

## **TODAY'S ISSUES OF IDENTIFYING AND CLASSIFYING TERMINOLOGY IN ALBANIAN EDUCATION**

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*(Received: 05 June 2023, Accepted: 20 June 2023)*

*(1st International Conference on Pioneer and Innovative Studies ICPIIS 2023, June 5-7, 2023)*

**ATIF/REFERENCE:** Strori, E. & Hadaj, G. (2023). Today's Issues Of Identifying And Classifying Terminology In Albanian Education. *International Journal of Advanced Natural Sciences and Engineering Researches*, 7(5), 67-70.

**Abstract** – The paper aims to elaborate the terminology features in general and the links between the terminology of the various disciplines of knowledge, the way of its formation, its development and its shaping. For this purpose the paper refers to a terminology dictionary in the discipline of education.

Numerous developments in the discipline of education and numerous reforms in it have made possible not only changes in the context of national strategies, but also an enrichment and expansion of terminology in this area. The terminology of education in the last decades has to be seen as a lexicon-semantic and grammatical development.

Based on these lexical journals, the compilation of dictionaries in this discipline has become more necessary than ever based on the needs of educators and students to recognize and use this terminology.

The paper intends to elaborate:

- The linguistic perception of terminology in education, by addressing terminological explanations, semantic phenomena of terminological systems, and its links with polysemy, homonymy, synonymy, antonymia, etc.
- Applying terminology to education by studying both form and content.

For the realization of the work, we have relied on a variety of theoretical literature such as the “Fjalor termash në edukim” work by authors Mimoza Gjokutaj, Irida Hoti, Drita Kadriu. Also terminological materials were used in dictionaries and publications published in the discipline of education over the years.

*Keywords – Terminology, Education, Terminology Dictionary, Education Strategy, Training.*

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## INTRODUCTION

Terminology related to education and all its levels, whether university or pre-university, is one of the areas of study interest due to the various linguistic phenomena and the importance of its use. Evaluating it as a broad and rich discipline of terminological trends in these last two decades, the terminology in this discipline has been enriched, refreshed both in terms of content and as a discipline of study in terms of lexico-semantic and grammar. This terminology constitutes a specialized lexical system, includes a set of terms that express different concepts such as: *mësues, klasë, mësimdhënie, vlerësim, kompetencë, arsim i detyrueshëm* etc. This specialized system constitutes a separate microsystem between the terminologies of other disciplines of science and technology.

## METHODS

In this scientific paper, these linguistic phenomena are treated based on our country's literature accompanied by concrete examples taken from the education dictionaries published in the Albanian-speaking regions. Through the methods of induction and deduction I have tried to reach some concrete conclusions.

## ANALYSIS

Each terminological microsystem consists of terms from different disciplines of knowledge. *“The term is a special naming unit that expresses a concept as an element of an organized system of a certain discipline of knowledge”* (Duro, 2009. p.22). In the specific case, the terminology of the discipline of education includes in its composition terms from different disciplines, such as:

- the discipline of education: *mësues, nxënës, drejtor, shkollë, klasë, disiplinë, detyrë, mësimdhënie, vlerësim, detyrë*, etc.

- the discipline of linguistics: *bashkëtingëllore, zanore, fonemë, folje, përemër, fjali, tekst, shkronjë, morfologji, sintaksë*, etc.
- the discipline of mathematics: *rreth, kënd, katror, thyesë, mosbarazim, algjebër, gjeometri, matricë, mbledhje, zbritje*, etc.
- the discipline of physics: *lëndë, nxehtësi, pasqyrim, shëmbëllim, valë*, etc.
- the discipline of geography: *det, lumë, mal, fushë, gropë*, etc.
- the discipline of psychology: *adoleshencë, agorafobi, autizëm, bihaviorizëm*, etc.
- the discipline of pedagogy: *mësues fillestar, moshë parashkolllore, moshë shkolllore, njohuri bazë, personalitet*, etc. (Gjokutaj 2016. p.56).

From the linguistic point of view, this terminology is constructed in different ways:

1. Through descent:

1.1. Derivation with prefix such as: *ç- (çekuilibër); jo- (joreal); mbi- (mbipeshë); mos- (mosdije); ndër- (ndërdije); nën- (nënshkrim); pa- (padije); para- (paratest); pas- (pasuniversitar); për- (përbuz); ri- (riedukim); s- (sprovë); sh- (shkujdesje); shpër- (shpërndarje); a- (anormal); anti- (antivlerë); trans- (transformim); ultra- (ultratingull).*

1.2. Derivation with suffix such as: *-ant (figurant); -ar (kurrikular); -ër(i) (besnikëri); -ës (nxitës); -ëz (fjalëz); -ësi (gjuhësi); -ik(ë) (metodikë); -im (hulumtim); -je (qasje); -or (fillor); -shëm (i figurshëm); -tar (universitar); -th (fjalorth); -ues (referues); -al (gjenial); -ist (specialist); -izëm (konjitivizëm)* etc.

2. Through composition. We mention here the composites (compound words) such as: *afërmendësi; bashkërenditje; bashkëpjesëtar; drejtshkrim; drejtshqiptim;*

*fletëkërkesë; fletëlavdërim; fletëpranim; keqinformim; kohëshënues; mirësjellje; vetëdije; mësimdhënie, etc.* (Gjokutaj 2016. p.69).

