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Principles Of Interconformity Between Hermeneutic Pedagogy And Psychology

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Abstract: This article discusses the relationship and principles of hermeneutic pedagogy and psychology. It also presents effective pedagogical conditions for the formation of moral and ethical competencies of a teacher.

Keywords: Hermeneutic basis, communicativeness, linguistic competence, oratory skills, effectiveness, pedagogical process, language tactics, professional development, academic speech, sermon, exhortation, martial arts, strategy, spiritual education, rhetoric, reflection, influential mechanism, continuing education, oratory, oratory skills, hermeneutics.

Introduction: The broad scope of the research work is also closely related to the field of pedagogy. Considerations on the relationship and principles of hermeneutic pedagogy and psychology are also relevant. In today's era of globalization, there is an increasing need to understand a person not just as an object of knowledge, but as a meaningful, rich inner world. Deep understanding of a person's inner feelings, emotions, values, and spiritual experience in the process of education is becoming the main goal of modern pedagogy and psychology.

From this point of view, hermeneutics - that is, the art of human perception, understanding and interpretation of meanings - is becoming an important methodological basis for pedagogical and psychological practice. The hermeneutic approach sees the dialogue between teacher and student not as a one-way transfer of information, but as a process of mutual understanding, interpretation and spiritual growth.

Also, hermeneutics, used in harmony with psychological analysis, expands the possibilities of understanding and

expressing the inner world of a person, his mental state, and himself. This allows for more effective implementation of aspects such as humane education, empathetic listening, and spiritual and moral upbringing. As a result, the harmony of hermeneutic pedagogy and psychology has an important theoretical and practical significance in understanding a person as a person in the educational process, strengthening an individual approach to him, developing a culture of communication, and achieving spiritual maturity.

METHOD

With the emergence of serious problems in education, most traditional concepts and values in education have undergone a process of reassessment in society. This has led to the need to understand and reconsider the conceptual values and priorities of pedagogical education. The formation of new moral values as a result of socio-economic processes and the ideological diversity of society, the widening gap between generations, have pushed the issues of "the need for cultural and emotional communication between generations and preparing children for life" to the background. It is no secret that the values of a teacher have acquired a new meaning, and rather than being a profession that is important for society, they mean only having a higher education diploma. The fact that modern children see a teacher not as a source of knowledge, skills and life experience, but as a tool that helps in obtaining information, is also confirmed in the education systems of foreign countries.

Hermeneutics is the art of understanding and interpreting human thought, speech, text, or action, and has long been an important area of philosophical thought. Its main concepts - understanding (understanding), interpretation (explanation), and context (thematic environment) - serve to deepen the understanding of the human psyche in the educational process.

Hermeneutic pedagogy refers to organizing the learning process not simply as a transfer of knowledge, but as a process of understanding a person, a joint search for meaning. Its main goal is to understand the subjective experience, inner world of the student and to influence him spiritually and intellectually.

In this approach, the teacher moves beyond the traditional role of "source of knowledge" to become a facilitator, guide, and participant in the interpretive process. He or she listens to the students' thoughts, pays attention to their feelings, and helps the students understand themselves.

In the process of hermeneutic pedagogy, the student becomes not a passive listener, but an active interlocutor. Each student has the opportunity to

analyze his life experience, to connect it with the content being studied. Thus, the educational process is manifested as an integral unity of human understanding, interpretation and self-realization.

Therefore, it is appropriate to briefly touch upon the place of psychology in hermeneutic pedagogy.

Psychology, as a science that studies the spiritual world, behavior, and thought processes of a person, strengthens the theoretical and practical basis of hermeneutic pedagogy. Without a deep study of the personal characteristics of a student in the educational process, it is impossible to fully understand him or to exert the correct pedagogical influence on him.

Psychology helps the teacher to identify individual aspects of each student, such as character, temperament, abilities, motivation. This makes the hermeneutic approach more effective, because the teacher takes into account the internal state of mind and the style of self-expression of the student in communication with him.

