COMPARATIVE ANALYSIS OF EDUCATION POLICY TERMINOLOGY IN ENGLISH AND AZERBAIJANI: STRUCTURAL, SEMANTIC AND FUNCTIONAL CHARACTERISTICS

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ABSTRACT.

This article presents a comparative analysis of education policy terminology in English and Azerbaijani, focusing on its structural, semantic, and functional characteristics. The study examines the formation, lexical composition, semantic relations, and contextual use of terms associated with education policy, governance, educational reform, teacher recruitment, assessment, quality assurance, and institutional management. The findings contribute to a better understanding of the organization and functioning of education policy vocabulary and may be useful for translators, lexicographers, researchers, policymakers, and specialists working in comparative linguistics and education.

Keywords: education policy terminology, English, Azerbaijani, comparative analysis, terminology, structural characteristics, semantic characteristics, functional characteristics, educational reform, terminological equivalence.

АННОТАЦИЯ.

В статье проводится сопоставительный анализ терминологии образовательной политики в английском и азербайджанском языках с учетом ее структурных, семантических и функциональных характеристик. Исследуются особенности образования терминов, их лексический состав, семантические отношения и функционирование в контексте образовательной политики, государственного управления, образовательных реформ, отбора педагогических кадров, оценки качества образования и институционального управления. Особое внимание уделяется сходствам и различиям в репрезентации основных понятий образовательной политики в двух языках.

Ключевые слова: терминология образовательной политики, английский язык, азербайджанский язык, сопоставительный анализ, терминология, структурные характеристики, семантические характеристики, функциональные характеристики, образовательная реформа, терминологическая эквивалентность.

ANNOTATSIYA.

Mazkur maqolada ingliz va ozarbayjon tillaridagi ta’lim siyosati terminologiyasi strukturaviy, semantik va funksional xususiyatlari nuqtayi nazaridan qiyosiy tahlil qilinadi. Tadqiqotda ta’lim siyosati, ta’limni boshqarish, ta’lim islohotlari, pedagog kadrlarni tanlash, ta’lim sifatini baholash, sifatni ta’minlash va institutsional boshqaruvga oid terminlarning yasalishi, leksik tarkibi, semantik munosabatlari hamda kontekstual qo‘llanilishi o‘rganiladi. Ikki tilda ta’lim siyosatiga oid asosiy tushunchalarning ifodalanishidagi o‘xshashlik va farqlarga alohida e’tibor qaratiladi. Tahlil natijalari ingliz va ozarbayjon tillaridagi ta’lim siyosati terminologiyasi ta’lim boshqaruviga xos universal

tushunchalar bilan bir qatorda, har bir tilning o‘ziga xos strukturaviy va lingvomadaniy xususiyatlarini ham aks ettirishini ko‘rsatadi. Tadqiqot natijalari qiyosiy tilshunoslik, terminologiya, tarjimashunoslik va leksikografiya sohalari hamda ta’lim sohasidagi professional kommunikatsiya uchun muhim ahamiyatga ega.

Kalit so‘zlar: ta’lim siyosati terminologiyasi, ingliz tili, ozarbayjon tili, qiyosiy tahlil, terminologiya, strukturaviy xususiyatlar, semantik xususiyatlar, funksional xususiyatlar, ta’lim islohoti, terminologik ekvivalentlik.

INTRODUCTION

Education policy terminology is an important component of professional and institutional discourse, reflecting the concepts, structures, and processes of national education systems. Terms related to educational reform, teacher recruitment, assessment, quality assurance, curriculum development, and institutional governance have become increasingly significant due to international educational cooperation and multilingual communication. From a linguistic perspective, education policy terminology demonstrates distinctive structural, semantic, and functional characteristics. English frequently employs compound and multi-word terms such as education policy, teacher recruitment, and quality assurance, whereas Azerbaijani uses structural patterns characteristic of an agglutinative language. Comparative analysis of these terms makes it possible to identify both universal tendencies and language-specific features.

An important issue in the comparison of English and Azerbaijani terminology is semantic and functional equivalence. Direct lexical correspondence does not always ensure complete conceptual equivalence because educational terminology is influenced by national legislation, institutional structures, and sociocultural contexts. Therefore, the study of terminology requires consideration of both linguistic form and contextual meaning. The aim of this study is to comparatively examine education policy terminology in English and Azerbaijani, focusing on its structural, semantic, and functional characteristics. The study identifies major terminological patterns, analyzes semantic relationships and equivalence, and examines the contextual use of education policy terms in the two languages. The findings contribute to comparative terminology and contrastive linguistics and may be useful for translation, lexicography, and professional educational communication.

