



Research Article

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Albanian Language Pedagogical Dictionaries and Their Importance in Explanation of Pedagogical Terms

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Abstract

Numerous connections exist between language and pedagogy, which has prompted linguists and methodologists to compare the evolution of pedagogical terminology in all its components in educational institutions. From the point of view of the way of their creation and evolution, linguists emphasize that both pedagogy and language, are based on a set of rules, so they are systems. In this paper, various pedagogical dictionaries are observed: Dictionary of pedagogy, Dictionary of Terms in Education, Pedagogical Dictionary, published recently in Albanian language. The object of the analysis focuses on a) the construction of pedagogical dictionaries underlining the tendency that appears in recently published dictionaries including the term and its definition and b) on the ways of terms formation included in the corresponding dictionary, pointing out how the ratios between these approaches have changed in the different dictionaries and the trends that are observed. The analysis treats issues that appear in terminological dictionaries in the field of pedagogy. In conclusion, it is pointed out what is mandatory to be considered in drafting future terminological dictionaries in the field of pedagogy.

Keywords: Dictionary, terminology, pedagogy, language

1. Introduction

Pedagogical dictionaries are indispensable for anyone related to the field of education who wants to acquire knowledge from different fields. Pedagogy is the science that studies the problems of education, teaching and the education of generations, the science that studies human behavior and gives recommendations for the implementation of pedagogical laws under the different conditions of human activity. Pedagogy can be: Authoritarian, experimental, cultural, universal, humanitarian, curative, preschool, professional, age, health, comparative, etc. Necessarily, the lexical units of this dictionary will also describe the social reality or the historical period that the explanation of the terms or their definition deals with, not avoiding the ideological criterion, since the work

methodology for the collection of the word also includes the analysis of government decisions or programs. The dictionaries aim to clarify conceptual and application aspects of those interested in the field of education. In the field of pedagogy, the Albanian language has several pedagogic dictionaries, which deal with the study and definition of pedagogic terms, mainly based on the criteria of pedagogic schools, or methodologies used for the educational system. They are designed by a group of authors; Shefik Osmani. Fjalor i pedagogjisë-Pedagogical Dictionary, "8 nëntori, Tiranë Publishing House, 1983, book pages 734; Fjalori Pedagogjik- Pedagogical Dictionary, Xhevdet ZEKAJ, Kozma GRILLO, Tiranë 2004, Fjalor termash në edukim-Glossary of terms in education, Dukagjini Publishing House, Prishtinë 2016, Gjokutaj, Hoti , Kadriu. Each of the dictionaries has its own methodological principles. In Xhevdet ZEKAJ's Dictionary, Kozma GRILLO a considerable place is occupied by many notions that 30 years ago could not even be imagined. We can mention among them: Pluralism, de-ideologization, human rights, curriculum, Bologna Charter, marketing, consensus, Internet, etc. Fjalor termash në edukim -Glossary of terms in education -, Dukagjini Publishing House Prishtinë 2016, Gjokutaj, Hoti , Kadriu, it is an explanatory, comparative dictionary, which takes into consideration the previous dictionary's treatment and compares the change of these terms in our day.

2. Literature Review

The principles for terminological practice are very important for the processing of terminology and reflection in the teaching texts in the pre-university or university system, as well as learning methodology and pedagogical principles. These principles are a point of support in our study, so it has been deemed necessary to briefly present some of the most basic principles of theory and terminological practice, already a tradition in our school and research. The concept of the Vienna school, synthesized in Vyster's idea of terminology as an organized system, corresponding to a system of concepts of the relevant field of knowledge, lies at the foundation of our study¹. The concept serves as the basis of the analysis and as the starting point for the terminology, through which the system is evaluated, the terminology is processed and the ways of reflection in the relevant dictionaries are determined. This has been seen in the subject of the concrete field, especially in the inconsistency of the form with the content, a form some content (polysemy, homonym), from the content (concept) and form. Terminology is seen as a system of terms that represent a system of concepts of a field of knowledge. The view of this system of terms, which corresponds to the system of concepts of the relevant field of knowledge, based on the relationships that are established between them, constitutes the foundation on which the theory of terminology is built, the principles and methods of its work. Precisely, the totality of these systems of terms, which corresponds to the systems of concepts of the respective fields, constitutes terminology in the broadest sense of the word. It follows from this that the basis of the study of any terminology of a field of knowledge and of terminology as a complete linguistic lexicon, are the relationships that are established between the terms, which underlie the construction of terminological systems of the relevant fields of knowledge.

