

Terminological, semantic and lexicological aspects of management

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Abstract

The paper deals with the lexicological basis for the creation of a dictionary to be used by pedagogical staff in the management of the educational process. These starting points respect the results of implemented qualitative semantics as well as the analysis of teachers' educational needs. Actually, the individual words should provide a better understanding of the educational reality. Due to current curricular reform, the lexicon used in pedagogical practice is characterized by variability and sometimes terminological inconsistency. It is, therefore, important to use relevant theoretical and empirical data to create a glossary aimed at managing the educational process. At the same time, the study provides practical experience with the creation of a dictionary and with the possibilities of its use in practice by pedagogical staff in support of their self-development and improvement of the educational process as a whole.

Key words: dictionary, educational process management, glossary, lexicological aspects, professional development, semantics, teacher, terminological aspects

Introduction

Words play an essential role in our world and in today's society because through them, human thoughts and feelings are conveyed, and attitudes are expressed. Overall they possess extraordinary power. Mankind has explored this path since prehistoric times. Any such effort of people leads to dictionaries that different group words. Dictionaries are considered to be useful tools for interpersonal communication also because they have accompanied us since our early school years, and we see them as providing practical assistance.

Every society or community uses a language that transforms not only the society as a whole but also particularly in the work of a community. One of these communities is the group of employees in the teaching field. In today's modern world, when implementing curricular reform, it is important that teachers also use a unified and meaningfully correct vocabulary, ie the defining terminology for the management of the educational process. It should take into account the requirements of practice but also empirical findings so that it is understandable not only for teachers themselves but also to the legal representatives of children and students. The work of a teacher should initiate mutual cooperation between students and also their legal representatives, who are currently considered clients. At the same time, they determine the quality of the educational process by being the taxpayers. That is why the effort to provide quality educational services should be the result of the joint efforts of the aforementioned parties. In this context, it is, therefore, a matter of understanding specific concepts respectively using vocabulary that has its own peculiarities. In this context, the term specialized vocabulary appears in professional literature.

The Specialized vocabulary of the Slovak language is not a closed system but changes through social, political or economic influences; however, these shifts and their dynamics are also characteristic of other cultures and regions of the world and hence create opportunity for constant updating of the terminology used in the educational process. Denysiuk, Serhiienko, Serhiienko, & Samoiloiva (2021: 258) state the

following: "Modern linguistics considers language as a complex dynamic system. Being in constant motion, it is continuously developing and thus has its past, present, and future. The problem of lexical variability and the study of new words are of special importance for modern linguists due to the exceptionally rapid economic and industrial development of society during the twentieth and twenty-first centuries."

Nowadays, even under the influence of the implementation of the lexis of foreign languages, we can observe how new foreign terminology penetrates into the vocabulary and sometimes is used more frequently than the same terms from the national language. Modern times have also brought an abundance of advertising which is also important in education when considering the use of vocabulary. As stated by the authors Melnichuk, Belogash, & Pisonova (2020: 237): "Language is a toolset of manipulation as language means are able to disguise the true reality because they are able to create a positive connotative effect and information richness of advertising texts due to the fact that multitier language means are inaccessible for simultaneous fragmentation and analysis of their intentional properties by consumers." Over time education has evolved to its present form so that the vocabulary of professionals working in the educational field has gradually developed and been transformed into the content of dictionaries.

When mentioning a dictionary, many people think of the translational dictionary of a foreign language used as a bilingual dictionary, but for this article, dictionaries of interest are in education. Currently, there are many types of dictionaries available for teachers, which we classify in interpretive vocabulary terms and educational dictionaries.

Literature Review Focusing on the Lexicological Basis of Dictionary Creation

The linguistic discipline that deals with the research of terminology is called lexicology. According to the Dictionary of Contemporary Slovak Language (2015), lexicology is characterized as a linguistic discipline examining the vocabulary of a language, the relationships between words, their origin, their creation, the development of words, their meanings etc. and also as a study subject.

The basic unit of lexicology is the word and it is used as a linguistic sign. Bartmiński (2007: 302) characterizes words in an interesting way: "Words are crystals that break the image of the world within themselves and concentrate on its selected aspects; words are linked with other words in a network, with objects, with a human, with facts from one's own history and from the history of a language community. The study of the lexical stock of language and the meanings of words thus opens up a new perspective for the whole culture."

