

**TERMINOLOGY OF THE EDUCATIONAL TOURISM SPHERE  
IN THE ENGLISH AND THE GERMAN LANGUAGES:  
LEXIC-SEMANTIC AND STRUCTURAL PECULIARITIES**

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*The article considers the terms of English and German in the field of educational tourism. The authors determine the structural and semantic features of English-language and German-language terms in the field of educational tourism. The term is a means of nominating a professional concept of the relevant field, and its terminology is represented by a set of similar units. English-language terms in the field of tourism are heterogeneous in structure. They are represented by single-component and multi-component units. Single-component terms are nouns, verbs, adjectives and adverbs. Multi-component units prevail over single-component ones. The most common in tourism terminology are two- and three-component word combinations, which are formed according to the structural models noun + noun, adjective + noun, Participle I + noun, Participle II + noun, numeral + noun, noun + noun + noun and adjective + noun + noun. The terminology also includes abbreviations formed by shortening individual words or all words of multi-component terms, as well as their parts or individual letters. The English-language terminology of the tourism industry is characterized by the heterogeneity of its semantic composition: it includes not only terms directly related to tourism activities, but also borrowings from economics, law, information technologies, transport, sports, medicine and other areas. This is explained by the specifics of the tourism industry itself and a wide range of concepts that relate not only to it, but also to related areas of human activity.*

*A similar situation is observed in German tourism terminology. Here too, two- and three-component word combinations prevail, which are often combined into compound nouns, for example Studentenaustauschprogramm (student exchange program), Sprachlernreise (language trip), dozentengeleiteter Workshop (lecturer-led workshop). German terminology actively uses abbreviations, such as DAAD (Deutscher Akademischer Austauschdienst) or FSJ (Freiwilliges Soziales Jahr), which are formed by shortening the initial letters or syllables of words. Like English, German tourism terminology borrows units from other fields, in particular economics, law, medicine and education, which allows for the accurate transmission of the content of complex concepts and processes in the field of tourism. In this regard, the English-language terminology of the tourism industry is a complex, multifaceted systemic and structural formation, actualized by lexical and semantic microfields, the units of which are means of designating types of tourism and travel; features and locations of tourists; types of transport that ensure their delivery and transportation; types of recreation and entertainment for tourists; equipment for tourists; inventory of tourists; food for tourists; subjects of the industry; processes occurring in it; its tariffs and payments; documents; types of tourist companies and organizations; seasonal features of tourism; diseases associated with travel. Some of the specified lexical-semantic fields are divided into smaller lexical-semantic groups. The development of German terminology in the field of tourism is of great importance for future scholars of philology and pedagogical practitioners, since global tourism is closely related to For international speakers, knowledge of specialized vocabulary helps you to effectively navigate any situation: from booking tickets and hotel rooms to participation in excursions the rise of non-transferable problems while traveling around the world, while participating in scientific conferences and exchange programs in Germany.*

**Key words:** English, German, lexical-semantic composition, microfield, structural features, tourist term, educational tourism.

**Шевченко Марина, Сечка Світлана. Термінологія сфери освітнього туризму в англійській та німецькій мовах: лексико-семантичні та структурні особливості**

*У статті розглянуто терміни англійської мови та німецької мови у галузі освітнього туризму. Визначено структурні та семантичні особливості англійських та німецькомовних термінів галузі освітнього туризму. Туристичний термін схарактеризовано як засіб номінації фахового поняття відповідної галузі, а її термінологія представлена сукупністю подібних одиниць. Терміни галузі освітнього туризму є різномірними за структурою. Вони представлені однокомпонентними та багатоконпонентними одиницями. Однокомпонентні терміни є іменниками, дієсловами, прикметниками та прислівниками. Багатоконпонентні одиниці переважають над однокомпонентними. Найпоширенішими в термінології туризму є дво- та трикомпонентні словосполучення, які формуються за структурними моделями іменник- іменник, прикметник + іменник, дієприкметник теперішнього часу + іменник, дієприкметник минулого часу + іменник, числівник + іменник, іменник + іменник + іменник та прикметник + іменник + іменник. До складу термінології також входять аббревіатури, що утворюються шляхом скорочення окремих слів або всіх слів багатоконпонентних термінів, а також їхніх частин чи окремих літер.*

