

RESEARCH ARTICLE

Didactic Conditions for Mastering International Pedagogical Terminology in Teacher Education

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Abstract

This article analyzes the didactic conditions for mastering international pedagogical terminology in teacher education. It examines the factors influencing the effective acquisition of international pedagogical terms and concepts, the pedagogical opportunities for developing terminological competence, and the use of modern didactic approaches in the educational process.

KEY WORDS

Teacher education, international pedagogical terminology, didactic conditions, pedagogical competence, professional training, quality of education, pedagogical technologies.

INTRODUCTION

In recent years, the integration of education systems into the global educational landscape, the adoption of international best practices, and the implementation of advanced pedagogical technologies have increased the need for educators to accurately understand and effectively use international pedagogical terminology. Consequently, mastering international pedagogical terminology has become one of the essential objectives of contemporary teacher education. A sound understanding of pedagogical terms enables future teachers not only to effectively utilize scientific literature but also to study international educational experiences, participate in academic communication with foreign scholars, and perform their professional duties at a high standard.

In the Republic of Uzbekistan, improving the quality of teacher education and aligning the national education system with international standards have been identified as strategic priorities of state educational policy. In particular, the Law of the Republic of Uzbekistan "On Education" [1] establishes integration into the global educational community, enhancement of educational quality, and the improvement of competitiveness as fundamental principles of the national

education system. Furthermore, the Presidential Decree No. PF-5847 of October 8, 2019, "On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" [2] emphasizes the modernization of higher education in accordance with international standards, the introduction of advanced foreign educational practices, the promotion of academic mobility, and the extensive implementation of innovative pedagogical technologies in the educational process. These policy documents provide the legal and institutional foundation for improving the acquisition of international pedagogical terminology in teacher education.

The continuous development of pedagogical science has introduced numerous internationally recognized concepts into educational practice, including the competency-based approach, inclusive education, lifelong learning, learning outcomes, and formative assessment. A comprehensive understanding of these concepts and their appropriate application in educational practice play a significant role in developing the professional competence of future teachers. Therefore, learning pedagogical terminology should not be limited to memorizing definitions; instead, students should

develop a deep conceptual understanding of pedagogical terms, recognize their interrelationships, and acquire the ability to apply them effectively in professional contexts.

Despite the growing importance of international pedagogical terminology, many students enrolled in teacher education programs still demonstrate an insufficient level of terminological competence. Moreover, there is no unified didactic approach to teaching international pedagogical terminology, and the educational process does not fully exploit the potential of modern pedagogical technologies for this purpose. These challenges highlight the necessity of identifying effective didactic conditions that facilitate the acquisition of international pedagogical terminology and integrating them systematically into teacher education programs.

Therefore, the aim of this study is to identify and substantiate the didactic conditions necessary for mastering international pedagogical terminology in teacher education, to clarify their pedagogical significance, and to justify effective instructional approaches that contribute to the development of students' terminological competence.

LITERATURE REVIEW AND METHODS

The issue of mastering international pedagogical terminology in teacher education has become one of the priority research areas in contemporary pedagogy, didactics, and terminology studies. The internationalization of education, the increasing use of foreign scientific resources, and the implementation of competency-based approaches in educational practice have significantly increased the need for future teachers to accurately understand and appropriately apply pedagogical terminology. Therefore, analyzing previous studies in this field provides an important theoretical foundation for identifying the didactic conditions that facilitate the effective acquisition of international pedagogical terminology in teacher education.

Nizomova [3, pp. 58–60], in her study "Main Trends in the Development of Pedagogical Terminology," comprehensively examined the influence of globalization, technological advancement, and international educational processes on the development of pedagogical terminology. The author emphasizes the international standardization of pedagogical terms, their adaptation to national education systems, and their close relationship with modern pedagogical technologies. The study also highlights the growing use of concepts such as curriculum, assessment, feedback, blended learning, and gamification in educational practice and argues that their accurate understanding contributes significantly to improving teaching effectiveness. Furthermore, the author recommends employing historical, comparative, lexical-semantic, and statistical research methods in the study of pedagogical terminology.

Bordovskaia, Bochkina, and Koshkina [5] investigated the use of didactic terminology during teachers' professional communication. Based on empirical research involving 230 university students and practicing teachers, the authors demonstrated that the level of conceptual understanding of pedagogical terminology is directly associated with teachers' professional experience, qualifications, and conceptual thinking. Their findings indicate that mastering didactic terminology should not be limited to memorizing definitions; instead, it requires understanding the conceptual meaning of terms, recognizing their interrelationships, and applying them effectively in solving professional pedagogical problems.

