



Hungarian Educational Terminology in a Minority Context: A Terminological Analysis of Concepts Related to Teachers' Professional Development in Slovakia

Veronika DANČO JAKAB

Comenius University (Bratislava, Slovakia)

jakabova23@uniba.sk

<https://orcid.org/0000-0002-2290-3281>

Abstract. The article provides an insight into an ongoing terminological planning process within the Hungarian Terminology Strategy sub-programme of the Hungarian Academy of Sciences, which aims to develop an eight-language digital database of educational terminology. It presents the theoretical and methodological foundations of the database construction, with particular emphasis on the concept-oriented approach and the identification of equivalence levels. The first part analyses the characteristics of Hungarian educational terminology in Slovakia followed by a terminological comparison of the Slovak system of teacher career development and its Hungarian equivalents. Based on legislative sources, the study identifies the relevant conceptual features and proposes Hungarian equivalents suitable for integration into the professional register used by Hungarian speakers in Slovakia.¹

Keywords: terminology, database, education, Hungarian educational terminology in Slovakia, teacher career advancement system

1. Introduction

As a result of the Treaty of Trianon, a significant proportion of the formerly contiguous Hungarian-speaking population found themselves outside the borders of Hungary. This political and social transformation brought about important linguistic changes. In the literature, these changes in the language varieties of Hungarian minority communities are referred to as *divergent development*.

¹ This article was prepared with the support of the sub-programme *Hungarian Terminology Strategy* (TMNP2023-1/2023) within the Science for the Hungarian Language National Programme of the Hungarian Academy of Sciences.

To document this development and address its consequences for language use, several language institutes were established in the early 2000s in regions inhabited by Hungarian minorities in the Carpathian Basin. These institutions later formed a network known as the Termini Hungarian Language Research Network (hereinafter: Termini) (Benő 2021: 377–378).

Termini's work – particularly its efforts concerning divergent development – is commonly referred to as *határtalanítás* [debordering] in the literature (Lanstyák–Benő–Juhász 2010: 37–38). In a narrower sense, the term is understood as research that has led to the inclusion of lexical items from Hungarian language varieties spoken in regions neighbouring Hungary in certain Hungarian dictionaries. In a broader sense, it encompasses all language planning activities aimed at addressing the divergent development of the Hungarian language (Lanstyák 2008: 124).

This study aims to present the current phase of the language planning activities of the Termini Hungarian Language Research Network, in which its members are engaged in terminological work focusing on the language register of education. Their aim is to develop a freely accessible, eight-language digital database of educational terminology, containing the terms used in Hungary, Romania, Slovakia, Serbia, Ukraine, Croatia, Slovenia, and Austria (Szoták–Tamás 2024: 11–13, Kocsis 2025: 76). The purpose of the database is twofold: first, to reduce ambiguity in professional communication in the field of education; second, to support Hungarian minority communities in exercising their linguistic rights (cf. Fóris–Bölcskei 2023: 77).

The main part of the study is structured as follows: first, I outline the theoretical framework of the educational terminology database. This is followed by an overview of the specifics of Hungarian educational terminology in Slovakia. Finally, I present a terminological analysis of the core terms related to the Slovak teacher career system.

2. An overview of terminology work

A terminology database can be defined as a collection of electronically stored terminological data compiled according to an onomasiological, i.e. concept-oriented approach. Its creation presupposes the elaboration of the conceptual system of the given domain. A typical feature of such databases is that they contain terms and their definitions from one or more specialized fields in one or more languages (Tamás–Sermann 2019: 47). The concept-oriented approach means that the terminological analysis starts with the concept itself: the terminologist assigns a linguistic label to the concept. In this respect, terminology databases differ from electronic dictionaries, which are compiled by lexicologists based on

a semasiological approach, i.e. they start from the linguistic sign and search for its meanings (Tamás 2014: 50).

The central element of terminology databases is the *term*. According to Fóris (2020), a term is a morphologically heterogeneous unit that fulfils a pragmatically similar function in professional communication. In this definition, both linguistic and non-linguistic signs with meaning are considered as terms, provided that they denote a specific concept within the relevant domain. The creation of terminology databases is preceded by careful terminological work. This includes the identification, collection, analysis, description, classification, representation, and elaboration of missing terms, as well as the standardization, documentation, and dissemination of the terminology system. Although in recent years this process has often been referred to as *terminology management* (Fóris 2020: 32), in this study I will continue to use the traditional term *terminological work*. Since there are different types of terminological work, the members of the Termini perform domain-oriented terminological work, i.e. they focus on the detailed description of terms belonging to a specific subject field, namely education.