3. Through the phrase. As a result of rapid developments in the field of education, new terms have been introduced in recent years. These new constructions have been enriched and expanded with terminological phrases with two or three components, which are finding use more and more and are used in the school curriculum in general and in school textbooks in particular. Based on the key word, phrase terms are created to express new concepts, for example: *arsim; arsim parashkollor; arsim fillor; arsim parauniversitar; arsim i lartë; arsim profesional; arsim i mesëm; arsim gjithëpërfshirës; arsim informal; arsim plotësues; arsim special; arsim informal; arsim i detyrueshëm; arsim i përgjithshëm; arsim i hapur, arsim estetik etc.* and *edukim; edukim global; edukim i integruar; edukim i së ardhmes; edukim mediatik; edukim joformal; edukim dygjuhësh; edukim prindëror; edukim mjedisor; edukim estetik; edukim privat; edukim me në qendër fëmijën; edukim përmes muzeumit; edukim për zhvillim të qendrueshëm; edukim frontal; edukim estetik etc.* (Gjokutaj 2016. p.78).

4. Through abbreviations/acronyms. In the discipline of education, we are increasingly encountering abbreviated names, which facilitate their use, and their correct recognition is of particular importance. Here are some of these acronyms such as: *AKAFPK (Agjensia Kombëtare e Arsimit, Formimit Profesional dhe Kualifikimeve), AKP (Agjensia Kombëtare e Provimeve),*

*APPAL (Agjensia Publike e Akreditimit të Arsimit të Lartë), APU (Arsimi Parauniversitar), DAR (Drejtoria Arsimore Rajonale), DN (Dispozita Normative), IKAP (Inspektoriati Kombëtar i Arsimit Parauniversitar), ISO (Organizata Ndërkombëtare e Standardeve), ISHA (Inspektoriati Shtetëror i Arsimit), IZHA (Instituti i Zhvillimeve Arsimore), MAS (Ministria e Arsimit dhe Sporteve), OJF (Organizatë Jofitimprurëse), OJQ (Organizatë Joqeveritare), PISA (Programi Ndërkombëtar për Vlerësimin e Studentëve), UNESCO (Organizata e Kombeve të bashkuara për Edukim, Shkencë dhe Kulturë), UNICEF (Fondi i Kombeve të Bashkuara për Fëmijët), VKM (Vendim i Këshillit të Ministrave), ZA (Zyra Arsimore) etc.* (Gjokutaj 2016. p.104).

Linguistic problems that appear in the terminology of the discipline of education are related to synonymy, polysemy, homonymy, Albanianization and standardization. In the literature of the field of education, several terms can be found for the same concept such as: *kurrikulum, kurrikuli, kurrikula* (which are also foreign terms at the same time) or: *e-learning, të mësuarit të bazuar në kompjuter, të mësuarit në distancë, të mësuarit të bazuar në internet, të mësuarit me bazë teknologjinë, të mësuarit me bazë-web, edukim me bazë web, të mësuarit virtual, etc.* The importance of knowing, acquiring and using the terminology of the discipline of education by teachers and students of this discipline or young researchers. Knowing the terminology of the discipline of education is now a necessity for every teacher and student. It carries a special importance for its use and application in every link of the learning process. Each term expresses a certain concept in the field of education, the knowledge of which gives the right knowledge within this discipline. Terms in psychology,

pedagogy, as well as in textbooks tend to express an interactive and developmental development in today's students. The rapid economic, social, technological, textual developments, etc., also brought with them major changes in the terminology in the field of education, such as terms in psychology, such as: *adoleshencë, aftësi ndërpersonale, agorafobi, akreditim, altruizëm, disleksi, efekt bumerang, kujtesë afatshkurtër, kujtesë afatgjatë, vetëvlerësim, zhvillim konjitiv* etc; or in pedagogy such as: *aktivitet jashtëshkollor, arsim formal, kurrikulë e hapur, logopedi, metodat e të mësuarit; moshë parashkollore; njohuri bazë; përvojë pedagogjike; teknikë pedagogjike; test; zhvillimi i kurrikulës, etc;* and in curricula discipline such as: *globalizëm, reflekse adaptive, relativizëm kulturor, sjellje jokohërente, shërbime punësimi, test, test vetëvlerësues, etc.*

Knowing, using and acquiring the terms of the discipline of education by teachers, students of the field of education or young researchers is a necessity. In the literature of this discipline, they will come across concepts that are unknown or even unclear to them.

In these circumstances, it is necessary to know and use the terminological dictionaries of this discipline. Such is the "Fjalor termash në edukim" by Mimoza Gjokutaj, Irida Hoti, Drita Kadriu, Prishtina, 2016, which contains about 5000 terms in this discipline.

## CONCLUSIONS

- The terminology of the field of education includes a set of concepts that belong to this discipline.
- This terminology also includes terms belonging to other disciplines of knowledge, which take on a new value within it.
- Terms can be monosyllabic, polysyllabic, derived, compound or affixed.
- From a linguistic point of view, this terminology presents a set of problems related to synonymy, polysemy, homonymy or Albanian pronunciation.

- Knowing, acquiring and using this terminology is a must for all specialists in the discipline of education, as it distinguishes them as specialists in a certain discipline of knowledge.

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