Zholdasbekova et al. [4, pp. 12345–12359] examined the didactic conditions for improving teacher education within higher education institutions operating under the dual education model. Their research concludes that the effectiveness of teacher preparation depends on curriculum modularization, the implementation of innovative pedagogical technologies, continuous methodological support, and productive collaboration between instructors and students. The authors conceptualize didactic conditions as an integrated system combining educational content, teaching methods, instructional forms, and learning resources. This approach also provides an important theoretical basis for creating an effective educational environment for mastering international pedagogical terminology.

Aguilera, Miller, and Escalona [6, pp. 25–27], in *Didactic Pedagogic Glossary*, present one of the most comprehensive scientific and practical resources for the systematic study of pedagogical terminology. The glossary contains scientific definitions of hundreds of didactic and pedagogical terms intended primarily for prospective teachers and educational practitioners. According to the authors, mastery of pedagogical terminology is an essential prerequisite for effective professional communication, academic research, and the successful implementation of modern educational technologies. Moreover, the use of terminological glossaries contributes to expanding students' professional vocabulary and developing their academic thinking.

Mussina [7, pp. 202–207] investigated the pedagogical conditions for the successful integration of information and communication technologies (ICT) into foreign language teaching. The study concludes that the effectiveness of digital technologies depends on the appropriateness of instructional objectives, teachers' digital competence, students' motivation, and the availability of modern technological infrastructure. These findings are equally applicable to teacher education, demonstrating that digital platforms, electronic glossaries, online databases, and interactive educational resources can significantly improve the acquisition of international pedagogical terminology.

The analysis of previous studies demonstrates that considerable attention has been devoted to the development of pedagogical terminology, the use of didactic concepts in professional communication, the didactic conditions of teacher preparation, and the pedagogical potential of modern educational technologies. Nevertheless, the didactic conditions specifically aimed at developing international pedagogical terminology among teacher education students, together with a systematic model for developing terminological competence, have not yet been sufficiently investigated. Therefore, the present study seeks to identify and scientifically substantiate the didactic conditions that contribute to the effective acquisition of international pedagogical terminology in teacher education.

NATIJARLAR VA MUHOKAMA

Mastering international pedagogical terminology constitutes an essential component of the professional competence of future teachers. International pedagogical concepts such as competency-based education, learning outcomes, inclusive education, formative assessment, and student-centered learning not only represent the core principles of contemporary educational theory but also serve as important methodological tools for organizing the educational process in accordance with international standards. The effective acquisition of these concepts requires a well-structured learning environment supported by modern pedagogical technologies and a competency-based approach. Based on the findings of the present study, the principal didactic conditions that ensure the effective acquisition of international pedagogical terminology were systematized (Figure 1).

