

HERMENEUTIC APPROACH TO THE STRUCTURAL COMPONENTS OF PRE-SERVICE TEACHERS' PROFESSIONAL TRAINING

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Abstract: This article provides information on the pedagogical and psychological characteristics and components of preparing future teachers for professional activity based on a hermeneutic approach. Within the framework of the study, the essence of the target, diagnostic, exploratory, organizational, content-technological, and activity-oriented components of preparing future teachers for professional activity based on a hermeneutic approach is revealed.

Keywords: professional activity, teacher, characteristic, education, upbringing, hermeneutic approach, interest, motivation, component, diagnostic, exploratory, organizational, content-technological, activity-oriented, interest, motivation.

Global development trends in the field of vocational education highlight the importance of applying the hermeneutic approach in higher education to cultivate students' professional competence, logical reasoning, creative and active thinking abilities, and to strengthen their individual professional development. The preparation of highly qualified specialists who meet the demands of the time and are capable of competing in the labor market is recognized as one of the urgent tasks of modern education.

Currently, special attention is paid to improving the quality of education worldwide, introducing modern approaches and methods in the training of pedagogical personnel, and enhancing higher education students' abilities to comprehend, interpret, explain, and logically analyze. In particular, in developed countries, training specialists who can compete in the labor market, demonstrate advanced thinking, and possess professional creative reasoning is of great significance for gaining a worthy place in the international academic community [1, p.146].

The formation of structural components in the preparation of future teachers for professional pedagogical activity based on the hermeneutic approach can be defined by several key factors. These include the creation of a supportive social environment that ensures students' professional growth, the provision of favorable conditions for effectively carrying out educational, scientific-research, and practical activities, and the establishment of a conscious attitude towards self-development.

Improving the preparation of pre-service teachers for professional activity through a hermeneutic approach requires acknowledging hermeneutics as an interdisciplinary methodology that encompasses philosophical, psychological, and pedagogical dimensions. Hermeneutics integrates all these areas within its essence. At this point, important questions arise: "Why is it necessary to improve the system of preparing future teachers for professional activity through the hermeneutic approach?" and "What are the specific features of students' ability to understand, interpret, and explain texts, events, and phenomena in pedagogical practice, and how do these relate to their age-specific characteristics and self-awareness?"

By "future teachers," we refer to students of higher educational institutions. From a psychological point of view, this stage is often identified as adolescence, characterized by the beginning of independent life. These changes in life activities significantly influence each student's personality and self-understanding. During their student years, the interest in acquiring new knowledge, skills, and abilities grows increasingly practical in nature [6, p.176].

In this period, students demonstrate heightened sensitivity, improved observation skills, stronger logical memory, enhanced retention, and broader logical thinking capacity compared to other age stages. These features play a leading role in shaping the personality of the student and in their

development as a future specialist. Independent reasoning, reflective thinking, and engagement in discussions are realized through reading literary works of different genres and mastering academic disciplines.

Furthermore, during higher education studies, students develop not only the ability to grasp and comprehend the essence of scientific and philosophical knowledge but also to improve their explanatory and interpretive skills.

Improving the preparation of future teachers for professional activity through the hermeneutic approach is an urgent necessity. Otherwise, objective contradictions may arise, leading to internal uncertainty about understanding the essence of professional activity and generating negative attitudes toward learning [10, p.92]. Such challenges highlight the social necessity of preparing specialists on the basis of the hermeneutic approach. Consequently, it is essential to study hermeneutics scientifically and to identify the factors influencing the process of preparing future teachers for professional activity.