METHODOLOGY

This study employs a comparative linguistic approach to examine education policy terminology in English and Azerbaijani. The research data were collected from official education policy documents, educational legislation, institutional materials, government publications, and relevant monolingual and bilingual dictionaries. The analysis focuses on major categories of education policy terminology, including educational governance and administration, educational reform, teacher recruitment and employment, curriculum and instruction, assessment and evaluation, quality assurance, educational standards, educational institutions, financing and funding, and professional development.

The selected terms were analyzed according to their structural, semantic, and functional characteristics. Structural analysis identifies simple terms, derived forms, compounds, and multi-word terminological units. Semantic analysis examines meaning, semantic relations, conceptual correspondence, and differences in terminological equivalence between English and Azerbaijani. Functional analysis considers the use of terms in legal, administrative, academic, and policy contexts. Particular attention is paid to similarities and differences in term formation and the representation of education policy concepts in the two languages. The study primarily applies qualitative comparative analysis, while quantitative observations are used to identify the frequency and distribution of selected

terminological patterns. This methodological framework makes it possible to reveal both common tendencies and language-specific features of English and Azerbaijani education policy terminology.

RESULTS

The comparative analysis revealed both common and language-specific patterns in English and Azerbaijani education policy terminology. The analyzed terms demonstrated differences in their structural formation, semantic organization, and functional use. From a structural perspective, English showed a high frequency of multi-word terminological units and compound constructions, such as education policy, teacher recruitment, quality assurance, and educational assessment. Azerbaijani also contains multi-word terms, while grammatical relations between components are frequently expressed through agglutinative and attributive structures. From a semantic perspective, most terms have relatively stable professional meanings; however, complete equivalence is not always achieved between the two languages. Some terms have direct lexical counterparts, whereas others require descriptive translation or contextual interpretation. Differences were particularly noticeable in terms related to educational administration, institutional structures, teacher employment, and quality assurance.

The analysis of the selected categories - educational governance, educational reform, teacher recruitment, curriculum and instruction, assessment and evaluation, quality assurance, educational standards, institutional management, financing, and professional development - indicates that terminology in both languages reflects internationally shared educational concepts while simultaneously incorporating language-specific institutional and conceptual features. Overall, the results demonstrate that comparative analysis of structural form, semantic correspondence, and functional distribution provides a useful basis for identifying similarities, differences, and translation challenges in English and Azerbaijani education policy terminology.

DISCUSSION

The findings indicate that English and Azerbaijani education policy terminology shares a common conceptual basis but differs in structural realization and contextual use. The frequent use of multi-word terms in English reflects the tendency of English to express specialized educational concepts through noun combinations and attributive constructions. Azerbaijani employs comparable terminological structures but also relies on its agglutinative grammatical system to establish relationships between lexical components. The semantic analysis shows that terminological equivalence between the two languages is not always absolute. While terms such as education policy, educational reform, and teacher recruitment generally have corresponding expressions in Azerbaijani, differences in institutional organization and national education systems may influence their exact semantic scope. Therefore, contextual analysis is essential when translating or interpreting education policy terminology. The functional findings further demonstrate that the same term may acquire different degrees of specificity depending on whether it occurs in legislation, administrative documents, academic publications, or institutional communication. This confirms that education policy terminology should be examined not only as a lexical system but also as a component of specialized discourse.

The comparison also suggests that international educational concepts are increasingly shared by both linguistic systems, particularly in areas such as quality assurance, assessment, educational standards, professional development, and educational reform. At the same time, nationally specific administrative and institutional concepts may require descriptive equivalents rather than direct translation. Thus, the results support the importance of a multidimensional approach combining structural, semantic, and functional analysis. Such an approach can improve terminological consistency, facilitate accurate English–Azerbaijani translation, and contribute to the development of bilingual educational terminology and comparative linguistic research.

CONCLUSION

The comparative analysis demonstrates that English and Azerbaijani education policy terminology share a common conceptual framework while displaying distinctive structural, semantic, and functional features. The study shows that multi-word and compound terms are particularly common in both languages, although their grammatical organization differs according to the structural characteristics of each language. The semantic analysis indicates that many education policy terms have direct or near-equivalent counterparts; however, some terms require contextual interpretation or descriptive translation due to differences in educational institutions, legislation, and administrative practices. Functional analysis further confirms that terminology varies according to legal, administrative, academic, and institutional contexts. Overall, the findings demonstrate the importance of combining structural, semantic, and functional approaches in comparative terminology research. The results may contribute to more accurate English–Azerbaijani translation, bilingual terminology development, lexicographic practice, and effective professional communication in the field of education policy.

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