

The Linguo-Hermeneutic Approach in Mother Tongue Education: The Semantic Potential of Linguistic Units and An Algorithm for Integrated Lessons

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Abstract: This article provides a comprehensive investigation into the role and significance of the linguo-hermeneutic approach in integrating the philological and methodological training of future primary school teachers within the contemporary pedagogical education system. The linguo-hermeneutic approach posits that linguistic units should be interpreted not as traditional static templates or dry formal structures, but as dynamic vehicles that uncover the author's intent, subtext, and the socio-cultural spirit of the era. The primary objective of this study is to systematize the multi-layered meaning-making potential of words, morphological markers, and syntactic structures within textual frameworks, and to scientifically substantiate a five-stage linguo-hermeneutic algorithm model that bridges "Mother Tongue" and "Reading Literacy" lessons in higher education.

Keywords: Linguo-hermeneutics, connotative semantics, subtext, hermeneutic circle, fusion of horizons, pre-interpretation, reflexive analysis, pedagogical forecasting, interpretative tolerance, literary provocation, integrated education.

Introduction: In the contemporary educational landscape, the paradigm of language instruction is shifting from the rote memorization of orthographic or punctuational rules toward developing core competencies in textual engagement, communication, and the analysis of hidden meanings embedded within information layers. From this perspective, the hermeneutic approach in mother tongue education brings to the forefront the necessity of studying linguistic units as living, dynamic instruments rather than mere mechanical frameworks. Linguo-hermeneutics demonstrates that behind every grammatical element lies a specific intentionality and subjective worldview of the author.

The theoretical and methodological cornerstone of this field traces back to Wilhelm von Humboldt's fundamental proposition that "Language is not a dead product (Ergon), but a continuous, recurring activity of the spirit (Energiea)" [2]. Consequently, every choice of word, morphological affix, or syntactic construction directly reflects the author's inner emotions and

linguistic cognition. However, a traditional divide persists in higher pedagogical education between philological analysis (linguistic rules) and pedagogical-methodological analysis (the technology of explaining a text to a child). A future teacher cannot foster a child's ability to read for deeper meaning unless they deeply grasp the text's essence philologically themselves. This gap establishes the urgency of this study, highlighting the need to unlock the hermeneutic potential of linguistic units and operationalize it into a structured classroom algorithm.

METHODS

To establish the methodological framework for cultivating the linguo-hermeneutic competence of future primary school teachers, a combination of dialectical logic and systemic-structural approaches was employed. The research methodology is organized around three primary pathways:

1. The Principle of Hierarchical Language Analysis ("Bottom-Up" and "Top-Down"): Drawing upon the principles of didactically systematizing textbook

materials outlined by R. Safarova [3], linguo-hermeneutic analysis was designed as a bidirectional movement. In the "Bottom-Up" direction, analysis proceeds from the morphemic structure and lexical meaning of a word up toward the global theme of the text. Conversely, the "Top-Down" direction begins with the overarching conceptual theme to justify why the author selected a specific linguistic unit to convey that meaning.

2. Semantic-Connotative and Contextual Analysis: Beyond mapping the denotative (literal) meanings of words within a text, their contextual-situational connotations, symbolism, and metaphorical nature were extracted and categorized.

3. Pedagogical Forecasting (Prognostic Modeling): During the lesson design phase, future teachers modeled potential "comprehension barriers" (hermeneutic crises) that primary school students might encounter due to intellectual and age-specific factors. This allowed students to predict which words or phrases would challenge young learners and to preemptively design methodological interventions [4].

RESULTS

Theoretical and experimental investigations conducted within the scope of this study resulted in the systematization of the multi-layered meaning-making capacities of linguistic units across different levels of language hierarchy.

1. The Hermeneutic Nature and Potential of Language Hierarchy Units

The findings indicate that within a linguo-hermeneutic approach, each language level carries a distinct conceptual and interpretive load:

- The Lexical Level (The Word): Rather than serving as a simple nominative unit, the word acts as a "concentrate" of national-cultural experience and a "semantic core" carrying the author's subjectivity. As H.-G. Gadamer observed, beauty and truth reside within the intrinsic essence of the word [1]. In contextual analysis, a single word (e.g., path, sun, shadow) serves as the baseline for profound philosophical and axiological interpretations based on the author's intent.

- The Grammatical Level (Morphology and Syntax): Affixes and sentence types steer the emotional intonation of a text. A sharp shift in verb tenses signals temporal dynamics, while interrogative or rhetorical sentences reveal the author's internal doubts and inquiries, infusing the text with "aliveness."

- The Textual Level: The text is not a mechanical assembly of linguistic units, but a semantic integrity where all parts are bound together within an interconnected hermeneutic circle.