¹ See more about this in the monographic works and various articles of the terminologist Agron Duro: Duro, A. (1986). Compound words in technical-scientific terminology. Studies in honor of A. Xhuvanit. Tiranë; Duro, A. (2003). The use of terms in scientific-technical discourse in terms of synonymous competition. The Scientific Conference: Standard Albanian and Albanian society today. Tiranë; Duro, A. (1984). Terminological systems in the language of science and technology. Philological Studies, 4; Duro, A. (1989). Terminological systems in the language of science and technology. Studies on the lexicon and the formation of words in the Albanian language, III. Tiranë; Duro, A. (1989). Stable terminological phrases in the Albanian language. Studies on the lexicon and on the formation of words in the Albanian language III. Tiranë; Duro, A. (2001). Terminology as a system, Tiranë; Duro, A. (2003). Identification of the term in the Albanian language. Philological Studies, 1-2; Duro, A. (2009). The term and the word in Albanian language. Tiranë; Fan Noli; Duro, A. (1982). Stable terminological phrases in today's Albanian. Philological Studies, 4; Duro, A. (1991). The word-term and the semantic structure of the Albanian word. Philological Studies, 3-4 etc.

The terms that mark the corresponding concepts are placed hierarchically, one is superordinate, while the other is subordinate, although even a subordinate term, in relation to another, can become superordinate. Any terminology elaborated as a set of elements structured based on the system of relevant concepts constitutes genuine scientific information and presents the relevant field in a condensed and summarized way. Each terminological unit thus constitutes a genuine information unit and, as such, serves for the acquisition of knowledge, for its transmission and for communication in and outside the school. In terms of learning Albanian and the methodologies used in acquisition, the objectives were met when Albanian was in the early stages of its documentation. P. Bogdani, with his work “Çeta e profetëve” published in Padova in 1685, has made a contribution to the progress of Albanian through efforts to make the Albanian language capable of expressing abstract concepts. While elaborating the scientific elements, he created new terms from different fields, which became the wealth of the Albanian vocabulary in the spirit of the language of contemporary education. In his work we come across a number of terms that belong to the fields of: - education, such as: shkollë-school, shkollar-schoolboy, n(xanës)-learner, libër-book, mpsim-lesson, mpsoj-learn, dija-knowledge, doctor-doctor dijetar-scholar, etc.; - of psycho-pedagogy, as: shqisë-sense, vullnet-will, mendje-mind, të përmendun- to be mentioned (kujtesë-memory); - of age periodizations, such as: kërthinjësia-infancy, fëmijësia-toddlerhood, djelmësia-boyhood etc.², used as concepts in later pedagogic dictionaries.

Albanian linguistic terminology and that of other sciences is contemporary with the first Albanian school (1887), of the first Albanian grammar published in the native language (1886)³. The Albanian school required texts in the Albanian language; the texts had to be drafted in native terminology, which until that time was (almost) absent. So, the merit of Kristoforidhi⁴, S. Frashëri⁵, and later that of Xhuvani⁶, Cipo⁷, Domi⁸ etc., was that they created, and later enriched, the terminology of the Albanian language (as well as the lexicon as a whole) with terms created from its own dough (relying in most cases on the models of other languages). This period also includes the contributions of patriots and thinkers of the National Renaissance, such as Naim Frashëri or its predecessors, as Dhimitër Kamarda in other areas of knowledge. Naim Frashëri in school textbooks⁹, created new words for various textbooks with scientific knowledge; he is the author of the words: vetëdije-consciousness, gjithësi-totality, veti- property, hapësirë-space, etc.¹⁰ In his teaching - didactic work, using the achievements of his predecessors, N. Frashëri, he had to make many creations and work out ways of scientific expression of terms. “He worked out how to explain concepts in a short and understandable way, using relevant terms and simple formulations.”¹¹

The contribution of the school “Normalja së Elbasanit” in the development of pedagogic terminology. The school “Normalja e Elbasanit” has made a special contribution to the development of school terminology. It was the first Albanian national high school. It opened its doors

² ISP, *The history of Albanian education and pedagogical thought I*, Tiranë, 2003, pp. 74-75.