In line with the key activities of the terminological work outlined above, the linguists and experts from related disciplines involved in the creation of the educational terminology database begin by studying the current use of terminology in the field of public education. This involves identifying and collecting the terms used in Hungary, Slovakia, Romania, Ukraine, Slovenia, Serbia, Austria, and Croatia to be included in the database. The next step is the analysis of these terms, in which the experts – based on reliable sources such as legal texts or scientific publications – identify the conceptual features of the extracted terms (Szőták–Tamás 2024: 18). These conceptual features together constitute the intension of the term. It is important to note that not all features are equally relevant: only those features that are indispensable for understanding the concept and whose absence would significantly alter its meaning are considered essential. If a definition exists for a given concept, the compilers of the database use it as a starting point; otherwise, they construct a new definition. Among the various types of definitions, they primarily aim to create intensional definitions, which identify the superordinate concept and specify the characteristics that distinguish the target concept from other related concepts (cf. Sermann 2023: 284–285).

Since the educational terminology database under development is multilingual, the next step in the terminological work is to identify the target-language concepts corresponding to the source-language concepts. To achieve this, the experts consult original, professionally reliable texts written in the target language. This approach reflects a fundamental principle of terminology: terms are not translated but matched. Accordingly, the process involves a conceptual comparison between source-language concepts and target-language concepts – that is, an examination of their equivalence. This entails analysing the conceptual

features present in the definitions of the source and target concepts in order to determine the extent to which they correspond to each other (Tamás 2019: 12).

There are various types, levels, and classifications of equivalence between concepts (cf. Tamás 2014: 30–34). The developers of the educational terminology database rely on the following classical international categorization of equivalence levels as their point of reference.

Table 1. *Levels of equivalence between source- and target-language concepts*

Level	Definition
<i>I. Full Equivalence</i>	the source-language and target-language concepts are entirely congruent
<i>II. Partial Equivalence</i>	a) part–whole relationship b) superordinate–subordinate relationship
<i>III. Non-equivalence</i>	the source language and target language concepts do not overlap

If the result of the conceptual comparison is full equivalence, experts simply substitute the source-language term for its target-language counterpart used in the educational domain. In cases of partial equivalence or when no equivalence is found, two strategies are available depending on the level of conceptual overlap: (1) if the overlap is substantial, an analogous term is used, i.e. a functional equivalent; (2) if the overlap is minimal or non-existent, a new linguistic sign is created, i.e. a terminological candidate or a paraphrase is used (Tamás 2019: 12).

Based on the above, the terminology planning process carried out in the course of building the database involves both *intralanguage* and *interlanguage* terminological harmonization. This process focuses on the harmonization of both *concepts* and *terms* (cf. Fóris–Sermann 2010: 45).

In terms of content, it is important to emphasize that the educational terminology database will include not only Hungarian terms used in Hungary and their foreign language equivalents but also so-called *country-specific terms* from various minority regions. These are foreign language terms for which there is no standard Hungarian equivalent, as they denote concepts that do not exist in the Hungarian educational system (Benő–Péntek 2023: 234). Furthermore, as an added value, the database will also include regional Hungarian equivalents for both Hungarian and country-specific terms (Szoták–Tamás 2024: 17).

3. Specific features of Hungarian educational terminology in Slovakia

Thanks to the support of the Hungarian Academy of Sciences, the scope of the educational terminology database also extends to the Slovak region. As the Slovak and Hungarian education systems have common historical roots, their structures and functioning show significant similarities and overlaps even today. Consequently, it is relatively easy to identify the Hungarian and Slovak designations of terms that exist in both systems, provided that the necessary subject-specific and linguistic expertise is available. Examples include term pairs such as *bizonyítvány* (HU) – *vysvedčenie* (SK) ‘report card’, *osztály* (HU) – *trieda* (SK) ‘class’ and *órarend* (HU) – *rozvrh hodín* (SK) ‘timetable’, where Hungarian speakers in both Slovakia and Hungary use the same Hungarian terminology.²

A Hungarian speaker of Slovakia may, when referring to concepts shared by both education systems, not use the term commonly employed in Hungary but one of its synonyms. This is a result of the fact that, as a minority community, they mostly interact with other minority speakers and the Slovak-speaking majority in everyday life and have less frequent contact with speakers of Hungarian in Hungary. For example, in Hungarian public education, the term *mulasztás* is used to refer to a pupil’s absence from school. In contrast, the synonymous term *hiányzás* has become more widespread in Hungarian usage in Slovakia, while the corresponding Slovak term is *absencia*.

At the same time, it is also common for Hungarian designations used in Slovakia to arise from full or partial *calques* (loan translations) of Slovak terms, and for these to be preferred over their counterparts used in Hungary. An example for this is the term *alapiskola* (Fv) ‘basic school’, which is a calque of the Slovak *základná škola* and is almost entirely equivalent to the Hungarian *általános iskola* ‘primary school’. Although the latter is likely familiar to most Hungarian speakers in Slovakia, it is often perceived as stylistically “too Hungarian” (i.e. specific to Hungary) and is therefore used less frequently (cf. Lanstyák 2011: 59).

