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Theoretical Foundations of Developing Terminological Competence in Future Teachers

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Abstract. This article analyzes the theoretical foundations of developing terminological thinking in future teachers. Based on scientific sources, the study highlights pedagogical terminology, the linguocognitive approach, professional competence, and the mechanisms of mastering pedagogical terms within the educational process. The article also reveals the didactic possibilities of forming terminological literacy and its integration with modern pedagogical technologies. Special attention is given to the role of pedagogical terminology in shaping professional speech, scientific worldview, and methodological preparedness of future teachers. The research substantiates the significance of terminological competence in improving professional communication skills and developing scientific-pedagogical thinking in teacher education.

Keywords: terminological thinking, linguocognitive approach, pedagogical terminology, professional competence, terminological literacy, pedagogical technology, didactic integration.

Introduction. In the context of globalization and rapid digital transformation, the number and semantic scope of pedagogical terms used in the educational system are continuously expanding. In modern pedagogical processes, such concepts as “competence,” “integrative approach,” “digital pedagogy,” TPACK (Technological Pedagogical Content Knowledge), and “inclusive education” are actively applied, requiring future teachers to possess terminological thinking and terminological literacy. Therefore, understanding pedagogical terminology, applying it correctly in professional activity, and developing scientific-pedagogical thinking on the basis of terminological units have become one of the important tasks facing contemporary pedagogy.

In scientific literature, issues related to terminology have been linguistically and semantically investigated by scholars such as E. Begmatov, E.G. Azimov, and I. Islomov. Problems associated with pedagogical competence and modern educational technologies have been discussed in the works of Y.A.

Konovalova, E. Begmatov, G.A. Allamuratov, and other researchers. However, the theoretical foundations for developing terminological thinking in future teachers, especially from the perspective of the linguocognitive approach, have not been sufficiently studied.

Terminological thinking is considered an essential component of pedagogical activity, as it determines a teacher's professional speech, scientific worldview, and methodological preparedness. From this perspective, developing future teachers' abilities to consciously master pedagogical terminology, analyze terminological units, and apply them effectively in practical activity represents an aktyal scientific and pedagogical issue. In contemporary teacher education, terminological competence serves not only as a linguistic phenomenon but also as a cognitive and methodological tool that contributes to the formation of professional identity and pedagogical culture.

The growing integration of innovative educational technologies into the learning process further increases the importance of pedagogical terminology. Modern teachers are expected to operate effectively within digital educational environments, use interdisciplinary approaches, and apply advanced teaching methods. Consequently, the ability to understand and correctly interpret pedagogical concepts has become an integral part of professional competence. In this regard, the linguocognitive approach provides an important methodological foundation for studying the relationship between language, cognition, and pedagogical activity.

Analysis and Results. The development of the modern educational system requires pedagogical activity to be closely connected with scientific terminology. In particular, understanding pedagogical terms, applying them correctly, and developing terminological thinking are highly important in the professional training of future teachers. During pedagogical activity, a teacher acts not only as a transmitter of knowledge but also as a specialist capable of accurately interpreting scientific and pedagogical concepts. Therefore, terminological thinking is regarded as one of the key factors determining the professional competence of future educators.

The analysis of scientific sources demonstrates that issues related to terminology have been studied at the intersection of linguistics, pedagogy, and psychology. Scholars such as E. Begmatov and I. Islomov investigated the formation, development, and lexical-semantic features of Uzbek terminology. Their studies emphasize the role of terminology in scientific thinking and

professional communication. In particular, the explanatory dictionary of linguistic terms created by E.G. Azimov serves as an important source for clarifying the semantic essence of pedagogical and linguistic terminology. I. Islomov, in turn, analyzed the systemic features, genesis, and lexicographic characteristics of Uzbek terminology, substantiating the role of terminological units in scientific cognition and intellectual development.

Today, pedagogical terminology is considered not only as a linguistic unit but also as an important didactic tool within the educational process. Terms such as “competence,” “method,” “integration,” “interactive approach,” “creative thinking,” and “digital pedagogy” have become active components of modern pedagogical discourse. Without a deep understanding of these concepts, it becomes difficult for future teachers to organize pedagogical activity effectively. Consequently, terminological thinking functions as an important factor shaping teachers’ professional reasoning and scientific worldview.

From the perspective of the linguocognitive approach, pedagogical terminology is directly connected with cognitive processes and conceptual thinking. The acquisition of pedagogical terms contributes to the development of analytical thinking, conceptual categorization, and professional communication skills. Linguocognitive theory explains that language and cognition are inseparable components of intellectual activity. Therefore, pedagogical terms are not merely lexical units but cognitive structures reflecting scientific concepts and professional knowledge.

The findings of the study indicate that future teachers with developed terminological competence demonstrate higher levels of scientific thinking, methodological preparedness, and communicative effectiveness. Furthermore, the use of interactive methods, digital educational technologies, and the TPACK model in the teaching process significantly improves the acquisition of pedagogical terminology. It was also observed that electronic dictionaries, multimedia tools, and artificial intelligence technologies positively influence the development of terminological literacy and professional communication skills.