³ S. Frashëri, “Shkronjëtorë e gjuhës shqipe- Alphabet of the Albanian language”, Bukuresht, 1886, in *Vepra 1*, Tiranë, 1988

⁴ K. Kristoforidhi, “Fjalor shqip – greqisht” (first compiled in the Greek alphabet and published in Athens, in 1904 – now transcribed in Albanian alphabet and elaborated by Aleksandër Xhuvani), 1961 (republished “Rilindja”, Prishtinë, 1977).

⁵ S. Frashëri, “Shkronjëtorë e gjuhës shqipe- Alphabet of the Albanian language”, in *Vepra 1*, Tiranë, 1988.

⁶ A. Xhuvani, “For the purity of the Albanian language BShSh, 1957.

⁷ K. Cipo, *Albanian grammar*, Tiranë, 1949. ; *Syntax*, Tiranë, 1952.

⁸ M. Domi, *Grammar of Albanian language, Syntax, Text for seven-year and high schools*, Tiranë, 1954; *Grammar of the Albanian language, Syntax, For pedagogical schools*, Tiranë, 1964; *Grammar of the Albanian language, Syntax, for High schools*, Prishtinë, 1969.

⁹ N. Frashëri, “Knowledge for first schools”, Bukuresht, 1888, “Scaderbegs History” 1898, “E këndimit çunavet këndonjëtorëja-Reading school for boys” 1886.

¹⁰ F. Leka, S. Moreka, *The development and enrichment of terminology after Liberation*, in “Studies on the lexicon and on the formation of words in the Albanian language II”, Tiranë, 1972, pg. 185.

¹¹ H. Pasho, *The terminological lexicon in the teaching work of Naim Frashëri*, FS, 1991/1, pg. 101.

in the rising period of our Renaissance and was one of the most important activities of the cultural and patriotic movement of this phase. The school “**Normalja e Elbasanit**” brought significant services to the Albanian language, teaching, and the development of its study:

1. with the progress of the subject of Albanian grammar and school textbooks.
2. with the processing of school scientific terminologies.
3. with the increase in the level of language learning in our schools through trained teachers.
4. with the formation of several collectors of the folklore and linguistic treasure of our people and with the activity developed by them.

“Normalja e Elbasanit” school was opened at a time when there were no high school textbooks for various subjects and when only a small part of technical-scientific terminology had been elaborated. It had to deal with extensive work becoming a good laboratory for Albanian terminology.

“**Educational Congress of Lushnja**” for school terminology, carried out a conscious work on delineating an Albanian terminology and enriching the Albanian lexicon with Albanian terms, it would be deepened in the Educational Congress of Lushnja. The 1-st National Congress of Education was held in Lushnja in August 15-25, 1920. This congress, among other things, raised the problem of terminology and accepted the use of a series of terms for different learning disciplines, such as language, geometry, and arithmetic. In meeting III, on 16.08.1920, headed by A. Xhuvani, was discussed about the “technical edges”¹² was decided the admission of 213 technical terms that would express scientific concepts among textbooks. “Technical edges” approved at Lushnja Educational Congress are the basic terms of linguistics and mathematics. The drafting committee aimed to approve the basic terms of Albanian language and Mathematics, terms that should be used in school textbooks. So in choosing the lexical unit- the compilers of the terms have taken into account the amount of concepts that can be included in the textbooks.

