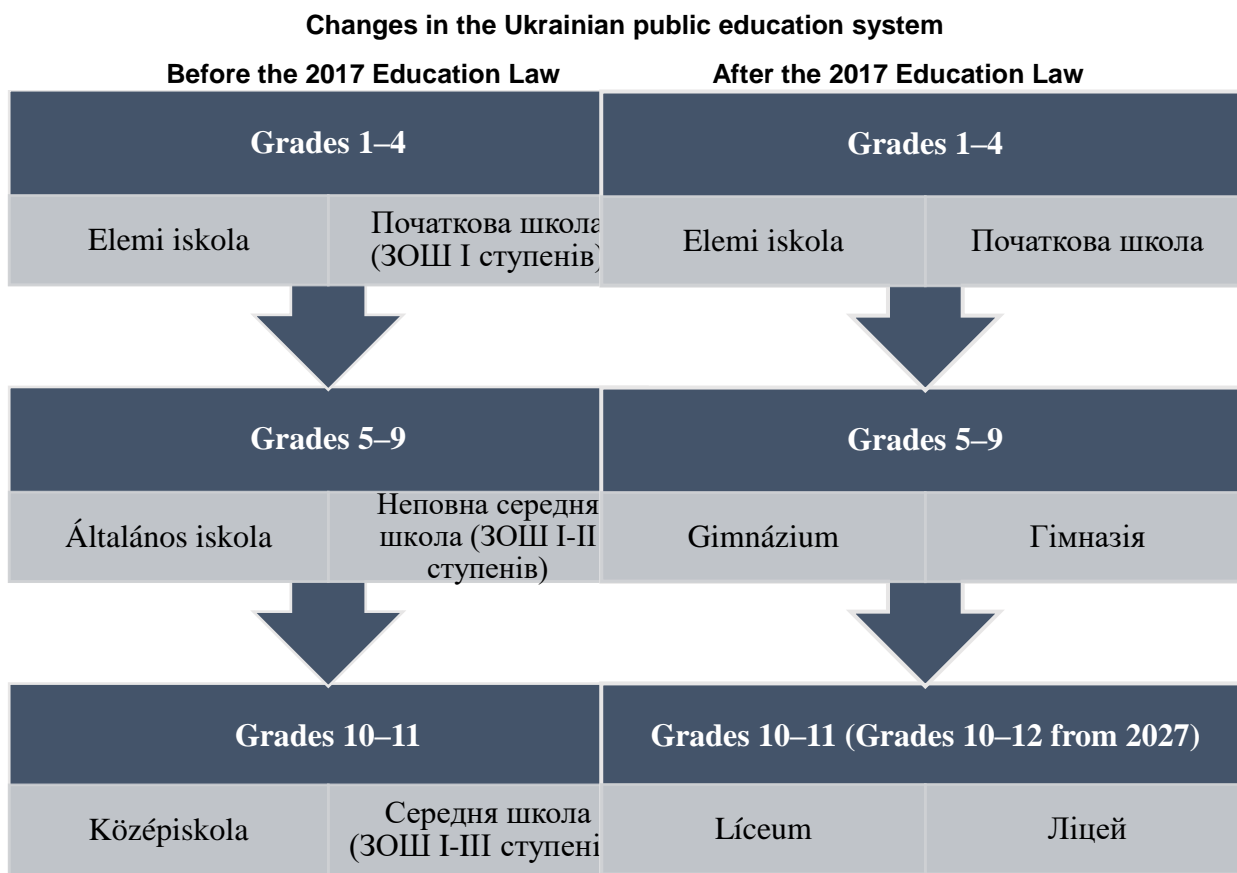
There is a three-level public education system in Ukraine. The first level lasts for four years (grades 1–4), the second level consists of five years (grades 5–9), and the third level was previously only two years (grades 10–11), but after the adoption of the new Education Law, it became a three-year period (grades 10–12) for children who entered public education after September 1, 2018 (Beregszászi, 2021, p. 33).