Another characteristic of Hungarian educational terminology in Slovakia is that, under the influence of Slovak, minority speakers sometimes use certain expressions – also used in Hungary – with a partially different conceptual meaning. For example, it is well known that in Hungary the term *tanító* refers specifically to a professional who teaches in the lower grades of primary school. In contrast, due to the influence of the broader conceptual scope of the Slovak term *učiteľ* ‘teacher’, the same term in Hungarian usage in Slovakia is often applied as a general designation for all teachers, regardless of the educational level at which they teach.

2 In the remainder of this study, I use the abbreviation *HU* to refer to terms used in Hungary, *SK* for terms used in Slovakia, and *Fv* (Felvidék [Upper Hungary]) to denote regional equivalents used in Hungarian within the Slovak context.

Naturally, there are differences between the public education systems of Slovakia and Hungary, and as a result, certain concepts exist in one country but not in the other. In Hungarian usage in Slovakia, the Hungarian designations for concepts specific to the Slovak education system are most often created spontaneously. This is mainly due to the fact that the relevant legislation is issued exclusively in the state language and that deliberate terminological planning in the field of education was lacking for a long time (Szabó Mihály 2014: 104–109).

A positive development in this regard is that in recent years bilingual versions of numerous institutional-level documents have been produced in Slovakia, including report cards, class registers, permanent student records, and extracurricular activity log sheets. These documents are publicly accessible on the website of the Ministry of Education, Research, Development, and Youth of the Slovak Republic (hereinafter: the Slovak Ministry of Education). Another important step forward was the 2020 publication of the *Szlovák–magyar közoktatási szótár* [Slovak–Hungarian Glossary of Public Education] by the Slovak Ministry of Education. The glossary contains more than 500 terms extracted from legislation and other education-related documents concerning the organization of public education. It presents Slovak terms alongside their recommended Hungarian equivalents in tabular format.

The compilers of the *Szlovák–magyar közoktatási szótár* [Slovak–Hungarian Glossary of Public Education] clearly state that their primary goal is to align more closely with the terminology used in Hungary. This objective is fully in line with that of the developers of the educational terminology database. It is, therefore, natural that representatives of the Slovak region take the terms included in the *Szlovák–magyar közoktatási szótár* [Slovak–Hungarian Glossary of Public Education] into consideration during their terminological work.

In the remainder of this study, I offer insight into the terminological work involved in the development of the educational terminology database, with a particular focus on the Slovak region. My aim is to analyse the core terms related to the Slovak teacher career progression system and to identify or propose their Hungarian equivalents.

4. Terminological analysis of the Slovak teacher career progression system

In order to improve the quality of public education, legal frameworks worldwide provide opportunities for teachers' professional development. In Slovakia, the main legal framework governing this issue is defined by the following pieces of legislation issued by the Slovak Ministry of Education:

(a) *Act No. 138/2019 Coll. on Pedagogical Employees and Professional Employees* [Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch] (hereinafter: *Act 138/2019*)

(b) *Directive No. 19/2009-R of 20 October 2009 issuing the Framework Programme of Induction Training* [Smernica č. 19/2009-R z 20.10.2009, ktorou sa vydáva Rámcový program adaptačného vzdelávania] (hereinafter: *Directive 19/2009-R*).

In Hungary, the legal regulation of teachers' professional development is provided by the following acts and government decree:

(a) *Act LII of 2023 on the New Teacher Career Path* [2023. évi LII. törvény a pedagógusok új életpályájáról] (hereinafter: *Act LII of 2023*),

(b) *Government Decree No. 401/2023 (30 August) on the implementation of Act LII of 2023 on the New Teacher Career Path* [401/2023. (VIII. 30.) Korm. rendelet a pedagógusok új életpályájáról szóló 2023. évi LII. törvény végrehajtásáról] (hereinafter: *Government Decree 401/2023*).

The Hungarian equivalents of the core terms of the Slovak teacher career progression system are identified on the basis of the legal documents referenced above.

First, it is evident that the system ensuring predictable career progression for teachers is referred to in Slovakia by the term *karierový systém učiteľov* 'career system for teachers', while in Hungary it is called *pedagógus előmeneteli rendszer* 'promotion system of teachers'. In order to advance within the career progression system, teachers are required to acquire a specific set of competencies. In Slovak legislation, this is referred to as *profesijné štandardy* 'professional standards', while in Hungarian it is denoted by the term *szakmai fejlődés sztemderdjei* 'standards for professional development' or simply as *sztemderdek* 'standards' (cf. Act 138/2019, §41(1)–(3)).