Англомовна термінологія галузі туризму характеризується неоднорідністю семантичного складу: вона включає не лише терміни, пов'язані безпосередньо з туристичною діяльністю, але й запозичення з економіки, права, інформаційних технологій, транспорту, спорту, медицини та інших сфер. Це пояснюється специфікою самої туристичної галузі та широким спектром понять, які відносяться не лише до неї, а й до суміжних сфер людської діяльності. Подібна ситуація спостерігається й у німецькій термінології туризму, де теж переважають дво- та трикомпонентні словосполучення, які часто об'єднуються в складні іменники. Німецька термінологія активно використовує аббревіатури, такі як DAAD (Deutscher Akademischer Austauschdienst) чи FSJ (Freiwilliges Soziales Jahr), що формуються шляхом скорочення початкових літер або складів слів. Як і англійська, німецька термінологія туризму запозичує одиниці з інших галузей, зокрема економіки, права, медицини та освіти, що дозволяє точно передавати зміст складних понять і процесів у сфері туристичної діяльності.

Отже, англомовна термінологія галузі туризму є складним, багатограним системно-структурним утворенням, актуалізованим лексико-семантичними мікрополлями, одиниці яких є засобами позначення видів туризму та подорожей; особливостей і місць розташування туристів; видів транспорту, що забезпечують їх доставку та перевезення; видів відпочинку та розваг для туристів; устаткування для туристів; інвентарю туристів; харчування для туристів; суб'єктів галузі; процесів, що відбуваються в ній; її тарифів і оплат; документів; видів туристичних компаній і організацій; сезонних особливостей туризму; хвороб, пов'язаних із подорожуванням. Окремі із вказаних лексико-семантичних полів поділяються на менші лексико-семантичні групи.

Вивчення німецькомовної термінології в сфері туризму має практичне значення як для майбутніх фахівців з філології та педагогічних працівників, адже освітній туризм тісно пов'язаний із міжнародним спілкуванням, під час якого знання спеціалізованої лексики допомагає швидко й ефективно орієнтуватися у будь-якій ситуації: від бронювання квитків та номерів у готелі до участі в екскурсіях чи вирішення непередбачених проблем під час освітньої подорож, під час участі в наукових конференціях та програмах обміну в Німеччині. Окремі із вказаних лексико-семантичних полів поділяються на менші лексико-семантичні групи.

**Ключові слова:** англійська мова, німецька мова, лексико-семантичний склад, мікрополе, структурні особливості, туристичний термін, освітній туризм.

**Introduction.** The accelerated advancement of science and technology, combined with the processes of globalization and international collaboration, has significantly intensified research on the terminological systems of various domains and professional industries. Although the early twenty-first century has been marked by an increased scholarly focus on the theoretical and applied aspects of terminology studies, the lexicon of the tourism sector, in our view, has not received adequate attention within the framework of contemporary linguistic research. Given the dynamic evolution of the tourism industry, its terminological apparatus undergoes continuous expansion and transformation. Furthermore, the historical trajectory of tourism development, in conjunction with the overarching trends of globalization, has consolidated the status of English as the primary lingua franca of international tourism communication.

**The purpose of the article** is to undertake a comprehensive examination of English-language terminological units within the tourism industry. The specific research objectives include the conceptual delineation of the notion “tourism industry term”, alongside the detailed identification and characterization of the structural and semantic features of such units in English. In addition, particular emphasis is placed on the domain of educational tourism, as the author seeks to highlight and illustrate concrete examples of specialized terminology in both English and German. This dual-language comparative perspective makes it possible to trace parallels, divergences, and points of convergence in the terminological systems of the two languages, thereby deepening the understanding of their structural and semantic organization.