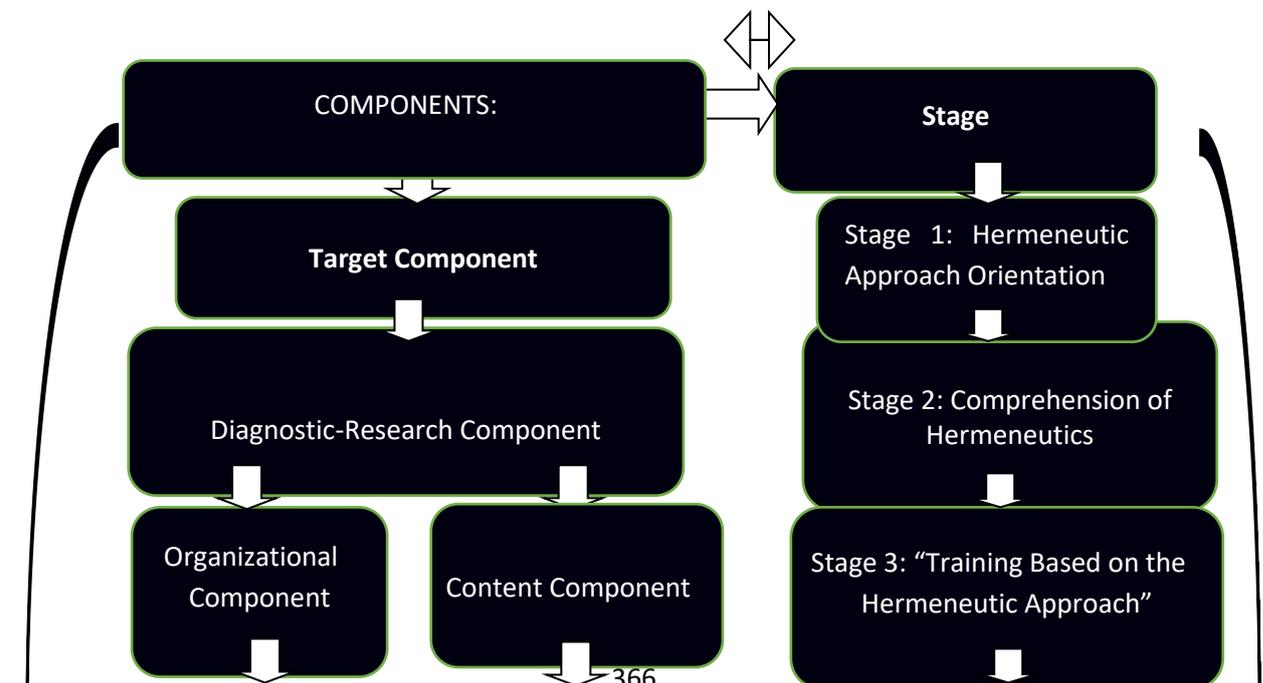
The components of preparing future teachers for professional activity within the hermeneutic approach primarily include students' ability to perceive and understand the true meaning of pedagogical activity. It is important to emphasize that students do not naturally and automatically comprehend the content of professional activity. Their ability to perceive, interpret, and explain must be developed gradually through systematic study, self-directed learning, and practice.

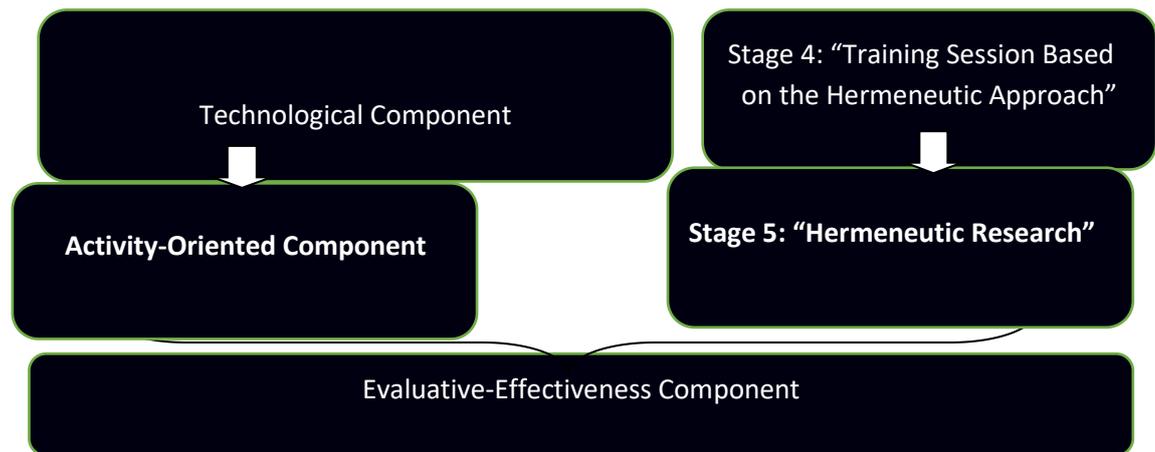
In fact, the main purpose of professional training is directly related to the requirements defined in the State Educational Standards, which prescribe professional norms and the acquisition of fundamental knowledge [8, p.92]. This process is implemented through a structured educational and training system based on clearly defined components as well as cognitive and affective (behavioral) objectives.

During the research process, theoretical and methodological approaches were applied to identify the structural components of preparing future teachers for professional pedagogical activity on the basis of the hermeneutic approach. Particular attention was given to the development of professional-pedagogical competences and the integration of special professional skills.

