



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

Pedagogical terminology constitutes an important component of pedagogical science and educational practice. Terminological units serve as essential instruments in the formation of scientific thinking, systematization of professional knowledge, and organization of the pedagogical process on a scientific basis. A future teacher who deeply understands pedagogical terminology is capable of effectively organizing methodological activities, analyzing scientific-pedagogical texts, and appropriately using professional terminology in pedagogical communication. Therefore, terminological competence is regarded as one of the significant factors determining a teacher's professional competence.

The analysis of scientific literature demonstrates that issues related to terminology have been extensively studied within the fields of linguistics and pedagogy. In particular, E. Begmatov scientifically substantiated the features of the formation and development of Uzbek terminology, while A. Hojiyev revealed the semantic essence of terminological units through the creation of an explanatory dictionary of linguistic terms. I. Islomov investigated the systemic and lexicographic features of terminology. In Russian linguistics, scholars such as E.A. Konovalova, A.V. Superanskaya, and V.A. Tatarinov analyzed the paradigmatic and derivational features of terminology from a scientific perspective. These studies indicate the close relationship between terminological units and scientific thinking.

The linguocognitive approach serves as an important methodological foundation in the formation of pedagogical terminological competence. According to this approach, linguistic units are formed in close connection with human cognition and intellectual activity. A.N. Leontyev substantiated the inseparable relationship between language and thinking, emphasizing that linguistic units play an important role in the process of acquiring knowledge. From this perspective,



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

pedagogical terms function not only as linguistic units but also as cognitive tools that shape scientific concepts. Understanding pedagogical terminology, analyzing its semantic essence, and applying it in practical activity contribute to the development of future teachers' scientific thinking.

The linguocognitive approach to developing pedagogical terminological competence implies not merely memorizing terms but consciously understanding them and relating them to professional activity. Educational processes organized on the basis of this approach enable students to analyze the linguistic, semantic, and functional characteristics of pedagogical terminology. As a result, terminological thinking is formed, and students develop the ability to logically perceive scientific concepts. This positively influences future teachers' professional speech and methodological preparedness.

Pedagogical terminological competence includes several important components. First, it encompasses terminological knowledge, namely the ability to understand pedagogical terms and correctly interpret them from a scientific perspective. Second, it includes the communicative component, which reflects the ability to appropriately use pedagogical terminology in professional communication. Third, the cognitive component involves connecting terminological units with scientific thinking and applying them in pedagogical practice. Fourth, the methodological component includes effective methods and strategies for teaching and explaining pedagogical terminology within the educational process.

The conducted research demonstrates that insufficient attention is currently paid to the development of terminological thinking in higher pedagogical education. Many students possess only superficial understanding of pedagogical terms, misuse terminology, or experience terminological confusion. Such shortcomings negatively affect their scientific-pedagogical speech and professional activities.



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

Moreover, the increasing number of foreign pedagogical terms entering the educational sphere intensifies the necessity of developing terminological literacy. Modern pedagogical technologies create broad opportunities for developing pedagogical terminological competence. In particular, the TPACK (Technological Pedagogical Content Knowledge) model developed by P. Mishra and M.J. Koehler contributes to the development of future teachers' professional competence through the integration of pedagogical knowledge, technological knowledge, and content knowledge. Educational activities organized according to the TPACK model enable students to master pedagogical terminology not only theoretically but also practically through interactive methods and digital technologies.

Furthermore, digital technologies and artificial intelligence tools create innovative opportunities for teaching pedagogical terminology. Electronic dictionaries, multimedia resources, interactive educational platforms, and AI-based educational systems significantly increase the effectiveness of learning terminological units. B.P. Woolf analyzed the possibilities of artificial intelligence in education and emphasized that adaptive educational systems support individualized learning trajectories, thereby enhancing the acquisition of professional terminology.

The research findings indicate that the use of interactive teaching methods positively influences the development of terminological thinking. Methods such as brainstorming, conceptual mapping, case-study analysis, clustering, and debates increase students' terminological activity and deepen their understanding of scientific concepts. Through the analysis, comparison, and practical application of pedagogical terms, students develop terminological competence and improve professional communication skills.



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

Thus, pedagogical terminological competence should be considered an integral component of future teachers' professional training. The development of terminological thinking contributes to the formation of scientific-pedagogical reasoning, methodological culture, innovative activity, and professional communication. The integration of linguocognitive approaches, interactive methods, and digital technologies into pedagogical education enhances the effectiveness of teaching pedagogical terminology and contributes to improving the quality of modern education. It is observed that insufficient attention is currently being paid to the development of terminological competence within higher pedagogical education systems. Many students tend to possess only a superficial understanding of pedagogical terminology or apply pedagogical terms incorrectly in professional contexts. In particular, the increasing number of new pedagogical concepts and terms borrowed from foreign languages has led to terminological confusion within educational discourse. Such issues negatively affect the quality of pedagogical communication and reduce the effectiveness of methodological activity. Therefore, the systematic teaching of pedagogical terminology, the development of terminological thinking, and the improvement of terminological literacy have become urgent tasks of contemporary pedagogical education.

