

RESEARCH ARTICLE

Developing Students' Competence in Applying International Pedagogical Terminology Through Independent Learning

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Abstract

The article analyzes the significance of independent work in developing students' skills in using international pedagogical terminology. Through the independent learning process, issues of enhancing terminological competence, forming professional thinking, and increasing readiness for intercultural communication are examined.

KEY WORDS

International pedagogical terminology, independent work, terminological competence, professional training, educational effectiveness, intercultural communication.

INTRODUCTION

In the modern educational process, the correct and effective use of international pedagogical terminology plays an important role in shaping students' professional competencies. In the context of globalization, aligning educational content with international standards requires the unified and consistent application of pedagogical terminology. From this perspective, the role of independent learning in developing students' skills in using international pedagogical terms has become particularly relevant.

International pedagogical terminology serves as an essential tool in fostering students' scientific thinking, professional communication culture, and readiness for professional activity. The process of mastering these terms and applying them in practice is especially effective through independent forms of learning. Independent work enables students to acquire theoretical knowledge more deeply, develop terminological competence, and comprehend pedagogical concepts through analytical and critical approaches.

During the independent learning process, students develop skills in working with scientific sources, studying international experience, and applying pedagogical terms in various

contexts. This, in turn, contributes to the development of their professional thinking, the ability to express their viewpoints with justification, and their readiness for intercultural communication. In particular, ensuring terminological accuracy and consistency in the international educational environment is one of the key factors in enhancing educational effectiveness.

The "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," [1] approved by the President of the Republic of Uzbekistan on October 8, 2019, identifies the expansion of international cooperation, improvement of educational quality, and training of specialists with modern competencies as priority objectives. In the process of implementing these objectives, students' mastery of international pedagogical terminology and its practical application through independent learning is of great significance.

From a methodological standpoint, independent work is an effective means of developing students' abilities to use international pedagogical terms consciously, systematically, and consistently. Therefore, enriching the content of

independent learning, integrating it closely with international pedagogical terminology, and improving it methodologically emerge as urgent scientific and practical tasks in the educational process.

LITERATURE REVIEW AND METHODS

The issue of developing students' skills in applying international pedagogical terminology is recognized as one of the important scientific and practical problems in modern pedagogical science. Research conducted in this area substantiates the role of independent work in the educational process and its significance in developing students' terminological competence. The consistent and correct use of pedagogical terminology in both international and national education systems is considered an essential condition for improving educational effectiveness.

An analysis of scientific literature shows that independent learning not only serves to reinforce knowledge but also contributes to self-development, information management, and the formation of professional competencies. In the study conducted by S.I. Tursunova and H.B. Choriyeva [2; pp. 1158–1162], independent learning is interpreted as an important condition for creating an innovative educational environment and adapting it to international standards. The authors emphasize that through independent work, students actively acquire knowledge and develop skills in working with electronic resources and scientific literature.

In the studies of Z.A. Kholmatova [3; pp. 166–168], who examined independent learning as a pedagogical problem, particular attention is given to the importance of independent work within the credit-module system. The research substantiates that independent work contributes to the formation of students' cognitive, creative, collaborative, and self-development competencies. The author notes that through independent work, students gain opportunities to analyze scientific sources, solve problems independently, and consciously master professional terminology.

International scientific literature also extensively highlights the role of independent work in developing pedagogical competencies. In the study conducted by T.N. Yefremtseva [4; pp. 674–682] and co-authors, independent work is assessed as a leading form of developing students' self-directed learning competence. The authors emphasize that during independent work, students develop skills in applying, analyzing, and generalizing scientific concepts and terms in

various contexts. In particular, the study demonstrates that exploring foreign experience plays a significant role in mastering international terminology.

In studies related to language and terminology, the role of independent work is also of particular importance. In the research conducted by M.Yu. Krapivina [4; pp. 165–169], independent work of university students is regarded as an effective means of mastering a foreign language, including professional and pedagogical terminology. The author emphasizes that through independent work, students acquire skills in working with expanded language materials, critically analyzing terms, and applying them in professional communication.

Furthermore, scientific literature widely addresses the role of independent work in developing students' critical thinking and reflective skills. In the study by U. Kopzhassarova [4; pp. 11585–11592] and co-authors, the independent learning process is shown to contribute to the development of students' independent thinking, information analysis, and ability to draw well-founded conclusions. The researchers substantiate that by developing critical thinking, students are able to consciously assimilate knowledge and effectively apply it in practical activities.

The analysis of the reviewed literature indicates that independent work develops the cognitive, methodological, and communicative competencies necessary for forming students' skills in applying international pedagogical terminology. However, most of the analyzed sources focus on the general pedagogical significance of independent learning, while the issue of directly mastering international pedagogical terminology has not been sufficiently explored. Therefore, conducting specialized research in this area and developing methodologies that integrate independent work with international pedagogical terminology constitutes a relevant scientific task.

RESULTS AND DISCUSSION

Independent work is an essential component of education that guides students toward independent thinking, deep comprehension of terminology, and its application in practical contexts. International pedagogical terms (such as formative assessment, differentiated instruction, learning outcomes, and others) embody not only lexical meanings but also theoretical and methodological dimensions; mastering them fully requires continuous repetition, contextual analysis, and creative

application. It is precisely at this point that the role of independent work becomes central (Figure 1).