The task of lexicology is a planned scientific description of the vocabulary of a language and an examination of the historical laws of its development. Lexical units are captured in language dictionaries. When compiling individual dictionaries, it is necessary to know the vocabulary (Budovicova, 1957). The current changes in Slovak education related to the validity of the Education Act affect almost all school activities. The curricular reform affects not only teachers of the Slovak language and literature but the lexical level of teachers' language in individual subjects as well. Teachers' vocabulary changed slightly with various modifications of the State Education Programme or legislatidiction, e.g. after 2009, the term *educational goal* changed to cognitive, affective and psychomotor goals and nowadays, we are returning to the concept of the educational goal.

Attempts to systematically describe vocabulary in pedagogy can be observed in lexicographic processing. Of course, lexicography is also important for other disciplines. Lexicography is a linguistic discipline that is considered as an applied section of lexicology that deals with the theory and practice of dictionary design.

Lexicography processes such lexical units as a word or a lexical collocation or phrase into individual words as entries and thus compile dictionaries. As Čejka (1992) states that the method of lexicographic work focuses on what goals the dictionary pursues, what type of information it should provide and what field it should cover.

The foundations of modern specialized lexicography were laid in the 1930s when E. Wüster presented his work on terminology "The theory and practice of the creation, documentation and use of terms" (Galova, Klimentova, & Moravcova, 2021: 25).

Nielsen defines a dictionary, whether printed or electronic, in terms of its main features as follows (Nielsen, 1999):

- A dictionary is a lexicographic reference work designed to fulfill one or more of its functions (its true potential).
- Contains lexicographic data supporting functions.
- Contains lexicographic structures that combine and link data to meet functions.

Dictionaries are organized on the basis of the Encyclopaedic Dictionary of the Czech Language from 2002 according to several criteria:

1. According to the content, we can specify encyclopedic dictionaries focusing on non-linguistic reality and language dictionaries in which the focus is on the meaning of lexemes and their use.

2. According to the time period, we speak of diachronic dictionaries describing the development of vocabulary over time and synchronous ones focusing on the state of the current vocabulary.

3. According to the number of processed languages, we consider monolingual (interpretive) and multilingual (translational) dictionaries but realize there are also interpretive-translational dictionaries which are a combination of interpretive and translational dictionaries.

4. According to the objective, there are normative dictionaries that describe the language norm (prescriptive) and factual (descriptive), which capture the vocabulary of all divisions of the national language.

5. According to the arrangement of entries in the dictionary, we can observe alphabetical, retrograde, factual dictionaries, etc.

6. Depending on the area of focus, there are national dictionaries that capture the vocabulary of the whole country or dictionaries that capture the lexicon of a particular area or group of people.

7. According to the origin of dictionaries, there is a progression from meaning to form (onomasiological – e.g.: factual, synonymous, etc.) or from form to meaning (semasiological, orthographic, orthoepic, etc.).

8. According to the user–school dictionaries for students or pupils, general dictionaries for all residents.

9. According to the medium, we have dictionaries in book and electronic form.

10. According to the range: small, medium and large.

One of the basic tasks of an interpretive dictionary is to determine the semantic validity of a lexical unit from the lexicographic point of view of a keyword. In addition to semantic information (interpretation of the systemic meaning) the interpretive dictionary also provides information about the speech realization of the lexical unit in the form of exemplification, putting the word in the linguistic context in the interest of semantic determination. With regard to different types of lexical meanings, lexicography applies different interpretive procedures. Forms of interpretation are then used in the interpretive dictionary or glossary.