3. Methodology

For the realization of the study, we relied on an abundant theoretical literature. Based on the historical criterion, through the qualitative method a description of the beginnings of progress in pedagogical terms is provided, since the early beginnings of Albanian. After that, the collection of terminological material from school textbooks of APU and University Education in the main subjects, such as mathematics, language, biology, chemistry, physics, geography, as well as the course schedule is carried out, by analysing a wide exhaustive subject from various teaching texts, from terminological dictionaries, as well as from various grammars, from special works, as well as from scientific papers and articles, published in monographs, personal studies, in “Pedagogical journals” etc.. Documents and official decisions institutionalizing the reforms implemented in education have also been collected. All the collected material has been analysed based on a clear theoretical concept for terminology, the principles of terminology in general, study methods and work with the aim of judging the inclusion of a wide range of pedagogic terms. The quantitative analysis of these evaluations exceeds the scope of this work. To evaluate the terms accepted by the actors, using these dictionaries, questionnaire (Appendix 1), was shared electronically for statistical analysis of the data. The appendix was completed by teachers, students, and methodist in a random group. This appendix aims to review the practical and applicative importance of dictionaries, as well as to produce concrete results for their needs and requirements.

¹² Kumtari arsimuer, published by Këshilli i Epër Arsimuer Tiranë, «Elbasani», Printing House Elbasan, 1921, No. 1, pg. 9. This journal was published as an official organ of the Ministry of Education. It was published in Elbasan, during a year and three issues have been published: no. 1 March 1921, no. 2 April 1921, no. 3-4 may-June 1921. The approved terms are published in 3 issues: no. 1 pg. 9-11, no. 2 pp. 33-35, no. 3-4 pg. 37-39.

4. Hypothesis

H 1 The users (pupils, teachers, students, lecturers) are conditioned on the use and knowledge of pedagogical terminology.

H 2 Pedagogical dictionaries help in explaining terminology and affect the level of understanding knowledge.

5. Discussions

5.1 Definition of terms¹³

The terminological definition takes on a special importance of theoretical and practical character not only in explanatory dictionaries, but especially in educational texts. The definition "...must and is sufficient to present an identifying picture of the concept based on essential features."¹⁴ Within the definition, the concept and its limiting features are provided, which clarify the defined concept and distinguish it from other concepts of the system to which it is a part. In explaining a term by means of a definition, it is not said to enumerate all the features of the concept, on the contrary, each definition, according to the purpose that suits the knowledge, reflects the most essential distinguishing features of the term.

5.2 Phenomena of the scientific explanation of the term

E. Wuester states: Any terminological work starts with the concept, being of course based on the name.¹⁵ In didactic lecture practice, the precision of the term, of its explanation, is a necessary condition for the acquisition of scientific knowledge. Motivated and unambiguous terms become a stable part of the terminological system since the conscious acquisition of the concept by the lecturers also depends on the clarity and precision of the expression of the term. Each terminological system is based on conceptual connections and is related to the system of concepts of a certain field of knowledge, such as the terminological system of the field of linguistics.

Semantic phenomena in the terminology of teaching texts and pedagogical dictionaries such as: polysemy, homonymy, synonymy, antonymy have essentially common features, which are conditioned, mainly, by the properties of the terms, which characterize each terminology, such as systematicity, unequivocalness, precision, motivation. The tendency of the term to be unambiguous in the boundaries of the field where it is used, makes the phenomenon of polysemy and homonymy rarely appear. This is because the terms in the field of pedagogy are formations within the field and as such they do not develop meaningfully. We can see the phenomenon of polysemy by connecting some terms not as formations within the examined terminological systems, but as names derived from the words of the general lexicon, so they can be seen as ambiguous. The phenomenon of homonymy would be seen here as the semantic relationship of the terms within the field and as the relationship between the sign that is used as a word of the general lexicon and as a term.

In the phenomenon of synonymy, connections between terms based on the same meaning (concept) that they denote appear as absolute (binary) synonyms. Synonymy conditions the multifunctional state of scientific terminology and is presented as a harmful but present phenomenon and has theoretical and practical value to be studied. The main reason for the presence of terminological doubles is the use of the pronounced term alongside the foreign one. The phenomenon of antonymy, on the contrary, can be, in general, acceptable for terminology, since in it the opposition of concepts

¹³ Titini, S. & Grillo, H. Anass 11, *Studia Humanitatis* An overview of dictionaries of the law area in Albanian language, ISSN 1857 - 8896, Scopia 2015, pg. 95.