In both countries, the teacher career progression system establishes a number of stages, the attainment of which is associated with salary increases and the opportunity to take on tasks involving greater professional responsibility. In Slovakia, these stages are referred to by the term *karierový stupeň* 'level of the career structure', which is defined as a designation reflecting the complexity of a teacher's professional activities and the degree of professional competence acquired. In Hungarian educational terminology, the term *pedagógus fokozat* 'teacher grade' denotes the career stages of professional performance and the quality of a teacher's work. Therefore, *pedagógus fokozat* can be regarded as the appropriate Hungarian equivalent of the Slovak *karierový stupeň*. In earlier Hungarian usage in Slovakia, attempts were made to render *karierový stupeň* as *pedagógus-pályafok* 'teacher career grade'. However, this term does not fully align with either Slovak or Hungarian specialist usage. For this reason, it is more

appropriate to promote the use of *pedagógus fokozat* in Hungarian educational terminology in Slovakia as well.

4.1. The first teacher career stage

The first teacher career stage in Slovakia, referred to as *začínajúci pedagogický zamestnanec* ‘beginning pedagogical employee’, is assigned to teachers with the appropriate qualifications who (a) are employed in a teaching position for the first time or (b) change workplaces before advancing to the next career stage. §31(1) further stipulates that teachers at the beginning of their career may remain in this career stage for a maximum of two years (excluding periods such as parental leave). In Hungary, the first career stage within the teacher career progression system is called *gyakornok* ‘trainee teacher’, and applies to teachers who have obtained the necessary qualifications but have less than one year of professional experience. In Hungarian professional texts produced in Slovakia, the Slovak term *začínajúci pedagogický zamestnanec* is sometimes rendered as *kezdő pedagógus* ‘beginning teacher’, which can be considered a partial calque and a lexical simplification. The conceptual features of *začínajúci pedagogický zamestnanec* largely overlap with those of the Hungarian *gyakornok*. Given the ease of associating the two concepts, it is advisable to adopt the Hungarian designation *gyakornok* in Hungarian educational terminology used in Slovakia as well.

In Slovakia, beginning teachers are required to start the *adaptačné vzdelávanie* ‘adaptation education’ within five days of commencing their employment. The organization, regulation, and assessment of this institutionally administered education are further detailed in §31, 51, and 52 of the same Act, as well as in Directive 19/2009-R. Based on these legal provisions, *adaptačné vzdelávanie* is a training process designed to familiarize the trainee teacher with the school’s operational schedule, internal regulations, pedagogical documents, health and safety rules, and information systems on the one hand and to help them acquire the set of competencies – i.e. the relevant professional standards – required for advancement to the second career stage on the other hand. The programme must be completed within two years from the start of the employment relationship.

In Hungarian-language educational texts produced in Slovakia – including professional publications, school websites, and job advertisements –, the Slovak term *adaptačné vzdelávanie* is most often rendered as *adaptációs képzés* ‘adaptation education’, which is a calque-based translation. However, at the conceptual level, the Slovak concept designated by the term *adaptačné vzdelávanie* closely corresponds to the Hungarian concept designated by the term *gyakornoki program* ‘teacher induction programme’, as both refer to a compulsory process during which trainee teachers in the first career stage of the career progression system familiarize themselves with the core institutional documents regulating

school life, become aware of their rights and responsibilities, and acquire the professional requirements and pedagogical competencies associated with their position (Government Decree 401/2023, §37).

An additional shared conceptual feature of the two concepts is that in both Slovakia and Hungary the school principal assigns an experienced teacher to support the trainee. This mentor is responsible for assisting the trainee's integration into the institutional structure of the school and for guiding them in the practical implementation of pedagogical and methodological tasks (cf. Act 138/2019, §31(1), (3); Government Decree 401/2023, §86(1), (2); §87(1)). In my view, these substantial conceptual overlaps provide a sufficient basis for adopting the Hungarian term *gyakornoki program* as the appropriate equivalent of the Slovak concept designated by the term *adaptačné vzdelávanie*.

As a complement to the above, it is important to note that the requirements for completing the *adaptačné vzdelávanie* and the *gyakornoki program* differ to some extent between the two countries.

In Slovakia, trainee teachers are assessed through a term known as *záverečný pohovor* 'final interview'. During this evaluation process, the *skúšobná komisia* 'examination board' analyses and discusses a lesson previously observed and subsequently asks the trainee further, primarily theoretical, questions. The candidate is evaluated by a three-member examination board chaired either by the school principal or the professional support teacher. The other two members include the trainee's mentor and another teacher appointed by the principal who must hold at least the second career stage.