In addition, taking into account the age characteristics of the student is one of the important principles of hermeneutic pedagogy. At each age, a person perceives himself and the world differently. Therefore, the teacher should use methods appropriate to their level of psychological preparation in the interpretation process.

Providing psychological support and counseling in the educational environment alleviates students' internal conflicts, facilitates self-awareness and social adaptation. This process strengthens the spirit of mutual trust, respect, and cooperation between teacher and student.

As a result, hermeneutic pedagogy, enriched with a psychological approach, creates a humanistic, dialogic, interpretive model of education. In such education, the student becomes not only a possessor of knowledge, but also a self-discovering subject as a spiritual and intellectual being.

The problem of training competent teachers in the modern educational space requires an understanding of the concept of pedagogy based on the "ethical-humanitarian approach to competence". The hermeneutic approach in didactics directly addresses the problem of developing personal meanings and values of pedagogical activity. The logic of forming and developing ethical competencies allows the teacher to apply knowledge and experience in teaching, while at the same time requiring philosophical reflection on ways of understanding reality, reflecting on the role of cultural traditions and spiritual and moral principles.

The basic principles of hermeneutic pedagogy and

psychology provide the following as the foundations that allow for increasing the effectiveness of the modern educational process:

- reflective analysis of the conditions of understanding;
- a multi-level system of intersubjective relationships;
- communication methodology of knowledge acquisition;
- priority of understanding over knowledge;
- effective organization of the educational process.

In accordance with modern requirements, in our opinion, a new type of teacher must possess moral and ethical competencies, which include the ability to communicate, convey emotional and value experience to the younger generation, understand and teach them new moral norms. All this includes the ability to work in multitasking conditions in the information society, create a personal situation for social development and the restoration of knowledge.

Effective pedagogical conditions for the formation of a teacher's moral and ethical competencies include:

- develop a value-based attitude towards the profession; implement psychological and pedagogical integration, correctly combine subject and methodological knowledge;
- involving the teacher in active creative interaction in the "teacher-student" system; developing social partnership between teachers, parents and students in educational institutions;
- creating a diverse social and cultural space that expands the "field of understanding" of the profession;
- methodological management of the educational process of future teachers.

The educational process is not just about imparting knowledge, but also about helping the student understand himself, understand the world, and develop as a person. This is related to the psyche of the individual. To understand the human psyche, one must take into account his life experience, values, and goals, of course.

Based on the above information, it is also appropriate to provide these comments in the form of an attachment.

When hermeneutic pedagogy and psychology are combined, a system of complementary principles is formed in the process of understanding a person and assisting his personal development. These principles serve to create an atmosphere of communication, understanding, and mutual trust between teacher and student.

First of all, the hermeneutic approach is based on the recognition of the uniqueness and unique experience of each person. Each student is distinguished by his or her own way of thinking, feelings, and worldview. Therefore, the teacher seeks to understand the student not on the basis of general patterns, but taking into account his or her personal worldview and life experience. This principle is the basis of humanism and psychological sensitivity.

Secondly, the educational process is effective only when it is organized not as a one-sided lecture, but as a process of mutual dialogue and interpretation. The establishment of an open, sincere and trusting dialogue between the teacher and the student encourages the student to express his opinion freely. This principle creates a psychologically safe educational environment in which the student feels valued and heard.

Third, hermeneutics seeks meaning not only in words, but also in context - that is, in the living environment, family and social experience of the individual. Therefore, in order to fully understand the student, the educator must take into account his social conditions, cultural values, family environment. This approach forms an individual, empathetic and fair attitude towards the student.

Fourth, hermeneutic pedagogy directs the student not to memorize ready-made knowledge, but to interpret and analyze his own experience. The teacher creates an opportunity for the student to understand reality in his own way, give it meaning, and justify his own opinion. This process psychologically develops the student's thinking, confidence in his own opinion, and independent decision-making skills. The goal of hermeneutic pedagogy is not to fill the individual with external knowledge, but to discover his internal capabilities. Therefore, the teacher should help the student understand his strengths and weaknesses, abilities and needs. This process increases the student's self-esteem, independent thinking, and social activity.