¹⁴ R. Duduc, *Manuel pratique de terminologie*, Linguatex éditeur inc. , Québec, 2002, pg. 95.

¹⁵ E Wuester, *Internationale Sprachnormung in der technik*, UDI, Berlin, 1931, pg. 34.

can be observed as a manifestation of the systemic character of terminology. In the terminological lexicon of pedagogy, it can be said that the terms create contradictory relations, especially when these relations are observed between the constituent elements of the phrases.

5.3 Term formation in pedagogical dictionaries

The lexicon included in the pedagogic dictionaries in Albanian language is formed in different ways. In the formation of terms - the most productive in the word is the morphological way with apposition and composition.

Among the terms formed with a prefixation, the most used prefixes are: **ri-**: **re-**: **ri**formulim-reformulation, **rishkrim**-rewriting, **rithirrje**-recalling, etc.¹⁶

mos-, **non-**; **un-**, **dis-**: **mos**kompetencë-incompetence, **mos**marrëveshje-disagreement, **mos**njohje- non-recognition, **mos**pajtim-dissent, **mos**paraqitje-non-appearance, **mos**adaptim-non-adaptation, **mos**besueshmëri- untrustworthiness, etc.

Ndër-inter-: **ndër**biseduese-interlocutory (party); **ndërkëshillim**-interconsultative; **ndërkombëtar**-international; **ndërkademi**-inter-academic; **ndërqeveritar**-intergovernmental; **ndërshtetëror**-international; **ndërvartësi**-interdependence.

pa-im-, **il-ir-il-**, **un-**: **pa**anësi- impartiality; **pa**anshëm (i)- impartial; **pa**ligjshëm (i), **il**legal; **pa**pranueshëm (i)- unacceptable.

Kundër-counter-: **kundë**masë-countermeasure; **kundërpyetje**-counterquestion, **kundërpërkujtesë**- counter reminder, **kundërreplikë**- counter reply, **kundërsugjestion**-counter suggestion, **kundërvepruesit**- counter active

bashkë co-: **bashkë**ekzistencë-co-existence; co-governance-**bashkë**qeverisje, **bashkë**përkatësi-co-belonging.

Among the terms formed with suffixes, the most productive suffixes can be mentioned:

-im; **-je**-ation; **-ing**; **-ion**; **-ment**; **-ture**; **-ence**; **ndërkombëtarizim**-internationalization, **ndërkëshillim**-consultation, **paralajmërim**-warning, **pezullim**-cancellation, **përgjashtim**-exclusion (of a student), **përfundim**-completion (of a term), **pranim**-admission, **refuzim**-rejection (of an evaluation), **ndërhyrje**-intervention, **njohje**- recognition, **përmbytje**-repression, **përmbushje**-fulfillment, **përzierje**-mixture, **shpërngulje**-transference (of a student) etc.

-i; **(ë)ri**; **(ë)si**-ity, **-ive**: **njëzëshmëri**-unanimity, **pavlefshmëri**-invalidity, **pranueshmëri** admissibility, **veprimtari**-activity, **vazhdimësi**-continuity, **bashkësi**-community, **përgjegjësi**-responsibility, **prapavepruesi**-retrospective etc.

-ës; **-ues**-er, **-ee**, **-ory**, **-ive** **ndërmjetës** broker, **punonjës** employee, **kontraktues** contractor, **nënshkrues** signatory, **përfaqësues**-representative, etc.

-shëm; **-ueshëm**: **ligjshëm** (i), **legal**, **detyrueshëm** (i)- mandatory, **gjyqësueshëm** (i)- justiciable, **përfaqësueshëm** (i)- representational, **zbatueshëm** (i)- applicable, **pranueshëm** (i)- acceptable .

-esë; **atë**:-atio, **-ance**, **-at**, **-ation**, **-ment**, **dëftesë**-certification, **urdhëresë**-ordinance, **sekretariat**-secretariat, **administratë**-administration, **deklaratë**-statement, **komunikatë**-communication.