**Analysis of research and publications.** The investigation of tourism-related terminology is situated within the broader context of contemporary linguistic and terminological scholarship. Among domestic researchers whose works provide valuable insights are O. Bortnychuk, D. Dubravka,

Y. Zhluknenko, D. Mazuryk, A. Nelyuba, O. Styshov, and M. Fedyna. Equally significant contributions have been made by foreign linguists, including I. Arnold, N. Arutyunova, I. Baltiro, M. Bizet, M. Bloch, G. Marchand, N. Odynokova, M. Pavesi, O. Senko, P. Štekauer, B. Foster, as well as German scholars such as H. Spode, W. Hunziker, K. Ehlich, and T. Schlak, whose research has enriched the study of tourism, communication, and terminology in the German linguistic tradition. Their studies collectively establish a theoretical foundation upon which the present research builds, while also underscoring the necessity of addressing underexplored areas such as the specialized terminology of educational tourism.

**Research methods:** method of linguistic description, word-formation and grammatical analysis, theoretical analysis of literature on the topic under study

**Results.** Since a term functions as a linguistic instrument for the designation and consolidation of a specialized concept within a given field of professional knowledge or activity [1, p. 145], the notion of “tourism term” may be defined as a lexical unit, whether a single word or a multi-word expression-employed to denote specific concepts pertaining to the tourism industry. These concepts encompass a wide range of referents, including its objects, phenomena, processes, and participants, all of which collectively form the conceptual framework of the tourism domain.

The collection of terms within this field constitutes its terminology, the analysis of which necessitates consideration of structural, morphological, and semantic features. In English, tourism terminology is represented by both single- and multi-component units, ranging from individual words to complex word combinations. The examination of single-component terms has revealed that they are typically expressed through: nouns (hotel, education, package, redirection, resort); verbs (book, pass by, redirect); adjectives (other-oriented, non-transmittable,

suitable); adverbs (aboard, ashore). In the German language we see single-component terms in the following examples nouns (Sprachkurs, Exkursion, Seminar, Vorlesung, Workshop); adjectives (international, akademisch, pädagogisch, flexibel, praktisch); adverbs (online, vorort, international, lokal, flexibel).

The analysis of the terminology of the tourism industry in English also made it possible to determine that multi-component units, which have two or more components, prevailed in it. Such units are able to denote more complex concepts of the specified industry. These include word combinations represented by structural models: noun+noun (student exchange, language course, study program, cultural excursion, education tour); adjective+noun (international program, academic exchange, cultural excursion, intensive course, educational tour, short-term study, online seminar, global scholarship, language workshop, interdisciplinary project); Participle I+noun (enrolled student, attending lecture, organized excursion, scheduled workshop, hosted program).

In the German language we see the models of noun+noun (Bildungsreise, Sprachaufenthalt, Hochschulprogramm, Studienreise, Exkursionsprogramm), Adjective+noun (internationaler Kurs, akademisches Programm, kulturelles Seminar, intensives Training, praxisorientiertes Projekt, kurzfristiger Workshop, digitales Seminar, globales Austauschprogramm, sprachliches Training, interdisziplinäres Studienmodul), Participle I + noun (angemeldeter Teilnehmer, besuchte Veranstaltung, organisierter Studienaufenthalt, geplante Exkursion, betreuter Workshop). It is worth noting that the graphic form of complex English terms in the tourism industry has not been established yet. Such units are written both with a hyphen, together and separately, in particular: doorkeeper, door-keeper. In addition to the above-mentioned word forms, there are other variants of combinations of spelling of complex terms, for example: airhostess, air hostess; guidebook, guide book. In the German language educators pay attention to the use of the following terms of educational tourism: Studienprogramm / Studien-Programm / Studien Programm, Sprachkursangebot / Sprachkurs-Angebot / Sprachkurs Angebot, Kulturworkshop / Kultur-Workshop / Kultur Workshop, Exkursionsleiterin / Exkursions-Leiterin / Exkursions Leiterin, Bildungsreiseleitung / Bildungsreise-Leitung / Bildungsreise Leitung [1, p. 10].

