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INTERNATIONAL PEDAGOGICAL TERMINOLOGY COMPETENCE AS A FACTOR OF ACADEMIC MOBILITY AND GLOBAL TEACHER PREPARATION

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Annotation:

This study examines the role of international pedagogical terminology competence in enhancing academic mobility and preparing globally competitive teachers. The research analyzes the theoretical foundations of terminology competence and its relationship with academic communication, intercultural interaction, and professional development. A systematic literature review, comparative analysis, and conceptual modeling were employed. The findings indicate that international pedagogical terminology competence is an integrated construct comprising terminological knowledge, academic communication, digital competence, analytical thinking, and intercultural competence. The proposed International Pedagogical Terminology Competence Model (IPTCM) provides a theoretical framework for strengthening teacher education, improving academic mobility, and enhancing graduates' competitiveness in the global educational environment.

Keywords: International pedagogical terminology, terminology competence, academic mobility, teacher education, global teacher preparation, academic communication, intercultural competence, digital competence, higher education internationalization.



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In recent years, the internationalization and globalization of higher education have introduced new requirements for teacher education. Modern teachers are expected not only to possess profound subject knowledge and professional competencies but also to communicate effectively within the international academic community, utilize international scholarly resources, and actively participate in global educational and research initiatives. In this context, the development of international pedagogical terminology competence has emerged as one of the key factors in ensuring the professional preparedness and academic mobility of future teachers [12; pp. 5–26; 2; pp. 290–305].

Academic mobility has become one of the fundamental dimensions of higher education internationalization [7; pp. 311–340; 3; pp. 1009–1013]. Successful participation in international exchange programs such as Erasmus+, DAAD, Fulbright, Mevlana, and similar initiatives requires future teachers to possess a thorough understanding of international pedagogical terminology, as well as competencies in academic reading, academic writing, and scholarly communication. Mastery of international pedagogical terminology enables educators to accurately interpret scientific information, understand contemporary educational concepts, and establish effective international academic collaboration [1; pp. 17–24].

International organizations, including UNESCO, the OECD, and the Bologna Process, identify the development of global competencies, the promotion of academic mobility, and the preparation of teachers in accordance with international standards as strategic priorities for higher education [4; 5; 9; 10; 13]. Achieving these objectives requires higher education institutions to adopt systematic approaches to teaching international pedagogical terminology and to foster students' terminology competence as an integral component of professional teacher education.



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Pedagogical terminology competence extends beyond the simple memorization of professional terms [6; pp. 906–911; 15]. It represents an integrated professional competence that includes the accurate interpretation of pedagogical concepts, critical analysis of scientific literature, academic writing, participation in international scholarly communication, and the effective use of digital educational technologies. Furthermore, this competence contributes significantly to the development of critical thinking, research skills, lifelong learning, and intercultural communication, all of which are essential for teachers working in a global educational environment.

Despite the growing attention to academic mobility and global competence in educational research, the existing literature indicates that methodological approaches for systematically developing international pedagogical terminology competence within teacher education remain insufficiently explored. Most previous studies have focused on academic mobility, internationalization, or global competence as independent research areas, while relatively little attention has been paid to integrating international pedagogical terminology competence into the preparation of globally competitive teachers [2; pp. 290–305; 8; pp. 5–31; 12; pp. 5–26].

Therefore, the purpose of this study is to examine the theoretical foundations of international pedagogical terminology competence, determine its role in promoting academic mobility and global teacher preparation, and propose a conceptual model for its systematic development within teacher education programs.

The development of international pedagogical terminology competence has become one of the priority areas in contemporary teacher education [2; pp. 290–305; 8; pp. 5–31]. The internationalization of higher education, the expansion of academic mobility programs, and the increasing demands of the global labor



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market require future teachers to acquire a comprehensive understanding of international pedagogical terminology. Consequently, recent studies have highlighted the theoretical and practical significance of terminology competence in promoting academic mobility and preparing globally competitive teachers.