First, independent work enables students to identify terms and organize them into terminological glossaries. When students create their own glossaries, they examine synonyms,

contextual examples, and intralingual variations of terms, which ultimately contributes to their long-term retention in memory. The row "Preparation of a terminological glossary" in the table reflects this task quantitatively, showing a high expected outcome.

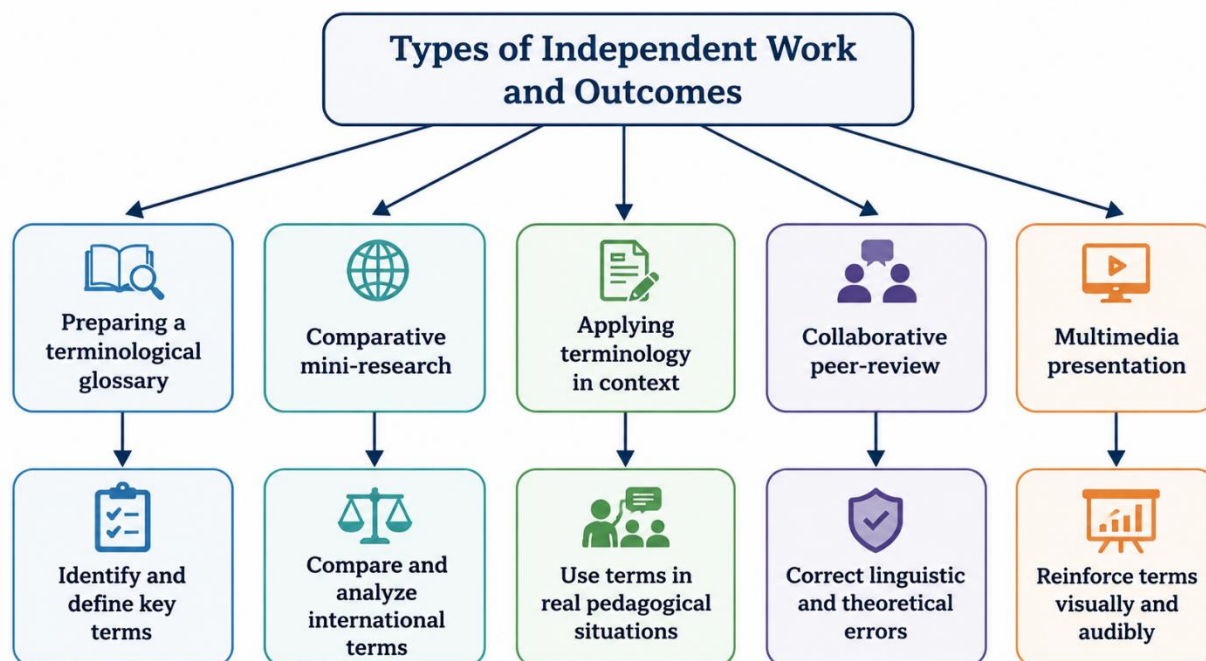


Figure 1. Types of independent work and their outcomes.

Second, comparative mini-research tasks train students to read international sources and analyze terminology from cultural and linguistic perspectives. For example, a single term may represent different pedagogical practices in different countries; identifying and analyzing these differences broadens students' theoretical thinking. Through mini-research projects and article writing, students internalize terminology theoretically and clarify its meaning through comparison.

Third, applying terminology in context—through essay writing or providing practical examples—is one of the most effective methods. When theoretical knowledge is linked to real pedagogical situations, students learn how to use terms in practice, such as how to integrate formative assessment into a lesson plan or how to organize differentiation within a classroom. This method demonstrates high effectiveness in the table under the row "Applying terminology in context" [5; pp. 358–363].

Fourth, collaborative peer-review activities deepen skills by identifying linguistic inaccuracies and comparing pedagogical

ideas. When students review each other's work, they learn to critically analyze terminology, clarify explanations, and strengthen argumentation. This approach is particularly effective in language and theory-based courses.

Fifth, multimedia presentations—such as slides, short videos, or infographics—serve to reinforce terminology through visual and audio formats. This not only consolidates students' terminological knowledge but also enhances their communicative competencies.

In terms of effectiveness and time allocation, terminological glossary development and contextual application yield the highest expected outcomes, while more time is typically devoted to research activities and multimedia presentations. In pedagogical practice, these indicators assist in optimizing lesson design and assessment systems.

Independent work plays a fundamental role in developing practical skills in applying international pedagogical terminology by linking theoretical knowledge with practical thinking, analysis, and creativity. Integrating various formats of independent work—glossaries, mini-research, essays, peer

review, and multimedia presentations—into the teaching process enhances effectiveness and ensures the sustainable development of students' ability to apply terminology correctly in real pedagogical contexts.

CONCLUSION

The conducted analyses show that independent work is an important didactic and methodological tool in developing students' skills in applying international pedagogical terminology. The independent learning process contributes to the development of students' terminological competence, deepens their professional thinking, and strengthens their skills in working with scientific sources. Independent mastery of international pedagogical terms enhances students' readiness for intercultural communication and ensures their competitiveness in professional activity. Therefore, integrating the content of independent work with international pedagogical terminology and organizing it in a systematic and goal-oriented manner emerges as a key condition for improving the effectiveness of education.

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