It is also important to point out that there is three-variant spelling of individual units, for example: custom house, custom-house, customhouse. The presence of such variants formally confirms the existence in the English language of a tendency of word combinations that are transformed into compound words [2, p. 143].

Along with two-component term units, which are the main type of term-combinations in the analyzed industry, its terminology is also represented by a significant number of three-component terms formed using the following parts of speech: noun+noun+noun (student exchange program, language immersion course – курс мовного занурення, study abroad office) in the English Language, (Studentenaustauschprogramm, Sprachkursangebot, Studienaufenthaltsvisum, Hochschulkooperationsvertrag, Bildungsreiseangebot) in the German language. In the terminology

of educational tourism, multi-component term units prevail, as they allow for the precise designation of complex concepts related to study programs, student mobility, cultural excursions, and academic projects. Among the most frequent structural models are noun+noun combinations, which represent common and widely used terms. Examples in English include student exchange program, language course module, study tour itinerary, cultural immersion trip, and academic seminar series. Their German equivalents are Studentenaustauschprogramm, Sprachkursmodul, Studienreiseplan, Kulturaustauschreise, and Akademische Seminarreihe. For instance, English examples are program for international students, course on intercultural communication, placement in host institutions, workshop on academic writing, and excursion to research centers, corresponding in German to “Programm für internationale Studierende, Kurs über interkulturelle Kommunikation, Praktikum an Gastinstitutionen, Workshop über akademisches Schreiben”, and “Exkursion zu Forschungszentren”. Similarly, N+Participle II+N units describe attributes or qualifications associated with educational programs, such as program-based scholarship, course-related materials, excursion-focused itinerary, study-trip-centered project, and research-oriented workshop in English, with German parallels programmbezogenes Stipendium, kursbezogenes Material, exkursionsorientierter Reiseplan, studienreisezentriertes Projekt, and forschungsorientierter Workshop. More specialized structural models also occur. N+adjective+N constructions are used for organized group activities or specific program types, e.g., group intensive course, student exchange program, collaborative research project, cultural immersive tour, and faculty-led seminar (German: Gruppenintensivkurs, Studierendenaustauschprogramm, kollaboratives Forschungsprojekt, kulturelle Immersionsreise, and dozenten geleiteter Workshop). Adj+Adj+N units describe highly specialized offerings such as international interdisciplinary seminar, short-term practical course, intensive academic workshop, foreign language immersion program, and multi-campus research project (international interdisziplinäres Seminar, kurzfristiger Praxis-Kurs, intensiver akademischer Workshop, Fremdsprachen-Immersionsprogramm, and multi-campus Forschungsprojekt in German).

Participial structures further expand the terminology. Adj+Participle I+N combinations denote scheduled or organized activities: scheduled online lecture, organized student excursion, structured language course, guided campus tour, and enrolled participant list (German: geplante Online-Vorlesung, organisierte Studierendensexkursion, strukturierter Sprachkurs, geführte Campusführung, and eingeschriebene Teilnehmerliste). Adj+Participle II+N units describe supervised or completed activities: supervised research project, completed internship program, accredited study module, evaluated language course, and hosted cultural workshop (German: betreutes Forschungsprojekt, abgeschlossenes Praktikumsprogramm, akkreditiertes Studienmodul, bewerteter Sprachkurs, and betreuter Kulturworkshop).

Numeric structures and participial phrases also appear.

Num+N+N examples include two-week study tour, three-day academic workshop, five-module language program, one-year exchange program, and seven-day immersion course (German: zweiwöchige Studienreise, dreitägiger akademischer Workshop, fünfteiliges Sprachprogramm, einjähriges Austauschprogramm, and siebentägiger Immersionskurs). Participle I+N+N combinations describe active participants or organizers, e.g., attending student group, participating research team, organizing faculty committee, leading project team, and enrolling exchange student (German: teilnehmende Studierendengruppe, forschendes Forschungsteam, organisierendes Dozententeam, leitendes Projektteam, and eingeschriebene Austauschstudierende). Participle II+N+N units highlight completed or supervised entities: supervised student project, completed research assignment, accredited study module, evaluated internship program, and hosted cultural event (German: betreutes Studentenprojekt, abgeschlossenes Forschungsprojekt, akkreditiertes Studienmodul, bewertetes Praktikumsprogramm, and betreute Kulturveranstaltung). Finally, Participle II+Adj+N structures indicate both completion and specialization, as in accredited international program, completed short-term course, evaluated practical workshop, supervised interdisciplinary project, and hosted online seminar (German: akkreditiertes internationales Programm, abgeschlossenes Kurzzeitmodul, bewerteter Praxis-Workshop, betreutes interdisziplinäres Projekt, and veranstaltetes Online-Seminar) [3, p. 15].

