

## THE TERMINOLOGICAL COMPONENT IN THE PROFESSIONAL COMPETENCE OF FUTURE HISTORY TEACHERS

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**Abstract.** The article examines the terminological component as an essential structural element of the professional competence of future history teachers. In the context of contemporary historical education, terminological literacy is viewed not only as knowledge of historical concepts and categories but also as the ability to interpret, apply, and pedagogically adapt specialized vocabulary in teaching practice. The study substantiates that the terminological component ensures the scientific accuracy of historical knowledge, promotes the development of students' historical thinking, and supports the formation of professional pedagogical communication. The article identifies the main content of the terminological component, including mastery of historical terminology, contextual understanding of concepts, interdisciplinary awareness, and methodological use of terminology in educational discourse. It is argued that the purposeful formation of terminological competence should become one of the priorities in the professional training of future history teachers.

**Keywords:** professional competence, future history teacher, terminological component, historical terminology, historical education, teacher training, pedagogical competence.

### **Introduction**

The modernization of higher pedagogical education requires the training of specialists capable of operating within a scientifically grounded and methodologically flexible educational environment. In this regard, the professional competence of future history

teachers is increasingly interpreted as a multidimensional integrative formation that combines subject knowledge, pedagogical skills, methodological readiness, communicative culture, and research abilities. Among these structural components, the terminological component occupies a special place, since the mastery of professional terminology determines the quality of historical explanation, the precision of interpretation, and the scientific character of teaching.

History as an academic discipline is based on a complex conceptual apparatus that reflects historical processes, events, institutions, and socio-cultural transformations. Therefore, a future history teacher must not only know historical facts but also possess a developed ability to understand and correctly use historical categories, concepts, and terms in different educational situations. Terminological competence becomes especially significant in the context of competency-based education, where the teacher acts not as a simple transmitter of ready-made information, but as a mediator of scientific knowledge, a guide in historical discourse, and a facilitator of students' conceptual thinking.

The purpose of this article is to analyze the essence of the terminological component in the professional competence of future history teachers, identify its structural characteristics, and determine its role in the system of professional pedagogical training.

### **Literature Review**

The problem of professional competence in teacher education has been widely discussed in modern pedagogical science. Researchers generally define professional competence as an integrative quality of personality that combines knowledge, skills, values, and readiness for effective professional activity. In the training of future teachers, competence is understood as a dynamic system that ensures successful pedagogical interaction, subject teaching, and reflective practice.

Within the framework of historical education, scholars emphasize the importance of subject-methodological competence, historical thinking, historical consciousness, and the development of conceptual understanding. Historical learning is impossible without the assimilation of a specific system of terms and categories through which students interpret the past. Consequently, the teacher's terminological literacy directly influences the scientific validity and pedagogical accessibility of historical content.

In educational theory, terminology is often regarded as a component of professional language culture. It includes the accurate use of concepts, the ability to distinguish between close meanings, contextual sensitivity, and the prevention of semantic distortion. For future history teachers, terminological work acquires a special methodological significance because historical terms are not always static; their meanings may vary depending on historiographical traditions, ideological contexts, or chronological frameworks. For example, such concepts as *civilization*, *reform*, *revolution*, *empire*, or *modernization* can be interpreted differently in different scholarly schools.

Despite the relevance of this issue, the terminological component of the professional competence of future history teachers remains insufficiently conceptualized as an independent object of pedagogical analysis. This article seeks to address this gap.

### **Methodology**

This study is theoretical and analytical in nature. The following research methods were used:

- **analysis of pedagogical, historical, and methodological literature** to identify approaches to the structure of professional competence of future teachers;
- **conceptual analysis** to clarify the content of the notion “terminological component” in the context of historical education;

- **systematization and generalization** to determine the structural elements and pedagogical functions of terminological competence in teacher training;
- **comparative interpretation** to identify the relationship between subject terminology and professional pedagogical activity.

The methodological basis of the study is formed by the competency-based, systemic, and interdisciplinary approaches.

## Results and Discussion

### 1. The essence of the terminological component

The terminological component should be understood as a structural element of the professional competence of a future history teacher that reflects the ability to master, understand, interpret, and appropriately use historical and related scientific terminology in educational, methodological, and research activities.

This component is not limited to the mechanical memorization of definitions. On the contrary, it includes:

- conscious assimilation of historical concepts;
- understanding of semantic relationships between terms;
- contextual interpretation of categories;
- ability to explain terminology in accessible language;
- readiness to apply terminology in pedagogical communication.

Thus, the terminological component has both **cognitive** and **practical-communicative** dimensions.

### 2. Structural content of the terminological component

The terminological component of the professional competence of future history teachers includes several interrelated elements.

#### 2.1. Conceptual-knowledge element

This element involves the acquisition of a system of historical terms, categories, and concepts that form the scientific basis of the discipline. These include:

- socio-political terms (*monarchy, republic, statehood, sovereignty*);
- socio-economic concepts (*feudalism, capitalism, industrialization, collectivization*);
- cultural and civilizational categories (*Renaissance, Enlightenment, modernization, identity*);
- methodological and historiographical terms (*historical source, historical interpretation, causality, periodization, historiography*).

