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THEMATIC GROUPS OF ENGLISH E-LEARNING VOCABULARY

The rapid advancement of digital technologies and their integration into educational processes have led to the emergence and active development of *e-learning terminology* in English, reflected in different books [2; 3] and encyclopedias [1; 4]. This terminological system is thematically diverse and reflects the multifaceted nature of online education. The analysis of English e-learning vocabulary allows scholars to classify its units into several thematic groups, each representing a specific aspect of the educational process in digital and virtual learning environment.

The first includes terms denoting participants in the e-learning process. These encompass educators and learners, as well as administrators and content designers (*e-tutor, virtual mentor, course facilitator, online educator, and instructional coach*). Learners are designated by such terms as *digital student, remote learner, online trainee, or e-participant*. Administrative and managerial positions are reflected in such units *education coordinator, academic manager, and learning administrator*. Content development professionals are designated by *instructional designer, content developer, or digital materials creator*.

Another thematic group consists of lexical units designating educational institutions and organizations of the sphere of e-learning. This group include such units as *virtual college, distance learning university, online academy,*

and *remote training center*. The terms *higher education institution* and *institution of higher education* serve as full synonyms. Such lexical items denote organizations that provide education through digital or blended learning modes.

A distinct thematic group of the analyzed vocabulary focuses on types of teaching and learning activities. It includes such units as *to assess progress*, *to monitor learner engagement*, *to design lessons*, *to facilitate discussions*, *to provide digital feedback*. Many its units emphasize interaction in a virtual environment: *to launch an e-module*, *to track student performance*, *to submit assignments online*, or *to evaluate peer contributions*. Such units as *to teach online* and *to e-teach* represent a pair of absolute synonyms, illustrating the interchangeable use of different forms to express identical processes.

The group of units designating learning events and activities consists primarily of such noun phrases as *online seminar*, *collaborative project*, *digital workshop*, *web discussion*, and *virtual conference*. These lexical units designate various forms of educational interaction in digital space. Lexical variation is evident in parallel terms like *e-learning conference*, *web-based conference*, and *virtual symposium*.

The next thematic group includes units naming concepts, strategies, and learning models in electronic education. It includes such terms as *blended instruction*, *self-paced learning*, *object-oriented training*, *distributed education*, and *informal learning*. Each unit designates a specific methodological or conceptual framework for organizing the learning process. Another thematic group designate notions of curricula, courses, and programs. Terms like *online course*, *e-learning module*, *digital curriculum*, *remote program*, and *web-based certificate course*.

The thematic group of organization and management of e-learning includes terms related to administrative and procedural aspects: *course enrollment*, *online registration*, *certification*, *self-tuition*, *content update*, and *automated email notification*. These units describe the processes of managing learners, courses, and educational resources in virtual environments.

The group of units designating educational content and learning materials consists of such units as *digital content*, *multimedia resource*, *learning object*, *electronic textbook*, *online supplement*, *e-portfolio*, and *virtual library*. Synonymic clusters like *electronic journal – online journal* and *digital library – virtual library* are common, indicating lexical redundancy typical for young terminological systems. These units reflect the central role of digital information as a key component of modern education. Finally, group of units designating technologies, software, and platforms form the technological core of e-learning terminology. Examples include *authoring software*, *testing tool*, *course management system (CMS)*,

collaborative platform, learning management system (LMS), e-learning tool, and interactive simulation software.

The English e-learning terminology demonstrates a clear thematic organization that mirrors the multifaceted nature of online education.

References

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