A productive way to form new terms is also composition: Most of the formations in this way are made up of composites as metaanaliza- meta-analysis, metafizika- metaphysics, mësimdhënie-teaching, mësimnxënie-learning, marrëdhënie- relationship, vëmendje- attention, afatgjatë- long term. As noticed not all Albanian counterparts are compounds.

Syntactic formation by means of phrases is widely used in the field of pedagogy. Most of these terms are occupied by simple phrases, but also extended phrases consisting of three, four or five elements such as: objektivat mësimore-learning objectives, kurrikulë bërthamë-basic curriculum,

¹⁶ In general, formations with '-ri' come from verbs, but these formations are quite lively, so they can also be interpreted as coming directly from nouns.

zhvillim fizik-physical development, vëzhgim i drejtpërdrejtë-direct observation, vlerësim formues-formative assesment, zgjidhja e problemit-problem solving, vendi i kontrollit-place of controll, provim i pjesshëm-mid term exam, test semestral-semester test, inteligenca shumëfishe- multiple intelligence, pikët e testit- test score, përgjigje e kushtëzuar- conditioned response, sfera njohëse-cognitive sphere, pyetje konvergjente- converging questions, objektiva mësimorë- learning objectives, motivim i brendshëm- intrinsic motivation, menaxhim i klasës- classroom management, Shkollë me klasa kolektive- School with collective classes, Kurrikul me zgjedhje të detyruar- Curriculum with compulsory choices, Artikuj testi me përputhje- Matching test items, taksonomi e objektivave mësimore- taxonomy of learning objectives, teste të bazuara në normë- norm-based tests, teoria tripalëshe e inteligjencës- triarchic theory of intelligence, planifikimi i veprimtarisë mësimore-planning of educational activities, planëzimi i orës së mësimi- lesson planning, politikat shtetërore në fushën e arsimit- state policies in the field of education, puna individuale me një rast konkret-individual work with a concrete case, Artikuj testi me zgjedhje të shumëfishtë- Multiple choice test items, pjesa e ndryshueshme e planit mësimor themelor- the variable part of the basic curriculum, përgjegjësia për zhvillimin e materialeve mësimore- responsibility for the development of educational materials, treguesit e efektivitetit të punës së mësuesit- indicators of the effectiveness of teachers' work, Zhvillimi i kurrikulës në bazë-shkolle -Development of school-based curriculum(the school can choose it), vlerësimi i referencë sipas normës- evaluation of references according to the norm

The most productive prefixes, in the strings formed with a prefix, appear:

pa—un-,im-,in-,il-,ir-: (leave) e **papagueshme- unpaid**, i **pamundshëm- impossible**, i **papërgjegjshëm- irresponsible**, i **patjetërsueshëm- inalienable**, i **paparashkrueshëm- indescribable**, (condition) i **parealizuar- unrealized**, **papërgjegjësi-irresponsibility** (material, personal) etc.

mos-: -dis-,non-,no, mosbesimi- disbelief, **mosdhënie- non-delivery**, **mosfillim- non-starter** (of the school year), **mosmarrëveshje-disagreement** (between parties), **mosmarrje-no-taken** (measures), **mosndërhyrje- non-intervention** (in autonomy), **mosparaqitje- non-attendance** (of the student), **mospranim** (for passing the deadline), **mosveprim- inaction** etc.

Ri-re; riedukim- re-education (through work), **rifillim- recommencement** (of the lecture), **rifitim- regain** (of the mark), **rishikim-revise** (of the decision), **re-establish**(within the deadline), **rizgjedhje- re-election**¹⁷ etc.

