



Pedagogical Problems Of Preparing Future Teachers For Professional Activity Based On A Hermeneutic Approach

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Eshnazarov Murad Karimovich

Doctoral Candidate in the Department Pedagogical Theory of History of Pedagogical Teaching, Termez State University, Uzbekistan

Abstract: This article provides information on the necessity of preparing future teachers for professional activity based on a hermeneutic approach, its specific pedagogical and psychological features, and associated pedagogical challenges. Within the framework of the study, the methodology and pedagogical issues of preparing future teachers for professional activity based on a hermeneutic approach are theoretically elucidated.

Keywords: Professional activity, teacher, State Educational Standard, problem-based education, upbringing, hermeneutic approach, interest, profession, guidance, component, diagnostic, exploratory, organizational, content-rich technological, activity-oriented, interest, motivation.

Introduction: The main goal of all knowledge acquired in the process of historical development is aimed at understanding man and his essence, and such disciplines as psychology and pedagogy are the products of this research. Despite the achievements and innovations made, today the study of human thinking and understanding processes remains a complex and difficult task. When we think about any thing or phenomenon, it is advisable to first understand its essence as clearly as possible. Therefore, the main task of modern education is to educate a person with high thinking who can meet the requirements of a rapidly developing society, who has positive and dialectical thinking skills, who can correctly perceive the content of events taking place in society, and who has high thinking.

LITERATURE ANALYSIS

“The rapid development of society in the process of globalization requires solving the problems of preparing future teachers for professional activity and thereby improving the quality of future education” [1,146]. The development of professional competencies of future teachers in higher education institutions based on hermeneutic approaches is a factor in achieving efficiency in the educational process. Today, it is important and relevant to introduce modern forms of organizing the educational process and constantly update its content, radically improve the quality of training specialists in higher education institutions, organize the pedagogical process on the basis of new pedagogical forms and methods, innovative ideas, and improve the professional education process. It is clear that the need to develop students' abilities to perceive, understand, and interpret allows for the formation of skills that develop under the influence of active interaction. This requires ensuring that the educational environment, teaching conditions, and methods in higher education institutions acquire an interactive character.

“One of the main tasks of the modern education system, which contributes to the modernization of the education system and its full adaptation to the capabilities of the individual, is to establish and develop the qualities of initiative, independence, and creativity in learners” [3,5]. From this perspective, one of the main conditions for modernizing the system of training specialists and ensuring the effectiveness of pedagogical activity is to develop a creative approach to professional activity in them.

To this end, it is necessary, first of all, to theoretically and practically implement the methodological, didactic and methodological functions of organizing the professional knowledge of future teachers, increasing the level of professional training based on a hermeneutic approach, to create educational and methodological complexes in order to organize the employment of graduates of higher education institutions through the formation of professional knowledge and to apply them to the educational process, to develop and introduce vocational guidance technology for future teachers, to conduct tests and experiments using the developed methods and to develop and introduce into the educational process a methodology for organizing professional activity based on a hermeneutic approach. The problem of improving the professional knowledge, skills and qualifications of higher education students, ensuring the continuity of education and professional activity, increasing the effectiveness of educational work, and improving the preparation of future specialists for professional

activity requires theoretical and methodological approaches [5,51-52]. It is necessary to develop the personality of students in educational institutions, to form professional knowledge and skills that meet the requirements of the labor market, and to provide students with sufficient professional knowledge and skills to conduct their work in educational institutions at the required level, taking into account the changing needs of the individual, the state and society.

METHODOLOGY

As a result of scientific research conducted within the framework of the study, the causes of the following problems were identified;

- 1) the qualification requirements for the training of teachers and pedagogical staff in the higher education system did not specify specific holistic requirements for students' comprehension, understanding and interpretation of the text;
- 2) the didactic and educational possibilities of the hermeneutic approach were not used in preparing for professional activity;
- 3) as a result of the analysis of the theory of professional adaptation of future teachers based on the hermeneutic approach, its scientific and theoretical foundations were not studied;
- 4) there is a need to improve the content of training future teachers for professional activity based on a hermeneutic approach at the level of modern professional requirements and proposals that are imposed on the personality of a pedagogical specialist;
- 5) the need to establish a hermeneutic approach to the organization of the educational process in the preparation of future teachers for professional activity and the lack of pedagogical conditions, the factors that effectively affect the preparation of specialists for professional activity based on a hermeneutic approach have not been identified;
6. It has been proven that creating educational methodological complexes with a new content, introducing innovative forms and methods of teaching into the educational process, and establishing a systematic monitoring process are of great importance in improving students' perception, knowledge, understanding and logical observation skills, developing their professional and creative abilities, and forming professional training.

The organization of modern education in higher education institutions, “the development of knowledge and skills of trained specialists, the consideration of the problems of preparing the young generation for professional activity with intellectual thinking, logical analysis and observation is carried out on the basis of a

hermeneutic approach" [6, 5].

The issue of the development of professional qualities, which is the main factor in the effective implementation of professional activity, the successful acquisition of professional knowledge and skills, is one of the important tasks within the framework of the research. Professional qualities are one of the important factors of the success of pedagogical activity, and they are characterized by such aspects as "goal-seeking; determination; ability to distribute attention; diligence; observation; development of pedagogical tact and pedagogical imagination; social activity; initiative; setting a personal example; direct contribution to the further enrichment of universal and national values" [7, 8-9]. The formation of professional qualities allows for emotional unity with students, the creation of a communicative system and a positive climate in the lesson, as well as the successful implementation of pedagogical tasks.

