

The Theoretical and Methodological Foundations of The Pedagogical Model: The Role of The Hermeneutic Approach in Education and The Conceptual Apparatus of The Model



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Received: 18 March 2026; **Accepted:** 05 April 2026; **Published:** 30 April 2026

Abstract: This article examines the role and significance of the hermeneutic approach in enhancing the professional training of future teachers within the contemporary educational paradigm. The study aims to develop a comprehensive pedagogical model for fostering the hermeneutic competence of future primary school teachers and to elucidate its methodological foundations, specifically through the framework of "Mother Tongue and Reading Literacy" lessons. The research utilizes the method of structural-functional modeling alongside foundational conceptual frameworks such as the hermeneutic circle, pre-understanding, and the fusion of horizons. As a result of the study, a pedagogical model comprising four structural blocks (target, content, procedural, and result-criteria) designed to cultivate hermeneutic competence was established, and five fundamental pedagogical conditions for its effective implementation in higher education institutions were systematized. The paper highlights the informational, aesthetic, and axiological functions of texts within new-generation textbooks, demonstrating that the findings significantly contribute to advancing future educators' textual analysis skills and dialogic communication culture.

Keywords: Hermeneutic approach, hermeneutic competence, pedagogical model, reading literacy, hermeneutic circle, fusion of horizons, pre-understanding, interpretation, subject-to-subject relationships.

Introduction: In the contemporary paradigm of pedagogical education, the professional training of future teachers is no longer confined to the mere acquisition of specific subject-matter knowledge, skills, and abilities. In today's information-driven society, a teacher must possess the capacity to deeply comprehend information and texts, interpret them independently, and systematically convey this meaning to learners. This imperative highlights the urgency of developing hermeneutic competence within the pedagogical education system. Hermeneutics (from the Greek *hermeneutikos* — meaning to explain or interpret) serves as the methodological foundation of science, exploring the art and theory of textual understanding.

The philosophical underpinnings of the hermeneutic

approach in education are rooted in the ideas of thinkers such as F. Schleiermacher, W. Dilthey, M. Heidegger, and H.-G. Gadamer. Notably, H.-G. Gadamer, in his seminal work *Truth and Method*, posited that the process of understanding is the very foundation of human existence and the primary mode of being [1]. For a future teacher, hermeneutics is not merely a technique for textual analysis, but an intellectual and humanistic tool for engaging in subject-to-subject relationships with students.

In the research of A.F. Zakirova, pedagogical hermeneutics is characterized as the process of "entering into a dialogue with the text and searching for personal meaning within it" [2]. In this study, the hermeneutic competence of future primary school teachers is examined through the lens of their ability to

comprehend and interpret the linguistic, aesthetic, and philosophical integrity of texts within "Mother Tongue and Reading Literacy" lessons.

METHODS

To develop the hermeneutic competence of future teachers, this study utilizes the method of structural-functional modeling. In designing the pedagogical model, the foundational conceptual apparatus of hermeneutics and philosophy was adopted as the methodological framework:

- The Hermeneutic Circle: The principle that understanding an individual part of a text requires an understanding of the whole text, and conversely, understanding the whole text necessitates analyzing each of its constituent parts [6].
- Pre-understanding (Predponimanie): The student's reservoir of personal life experience, values, and knowledge prior to engaging with the text [5].

– The Fusion of Horizons (Verschmelzung der Horizonte): The intersection and dialogue between the historical-cultural worldview of the author (the horizon of the text) and the contemporary worldview of the student (the horizon of the reader), resulting in the generation of new meaning [3, 7].

Based on these principles, the educational materials of the "Mother Tongue and Reading Literacy" curriculum — specifically the texts in new-generation textbooks (literary, popular-science, and axiological) — were analyzed to establish mechanisms for the step-by-step development of students' interpretative activities.