A future teacher must understand not only the lexical meaning of these terms but also their place within the structure of historical knowledge.

### **2.2. Interpretative-contextual element**

Historical terminology is highly dependent on context. The same term may have different meanings in different periods, cultures, or historiographical traditions. Therefore, a future history teacher must be able to:

- identify the historical context of a term;
- distinguish between everyday and scientific meanings;
- avoid anachronistic use of concepts;
- explain terminological changes over time.

For instance, the concept of *nation* in medieval history cannot be used identically to its meaning in modern political discourse. Such distinctions are fundamental for accurate teaching.

### **2.3. Methodological-pedagogical element**

The terminological component also includes the ability to transform scientific terminology into pedagogically accessible content. This means that a teacher should:

- introduce terms gradually and systematically;

- explain them according to students' age and cognitive level;
- use examples, comparisons, and historical sources;
- organize classroom activities aimed at concept formation;
- assess students' terminological understanding.

This element connects subject competence with didactic mastery.

#### **2.4. Communicative-professional element**

Professional pedagogical communication requires terminological precision. In oral explanation, classroom discussion, lesson planning, and academic writing, the teacher must use terminology correctly and consistently. Terminological accuracy contributes to:

- clarity of instruction;
- scientific credibility of teaching;
- development of students' academic language;
- professional culture of the teacher.

Thus, terminology becomes part of the teacher's professional speech competence.

#### **2.5. Interdisciplinary element**

Historical education intersects with pedagogy, sociology, political science, cultural studies, archaeology, philosophy, and law. Therefore, future history teachers should also be familiar with related disciplinary terminology. This broadens interpretative possibilities and supports integrated teaching approaches.

### **3. Functions of the terminological component in the professional training of future history teachers**

The terminological component performs several important functions in the structure of professional competence:

- **Cognitive function** – ensures the scientific comprehension of historical phenomena and processes;

- **Epistemological function** – supports the conceptual organization of historical knowledge;
- **Communicative function** – enables accurate and effective professional interaction;
- **Methodological function** – provides tools for teaching, explaining, and assessing historical concepts;
- **Developmental function** – contributes to the formation of students' historical thinking and analytical skills;
- **Integrative function** – links subject knowledge with pedagogy, methodology, and research activity.

These functions confirm that terminology is not an auxiliary element, but one of the foundations of professional training.

#### **4. The role of the terminological component in developing historical thinking**

One of the most important tasks of history teaching is the development of historical thinking. This includes the ability to analyze sources, identify cause-and-effect relationships, compare historical phenomena, understand continuity and change, and critically interpret historical narratives. All these processes rely on conceptual language.

Without terminological clarity, students often perceive history as a collection of isolated facts rather than as a structured system of interconnected processes. For this reason, the future history teacher's mastery of terminology directly affects the quality of students' understanding. Correct use of concepts such as *cause*, *consequence*, *reform*, *revolution*, *continuity*, *change*, *civilization*, and *historical source* creates the intellectual framework within which historical thinking develops.

Therefore, the terminological component is not merely linguistic; it is deeply cognitive and methodological.

#### **5. Pedagogical conditions for forming the terminological component**

The effective formation of the terminological component in higher pedagogical education requires purposeful pedagogical conditions, including:

**1. Systematic inclusion of terminological work in subject courses**

Historical disciplines should include special attention to the analysis, comparison, and contextual interpretation of key concepts.

**2. Integration of terminology into methodology courses**

Future teachers should learn not only what terms mean, but also how to teach them.

**3. Use of source-based and discussion-based learning**

Working with historical documents, historiographical texts, and academic debates helps students understand the dynamic nature of concepts.

**4. Development of academic and professional speech**

Oral presentations, microteaching, analytical essays, and lesson simulations improve terminological usage.

**5. Reflective analysis of conceptual errors**

Students should be trained to identify semantic inaccuracies, oversimplifications, and anachronisms in educational discourse.

These pedagogical conditions contribute to the transition from passive terminological knowledge to active professional application.

**Conclusion**

The terminological component is an essential and independent element of the professional competence of future history teachers. It reflects the level of mastery of historical and interdisciplinary terminology, the ability to interpret concepts in context, and the readiness to use scientific vocabulary accurately in educational, methodological, and research activities.

The study demonstrates that the terminological component performs cognitive, communicative, methodological, and developmental functions in the structure of teacher

training. Its importance lies in ensuring the scientific accuracy of historical teaching, supporting the formation of students' historical thinking, and strengthening the professional language culture of the teacher.

Accordingly, the purposeful formation of the terminological component should be considered one of the strategic directions of modern pedagogical education. Further research may focus on developing diagnostic criteria, levels of formation, and practical methods for assessing terminological competence in future history teachers.

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