Overall, the terminology of educational tourism demonstrates a rich variety of multi-component structures, allowing precise description of programs, activities, and participant roles. Both English and German reflect similar patterns, with nouns, adjectives, participles, prepositions, and numerals forming complex units, and some flexibility in graphic representation (e.g., online-learning platform / Online-Lernplattform), which is characteristic of evolving terminological systems.

The terminology of educational tourism also includes four-component term units, which are less common but allow precise designation of complex concepts related to programs, courses, excursions, and student mobility. In English, these include models such as Adj+N+N+N (intensive language course module), Adj+Adj+N+N (international short-term study program), and Adj+Participle II+N+N (faculty-led workshop series). Similarly, in German, examples of four-component units include intensiver Sprachkursmodul, internationales Kurzzeitstudienprogramm, and dozentengeleitete Workshopreihe.

In addition, analysis of English-language terminology in educational tourism reveals five-component terms, such as Adj+N+Adj+N+N, for example special group intensive study module, which indicate highly specific programs or offerings. The German equivalents include “spezielles Gruppenintensivstudienmodul” and “betreutes interdisziplinäres Projektseminar”, demonstrating similar structural patterns in both languages [4, p. 23].

A significant portion of the terminology is also represented by abbreviations, formed through various processes. These include: 1) reduction of a phrase to the first letters

of each word, e.g., TESOL (Teaching English to Speakers of Other Languages); 2) reduction of the first word to its initial letter or syllable, e.g., FAMtour (familiarization tour); 3) reduction of each word to the initial letter, e.g., UNESCO (United Nations Educational, Scientific and Cultural Organization); 4) reduction while preserving conjunctions, e.g., B&B (bed and breakfast); 5) reduction to the first syllable, e.g., ComSat (communication satellite); 6) preservation of the abbreviation in the original language, e.g., ICIE (International Council on International Education); 7) reduction by omitting part of a word, e.g., dbl (double room); 8) reduction of each word to one syllable, e.g., EDQUAL (Educational Quality Standards). In German terminology of educational tourism, similar abbreviation strategies are observed, such as DAAD (Deutscher Akademischer Austauschdienst), FSJ (Freiwilliges Soziales Jahr), BFD (Bundesfreiwilligendienst), and IntUni (Internationale Universität) [4, p. 65].

Thus, both English and German terminology in the field of educational tourism exhibit a wide variety of complex multi-component terms and abbreviations, which allow precise communication of program characteristics, participant roles, and organizational structures. The use of four- and five-component units, along with systematic abbreviation strategies, demonstrates the evolving nature of specialized terminology in this field.

In general, the initial letters of short service words (and, or, of, to) are not included in the abbreviation, except for the need to improve their pronunciation. Some abbreviations are assimilated into ordinary words over time, and are written with a lowercase letter, and are no longer abbreviations, for example: scuba – self-contained under water breathing apparatus.

Since no field, no professional branch creates all its terms anew, it is quite natural that many terms are borrowed from related branches of knowledge. The terminology of educational tourism in English frequently interacts with terminologies from other fields and is often enriched by units borrowed from geography, medicine, sports, economics, and other disciplines. In many cases, these borrowed terms retain their original meaning without modification. For example, geographic terms such as mountain range or river basin, medical terms like motion sickness or claustrophobia, and sports-related terms such as kayaking or orienteering are directly used in educational travel contexts.