RESULTS

As a result of the study, a component-based pedagogical model for developing the hermeneutic competence of future teachers was developed. The model comprises four interconnected functional blocks:

Block Name	Components and Functional Responsibilities
Target Block	Awakening motivation in future teachers to understand themselves and the world through reading. The primary emphasis is placed on the "Text — Human — Text" relationship.
Content Block	Encompasses the hermeneutic potential of the "Mother Tongue and Reading Literacy" discipline. Studying the grammatical structure of the text (linguistic stage) integrates with revealing its semantic layers (existential stage).
Procedural Block	A three-stage technological mechanism for text examination: 1. Semantic analysis: Determining lexical meanings. 2. Reflexive analysis: Comparing textual reality with personal experience. 3. Interpretation: Creating a "pedagogical version" of the text.
Result-Criteria Block	A set of indicators to determine the level of competence formation: cognitive, affective, and reflexive criteria.

To ensure the viability of the model, five fundamental pedagogical conditions to be implemented within the higher pedagogical education environment were identified and systematized:

- Subject-to-Subject Relationships: Shifting from authoritarian teaching styles to a dialogic environment in the classroom. The instructor acts as a co-researcher [8].
- System of Hermeneutic Tasks: Introducing heuristic questions such as "What hidden meaning did the author embed beneath this word?" or "What does the silence (pause) in the text signify?" [9].
- Interdisciplinary Integration: Ensuring the intersection

of linguistics (etymology), history (historical context), and philosophy (core idea) during textual analysis.

- Pedagogical Support: Guiding students to substantiate their personal interpretations using the formula "in my opinion," backed by textual evidence.
- Media-Hermeneutics: Comparatively decoding texts across print, visual, and audio formats (such as film adaptations or audio versions).

DISCUSSION

The findings indicate that the hermeneutic competence of future teachers is not merely an accumulation of knowledge, but a complex phenomenon with a distinct pedagogical-psychological structure.

Reflexivity and Subjective Experience: As noted by O.Yu. Frolovskaya, hermeneutic reflexivity is the individual's observation and evaluation of their own cognitive operations during the process of assimilating textual meaning [5]. The student's 'pre-understanding' infuses the interpretation with professional and personal authenticity.

Pedagogical Interpretation of Principles: In the educational process, the principle of the hermeneutic circle ensures a spiral movement along the 'word – sentence – text – context' chain [6]. Meanwhile, the fusion of horizons allows classical texts to be treated not simply as historical monuments, but as living sources capable of addressing contemporary issues [7]. As M. Bakhtin asserted, the text is a 'zone of dialogic relations.' If a teacher can hear the 'inner voice' of a text, they will be prepared to understand the inner voice of their students in the classroom.

An analysis of the new-generation "Mother Tongue and Reading Literacy" textbooks reveals that the functional capabilities of texts manifest in three distinct dimensions:

– **Information-Cognitive Function:** Decoding popular-science texts and transforming them pedagogically into a simplified yet structurally intact format suitable for primary school students [10].

– **Aesthetic-Literary Function:** Influencing the emotional world of students through symbols, metaphors, and imagery found in fairy tales, stories, and poems [11]. As Q. Yo'ldoshev emphasizes, literary analysis and engagement with evocative words develop students' capacity to navigate polysemy and foster critical thinking [4, 10].

– **Moral-Axiological Function:** Identifying ethical dilemmas within the text and linking them to the internal 'Self' to build core human values.

CONCLUSION

Based on the research findings, the effectiveness of the developed model was evaluated using the following final criteria:

– **Autonomy:** The student's ability to independently generate meaning without relying on predefined external interpretations.

– **Tolerance:** The capacity to accept polysemy in texts and dialogues, as well as alternative viewpoints.

– **Methodological Readiness:** The ability to teach textual comprehension and analysis mechanisms to primary school students in future careers.

The proposed pedagogical model not only enhances the textual engagement culture of future educators but also significantly elevates the quality of their humanistic and communicative readiness.

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