Researchers L.M. Mitina and O.V. Kuzmenkova in their research formulate the concept of professional development of a teacher, explain its socially significant aspects, and in this regard, highlight a number of significant factors affecting the professional training of a teacher. In particular, researchers recognize that one of the important factors influencing the process of professional adaptation of future teachers is "the growth, formation, integration of professionally significant personal qualities and abilities, professional knowledge and skills, and their practical application in pedagogical work, but they consider the internal motivation of the person, which ensures successful work in professional activity, and his orientation to the pedagogical profession as the main factor" [8,174-175]. In this case, they scientifically justify the fact that the process of professional adaptation should be organized directly based on the capabilities and needs of the person. However, in these scientific research works, the organizational pedagogical foundations of establishing professional and pedagogical activity from the point of view of preparing future teachers for professional activity have not yet been specifically studied on the basis of a hermeneutic approach. Socio-economic development, reforms implemented in the education system require a hermeneutic approach to preparing future teachers for professional activity and improving their pedagogical skills. Therefore, we consider it appropriate to prepare future teachers for professional activity and improve their pedagogical skills based on a hermeneutic approach:

-strengthening social and pedagogical requirements for preparing future teachers for professional activity and improving their professional skills;

-further improving their professional activities in the training of specialist personnel;

-regular use of information technologies in professional pedagogical activity;

-information services that illuminate the essence of innovative educational concepts, pedagogy, psychology and vocational education;

-conditions, factors for developing logical thinking, perception, understanding and analysis skills;

-the spiritual and moral image of a modern teacher, emotional and general pedagogical culture, social pedagogical activity, requirements for pedagogical skills;

-acquiring theoretical and practical knowledge of pedagogical technologies;

-being able to choose the optimal methods and techniques of pedagogical technologies that ensure the results of achieving pedagogical goals;

-achieving an understanding of the essence of the content of the hermeneutic approach that ensures the purposeful and effective organization of the educational process by future teachers;

-forming the skills to achieve high levels of professional mastery and apply them in pedagogical activities;

-developing pedagogical thinking, logical reasoning, comprehension, understanding, and explanatory skills;

-formation of skills for active socio-pedagogical activity;

-improvement of personal and professional self-awareness, understanding and explanatory skills;

-ensuring compliance with humane and democratic principles in the educational process, etc. Therefore, we believe that the implementation of these tasks depends, first of all, on understanding the content of professional and pedagogical activity of personnel preparing for pedagogical activity in higher educational institutions, and on the implementation of training for professional activity based on scientific and pedagogical teachings and an acmeological approach. Based on this situation, it is possible to increase the indicators of professional orientation, qualification requirements set by employers, and professional levels (grades), "to determine the effective professional formation of higher education students, their creative attitude and conscious approach to professional activity and production, and to ensure their maturation into adults as well-rounded individuals. From the identified indicators, it can be concluded that special attention should be paid to the development of professional qualifications and preparation for professional activity of future specialists [9,76-97]. Also, the process of professional formation is complex, requiring a number

of psychological, acmeological and pedagogical conditions and factors. This problem has not yet been fully reflected in research.

The full orientation of future teachers' professional knowledge, skills and qualifications, professional (spiritual, personal and physical) capabilities and professional qualities to the effectiveness of their activities is considered one of the necessary conditions for professional adaptation. In this process, the individuality of the person is studied as one of the important criteria.

RESULTS

According to the results of the analysis of studies on the preparation of future teachers for educational activities in our study, the following approaches were found to be significant: person-oriented, technological, value-based, competency-based and hermeneutic. Taking into account international experience in the higher education system, improving the quality of training future teachers for professional activity based on a hermeneutic approach, improving the professional and pedagogical potential of future teachers and improving technologies in education, taking into account that training for professional pedagogical activity based on a hermeneutic approach has a worthy place in world education, scientific research works in this area were analyzed and the following problems were identified:

"firstly, the lack of full understanding of the environment for training future teachers for professional activity, methods, tools and processes of its organization,

secondly, the dispersion nature of the hermeneutic approach among future teachers: insufficient imagination about the integration of pedagogical and information technologies, the integration of knowledge about pedagogical and professional activity, the organization of curricular and extracurricular activities and pedagogical practice processes based on a hermeneutic approach,

thirdly, the lack of "The existence of problems such as the lack of a hermeneutic approach in future pedagogical activities, the lack of methodological developments that reveal the dispersive nature of professional activity and its organization" [10, 16-18].

From the issues studied above, it can be concluded that special attention should be paid to the issue of improving the professional knowledge and skills of future specialists, developing logical thinking and comprehension skills, and forming professional thinking. Also, the process of professional understanding, comprehension, and analysis is

complex and requires a number of psychological, pedagogical, and hermeneutic conditions and factors. This problem has not yet been fully reflected in research.

CONCLUSION

In conclusion, the development of professional qualities, which is a key factor in the effective implementation of professional activities by future teachers, the successful acquisition of professional knowledge and skills, is one of the important tasks within the framework of the study. Usually, in preparing future teachers for professional activity, it is advisable to approach them based on their objective capabilities, and to identify the individual's capabilities in accordance with the requirements of the chosen profession and activity. Therefore, it would be appropriate to pay special attention to the development of the professional capabilities of future specialists based on the theoretical aspects of the hermeneutic approach methodology in preparing future teachers for professional activity.

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