In German, these units appear as Gebirgszug, Flussbecken, Reisekrankheit, Klaustrophobie, Kajakfahren, and Orientierungslauf. At the same time, some terms undergo partial or complete semantic transformation to fit the needs of educational tourism terminology. For instance, the English verb to enroll in general education means simply to register for a course, whereas in educational tourism it may imply registration in a specific study-abroad program or international exchange (to enroll in a study abroad program). Similarly, in German, “einschreiben” generally means “to register,” but in the context of educational tourism, it is used in phrases such as sich in ein Austauschprogramm einschreiben (to enroll in an exchange program). Another example is to host: in general usage it means

“to accommodate or organize an event”, but in educational tourism it refers specifically to the organization of student groups or hosting academic programs (hosting a student group / eine Studierendengruppe betreuen) [5, p. 27].

Furthermore, some borrowed terms adapt more subtly. For example, credit transfer in the context of economics refers to the movement of funds, but in educational tourism it denotes the recognition of academic credits earned abroad (credit transfer between universities / Leistungspunkteübertragung zwischen Hochschulen). Similarly, module in general education simply refers to a unit of study, while in educational tourism, it is often part of a multi-component program structure (language module / Sprachmodul). Thus, the terminology of educational tourism demonstrates a dynamic interaction with other disciplinary vocabularies. Terms can either be directly borrowed with their original meaning or adapted to express more specific notions relevant to international programs, student mobility, academic excursions, and study-related travel. German examples illustrate the same pattern, showing both direct borrowings and semantic adaptation in a similar way, reflecting the evolving, interdisciplinary nature of the field [1, p. 5].

The English terminology of the tourism industry also includes general scientific terms of large semantic capacity, which usually denote categorical and classifying scientific concepts that function in different industries. As part of term-phrases, they significantly narrow and specify their meaning, in particular: in direct route principle, attendance factor, time series analysis. According to our observations, the interdisciplinary vocabulary of the English language of the tourism industry includes terms from the following spheres: 1) economic (tariff, base fare, BBDtax – bed, board, beverage tax), legal (cancellation clause, force majeure); 2) computer (electronic ticketing, metered Internet access); 3) transport (bareboat charter, car rental); 4) sports (windsurfing canyoneering, cross-country skiing); 5) medical (motion sickness, bilharzias); 6) geographical (coral reefs, geyser); 7) food (table d’hote menu).

The above mentioned aspects allow us to state that the English terminology of the tourism industry is a complex, multifaceted systemic formation, the structure of which includes separate subsystems. The systematicity of the vocabulary of any professional language is reflected in the systematicity of its conceptual fields. The meaning of any lexical unit does not exist in isolation, but in a certain relationship with the meanings of other words of the field to which it belongs. The terminological field is understood as a kind of artificially defined sphere of existence of a term, within which it possesses all the features inherent in this unit (term) [6, p. 26]. The field for a terminological concept is the system of concepts to which it belongs, and for a term-word the field is the set of other term-words with which it interacts within the framework of a given professional language, on the basis of which it is formed itself and on which it influences its linguistic norm.

The use of semantic fields as a method of describing terminological vocabulary is associated with the division of terminological lexical units into certain lexical-semantic

groups. The terms included in one group constitute a relatively independent lexical microsystem in view of its internal semantic relations [7, p. 7]. Such groups represent microfields belonging to a certain common field.