Modern pedagogical technologies create extensive opportunities for the development of pedagogical terminological competence. In particular, the TPACK (Technological Pedagogical Content Knowledge) model contributes to the development of future teachers' professional competence through the integration of pedagogical knowledge, technological knowledge, and subject-content knowledge. Developed by P. Mishra and M.J. Koehler, this model enables pedagogical terminology to be taught in direct connection with practical educational activity. Educational sessions organized on the basis of the TPACK



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

framework allow students to master terminological units not only theoretically but also practically through the use of interactive methods and digital tools. As a result, future teachers acquire the ability to apply pedagogical terminology effectively in real educational environments.

The rapid development of digital technologies and artificial intelligence tools has also created innovative methodological opportunities for teaching pedagogical terminology. Electronic dictionaries, multimedia resources, virtual educational platforms, and AI-based educational systems significantly increase the effectiveness of mastering terminological units. B.P. Woolf, while analyzing the possibilities of artificial intelligence in education, emphasized that adaptive educational systems facilitate the effective acquisition of knowledge through the creation of individualized learning trajectories. This approach creates favorable conditions for the differentiated development of pedagogical terminological competence and supports personalized professional learning.

Research findings indicate that teaching pedagogical terminology through interactive instructional methods positively influences the development of terminological thinking. In particular, methods such as brainstorming, conceptual mapping, case-study analysis, clustering, and debates increase students' terminological activity and deepen their understanding of scientific concepts. Through analyzing pedagogical terms, comparing them, and applying them in practical situations, students gradually develop terminological competence. Consequently, the quality of pedagogical communication and professional interaction significantly improves.

Pedagogical terminological competence is regarded as one of the most important factors contributing to the development of future teachers' scientific thinking and methodological preparedness. A teacher with well-developed terminological thinking is capable of consciously applying modern pedagogical technologies,



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

critically analyzing scientific texts, and organizing effective professional communication. Furthermore, terminological competence contributes to the development of creative thinking, innovative pedagogical activity, and research skills among future teachers. In this regard, terminological competence should be considered not only a linguistic phenomenon but also an essential component of professional pedagogical culture.

Based on the conducted analysis, several effective pedagogical conditions for the development of pedagogical terminological competence were identified. These include the systematic teaching of pedagogical terminology, the application of linguocognitive approaches, the integration of digital technologies into the educational process, the use of interactive teaching methods, and the effective implementation of electronic dictionaries and multimedia tools. In addition, ensuring interdisciplinary integration in the teaching of pedagogical terminology plays a crucial role in improving students' professional and scientific thinking.

Overall, the linguocognitive essence of pedagogical terminological competence is closely connected with the development of future teachers' professional competence, scientific worldview, and methodological preparedness. Conscious acquisition of pedagogical terminology, understanding its linguistic and cognitive features, and effectively applying terminological units in practical activity contribute significantly to improving the quality of pedagogical education. Therefore, improving methodological systems aimed at developing terminological competence, widely implementing modern pedagogical technologies, and organizing instruction on the basis of the linguocognitive approach should be regarded as one of the urgent tasks of contemporary higher pedagogical education.



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

10. Коновалова Е.А. Деривационный потенциал и парадигматические отношения современной русской терминологии: Дисс. ... канд. филол. наук. – Москва, 1998. – 184 с. – С. 116.
11. Леонтьев А.Н. Основы психолингвистики. – Москва: Смысл, 1997. – 287 с.
12. Педагогика: энциклопедия / тузувчилар: Жамоа. – Тошкент: Ўзбекистон миллий энциклопедияси, 2015. – 320 б. – Б. 250.
13. Ўзбек тилининг изоҳли луғати. 5 жилдли. I жилд. – Тошкент: Ўзбекистон миллий энциклопедияси, 2006. – 680 б. – Б. 528-529; 569; 607; 641; 642.
14. Усмонов С. Ўзбек терминологиясининг баъзи масалалари. – Тошкент: Ўқитувчи, 1968. – 114 б.
15. Ҳожиёв А. Тилшунослик терминларининг изоҳли луғати. – Тошкент: Ўзбекистон миллий энциклопедияси, 2002. – 168 б.