Previously, educational institutions in Ukraine were named according to these levels. The general secondary school of I degree (Ukr. *загальноосвітня школа I ступеня*) was the primary school (Hun. *elemi iskola*), this type of educational institution remained in the new system for grades 1–4. General secondary school of I–II degrees (Ukr. *загальноосвітня школа I–II ступенів*) was the lower secondary school (Hun. *általános iskola*), which today has been transformed into a gymnasium, as we discussed earlier. Finally, the general secondary school of I–III degrees (Ukr. *загальноосвітня школа I–III ступенів*) was the equivalent of an upper secondary school in the traditional sense (Hun. *középiskola*), which has now become a lyceum. According to the Law of Ukraine “On Education” of 2017, all public educational institutions that provide secondary education must be called lyceums. Previously, however, only talent training institutions were classified as lyceums, which were usually only for pupils of grades 8–11 (Orosz & Pallay 2020, p. 51). The changes described above are illustrated in Figure 1.

⁷¹ Available in Hungarian: 2011. évi CXC. törvény a nemzeti köznevelésről (<https://njt.hu/jogszabaly/2011-190-00-00.79>).

⁷² Закон України 2017, № 38–39, ст. 380 „Про освіту” (<https://zakon.rada.gov.ua/laws/show/2145-19>).

Figure 1



Source: Edited by the authors

During the educational terminology work, it is of particular importance to reflect on the mentioned semantic differences and to look for the functional equivalents of the Hungarian terms, as well as to identify the archaic versions that are no longer used based on the currently valid educational laws, but were previously widely known.

5. Searching for regional equivalents. Hungarian regional equivalents are those terms that are used only by the Hungarian native-speaking community in Transcarpathia, but they are not known (at least not in the same sense) by Hungarians living in the territory of Hungary. Such regional equivalents are, for example, *gimnázium* 'gymnasium' or *líceum* 'lyceum', which are widely used in Hungary with a completely different meaning. However, the term *nemzeti multidiszciplináris teszt* 'national multidisciplinary test' is also a regional equivalent borrowed from the Ukrainian language, denoting a multi-subject school-leaving exam that exists only in Ukraine and

was introduced in 2022 as a result of the Russo-Ukrainian war.

There are four main sources of regional equivalents like these:

1. The Termini Hungarian–Hungarian dictionary and database;
2. Educational and sociolinguistic studies conducted by Transcarpathian researchers;
3. Websites of Transcarpathian public education institutions;
4. The Transcarpathian Hungarian press and online news portals.

One of the special features of the educational terminology database is that it contains the translation of the source language terms not only in one target language, but in a total of seven languages (Croatian, German, Romanian, Serbian, Slovak, Slovenian, Ukrainian), and every region neighbouring Hungary has the opportunity to include region-specific terms and loanwords related to education. This makes it possible to draw a

parallel between the public education systems of Hungary and the seven neighbouring countries (Croatia, Austria, Romania, Serbia, Slovakia, Slovenia, Ukraine), paying special attention to linguistic contact between the state languages and the local variety of the Hungarian language.

Conclusions. In the current study, the difficulties associated with the Ukrainian translation of the administrative, legal and educational terms extracted from the Hungarian Public Education Act were presented. As a result of the educational terminology project, a cross-border database will be created, with the help of which it will be possible to fill the semantic gaps between the public education system of Hungary and the neighbouring countries. The database contains both archaisms and

neologisms, and it also involves the development of new terms, thereby ensuring that the educational systems of different countries completely match each other. The construction of a Hungarian–Ukrainian terminological database will make it easier for translators to effectively translate Hungarian and Ukrainian educational laws, thus further facilitating Ukraine's integration into the European Union. In addition, the terminological dictionary will also contain the Hungarian translation of country-specific Ukrainian terms, together with regional equivalents found in the Transcarpathian Hungarian language variety. The work on educational terminology continues, so it is possible to expand the scope of the study in the future.

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Conflict of Interests

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