Iryna Bodnar, PhD in Philology, Associate Professor
Ivan Franko National University of Lviv

DIGITALIZATION OF EDUCATIONAL TERMINOLOGY

In the pre-Covid, and hence pre-online time, educators argued about the efficiency of digitalization of education, the effectiveness of application of elements of learning distantly. The pandemic and lockdown started a new era in education – education online. Now it is an integral part of educational process, sometimes even the only possible way of providing educational services.

F. Pettersson [3] provides a thorough study of digitalization in education as a complicated process, analyzing its steps and stages. She agrees with a number of researches that technology-use itself do not result in change and development in educational practice. A. Zancajo, A. Verger and P. Bolea cover the issue of digitalization of education systems as a response to the Covid-19 crisis [4, pp. 116-119]. According to them, digitalization is a tool to overcome the performance gap and educational inequalities caused by emergency closures of educational institutions.

When it comes to naming the aspects of new realia – learning via the internet – three approaches to this process are distinguished. Firstly, we can observe that a part of educational vocabulary continues to be applied with words meaning and application remaining unchanged (we use the words *homework, class work, assignment*, *teacher, student* in the same way as before). However, new realia introduced new coinages into classroom language. Thus, such concepts as *virtual learning environment (VLE), personal learning environment, asynchronous learning, adaptive learning, bite-size learning, data security, gamification / game-based learning, intelligent tutoring system, MOOC (Massive Open Online Course), online / google / MS forms,* represent new possibilities and approaches, speaking nothing of various digital learning platforms (*Google classroom, MS Teams, Zoom*, etc.). At the same time, there is a layer of educational terms which transformed from offline to online classroom language: in digital era teachers conduct *e-classes, online courses*, sit *online exams* in *digital collaborative workspace / digital classrooms / flipped classrooms,* even at *digital universities,* using *digital textbooks* and *interactive whiteboards*. Thus, the concepts of a class as a group of students, a lesson as a period of time as well as artefacts associated with the process of learning preserve their primary connotation.

The concept of *digital learning,* which determines learning by means of information technologies, encompasses a wide spectrum of tools and practices, namely: *online learning resources, digital learning content*, access to *online course* opportunities for *synchronous* and *asynchronous learning*, *online* and *computer-based assessments* [2].

Introduction of new (digital) classroom language is accompanied with a number of terms with identical meaning. For instance, *web-based learning* is another synonym for *e-learning* or *online learning* [1]. This is only a matter of time whether all the synonyms will preserve in the English language, but they no doubt present the interest for linguistic research.

In conclusion it should be said that digitalization and usage of information technologies have changed all aspects of the educational process. As any process, it

found its reflection in the language, resulting in new educational terminology – terminology of the digital education era.

REFERENCES

1. A to Z Terms for Education in the Digital Age. URL: https://www.routledge.com/blog/article/a-to-z-terms-for-education-in-the-digital-age.

2. Digital Learning Glossary of Terms. URL: https://www.nj.gov/education/techno/glossary.

3. Pettersson, F. Understanding digitalization and educational change in school by means of activity theory and the levels of learning concept. 2020. Understanding digitalization and educational change in school by means of activity theory and the levels of learning concept. URL: https://link.springer.com/article/10.1007/s10639-020-10239-8.

4. Zancajo, A., Verger, A., & Bolea, P. Digitalization and beyond: the effects of Covid-19 on post-pandemic educational policy and delivery in Europe. *Policy and Society,* 41 (1), 111–128, 2022. URL: https://academic.oup.com/policyandsociety/article/41/1/111/6513365.