In Hungary, the procedure concluding the *gyakornoki program* is called *minősítő vizsga* 'qualification examination', which consists not only of the observation and analysis of a lesson but also of a professional interview combined with *portfólióvédelem* 'defence of a portfolio'. The *portfólió* 'portfolio' is a collection of documents that provides insight into the teacher's professional path, their teaching activities, associated challenges and achievements, and the development of their pedagogical competencies, based both on factual evidence and self-reflection. During the *minősítő vizsga*, the trainee teacher is required to demonstrate their professional proficiency before a three-member *minősítő bizottság* 'qualification board'. The chair of the board is a public education expert delegated by the *Oktatási Hivatal* (Educational Authority), who has completed the mandatory preparatory training laid down in a separate regulation. The other members include another expert appointed by the Educational Authority and the head of the teacher's employing institution or a person appointed by the head who holds a senior or managerial position within the institution.

As we have seen, in Hungary, the concept referred to by the term *minősítő vizsga* required of trainee teachers takes place before a qualification board composed primarily of external experts and includes a portfolio defence. In contrast, in

Slovakia, the process designated by the term *záverečný pohovor* ‘final interview’ is conducted by an examination board convened at the institutional level and does not include a portfolio defence, which becomes mandatory only at later stages of the teacher career progression system. Given these differences, I argue that it is not appropriate to translate the Slovak terms *záverečný pohovor* ‘final interview’ and *skúšobná komisia* ‘examination board’ as the Hungarian *minősítő vizsga* ‘qualification examination’ and *minősítő bizottság* ‘qualification board’, as the latter imply conceptual components not present in the Slovak context. Instead, I recommend using the more functionally equivalent Hungarian terms *záróbeszélgetés* ‘final interview’ and *vizsgabizottság* ‘examination board’.

In defining the conceptual pair *adaptatívne vzdelávanie* (SK) – *gyakornoki program* (HU) ‘adaptation education’, it was also noted that trainee teachers are supported throughout the programme by a more experienced teacher who assists them with activities related to their specific teaching role. In Slovakia, this supporting teacher is referred to as an *uvádzajúci pedagogický zamestnanec* ‘mentor pedagogical employee’. This role shows a high degree of equivalence with the Hungarian term *mentor* ‘mentor’, and the two can be used interchangeably in educational translation contexts.

4.2. The second teacher career stage

In the teacher career progression systems of both Slovakia and Hungary, the second career stage refers to a concept describing a teacher who has obtained the right to work independently after completing the first career stage. In Slovakia, this status is referred to by the term *samostatný pedagogický zamestnanec* ‘independent pedagogical employee’, while in Hungary the designation *Pedagógus I.* ‘Teacher I’ is used (cf. Act 138/2019, §29(2); Government Decree 401/2023, §37(8)). A closer comparison of the two terms, however, reveals notable conceptual differences. In Slovakia, a *samostatný pedagogický zamestnanec* becomes eligible to apply for the next career stage after a minimum of five years. In contrast, a Hungarian teacher holding the *Pedagógus I.* ‘Teacher I’ title may initiate the evaluation procedure for advancement to *Pedagógus II.* ‘Teacher II’ after just one year of professional experience, provided that all other conditions laid down in the decree are met. A more substantial difference at the conceptual level lies in the fact that a teacher in the second Slovak career stage may be entrusted with specialized or managerial responsibilities within the institution, entailing greater professional responsibility. The detailed list of such responsibilities is provided in §36(1) and §39(1) of Act 138/2019. If a *samostatný pedagogický zamestnanec* accepts such a role, they are designated as holding a so-called *karierová pozícia* ‘career position’. The Hungarian educational system does not contain an equivalent institutional concept. Due to this lack of equivalence, I recommend translating

the term *karierová pozícia* as *intézményi tisztség* ‘institutional position’ following the terminology proposed in the *Szlovák–magyar közoktatási szótár* [Slovak–Hungarian Glossary of Public Education].

Given these differences between the Slovak and Hungarian teacher progression systems, particularly from the second career stage onwards, I propose treating the second and subsequent career stages as country-specific concepts. Accordingly, new Hungarian term candidates should be introduced to reflect them more accurately. In the case of *samostatný pedagogický zamestnanec*, I suggest the introduction of the term *önálló pedagógus* ‘independent teacher’ as a suitable Hungarian designation.

4.3. The third and fourth career stages

In Slovakia, the third teacher career stage is designated by the term *pedagóg s prvou atestáciou* ‘teacher with a first attestation’ and the fourth by *pedagóg s druhou atestáciou* ‘teacher with a second attestation’. Since the procedural and conceptual features of these two stages are largely identical, it is appropriate to discuss them together.

A teacher may initiate the transition to the third career stage no earlier than five years after entering the second stage. As outlined in §33(a)–(d) of Act 138/2019, acquiring the third career stage entitles the teacher to act as a mentor, a professional support teacher, a lecturer in continuing teacher education programmes, and a member of the examination board responsible for evaluating novice teachers. Pursuant to §30(2), a teacher may apply for the fourth career stage no earlier than after having completed five years of professional experience at the third career stage. According to §33(a)–(c), this entitles them to serve as the professional lead in training programmes for school leadership and further professional development, to be appointed as a member of the attestation board responsible for awarding the third and fourth stages, and to participate in the research and analysis of teachers’ professional competences.