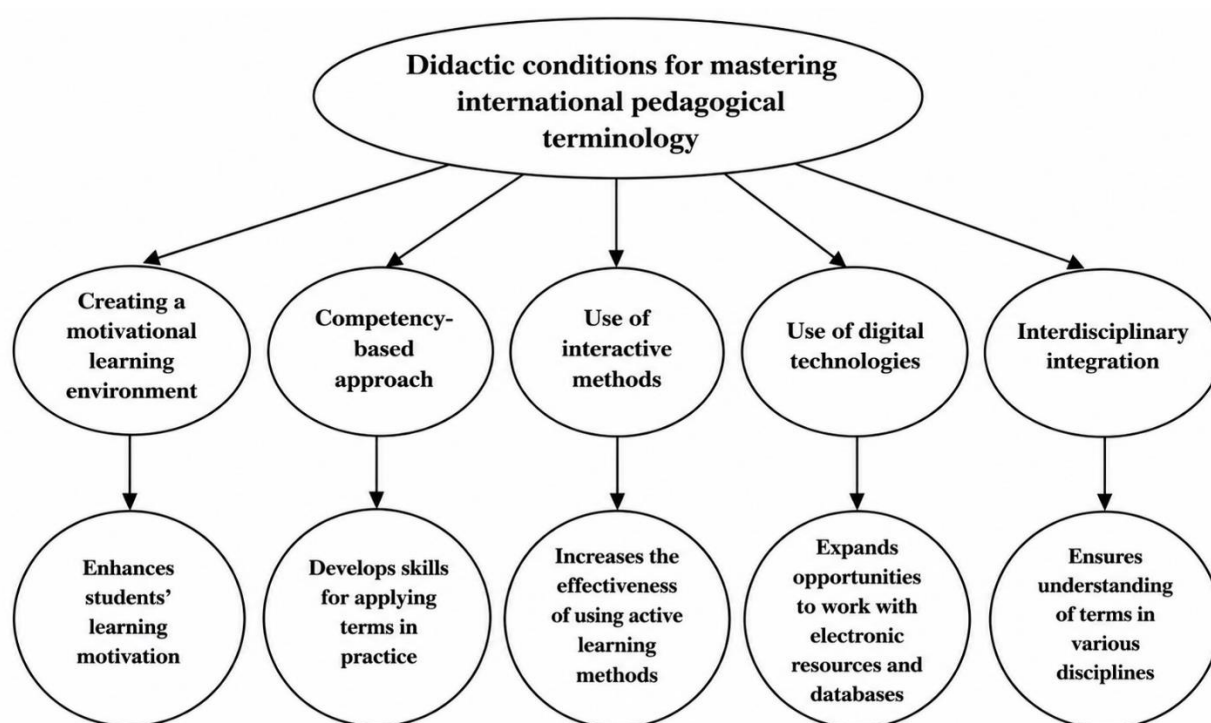


Figure 1. Didactic Conditions for Mastering International Pedagogical Terminology.

First, creating a motivational learning environment is one of the key prerequisites for the effective acquisition of international pedagogical terminology. Encouraging students to engage with international scientific literature, emphasizing the professional relevance of pedagogical terminology, and demonstrating its application in contemporary educational practice significantly enhance learning motivation. Consequently, students perceive pedagogical terminology not merely as theoretical knowledge but as an essential component of their future professional competence.

Second, the competency-based approach substantially improves the effectiveness of mastering international pedagogical terminology. Rather than focusing solely on

memorizing definitions, this approach emphasizes the practical application of pedagogical concepts in authentic educational contexts. Through designing lesson plans, analyzing pedagogical cases, and examining international educational practices, students develop terminological competence while integrating theoretical knowledge with professional practice.

Third, the application of interactive teaching methods facilitates the active acquisition of pedagogical terminology. Instructional strategies such as case studies, classroom discussions, project-based learning, concept mapping, and presentations enable students to use international pedagogical terminology in meaningful communication. In particular, learning activities based on the analysis of authentic

pedagogical situations contribute to a deeper conceptual understanding of educational terminology and strengthen its connection with professional practice.

Fourth, the integration of digital educational technologies expands opportunities for the independent acquisition of international pedagogical terminology. Electronic glossaries, scientific databases, online educational platforms, and artificial intelligence-based learning tools encourage students to engage with international academic resources. These digital technologies enable learners to explore scientific definitions, compare different interpretations of pedagogical concepts, and develop the skills necessary to apply international terminology in educational research and practice.

Fifth, interdisciplinary integration represents another essential didactic condition for developing terminological competence. When international pedagogical terminology is consistently incorporated into subjects such as pedagogy, educational technology, inclusive education, educational assessment, and educational management, students gain a comprehensive understanding of the application of these concepts across various educational contexts. This integrated approach contributes to the development of professional thinking and broadens students' academic perspectives.

The findings of the study demonstrate that the interaction of these didactic conditions significantly improves the effectiveness of mastering international pedagogical terminology. The combined implementation of a motivational learning environment, a competency-based approach, interactive instructional methods, digital educational technologies, and interdisciplinary integration enables students not only to understand international pedagogical terminology accurately but also to apply it effectively in academic research, professional communication, and educational practice. These findings highlight the necessity of improving the didactic model for teaching international pedagogical terminology within teacher education and provide a scientific and methodological foundation for strengthening the professional competence of future teachers.

CONCLUSION

In conclusion, improving the didactic conditions for mastering international pedagogical terminology in teacher education contributes significantly to enhancing the quality and effectiveness of education, developing the professional competence of future teachers, and preparing them to become competitive specialists in the global educational environment. The findings of this study demonstrate that a motivational learning environment, a competency-based approach, interactive teaching methods, digital educational technologies, and interdisciplinary integration constitute the key factors that facilitate the effective acquisition of international pedagogical terminology. These approaches enhance students' terminological competence, strengthen

their ability to work with international scientific resources, and improve their capacity to apply contemporary pedagogical concepts effectively in professional practice. Furthermore, the results provide both theoretical and practical foundations for improving the content of teacher education, enriching the methodology of teaching international pedagogical terminology, and updating curricula in accordance with current educational requirements. The implementation of these recommendations is expected to facilitate the alignment of teacher education with international standards and further improve the professional preparation and global competitiveness of future teachers.

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