The contribution of academic mobility to the development of higher education quality has been extensively examined by M. Atamuratova [3; pp. 1009–1013]. The author considers academic mobility a strategic instrument for the internationalization of higher education, emphasizing that students' and academic staff's participation in international educational programs enhances educational quality, scientific cooperation, and professional competence. The study further demonstrates that the success of international academic collaboration largely depends on participants' readiness for international scholarly communication and their ability to use professional terminology accurately.

The relationship between internationalization and academic mobility has also been thoroughly investigated by Wang Sujuan [4]. The author identifies academic mobility as one of the core dimensions of higher education internationalization and, drawing on the experience of the European Higher Education Area (EHEA), highlights international cooperation, student and faculty exchange, and multicultural learning environments as key priorities. The study emphasizes that successful participation in international education requires proficiency in foreign languages, academic writing, and international professional terminology.

The issue of developing global competence in teacher education has been comprehensively explored by Davide Parmigiani [11], Sarah-Louise Jones, Irma Kunnari, and Elisabetta Nicchia. The authors describe global competence as an essential component of future teachers' professional preparation, encompassing the ability to work effectively in multicultural environments, communicate with people from diverse cultural backgrounds, understand global educational



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challenges, and engage in international cooperation. Their findings indicate that pedagogical terminology, academic communication, and intercultural communication skills play a fundamental role in fostering global competence.

The role of academic mobility as a mechanism for the internationalization of pedagogical universities has been analyzed by Ahmedova P. A. and Wang Xiaoxu [1; pp. 17–24]. According to their research, short-term faculty mobility facilitates the exchange of international pedagogical experience, strengthens intercultural communicative competence, and promotes sustainable academic partnerships between higher education institutions. The authors conclude that academic mobility contributes not only to the professional growth of individual teachers but also to the institutional development of international academic collaboration. Furthermore, international educational literature frequently considers pedagogical terminology competence an integral component of global competence, academic communication, and intercultural competence. Policy documents published by international organizations such as the OECD and UNESCO emphasize that future teachers should be capable of understanding global educational issues, communicating effectively across cultures, utilizing international scientific resources, and participating in international academic communities. Within this context, mastery of international pedagogical terminology is recognized as a crucial methodological factor in achieving these competencies [9; 10; 13; 14].

The analysis of the existing literature demonstrates that most previous studies have examined academic mobility, internationalization, or global competence as separate research domains. However, limited attention has been devoted to the systematic development of international pedagogical terminology competence as a key determinant of academic mobility and global teacher preparation. In particular, methodological approaches integrating international pedagogical



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terminology with academic reading, academic writing, scholarly communication, artificial intelligence technologies, and digital learning environments remain insufficiently investigated.

The theoretical analysis revealed that international pedagogical terminology competence occupies a central position within the system of professional competencies required of contemporary teachers [2; pp. 290–305; 11]. This competence enables future teachers to critically analyze international scientific literature, actively participate in international academic cooperation, successfully engage in academic mobility programs, and perform effectively within the global educational environment.

The findings indicate that pedagogical terminology competence extends beyond the simple acquisition of professional terms. It represents a comprehensive competence that includes the ability to analyze scientific concepts, compare pedagogical theories, participate in academic communication, understand international educational standards, and apply innovative pedagogical technologies in professional practice [6; pp. 906–911; 15].

Based on the synthesis of theoretical sources, five core components of international pedagogical terminology competence were identified..



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Table 1. Components of international pedagogical terminology competence

Component	Description	Developed Competence
Terminological Knowledge	Understanding and mastering international pedagogical terminology	Professional literacy
Academic Communication	Using pedagogical terminology in research papers, conferences, and academic seminars	Academic communication competence
Analytical Competence	Comparing and interpreting different pedagogical concepts and theories	Critical thinking
Digital Competence	Using electronic dictionaries, Learning Management Systems (LMS), Artificial Intelligence (AI), and scientific databases	Digital literacy
Intercultural Competence	Understanding the terminology used in different educational systems and cultures	Global competence

As shown in Table 1, international pedagogical terminology competence has a multidimensional structure in which each component contributes to the academic and professional development of future teachers.

Based on the theoretical analysis, the author developed the International Pedagogical Terminology Competence Model (IPTCM). The model illustrates the sequential process of developing terminology competence among students in teacher education programs.