Literature Review with Focus on the Creation of Terms Used in the Educational Process

In the Dictionary of Foreign Words from 2005, the word *term* is defined as a professional name in the system of a given field, professional name; unprofessionally as a more accurate name. We can find a large number of definitions of terms in the professional literature. The Czech Language Institute, Czech Academy of Sciences defines terms as words that belong to the terminological system of one or more disciplines but mostly included in this system are words from common vocabulary which thus belong to both systems among which the terminologization and determininologization processes take place Birkhahnova, Chudomelova (2007). Terminologization is a language process in which words are transferred from common vocabulary to terminological systems. These words then take effect in a certain scientific field or in several fields – there is a specialization, a narrowing of the range of meaning and stabilization of the defined meaning elements (Schwartzova, 2005). Schwartzova (2005) described the second process as follows: "Determinologization is the opposite process in which the term loses its meaning specificity, is in more general terms, weakens or shifts in its meaning, at the same time acquires new stylistic value – it passes from the professional layer to other layers of vocabulary, e.g. the colloquial or informal layer."

The terms are defined by the authors who deal with them differently. One of them is Žváček (1995), who defines the term as the naming of a specific concept of a certain field of science which is defined by scientific peculiarity. The next point related to terms is terminology which is a linguistic discipline dealing with technical terms but also a summary of terms of a certain scientific or professional field. Usually, the terminology of individual departments is presented in dictionaries, so we can state that it is always part of the vocabulary or morphological system of the standard language. Sochor (1955) states that a term refers to only one concept, one thing. "A terminological dictionary is an alphabetical arrangement of terms of a certain scientific or production area which among terms of the field and their equivalents as keywords also contains a distinctive definition of the terms they name" (Stoffova & Stoffa, 2011: 327). Terminological dictionaries are linked to the development and progress of human society.

In addition to the basic definition of each term – a keyword, we attach a number of attributes and information that may be useful and necessary in their processing and in their selection for special output reports (Stoffova, & Stoffa, 2011). "Terminology or specialized vocabulary is one of the characteristic features of specialized language or language for special purposes (LSP)" (Galova, Klimentova, & Moravcova, L, 2021: 23). Levická (2006: 11) also provides an interesting statement: "Terminology also represents an integral part and tool of information technologies, lexicography, translation, librarianship as well as language policy."

Currently, there are several interpretive dictionaries to help teachers navigate the tangle of many pedagogical terms or their synonyms. It can be the Pedagogical Dictionary of the authors Průcha, Walterová, and Mareš but also, for example, the dictionary Obdržálek, Horváthová et al. from 2004. The problem, however is the fact that with the changing requirements for the educational process dictionaries, some entries stop being viable. This is one of the reasons why an initiative has risen to design a dictionary called School Management – a Terminological and Interpretative Dictionary which was processed and compiled by a team of authors under the leadership of M. PISOŇOVÁ in 2017.

Another pitfall of dictionary content is a certain level of subjectivity that authors of entries implement in their content. *"The choice of those terms which from all collected terms will be presented in the prepared terminological dictionary usually depends on the subjective evaluation of the group of terminographs. They decide on the basis of*

their knowledge of the field" (Blatna, & Cermak, 1995: 151). For this reason, it is very important that each editorial board of a dictionary is confronted by the members of the opponent board, which should be composed of renowned experts in the field.

Methodology

Due to the constantly changing conditions in education and the increasing demands on the process of managing the educational process as well as the demands on the professional development of teachers, it is necessary for teachers to master professional terminology. Part of this need is also in the aforementioned terminological and interpretive dictionaries, either in printed or in electronic form. We have focused on terminology that emerged from a dictionary called School Management – Terminological and Interpretive Dictionary. This dictionary is usable in the management of the educational process also due to the fact that it was created *"on the basis of an analysis of educational needs of contemporary pedagogical staff at elementary and high schools as well as current directors of schools and school facilities in the Slovak Republic"* (Pisonova et al., 2017: 5). The dictionary contains 141 entries created by 30 renowned experts - professors, associate professors, assistant professors from Slovak and Czech universities and one doctoral student representing a Slovak university. The editor's leading vision was a requirement that the keywords would be processed by experts in the field in which they work professionally. In this context, it should be emphasized that the terms used in the process of managing the educational process are significantly determined by other interdisciplinary sciences, which require professional erudition of keyword creators. Their selection was also based on a thorough content analysis of relevant texts and the mentioned results of descriptive surveys. The creation of the dictionary was preceded by study stays at Charles University in Prague and at the University of Regensburg that focused on the analysis of the relevant bibliography in an effort to determine the connections and differences in the meaning of pedagogical terms with those we use in Slovak situations. This was a very useful experience that pointed to certain tendencies in the internationalization of several pedagogical concepts, such as the concept "education". At the same time, we found out that some terms used in Czech schools have a different meaning than those in Slovak settings. The term "middle management" is an example of this. Further examples are illustrated in the next part of this study. The guarantee of dictionary quality comes about through qualified assessment of individual entries by three reviewers from the field of management, psychology and pedagogy.