Bashkë:-co-:bashkautorësi-co-authorship, **bashkëpunim- collaboration**, **bashkëbisedim- conversation**, **bashkëveprim- interaction**, **bashkëautor- co-author**

para: pre-: paraardhës- predecessor, **paradhënie-pre-payment**, **paragjykoj-prejudge**, **paraprovim-pre-before the exam**

There are also some formations with prefixes:

kundër-: counter-: kundërsugjestion -countersuggestion, **kundërveprues- counteractive**

The terms formed with suffixes occupy the main place in the formations with apposition

The most commonly used suffixes are:

-im, -je;, **administrim- administration**, **ankim- grievance**, **ballafaqim- confrontation**, **depozitim- storage**, **detyrim- obligation**, **ekzekutim- execution**, **falsifikim- falsification**, **fitim- earning**, **gabim-mistake**, **mbrojtje- protection**, **ndarje-division** (of tasks), **ndërhyrje- intervention**,

-ës; -ues: mësues- teacher, **nxënës-student**, **kallëzues- predicative**, (competence) **këshillues- consulting**, **kushtetues- constitutional**, (accused) **mungues- absent**, **parandalues- preventive** (measure), **pezullues-suspensive** (condition), **plotësues-supplementary** (lesson etc.) **tjetërsues- alienating**, **vetësues- self-sufficient** (in good faith) **zbatues- executive** (of the program) etc.

-i; -ëri; (-ë)si: përgjegjësi- responsibility, **bazueshmëri- validity** (of the decision), **ligjshmëri- legality**, **papërgjegjshmëri-irresponsibility**(penal), **pandashmëri- indivisibility**, **papajtueshmëri- incompatibility**, **përgjegjshmëri- liability**, **pazotësi- impotence** (disability)

-shëm; -ueshëm:-able,-ible,-ory i **ndreqshëm- repairable**, (person) i **përgjegjshëm-**

¹⁷ In general, formations with -ri come from verbs, but these formations are quite lively, so they can also be interpreted as coming directly from nouns.

responsible, (organ) i zgjedhshëm- selectable, (i), detyrueshëm- (i), compulsory (i), disponueshëm-available

-esë; -atë:-ment,-ation,-ition,-ance,: detyresë- assignment (searchable), kërkesë-application, shkresë- requisition (documentary, official), urdhëresë- ordinance, vonesë-delay (of implementation), deklaratë- statement (in written form), dhuratë-present, ligjëratë-lecture (of the lecturer), organizatë-organization etc.

The phrases widely used are: Observational learning, discovery learning, programmed learning, partial learning, critical thinking, collaborative or cooperative learning, social cognitive learning. From what was presented in relation to term formation in the dictionaries of pedagogy, the same ways and means of word formation that are used in the general language are widely used in the formation of terms. In addition to the fact that colloquial terms constitute the main part of the terminological lexicon in this field, there is also a tendency to form extended colloquialisms. It is also noted that the formation of terms with suffixation takes the main place in relation to other morphological ways and in terms of production it is ranked after phrasal verbs.

The fund of affixes used in the process of term formation as well as the degree of their production is different in different dictionaries in this field.

6. Results

From the analysis of the results after about 120 questionnaires were completed electronically on the google forms platform, it was found that 50% of the users of pedagogical dictionaries were teachers and the rest divided into 45% students and 5% students. There is a low degree of use of dictionaries by the students, who, based on the results of the achievements, show that they are satisfied with the explanation of the term or the meaning by the teachers. From a look at the curriculum of Albanian language, it is noticed that the work with dictionaries or the first presentation with dictionaries for students, it is done already in primary classes in the "vocabulary" column. Comprehension of the terms or their acquisition by the students are not part of this paper.

Based on the age variable from the analysis, it is observed that dictionary users belong to the student age and later, over 19 years to the extent of 94%, who recommend the use of pedagogical dictionaries to their colleagues and students. This percentage increases in direct proportion to the increase in knowledge and concepts on pedagogy and teaching, as well as to the development of linguistic phenomena that were realized in discussions such as synonymy, polysemy or homonymy which create parallel or binary terms. We think that this percentage is also related to changes in the meanings of terms or words in different periods of social, economic, social development as well as to continuous changes in educational policies and curricula or different methodologies in the field of pedagogy.

Students deepen their knowledge at the master's level, and this is associated with the number of the highest percentage at this level, namely 67%, 25% bachelor's level and 7% students of the third cycle.