2. The Linguo-Hermeneutic Analysis Algorithm for Integrated Lessons

A universal 5-stage linguo-hermeneutic algorithm was developed to enable future teachers to seamlessly integrate "Mother Tongue" (linguistic rules) and "Reading Literacy" (deep critical thinking) within a single instructional framework.

No	Stage Name	Objective and Core Content	Practical-Pedagogical Actions and Heuristic Prompts
1	Pre-Interpretation	Formulating primary hypotheses and predictions before reading the text.	The title, genre, and background of the author are analyzed. Prompts like <i>"Based on the title, what do you predict this text will be about?"</i> activate the student's "pre-understanding" (prior life experiences).

No	Stage Name	Objective and Core Content	Practical- Pedagogical Actions and Heuristic Prompts
2	Linguistic (Semantic) Analysis	Unpacking the linguistic and lexical shell of the text, guided by Paul Ricoeur's maxim: <i>"The path to meaning runs through words."</i>	Unfamiliar vocabulary and figurative expressions are decoded. Grammatical elements (pronouns, case markers) are evaluated to determine how they signal the author's stance.
3	Reflexive Analysis (Existential Understanding)	Confronting the textual content with the student's inner "Self" and moral principles.	A "fusion of horizons" occurs. Questions such as <i>"How does this reality connect to my personal life or our society?"</i> transform the text's core theme into an internalized personal value.
4	Methodological Interpretation (Explanation)	Designing strategies by the future teacher to unpack the discovered meaning for primary school learners.	Philological complexities are adapted to match the developmental age of children. A structured system of questions is designed based on the principles of the hermeneutic circle.

No	Stage Name	Objective and Core Content	Practical- Pedagogical Actions and Heuristic Prompts
5	Creative Synthesis	Generating a new, subjective, and unique product of meaning at the conclusion of the analysis.	Guided by the literary-linguistic analysis, students produce creative essays, alternate endings, or critical reviews. Literacy skills seamlessly merge with textual comprehension.

DISCUSSION

The implementation of this system and lesson algorithm demonstrated that the linguo-hermeneutic approach successfully fulfills three fundamental methodological functions within higher pedagogical education:

1. The Exegetical Function: The competence to explain ambiguous or complex textual passages using concrete grammatical and linguistic evidence rather than speculative guesswork.
2. The Creative-Interpretative Function: The ability to step outside rigid, predefined templates and utilize the unique potential of linguistic units to scientifically substantiate alternative interpretations of a text.
3. The Linguo-Didactic Function: Preparing future educators to cultivate skills in young learners to read texts "meaning-by-meaning" rather than mechanically decoding them word-by-word [3].

Furthermore, four systemic factors that elevate the hermeneutic capacity of future primary school teachers during their methodological training must be addressed:

- Pedagogical Forecasting (Prognostic Analysis): A professional educator must view a text not just as a researcher, but through the prism of a child's worldview. Prior to entering the classroom, the teacher forecasts potential "non-understanding nodes" (hermeneutic barriers) and designs methodological bridges to bypass them [4].
- The Synthesis of Philological and Pedagogical

Understanding: As L.S. Podymova and V.A. Slastenin note, pedagogical innovation and practice constitute a complex intellectual process directed toward understanding the inner world of another person and the essence of the communicative subject (the text) [4]. The student analyzes the text with the rigor of a philologist but delivers it with the accessibility of a pedagogue-hermeneutist.

- The Hermeneutic Communicative Environment and "Interpretative Tolerance": Establishing a space for free expression and diverse interpretation is vital. If a child's unique point of view is immediately dismissed, classroom dialogue dies. In this regard, the "literary provocation" method recommended by S. Saidov—intentionally introducing a controversial or paradoxical stance regarding the text's theme—compels students and young learners to defend their positions using linguistic evidence [5].

- The Reflexive-Evaluative Factor: Shifting the instructional focus from a traditional, egocentric stance ("Did I explain all the grammar rules during the lesson?") to a results-oriented, reflective stance ("How did the student's linguistic cognition evolve, and what new personal meaning did they extract from the text?").

CONCLUSION

The findings of this study demonstrate that integrating the instruction of "Mother Tongue" and "Reading Literacy" within higher education establishes a highly resilient foundation for the professional competence of future teachers. While the system of philological knowledge (linguistic rules) provides the structural

skeleton of the text, hermeneutic-pedagogical technologies (pedagogy) animate this skeleton, transforming it into a living site of dialogue and meaning for both the teacher and the pupil.

The systematic application of the developed 5-stage algorithm and prognostic factors significantly improves the efficiency of training a new generation of educators capable of guiding school environments away from rote memorization toward deep philosophical and axiological comprehension.

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