Procedure

As already mentioned, the selection of keywords was carried out by an editorial board based on the results of descriptive surveys PISOŇOVÁ (2014, 2015, 2016), NAGYOVÁ (2016), TÓBLOVÁ (2016); results of content analysis of texts, possibly quantitative semantics according to Kerlinger, (1972), Berelson, (1954) with focus on the analysis of the content of descriptions of teachers' study disciplines; relevant foreign and domestic monographs, dictionaries and encyclopaedias; a university textbook entitled: Pisonova, et al. 2014. School Management for Study Programmes of Pedagogy and Preparation of Leading Pedagogical Staff published in Comenius University in Bratislava as well as on the basis of electronic learning texts created in the LMS Moodle environment entitled: Pisonova, M. 2016. School management for undergraduate teacher training and training of leading pedagogical staff of schools and school facilities. Electronic learning texts. Bratislava: Comenius University, 2016. The mentioned research methods led to necessary updates and supplementation of the current conceptual apparatus of published dictionaries and to the design of new entries

respecting the requirements of current teaching and management practice, especially the requirements of modern educational process management. The main intention of the editor was also the elimination of counterproductive understanding of existing phenomena and processes occurring in school management by explaining, justifying and refining entries which led to the selection of 141 keywords from the original 697 proposed. The reason for this significant reduction was the occurrence of several discussions with members of the editorial board and experts from the ranks of directly managed organizations of the Ministry of Education, Youth and Sports of the Slovak Republic, Slovak and foreign universities, e.g. Regensburg University, Palacký University in Olomouc and Charles University in Prague, Masaryk University in Brno.

Individual entries were processed according to the following criteria:

- At the beginning of the dictionary is a list of abbreviations, possibly shortened terms used in the dictionary, giving their full form.
- The entries in the dictionary are listed in alphabetical order, which strictly respects the internationally valid principle of alphabetical order of entries characteristic for dictionaries and thesauri. In the case of multi-word expressions, the entries are sorted by the first word.
- In the case of a larger term, its abbreviated version is stated in the text.
- For a better understanding of the meaning of some terms, the authors provide illustrations (tables, pictures, graphs).
- Entries are selected so that they are determined as little as possible by the interpretation of changing legislative standards. In some cases, however, this could not be prevented. For this reason, it is necessary to warn users about the limited validity of those words whose processing has been affected by this fact.
- Some entries contain editor's notes which warn users of the mutual interconnection of those words and possibly recommend further literature which discusses the subject matter.
- Due to the fact that some entries have multiple meanings, authors listed them in numerical order in the text.
- Graphic symbol → and subsequent expressions, possibly terms in italics, draw attention to entries that are semantically related and at the same time form part of the glossary. In some cases, they are listed in their original form, but there are also references other than the original form.
- At the end of each entry, the literary sources used by the authors during the creation of entries are stated. In some cases, recommended bibliography is also assigned in case of a deeper interest in the subject matter by dictionary users.
- Some entries also include an English equivalent due to its frequent use in practice.
- The entries are processed in the language of the authors, who use the Slovak and Czech languages.

Results and Discussion

For illustration, we present one of the 141 entries that were part of the created dictionary. Its author is Associate Professor Dr Jiří Prokop, Ph.D. from Charles University in Prague.