49% of teachers who use and consult pedagogical dictionaries are teachers with more than 20 years of experience, 33% of dictionary users are teachers with up to 5 years of experience, i.e. new teachers and 17% teachers with 5-10 years of work experience.

50% of the respondents consult pedagogical dictionaries when they have difficulties in understanding the terms, while 30% of the respondents do not consult dictionaries, but the best experiences of their colleagues, or pedagogues or teachers.

The surveyors claim that 75% have been clarified in definitions or concepts, the analysis of the clear or not clear explanations in some of the dictionaries or explanatory-comparative dictionaries exceeds the scope of this paper.

6.1 *Problems that are noticed in the dictionaries of pedagogy*

From the analysis of the dictionaries that are the subject of this paper, it is noted that some of the terms in this field were specially created from the commissions of dictionary compilers that in their work they had the goal of cleaning up the numerous borrowings and expanding the place of the Albanian term in the terminology of pedagogy, using the linguistic wealth and word-forming tools of Albanian.

One of the problems that appears in the pedagogical dictionaries is related, precisely, to the Albanian pronunciation process. Although during the pronunciation of foreign terms care has been taken to preserve the accuracy of their content, there are no examples when accuracy has been compromised because a suitable Albanian equivalent has not been found.

E.g., teste diagnostifikuese – (diagnostic tests)

1. Standardized tests, administered individually to identify learning problems.
2. They are not evaluated, are non-standardized formative tests, data during the lecture, to determine what the students have mastered and what are their weaknesses.

There are cases when the Albanian term replaces the foreign term only in one or some of the fields where it is used.

3. The occurrence of ambiguity, synonymy and homonymy is defined as a phenomenon, that negatively affects the term system of a certain field, making communication difficult. In Pedagogical dictionaries, the appearance of the of synonymy phenomenon is noticed when, next to the foreign term which is frequently encountered in official documents or instructions and used by specialists, the Albanian term is included as well. The occurrence of synonymy in the mentioned cases was determined by the choice of compiling commissions «considering time and use of which of the terms will prevail» however, their presence may be interpreted by unwary users as an opportunity to use either of the given terms. Another problem that appears in dictionaries has to do with the definition of the term that often exceeds the limits of the synthetic and clear definition of its meaning. Often the definition of the term gives way to a summary of knowledge that would be suitable for a user manual from the components that use it, such as teachers, students, leaders, trainers, education and training specialists, etc.
4. An important part of terminology is not used because it labels notions and institutions characteristic of the socialist system. In this way, this part of pedagogical terminology has ceased to be active.

7. **Conclusions**

The problems identified at different levels of using pedagogical dictionaries support the hypothesis of their extraordinary importance in explaining terms, mainly at student age and later. The analyzes of the dictionaries set as a task the rapid drafting of a pedagogical dictionary that reflects the changes that the new reality in which we live has determined in this field of social activity. Given that pedagogy interacts with almost all spheres of school activity and the use of a part of pedagogical terminology by an increasingly large number of non-specialists, it is important that following the great work done by linguists and specialists for the drafting of pedagogical dictionaries following the best world experience the device also with the use of the term in context.

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Appendix

1. Identify your status
 - a. pupil
 - b. Student
 - c. Teacher
2. You belong to the age group?
 - a. Up to 15 years
 - b. 15-18
 - c. Over 19
3. If you are a student, study at?
 - a. First cycle (bachelor)
 - b. Second cycle (Master's)
 - c. Third cycle (Doctorate)
4. If you are a teacher, how long have you been practicing the profession?
 - a. 1-5 years
 - b. 5-10 years
 - c. 20 years
5. Do you consult pedagogical dictionaries when you have terminology ambiguity?
 - a. yes
 - b. no
 - c. Rarely
 - d. Often
6. If you consulted, how valuable did you find this advice?
 - a. less
 - b. much
 - c. At all
7. Have you clarified ideas on the terms of pedagogy after consulting the dictionary
 - a. Perhaps
 - b. Less
 - c. At all
 - d. much
8. Do you recommend the dictionary to someone who asks you about the terminology of pedagogy?
 - a. No
 - b. yes