Figure

1. Structural components of preparing future teachers for professional activity within the hermeneutic approach





Below we focus on the content of the structural components of preparing future teachers for professional activity on the basis of the hermeneutic approach. This component reflects a prospective model of effective professional activity, taking into account the specific features of higher education institutions such as their status, the orientation of educational programs towards priority goals, the age of learners, type and rank of the institution, external resources, and strategic tasks in the training of professional personnel.

Relying on empirical, theoretical-methodological, and discursive analyses carried out within the scope of the research, special attention was paid to ensuring the interrelation of the elements of the key components in designing the structure of professional preparation of future teachers based on the hermeneutic approach.

As the main component, the **Target Component** ensures the achievement of effective results in the teacher's activity. It determines the content, procedural, and technological aspects of other components of the model.

Humanizing and optimizing the professional training of future teachers provides for the individual and personal development of participants in the educational process and supports their creative self-awareness. The general direction of implementing all structural parts in preparing for professional activity through the hermeneutic approach is defined as a set of authorial ideas and rules regarding the essence, goals, and objectives of the phenomenon under study in the conceptual framework.

The purpose of the hermeneutic approach is reflected in the tasks formed during the implementation of the **Diagnostic-Research Component**, which involves analyzing the conditions of professional training in a particular higher education institution. This component develops skills in identifying the most effective hermeneutic tools through the analysis of:

- pedagogical cooperation conditions (needs, interests, difficulties) from the perspective of students and teachers;
- the content of state educational standards, curricula, syllabi, textbooks, and teaching aids for a particular subject;
- the psychological and cultural readiness of students and teachers for professional pedagogical interaction;
- the resources of the educational institution (scientific-methodological, personnel, organizational, material-technical).

The **Content Component** includes planning and designing programs in various forms of the hermeneutic approach. Developing the content of hermeneutic lessons requires compliance with state educational standards of the studied subject. When designing extracurricular activities, students' needs and interests, as well as socially and personally significant problems, are taken into account. Thus, the professional preparation of future teachers is carried out through individual and personal self-determination.

The content component is closely related to the **Organizational Component**, which specifies the real content at the level of classroom and extracurricular interaction with students, as well as the selection of appropriate and effective forms.

The tools of the hermeneutic approach are manifested in short-term situations of hermeneutic cooperation during lectures or practical classes, in the explanation of the meaning of educational material, in dialogical interpretation of content, in providing psychophysiological support to participants, and in creating the necessary emotional environment. Hermeneutic classes may be included in the curriculum of a particular subject, taking into account meaningful and temporary objectives. When students' independent work is organized on the basis of the hermeneutic approach, it consists of developing questions, creative tasks, exercises, videos, literary sources, and a list of relevant topics.

Among future teachers, competencies of the hermeneutic approach (knowledge, skills, and professional pedagogical activity skills) are formed during seminars, special courses, and specialized practices [10, pp. 76–97]. As part of extracurricular activities with future teachers, it is possible to implement various forms of the hermeneutic approach, such as extracurricular classes and study circles. In addition, one-time events dedicated to the study of a particular topic or the comprehension and interpretation of specific texts may also be organized. A special form of the hermeneutic approach involves cooperation with students through social networks, which may include distance consultations, special discussions, debates, presentations on social media platforms, and more.

The technological component determines the professional quality of the teacher's activity on the basis of the hermeneutic approach. The purposeful organization of lessons based on the hermeneutic approach, along with the skillful integration of methodological sequences, ensures the technological specificity of the hermeneutic approach. Technological methods provide the necessary psychophysiological, socio-psychological, and other influences within the interactional field of the hermeneutic approach in preparing future teachers for professional activity. Within the framework of the technological component, the structure of classroom activities is implemented based on the professional ideas and objectives defined by the hermeneutic approach.

The activity-oriented component includes various forms of professional pedagogy, the implementation of feedback, and the timely introduction of adjustments into the content of work.

The evaluative-efficiency component encompasses the assessment of the quality of preparing future teachers for professional activity through the hermeneutic approach, based on the criteria of effectiveness. This is explained by the humanization of professional training, the facilitation of professional preparation of future teachers, and the development of individual creative growth. It also fosters the participants' creative self-awareness, understanding, and interpretative skills within the educational process.

As determining factors in preparing future teachers for professional pedagogical activity on the basis of the hermeneutic approach, the identification of such structural components ensures the creation of a necessary social environment that supports students' professional development. It also establishes favorable conditions for effectively carrying out educational, research, and practical activities in close connection with the learning process. Moreover, it contributes to the formation of a conscious attitude toward self-improvement in professional development.

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