Fifth, empathy - the ability to understand and sympathize with the feelings of others - should be developed in every teacher. In psychology, this process is considered the foundation of mutual trust and spiritual closeness. In hermeneutic pedagogy, empathy ensures that the teacher pays sincere attention to the student, enters his inner world and chooses a pedagogical approach that is appropriate for him. As a result of an empathetic approach, the student feels valued, and the teacher is able to ensure spiritual, moral and cognitive harmony in the educational process.

Now let's reflect on ways to put the harmony of hermeneutic pedagogy and psychology into practice.

The practical application of the theoretical aspects of

the harmony of hermeneutic pedagogy and psychology plays a decisive role in increasing the effectiveness of the educational process. Such an approach allows for a deep understanding of the student's personality, contributing to his spiritual and moral development.

First, to put the hermeneutic approach into practice, it is important to use interactive methods in the lesson process - such as discussion, conversation, project-based learning, role-playing games, group analysis. These methods activate the student's personal experience, encourage him to express his opinion, argue, and defend his point of view. Through this, the student not only acquires knowledge, but also develops the skills of understanding, interpretation, and self-expression.

Secondly, it is necessary to organize lessons taking into account the individual characteristics of students. Each student has psychological and personal differences. Hermeneutic pedagogy requires organizing education taking into account these individual characteristics. If the teacher selects tasks during the lesson that are appropriate for the temperament, motivation, cognitive style and social activity of students, their participation and level of mastery will increase significantly. Such an approach is the main condition for person-centered education and ensures a psychologically healthy environment.

Thirdly, it is important to increase the psychological literacy of teachers. Hermeneutic pedagogy requires not only pedagogical, but also psychological sensitivity and empathetic thinking from the teacher. Therefore, it is necessary to increase the psychological literacy of teachers - to give them deeper knowledge in issues such as understanding the mental state of students, stress, motivation, communication, emotional intelligence. For this purpose, the organization of advanced training courses, trainings and seminars will allow teachers to harmoniously apply hermeneutic and psychological approaches in their work.

Fourth, it is necessary to establish a psychological service in schools. Establishing a psychological service in educational institutions is the most important condition for the systematic implementation of hermeneutic and psychological harmony. The school psychologist plays the role of a mediator in the formation of mental balance, a culture of communication and mutual trust between teachers and students. The psychological service also advises students on self-awareness, problem solving, and maintaining emotional stability. This contributes not only to individual development, but also to the health and human nature of the entire educational environment.

CONCLUSION

The harmony of hermeneutic pedagogy and psychology forms an approach in the modern education system based on the principles of humanism, empathy, and a deep understanding of the individual. This harmony makes it possible not only to impart knowledge in the educational process, but also to understand the inner world of a person, interpret his personal experience, and promote spiritual development.

First, the combined use of hermeneutic and psychological approaches is an important factor in improving the quality and effectiveness of education. In the process of communication with the student, the teacher creates an atmosphere of mutual understanding and trust, taking into account his thoughts, feelings and needs.

Secondly, the educational process based on these principles serves the personal development of students, their self-awareness, independent thinking and social activity. The hermeneutic approach educates the student not as a learner, but as an active person who interprets the meaning of his life and discovers himself.

Thirdly, the practical application of the combination of hermeneutic pedagogy and psychology will be more effective through increasing the psychological literacy of teachers, the widespread introduction of interactive methods, and the improvement of psychological services in educational institutions.

Therefore, in the future, further studying this topic, developing it based on practical experience, and widely implementing it in pedagogical practice will remain one of the urgent tasks of the modern education system.

Rather than providing knowledge or solving psychological problems, they aim to help the person understand himself, understand the world, and develop as a person. These approaches are based on the principles of dialogue, interpretation, context, self-awareness, and practice.

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