Educational Ideology – the term ideology is a common part of a dictionary of → social sciences (philosophy, → pedagogy, → psychology, sociology...), was and is used as one of the basic terms by representatives of these sciences (K. Mannheim, J. Habermas, M. Foucault, R. Meighan et al.). The subject of social sciences research in the world of society and education and is only one of its necessary forms. This means that → upbringing and → education also have an ideological dimension that can help us to clarify the educational reality. Psychology defines ideology as "the interpretation

of the world in which it is a matter of explaining the world and promoting the interests of the social group which presents it." Sociology understands ideology according to the British classic of education sociologist, R. Meighan, in the sense of "group philosophy", i.e. that ideology is "a vast set of ideas and views of the world declared by groups of people". In both definitions, by exchanging "world" for "education" a definition of educational ideology can be obtained. In that case, it is "a set of ideas about and opinions on education, declared by groups of people." Similarly to social and educational reality, the field of ideologies represents a very diverse field. There exist various attempts at distribution and classification. Well-known is an attempt that distinguishes between the following ideologies: 1. Elitism (conservative) – is associated with maintaining binding standards → cultural supremacy through traditional selection → methods in school systems. 2. The technocratic system (rational) – prioritizes the professional usefulness of education. 3. Egalitarianism (romantic) – focuses on the development of all the innate abilities of an individual and is based on the principle that everyone has the same right to education. For illustration, we present some entries that have a different meaning in the Slovak environment as compared to abroad. Basic ideological directions can relatively successfully express the current thinking about education. These are conservatism, liberalism and critical democracy. Among these three ideological directions, their dominant features can be distinguished. If we understand them, it can bring us closer to understanding the many tendencies contained in current concepts of school development, processes and phenomena taking place in → schools. 1. Educational Conservatism – the principle of cultural transmission (school is an institution of cultural transmission, it is a tool for transmitting cultural values through unified → educational programs that should ensure sustainability, stability and fluidity of society development), the concept of organic society (the relationship between educator and pupil cannot be symmetric, education is considered an intergenerational legacy where the responsibility is emphasized as the role of parents and → teachers for → education of the young generation), the importance of traditional principles and methods, respect for the past, cultivation of national heritage, distrust of news and reforms, ethnocentrism, patriotism, strict upbringing of children, respect for authorities, pro-religious attitudes, etc. 2. Educational Liberalism – the basic value is freedom, the application of market principles in education (the idea that the market will somehow balance and solve problems and the future of areas such as education), educational pluralism (removal of all restrictions and barriers built against private education), the principle of fair chances, individualism, free choice of school, free work at school, optional subjects, symmetric partnerships between teacher and pupils, teacher as a guide, decentralization of education, etc. 3. Critical Democracy – differs from the previous two mainly in that the diagnosis of the state of society and school, in this case, is primarily critical, so that education is in permanent crisis (the terminology for which corresponds to alienation, false consciousness, dehumanization, reproduction of power relations by the school, school as a place of coercion, indoctrination, school legitimizing social inequalities, etc.). The list of educational ideologies is not exhaustive. History and the present are significantly influenced by other ideologies which have sometimes interfered more and sometimes less in decision-making → school reformers otherwise were connected to the creation of government → education policy (in the Slovak environment as well as in this dictionary, the term government education policy corresponds to the term state school policy, editor's note) – religion (Christian churches, Islam, Judaism...), agrarianism (ruralism), nationalism, socialism, totalitarianism, etc. Current issues of educational ideologies: on the one hand, there are such areas of educational reality that are uncomplicated from the point of view of educational sciences, but on the other hand,

there are other areas containing strong ideological dilemmas or contradictions: 1. problems that only need systemic decisions (e.g. computer literacy, building a system of → lifelong learning), 2. areas that are full of contradictions, opposites and dilemmas (e.g. introduction of tuition fees at universities, the introduction of verbal assessment in schools, intercultural education, some barriers in access to education).

Literature: HEYWOOD, A. Politické ideologie. Brno : Vydavatelství a nakladatelství Aleš Čenek, s. r. o., 2008. – LUPTÁK, M., PROROK, V. Politické ideologie a teorie. Brno : Vydavatelství a nakladatelství Aleš Čenek, s. r. o., 2010. – PROKOP, J. Ideologické možnosti interpretace edukační reality. In: JANÍK, T., ŠVEC, S. et al.: K perspektivám školního vzdělávání. Brno: Paido, 2009, s. 35–49.