The terminology of educational tourism encompasses a wide range of specialized units that reflect different aspects of study-related travel. The terminology includes types of educational travel such as study-abroad program, language immersion trip, cultural exchange visit, academic excursion, and faculty-led seminar, with German equivalents like Auslandsstudienprogramm, Sprachlernreise, Kulturaustausch, Studienexkursion, and dozentengeleiteter Workshop. It also includes terms describing accommodation options and facilities for students, such as student dormitory, host family home, campus residence, international student housing, and study lodge, corresponding in German to Studentenwohnheim, Gastfamilienhaus, Campusunterkunft, internationales Studentenwohnheim, and Studienlodge. Transport-related terminology is also well represented, including shuttle bus, campus bicycle, university coach, guided walking tour, and student ferry, which in German are Shuttlebus, Campusfahrrad, Universitätsbus, geführte Wandertour, and Studentenfähre. The field also contains terminology for recreational and cultural activities, including museum visit, campus festival, language workshop, theatre performance, and heritage trail, with German counterparts Museumsbesuch, Campusfest, Sprachworkshop, Theateraufführung, and Kulturerlebnispfad. Equipment and personal items for participants are represented by terms such as laptop, lab kit, fieldwork backpack, sports gear, study materials, and in German by Laptop, Laborkit, Feldrucksack, Sportausrüstung, and Lernmaterialien, while smaller inventory items include backpack, carry-on bag, pencil case, water bottle, and travel folder, translated as Rucksack, Handgepäck, Federmäppchen, Trinkflasche, and Reiseordner. Catering and food terminology features cafeteria, student canteen, packed lunch, continental breakfast, and coffee corner, which in German are Mensa, Studentenrestaurant, Lunchpaket, kontinentales Frühstück, and Kaffeeecke. The terminology also describes entities within educational tourism, such as program coordinator, student volunteer, host lecturer, academic mentor, and exchange officer, with German equivalents Programmkoordinator, studentische Hilfskraft, Gastdozent, akademischer Mentor, and Austauschbeauftragter [3, p. 20]. Processes occurring in educational tourism are represented by terms like course enrollment, study registration, program scheduling, excursion planning, and workshop booking, corresponding in German to Kursanmeldung, Studienregistrierung, Programmplanung, Exkursionsplanung, and Workshopbuchung. Terms relating to fees and payments include enrollment fee, study-trip charge, course material cost, accommodation deposit, and activity fee, with German examples Anmeldegebühr, Studienreisegebühr, Materialkosten, Unterkunftskaution, and Veranstaltungsgebühr. Documents necessary for participation are denoted by enrollment certificate, travel consent form, student ID, workshop voucher, and insurance policy, translated as Einschreibebescheinigung, Reisevollmacht, Studierendenausweis, Workshop-Gutschein, and Versicherungsnachweis.

The terminology further includes types of organizations and agencies such as study-abroad office, international education bureau, cultural exchange agency, university travel department, and educational NGO, with German counterparts Auslandsstudienbüro, Internationale Bildungsagentur, Kulturaustauschagentur, Hochschulreisedienst, and Bildungs-NGO. Seasonal aspects of educational travel are expressed through terms like summer program, winter school, semester break, intensive course period, and study tour season, which in German are Sommerprogramm, Winterkurs, Semesterferien, Intensivkurszeit, and Studienreisensaison. Finally, health-related terminology includes motion sickness, jet lag, altitude adjustment, study stress, and heat exhaustion, with German equivalents Reisekrankheit, Jetlag, Höhenanpassung, Studienstress, and Hitzeschlag. All these elements demonstrate that the terminology of educational tourism is rich, multidimensional, and draws on both general and specialized vocabularies, incorporating units from other disciplines while adapting them to the specific needs of study-related travel [5, p. 26].

As we can see, the English-language terminology of the tourism industry has broad and extensive connections with related terminologies, so a clear boundary between it and others cannot be drawn. Some of the defined lexical-semantic fields of the English-language terminology of the tourism industry can be divided into smaller lexical-semantic groups. For example, the microfield “types of tourism and travel” includes such lexical-semantic groups as “types of tourism” (religious tourism, educational tourism, export tourism) and “types of travel” (coastal cruise, familiarization trip). The microfield “accommodation of tourists” contains such lexical-semantic groups as: “accommodation facilities” (capsule hotel, boatel), “types of accommodation” (European plan, continental plan), “types of premises” (honeymoon suite, function room). We can distinguish in the microfield “transport” such lexical-semantic groups of units as “land transport” (campervan, boat train), “water transport” (coaster, catamaran), “air transport” (charter plane, flying boat), “road types” (autobahn, clearway), “transport service classes” (business class, tourist class). The structure of the microfield “leisure and entertainment” includes lexical-semantic groups “sports” (ballooning, cave tubing), “tourist facilities” (canyon, marine park, safari park). The microfield “food” is divided into such lexical-semantic groups as “catering establishments” (specialty restaurant, bodega) “types of restaurant service” (American service, family-style service).