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Figure 1. International Pedagogical Terminology Competence Model (IPTCM).

According to Figure 1, the development of international pedagogical terminology competence begins with the acquisition of terminological knowledge and gradually progresses through academic reading, academic writing, and academic communication. These competencies promote critical and analytical thinking,



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which is further strengthened through the effective use of digital pedagogical tools, including Artificial Intelligence (AI), Learning Management Systems (LMS), digital dictionaries, and corpus-based resources. Ultimately, these interconnected competencies foster intercultural communication, enhance academic mobility competence, and contribute to the development of globally competent teachers.

A distinctive feature of the proposed model is that it considers terminology competence not as an isolated skill but as the central element integrating teachers' professional, academic, digital, and intercultural competencies.

The analysis further indicates that students who successfully participate in academic mobility programs generally demonstrate the following competencies:

- ✓ effective use of international pedagogical terminology in academic and professional contexts;
- ✓ critical analysis of scientific publications;
- ✓ active participation in international academic conferences and scholarly communication;
- ✓ efficient use of international scientific databases and digital information resources;
- ✓ application of Artificial Intelligence tools in academic and research activities;
- ✓ comparative analysis of international educational systems and pedagogical practices.

Based on the findings of this study, the following conceptual formula was developed to illustrate the structure of international pedagogical terminology competence:

International Pedagogical Terminology Competence = Terminological Knowledge + Academic Communication + Critical Thinking + Digital Competence + Intercultural Communication + Reflective Practice.



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This conceptual formula demonstrates the multidimensional and integrated nature of international pedagogical terminology competence, emphasizing that it is formed through the interaction of cognitive, communicative, digital, and intercultural competencies rather than through the acquisition of terminology alone.

The findings further indicate that the systematic development of international pedagogical terminology competence significantly enhances teacher education students' readiness for academic mobility, increases their capacity to participate in international research projects, strengthens their research competence, and improves their competitiveness in the global labor market [9; 10; 11; 13; 16]. Therefore, it is recommended that teacher education institutions incorporate specialized modules on international pedagogical terminology into their curricula, establish digital terminology platforms, and expand practice-oriented activities focused on academic communication, international collaboration, and the effective use of digital technologies. Such measures will contribute to preparing globally competent teachers capable of responding to the challenges of the international educational environment.

The findings of this study demonstrate that international pedagogical terminology competence has become an essential component of contemporary teacher education. The internationalization of higher education, the expansion of academic mobility programs, and the emergence of a global educational environment require future teachers not only to understand international pedagogical terminology but also to apply it effectively in research, academic communication, and professional practice. In this context, terminology competence serves as an integrative factor that connects teachers' professional, communicative, and intercultural competencies.



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The literature review revealed that although previous studies have acknowledged the importance of international pedagogical terminology in the context of academic mobility, globalization, and teacher competence, limited attention has been paid to methodological approaches that systematically integrate terminology competence with academic mobility and global teacher preparation. This research gap highlights the need for developing innovative theoretical and methodological frameworks in this field.

The study identified five core components of international pedagogical terminology competence-terminological knowledge, academic communication, analytical thinking, digital competence, and intercultural competence. Based on these components, the International Pedagogical Terminology Competence Model (IPTCM) was proposed. The model illustrates a systematic process for developing terminology competence through the integration of academic reading, academic writing, scholarly communication, critical thinking, digital technologies, and intercultural communication.

From a practical perspective, the findings suggest that higher education institutions should incorporate specialized courses on international pedagogical terminology into teacher education curricula, expand academic writing and scholarly communication training, establish digital terminology platforms, and strengthen participation in international academic mobility programs. These initiatives will enhance future teachers' global competitiveness, facilitate their integration into the international academic community, and improve the overall quality of teacher education.

Future research should focus on developing assessment criteria for international pedagogical terminology competence, empirically validating the effectiveness of the International Pedagogical Terminology Competence Model (IPTCM), and investigating the role of Artificial Intelligence-based educational technologies in



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fostering terminology competence among future teachers. Such studies will contribute to the advancement of teacher education and support the preparation of globally competent educators capable of responding to the evolving demands of international higher education.

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