Based on the Pedagogical Dictionary the educational process is characterized as activities by which a subject learns under the activity of another subject that teaches. Educational process management deals with planning, control and optimization of activities in educational institutions but also in corporate education. Attention is focused on educational institutions, on their initiation and design of teaching and educational processes in conditions that are specified by the organization or environment. Management of the educational process is a sub-area of education management that integrates knowledge not only from business management and process management but also from didactics. Průcha (2003) states that learning is always included in the educational process. If it is not included, it is not possible to talk about the educational process. According to PISOŇOVÁ (2016) cybernetics is an important factor in every educational process because it examines its management and regulatory processes.

Based on the above, it is therefore important to know the concepts for the professional growth of a teacher but also for the management of the educational process at school. "The educational process that takes place in pedagogical situations is an activity in which intentional learning is implemented, namely learning with conscious self-regulation or internally controlled learning" (Průcha, 2003: 73).

Pavlov, Krystoň (2020: 95) state that: "The question of the relationship between pedagogical theory and pedagogical practice resonates mainly in the learning of (not only future but all) teachers."

Thus every teacher is forced to think and work on his/her professional development and learning because the constant changes in society require him/her to be prepared to overcome everyday obstacles. The education of pedagogical staff, possibly the exchange of experiences and observations focused on various topics, plays an important role in the management of the educational process.

In connection to the lexicon of educational process management, we could list several types of training sessions which require teachers to master the terminology related to the management of the educational process. An interesting technique nowadays is the use of a portfolio in the process of self-development of a pedagogical employee or even specialized education of pedagogical employees in the career position of the classroom teacher. Through these types of training, teachers become acquainted with terms that are part of the presented dictionary in the sense of the following quote. "The choice of language means can affect the line of thought or direction of thinking triggered by perception" (Melnichuk - Belogash - Pisonova, 2020: 237).

Within the training practice *Use of Portfolio in the Process of Self-development of the Pedagogical Employee* teachers prepare for the creation and presentation of the portfolio according to the current legislation which is necessary for promotion to a higher career level. "The portfolio seems to be an optimal means for the development of teachers' reflective thinking because the teacher can rely on experiences from the implementation of the educational process. By reflecting the products in the portfolio, it is possible to turn experiences into skills" (Pupikova – Bírová, 2020: 12). Within this, there are suitable keywords or entries that teachers can work within the subject

dictionary, such as school atmosphere, lifelong learning of teaching staff, dimensions of teaching staff professionalism, efficiency in education, expertise in teaching, observation, school image, inclusive education, innovations in education, integration, career growth, pedagogical staff competencies, school culture, portfolio, professionalization of the teaching profession, SWOT analysis, class management, education. Within the educational program the following terms are defined and linked to education: professional portfolio, professionalism of the pedagogical employee, professional standard, professional competencies and the plan for professional self-development. It is also interesting to mention a remark of one participant in her final presentation: "... I had thought I would write a slightly more detailed CV and that would be a portfolio but I was wrong". Based on this case, it becomes clear that it is also necessary to work with terminology at educational events.

As for the second educational program *Specialization Education of Pedagogical Employees in the Career Position of Class Teacher* the focus was oriented toward the possibilities of working with terms related to the professional standard of the career position of the classroom teacher, namely intrapersonal and interpersonal skills, sociocultural context of a pupil, pedagogical classroom management, class teacher, SWOT analysis, professional development plan, classroom teacher competencies, professional development. Teachers of Slovak language and literature can also use the terminology and work with the dictionary in class with learners.

Conclusion

Printed dictionaries or electronic dictionaries are an important part of our lives. Also, on the basis of our study, we can state that dictionaries serve to expand not only our general vocabulary but also our professional one. It is one of the important additions to educational process management that serves learning purposes. Experts who deal with dictionary creation consider its use and work with dictionaries to make them part of not only professional but also linguistic competencies. In their professional development, teachers should be guided to gain proficiency with terminological dictionaries and constantly renew their professional language. Nowadays, not only printed but also electronic dictionaries are used. In the process of creation of the terminology and interpretation dictionary entitled: *School Management - Terminological and Interpretative Dictionary*, the output was not only in printed form but also in the electronic version created in the LMS Moodle environment and supplemented with other functionalities. Its advantage is the ability to flexibly add and update existing keywords/entries. The terminological and explanatory dictionary *School Management* and its created conceptual apparatus are useful in the professional development of pedagogical employees and, at the same time, usable in the education or training of leading pedagogical staff of schools and school facilities.

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