Before proposing Hungarian equivalents for the terms *pedagóg s prvou atestáciou* and *pedagóg s druhou atestáciou*, it is necessary to examine the concept of *atestácia* (SK) ‘attestation’ more closely. As defined in §59(1) of the Act 138/2019, *atestácia* refers to the process during which a teacher’s professional competence is assessed to determine whether they meet the standards required for advancement to the next career stage – first to the third and then to the fourth.

In the *Szlovák–magyar közoktatási szótár* [Slovak–Hungarian Glossary of Public Education], the recommended Hungarian equivalent for the term *atestácia* is *minősítési eljárás* ‘qualification procedure’, aligning with the terminology used in Hungary, where, according to §2(5) of Government Decree 401/2023, the term refers to the process aimed at attaining the third career stage (*Pedagógus*

II. ‘Teacher II’). This suggests that within the field of public education, *atestácia* (SK) and *minősítési eljárás* (HU) serve essentially the same function in both countries. Therefore, adopting the Hungarian terminology appears justified, even though the Slovak term is frequently rendered on the websites of schools in Slovakia where Hungarian is the language of instruction and press as *attesztáció* (or *atesztáció*, which deviate from standard Hungarian orthographic norms). Considering these factors, I propose translating *pedagóg s prvou atestáciou* (‘teacher with first attestation’) as *első minősítési eljárást teljesített pedagógus* and *pedagóg s druhou atestáciou* (‘teacher with second attestation’) as *második minősítési eljárást teljesített pedagógus*.

In Slovakia, teachers in the second or third career stage are required to compile a document portfolio called *atestačné portfólio* ‘attestation portfolio’ as part of the attestation procedure for advancement to the next career stage. This portfolio must demonstrate that the candidate possesses the professional competences required for promotion. The Slovak designation *atestačné portfólio* is comparable to the Hungarian term *portfólió* already discussed in this study. In Hungary, the concept expressed by the term *portfólió* is defined as a set of documents that must be submitted as part of either *minősítő vizsga* ‘qualification examination’ or *minősítési eljárás* ‘qualification procedure’ for advancement to the *Pedagógus I.* ‘Teacher I’ or *Pedagógus II.* ‘Teacher II’ level (Government Decree 401/2023, §2(9)).

The main difference lies in the career stages to which the portfolios apply: in Slovakia, *atestačné portfólio* is used for advancement to the third and fourth teacher career stages, whereas in Hungary, *portfólió* is compiled for advancement to the second and third stages. Despite this difference, the two concepts share essential functional and structural similarities. In both countries, the portfolio includes key components such as the teacher’s CV, core pedagogical documentation, a self-assessment of professional development, records of pedagogical and other professional activities, and evidence of independent creative or artistic work. Given these substantial overlaps, I consider it justified to translate the Slovak term *atestačné portfólio* using the Hungarian equivalent term *portfólió*.

The final phase of the qualification procedure consists of two parts: *obhajoba atestačného portfólia* (SK) ‘defence of the attestation portfolio’ and *atestačná skúška* (SK) ‘attestation examination’, both of which take place on the same day.

The *obhajoba atestačného portfólia* is the part of the final phase where the teacher presents their professional profile, outlines their portfolio using a digital presentation aligned with the structure of the professional standards, provides arguments supporting their professional competencies, answers questions from the committee, and explains their future plans for professional advancement. *Atestačná skúška* is the second part of the final phase. During this examination, the teacher draws one question from each of the three domains of the professional standards required for the target career stage and delivers an oral response. Both

parts of the qualification procedure last approximately 30 minutes (cf. *Informácie o priebehu konania atestácií* [Information on the Course of the Qualification Procedures]).

In Hungary, based on the 2025 guidelines issued by the Educational Authority, the final step of the *minősítési eljárás* ‘qualification procedure’ includes a 15-minute digital presentation in which the teacher introduces their professional development path and related reflections, followed by answers to previously submitted questions from committee members. This is followed by a professional discussion. The entire portfolio defence lasts one hour (cf. *Útmutató a pedagógusok minősítési rendszerében a Pedagógus I. és Pedagógus II. fokozatra lépéshez 2025* [A Guide to the Teacher Certification System for Teacher Progression to Levels Teacher I and Teacher II]).