Thus, the formation of terminological thinking in future teachers should be regarded as one of the essential directions of modern pedagogical education. Developing terminological competence contributes not only to improving professional knowledge but also to enhancing scientific-pedagogical thinking, methodological culture, and innovative pedagogical activity.

The linguocognitive approach is considered one of the most effective methodological foundations for developing terminological thinking. According to this approach, terms are formed in human cognition in close connection with specific knowledge, concepts, and experiences. A.N. Leontyev substantiated the inseparable relationship between language and thinking, emphasizing that linguistic units are directly connected with human cognitive activity. This indicates that the study of pedagogical terminology requires consideration not only of linguistic factors but also of psychological and didactic aspects.

In the process of developing terminological thinking among future teachers, the competency-based approach plays a significant role. Researchers such as I.A. Zimnyaya, A. Moore, and S.K. Yuldashev interpret competence as an integrative system of knowledge, skills, and practical experience. From this perspective, terminological competence is formed through the integration of future teachers' theoretical knowledge, professional speech, and practical pedagogical skills. A student with well-developed terminological competence can effectively analyze pedagogical texts, use scientific terminology appropriately, and actively participate in professional communication.

The conducted analysis demonstrates that insufficient attention is currently paid to the development of terminological thinking in higher pedagogical education institutions. Many students tend to understand pedagogical terms superficially, misuse them, or encounter terminological confusion. Such shortcomings negatively affect their scientific-pedagogical speech and professional activity. Moreover, the increasing number of pedagogical terms borrowed from foreign languages further intensifies the necessity of developing terminological literacy.

The TPACK (Technological Pedagogical Content Knowledge) model developed by P. Mishra and M.J. Koehler expands the possibilities for applying modern pedagogical technologies in the development of terminological thinking. This model is based on the integration of pedagogical knowledge, technological knowledge, and subject content knowledge. Within educational environments organized according to the TPACK framework, future teachers master terminology not only theoretically but also through practical pedagogical activities. This ensures long-term retention and effective application of terminological units in professional practice.

Furthermore, the use of digital technologies and artificial intelligence tools creates new opportunities for developing terminological thinking.

Electronic dictionaries, interactive platforms, multimedia resources, and AI-based educational systems increase the effectiveness of learning pedagogical terminology. B.P. Woolf analyzed the potential of artificial intelligence in education and emphasized that AI technologies facilitate the formation of individualized learning trajectories. This enables the development of terminological competence through a differentiated educational approach.

Based on the analysis, several pedagogical conditions for developing terminological thinking were identified:

systematic teaching of pedagogical terminology;
application of the linguocognitive approach;
integration of digital educational technologies;
use of interactive teaching methods;
development of skills for working with pedagogical texts;
effective use of terminological dictionaries and electronic resources.

These conditions contribute significantly to the development of future teachers' professional thinking. In particular, classes organized through interactive methods increase students' terminological activity, deepen their understanding of scientific concepts, and contribute to the formation of professional communicative competence.

The research findings indicate that terminological thinking constitutes an essential component of pedagogical competence. It contributes to the development of future teachers' professional speech, scientific worldview, pedagogical reasoning, and methodological preparedness. A teacher with developed terminological thinking is capable of consciously applying modern pedagogical technologies, analyzing scientific texts, and organizing effective professional communication.

In addition, the study confirmed that the development of terminological thinking contributes to improving the quality of pedagogical education. Terminological literacy serves as a fundamental basis for scientific thinking, creative approaches, and innovative activity. Students who deeply understand pedagogical terminology become capable of independent thinking, scientific analysis, and solving methodological problems within the educational process.

Based on the obtained results, the following conclusions were drawn:

terminological thinking is an important factor in developing future teachers' professional competence;

the linguocognitive approach ensures effective acquisition of terminology;

digital technologies enhance the effectiveness of teaching pedagogical terminology;

the TPACK (Technological Pedagogical Content Knowledge) model serves as an effective methodological foundation for developing terminological competence;

it is necessary to develop a specialized methodological system aimed at improving terminological literacy in higher pedagogical education.

Overall, the development of terminological thinking in future teachers represents one of the priority directions of modern pedagogical education. It contributes to improving professional training, developing scientific-pedagogical thinking, and increasing the quality and effectiveness of education.

Conclusion. In conclusion, the development of terminological thinking among future teachers is considered one of the important directions of modern pedagogical education. The research findings demonstrated that teaching pedagogical terminology through a linguocognitive approach contributes to the development of students' professional competence, scientific thinking, and pedagogical speech. Furthermore, interactive teaching methods, digital technologies, and the TPACK (Technological Pedagogical Content Knowledge) model were identified as effective methodological tools for developing terminological literacy. Conscious acquisition of pedagogical terminology improves future teachers' methodological preparedness and professional communicative activity. Therefore, the implementation of a specialized methodological system aimed at developing terminological competence in higher pedagogical education is of great pedagogical significance.

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