In the structure of the microfield “subjects of the tourism sector”, two lexical-semantic groups can be distinguished: “employees” (incoming tour operator, bellhop) and “guests” (late arriver, domestic visitor). The processes taking place in the tourism industry can be divided into those that accompany booking (overbooking, cancellation), accompany the accommodation of tourists (check-in procedure, check-out), and are related to the use of vehicles (baggage check, clearance). Each of the identified microfields and lexical-semantic groups of terms is not isolated from each other. These are open microsystems, the members of which enter into certain connections with each other, as evidenced, in particular, by the fact that from any semantic field

through a more or less long chain of mediated links one can get into any other field [8, p. 190–193].

**Conclusion.** Thus, a tourism term is a unit of designation of a professional concept of a given industry, and its terminology is a set of such units. The English-language terminology of the tourism industry is not homogeneous either in its structural parameters or in semantics. It is represented by one- and multi-component term units, that is, word terms and word combinations. One-component terms are nouns, verbs, adjectives and adverbs. The analyzed terminology is also represented by four-component units that are not frequency, as well as abbreviations formed by shortening individual or all words of multi-component terms, as well as their parts or letters. At the same time, the English-language terminology of the tourism industry is a complex, multifaceted systemic and structural formation, actualized by lexical and semantic microfields, the units of which are means of designating types of tourism and travel, features and locations of tourists; types of transport that provide delivery and transportation of tourists; types of recreation and entertainment for tourists; equipment for tourists; tourist inventory; food for tourists; subjects of the industry; processes occurring in it; its tariffs and payments; documents; types of travel companies and organizations; seasonal features of tourism; diseases associated with travel. Some of the identified lexical and semantic fields of the English-language terminology of the tourism industry are divided into smaller lexical and semantic groups. The above allows us to assert that the English-language terminology of the tourism industry interacts and borrows units from other terminologies, which is due to the variety of concepts in the tourism industry. We see prospects for further research in the analysis of methods of translating English terms in the tourism industry depending on their structural and semantic features. Similarly, German tourism terminology is characterized by a combination of single- and multi-component units, with nouns, adjectives, participles, and occasionally adverbs serving as basic terms. German terms often follow the compound noun tradition, forming long units by combining multiple nouns or adjectives in one word (e.g., Studentenaustauschprogramm for “student exchange program” or Sprachlernreise for “language learning trip”), whereas English tends to separate components with spaces or hyphens. Abbreviations are also widely used in German tourism terminology, such as DAAD (Deutscher Akademischer Austauschdienst) or FSJ (Freiwilliges Soziales Jahr), demonstrating similar methods of lexical condensation as in English. The terminology in both languages functions as a complex, systemic, and structural formation, organized into lexical and semantic microfields. These microfields include units that denote types of tourism and travel, accommodation features and locations, modes of transport for tourists, types of recreation and entertainment, tourist equipment, personal inventory, food and catering, industry subjects, ongoing processes, tariffs and payments, official documents, types of travel companies and organizations, seasonal aspects of tourism, and health issues related to travel. Many of these microfields are further divided into smaller lexical-semantic groups to provide more precise

designation of professional concepts. The interaction of tourism terminology with other domains is also evident in both English and German. Certain terms are directly borrowed from other fields, such as geography, medicine, sports, or economics, while others undergo partial semantic adaptation to meet the specific needs of tourism (for example, to enroll in English or in German, which in tourism contexts often implies participation in a structured study or exchange program). Such cross-disciplinary borrowing

reflects the complexity and versatility of tourism terminology in expressing the wide variety of concepts present in the industry. Overall, the analysis of English and German tourism terminology highlights the richness, multi-layered structure, and dynamic character of the field. The study of how these terms are translated and adapted across languages, taking into account their structural and semantic features, represents a promising direction for further research in tourism linguistics and applied translation studies.

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