Based on the above, the Slovak term *obhajoba atestačného portfólia* can be equated with the Hungarian term *portfólióvédelem*. In the case of *atestačná skúška* ‘attestation examination’, however, there is no full conceptual equivalence, as the Hungarian procedure referred to by the term *minősítési eljárás* ‘qualification procedure’ does not include an oral examination component in which the teacher must draw three questions from a pre-defined set of theses. Therefore, the use of a Hungarian term candidate appears to be the most appropriate solution. In line with the *Szlovák–magyar közoktatási szótár* [Slovak–Hungarian Glossary of Public Education], I recommend using the Hungarian term *minősítő vizsga* ‘qualification examination’ as the equivalent for *atestačná skúška* ‘attestation examination’.

In Slovakia, both the *obhajoba atestačného portfólia* ‘defence of the attestation portfolio’ and *atestačná skúška* ‘attestation examination’ are conducted before a three-member examination committee called *atestačná komisia* ‘attestation board’. The chair of the *atestačná komisia* is appointed by the Slovak Ministry of Education, while the other two members are delegated by the representative body of the institution authorized to conduct the qualification procedure. In Hungary, the procedure designated by the term *minősítési eljárás* ‘qualification procedure’ is carried out by the same *minősítő bizottság* ‘qualification board’ that oversees the qualification examination for beginning teachers, the composition of which has been detailed in subsection 4.1. of this study. Based on these parallels, the Slovak term *atestačná komisia* ‘attestation board’ can be considered functionally equivalent to the Hungarian term *minősítő bizottság* ‘qualification board’.

The document issued to a teacher in Slovakia following the successful completion of either the first or the second qualification procedure is referred to as *osvedčenie o vykonaní atestácie* ‘certificate of attestation’. In Hungary, §67(1) of Government Decree 401/2023 uses the term *tanúsítvány* ‘certificate’ for the official record of the outcome of the qualification procedure. I therefore propose

translating *osvedčenie o vykonaní atestácie* (SK) ‘certificate of completion of attestation’ into Hungarian as *tanúsítvány a minősítési eljárás teljesítéséről*.

5. Conclusions

This study has presented ongoing domain-specific language planning efforts, with particular attention to the terminological harmonization work aimed at developing a multilingual digital database of educational terminology.

In the introductory section, I briefly outlined the social and political developments that triggered the linguistic divergence of Hungarian in the Carpathian Basin and highlighted the current need to harmonize educational terminology used in Hungarian-language contexts in Hungary, Romania, Slovakia, Serbia, Ukraine, Croatia, Slovenia, and Austria.

Section 2 provided an overview of the theoretical and methodological framework for constructing the educational terminology database. Sections 3 and 4 offered a regional perspective from Slovakia: first, I described the specific features of Hungarian educational terminology used in Slovakia and then carried out a terminological analysis of key concepts related to the Slovak teacher career progression systems.

In conclusion, it is important to emphasize that the educational terminology database under development represents a unique linguistic tool from the perspective of Hungarian minority communities. To date, no other known terminology database has aimed to systematically integrate the educational terminologies of eight countries while simultaneously addressing the linguistic specificities of minority communities. As such, the database contributes both to the exercise of language rights in education and to the clarification of professional communication.

References

- Benő, Attila. 2021. A Termini Magyar Nyelvi Kutatóhálózat lexikográfiai és terminológiai kutatásairól [On the lexicographic and terminological research of the Termini Hungarian language research network]. *Magyar Nyelvőr* 145(4): 377–378.
- Benő, Attila–János Péntek. 2023. A terminológiastratégia szintjei és feltételei Erdélyben [Levels and conditions of the terminology strategy in Transylvania]. In Gábor Prószéky–Ágota Fóris–Andrea Bölcskei–Eszter B. Papp–Veronika Lipp (eds), *A magyar terminológiastratégia kialakítása [Development of the Hungarian Terminology Strategy]*, 237–252. Budapest: Nyelvtudományi Kutatóközpont.

