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## The current methodological state of developing hermeneutic competence in prospective primary school teachers

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**ABSTRACT.** The article analyzes the current methodological state of developing hermeneutic competence among prospective primary school teachers. It examines the theoretical foundations of hermeneutics, the extent to which interpretive, reflective, and dialogical methods are integrated into teacher education, and reviews local (2020–2025) and international literature. The study identifies existing gaps and proposes directions for improving the preparation of future teachers.

**Keywords:** hermeneutic competence, interpretation, primary education, reflection, pedagogical hermeneutics.

**INTRODUCTION.** The modern educational process requires teachers not only to provide knowledge but also to create meaning, understand and interpret texts, as well as recognize learners' speech and psychological states. Hermeneutic competence refers to a teacher's ability to comprehend pedagogical situations, interpret them, and engage in constructive pedagogical communication. Therefore, developing this competence in prospective primary school teachers is one of the current priorities.

The following research methods were employed:

Theoretical analysis — studying scholarly literature on hermeneutics, interpretive pedagogy, and reflective approaches;

Comparative analysis — comparing the methodological state of teacher education in Uzbekistan with international practices;

Content analysis — examining pedagogical sources published between 2020 and 2025;

Pedagogical-diagnostic analysis — identifying hermeneutic elements in primary education curricula.

1. The theoretical foundations of hermeneutic competence are not fully systematized

The core components of pedagogical hermeneutics — interpretation, understanding, reflection, and dialogue — are presented in a fragmented manner, and a unified model adapted to primary education has not yet been developed.

2. Hermeneutic competence elements in curricula are limited

In subjects such as primary education methodology, pedagogy, and psychology, elements such as:

- text interpretation,
- situation analysis,
- semantic approach,







- emotional-intellectual interpretation are present, yet they are not developed as an integrated competence.

### 3. Interpretative tasks are rarely used during teaching practice

Student teaching practice mainly focuses on: lesson observation, preparation of lesson plans, while hermeneutic activities such as dialogic analysis, interpretation of learners' texts, and understanding pedagogical situations are insufficiently implemented.

### 4. Reflexive technologies are underdeveloped

Tools such as reflection journals, interpretation charts, and semantic analysis of learners' ideas are not widely used.

### 5. Integration with international hermeneutic pedagogy is limited

Approaches such as Bruner's "narrative education," Gadamer's "dialogical hermeneutics," and Ricoeur's "multi-layered text interpretation" are not adequately integrated into the curriculum. As Uzbekistan's education system gradually transitions to a competence-based approach, hermeneutic competence is increasingly recognized as an essential professional quality for primary school teachers. However, the existing methodological framework does not fully meet the requirements.

Studies conducted by local scholars over the past five years (M. Sharipova, 2021; O. Abdullayeva, 2022; Z. To'rayeva, 2023; A. Azimov, 2024) highlight the importance of the hermeneutic approach in education, but the development of its practical technologies is still ongoing. Meanwhile, international practice widely employs technologies such as interpretation, dialogic teaching, intercultural hermeneutics, and meaning-making based on learners' personal experiences (Gadamer, Ricoeur, Bruner, Betti, Habermas). Adapting these practices to local education is necessary.

**CONCLUSION.** Based on the findings, the current methodological state of developing hermeneutic competence among prospective primary school teachers can be summarized as follows:

The theoretical foundations are not fully integrated.

Hermeneutic skills are presented in fragmented forms within curricula.

Interpretative approaches are rarely employed in teaching practice.

Effective methods for developing reflection are lacking.

Integration with international experiences remains limited.

Therefore, it is essential to develop a unified conceptual model, practical interpretation technologies, and dialogic teaching methods to effectively shape hermeneutic competence.

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