- Fóris, Ágota. 2020. *Fordítás és terminológia. Elmélet és gyakorlat* [Translation and Terminology. Theory and Practice]. Budapest: Károli Gáspár Református Egyetem, L'Harmattan Kiadó.
- Fóris, Ágota–Andrea Bölcskei. 2023. Ajánlások a magyar terminológiastratégiához [Recommendations for the Hungarian terminology strategy]. In Gábor Prószéky–Ágota Fóris–Andrea Bölcskei–Eszter B. Papp–Veronika Lipp (eds), *A magyar terminológiastratégia kialakítása* [Development of the Hungarian Terminology Strategy], 75–105. Budapest: Nyelvtudományi Kutatóközpont.
- Fóris, Ágota–Sermann Eszter. 2010. A terminológiai szabványosítás és a terminológiai harmonizáció [Terminology standardization and terminology harmonization]. *Magyar Terminológia* 3(1): 41–54.
- Kocsis, Károly. 2025. A Magyar Tudományos Akadémia és a külföldi magyar tudományosság [The Hungarian Academy of Science and Hungarian Science Abroad]. *Magyar Tudomány* 186(1): 69–79.
- Lanstyák, István. 2008. A magyar szókészlet szétfejlődése 1918 után [The divergence of the Hungarian vocabulary after 1918]. In Fedinec Csilla (ed.), *Értékek, dimenziók a magyarságkutatásban* [Values, Dimensions in Hungarian Studies], 118–135. Budapest: Magyar Tudományos Akadémia Magyar Tudományosság Külföldön Elnöki Bizottság.
- . 2011. A magyar nyelv szlovákiai változatainak jellemzői [Characteristics of the Hungarian Language in Slovakia]. In Szabó Mihály Gizella–Lanstyák István (eds), *Magyarok Szlovákiában. VII. kötet* [Hungarians in Slovakia. Vol. VII], 55–81. Somorja: Fórum Kisebbségkutató Intézet.
- Lanstyák, István–Attila Benő–Tihámér Juhász. 2010. A Termini magyar–magyar szótár és adatbázis [The Termini Hungarian–Hungarian Dictionary and Database]. *Regio* 21(3): 37–58.
- Sermann, Eszter. 2023. A terminológiai munkafolyamatok szempontjából releváns ISO szabványok [ISO Standards Relevant to Terminology Management]. In Gábor Prószéky–Ágota Fóris–Andrea Bölcskei–Eszter B. Papp–Veronika Lipp (eds), *A magyar terminológiastratégia kialakítása* [Development of the Hungarian Terminology Strategy], 279–300. Budapest: Nyelvtudományi Kutatóközpont.
- Szabó Mihály, Gizella. 2014. Az oktatási terminológia egységesítésének időszerű kérdései [Current Issues in the standardization of educational terminology]. In Eszter Cúthné Gyóni (ed.), *Nyelv, ami összeköt. Jazyk, ktorý spája* [Language that Connects], 104–109. Komárom: Anyanyelvünkért Polgári Társulás.
- Szoták, Szilvia–Dóra Mária Tamás. 2024. Egy készülő oktatásterminológiai adatbázis módszertani elvei [Educational terminology database methodological principles]. In János Bauko–Károly Presinszky (eds), *Egyszerű és szervezett nyelvi menedzselés kétnyelvű környezetben* [Simple and Organized Language Management in a Bilingual Environment], 7–26. Nyitra–Törökbálint: Nyitrai

- Konstantin Filozófus Egyetem Közép-európai Tanulmányok Kara–Termini Magyar Nyelvi Kutatóhálózat.
- Tamás, Dóra Mária. 2014. *A gazdasági szakszövegek fordításának terminológiai kérdéseiről. Fordítástudományi értekezések I.* [Terminological Issues in the Translation of Economic Texts. Translation Studies Dissertations 1]. Budapest: ELTE BTK Fordító- és Tolmácsképző Tanszék.
- . 2019. *Bevezetés a jogi terminológiába a terminológus szemüvegén át* [Introduction to Legal Terminology through the Lens of the Terminologist]. Budapest: Országos Fordító és Fordításhitelesítő Iroda Zrt.
- Tamás, Dóra Mária–Eszter Sermann. 2019. Elemzési szempontrendszer terminológiai adatbázisokhoz [Analytical Criteria for Terminology Databases]. *Fordítástudomány* 21(2): 46–62.

Resources of terms and definitions

2023. évi LII. törvény a pedagógusok új életpályájáról [Act LII of 2023 on the New Teacher Career Path].
- 401/2023. (VIII. 30.) Korm. rendelet a pedagógusok új életpályájáról szóló 2023. évi LII. törvény végrehajtásáról [Government Decree No. 401/2023 (30 August) on the Implementation of Act LII of 2023 on the New Teacher Career Path] (401/2023. (VIII. 30.)).
- Informácie o priebehu konania atestácií [Information on the Course of the Qualification Procedures]. <https://edu.nivam.sk/sk/atestacie/priebeh> (Last accessed: 1 June 2025).
- Smernica č. 19/2009-R z 20.10.2009, ktorou sa vydáva Rámcový program adaptačného vzdelávania [Directive No. 19/2009-R of 20 October 2009 issuing the Framework Programme of Induction Training].
- Szlovák–magyar közoktatási szótár [Slovak–Hungarian Glossary of Public Education]. 2019.
- Útmutató a pedagógusok minősítési rendszerében a Pedagógus I. és Pedagógus II. fokozatra lépéshez [A Guide to the Teacher Certification System for Teacher Progression to Teacher I and Teacher II]. 2025. https://www.oktatas.hu/pub_bin/dload/pem/2025/utmutatok/altalanos_utmutato.pdf (Last accessed: 1 June 2025).
- Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch [Act No. 138/2019 Coll. on Pedagogical Employees and Professional Employees].