



Section 1. High education

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A THEORETICAL AND METHODOLOGICAL APPROACH TO THE PROBLEM OF DEVELOPING STUDENTS' COMPETENCE IN A HERMENEUTICAL APPROACH

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Abstract

In this hermeneutic approach, the issues of theoretical and methodical approach to the problem of development of student competence are covered. The personality of a modern teacher is largely determined by his erudition and high culture. Anyone who wants to move freely in the modern world should know a lot. A knowledgeable teacher should be a bearer of high personal culture so that students can always be this good example. Professionally significant qualities of a teacher's personality as the intellectual and emotional-volitional sides of life have a significant impact on the result of professional and pedagogical activity and determine the individual style of a teacher.

Keywords: *professional skills, competence, dialogue, theory, text comprehension, thinking, learning, professional skills, teacher, culture, pedagogical activity*

Introduction

Promising trends in the development and application of creative skills and abilities of both students and students in the field of education have actualized the problem of developing knowledge, skills and abilities of teachers of higher education institutions.

President of the Republic of Uzbekistan Sh. M. Mirziyoyev noted that "Solving another problem is extremely important: it is the professional level of teachers and teaching staff, their special knowledge. In this regard,

it is necessary to create an environment that actively promotes the processes of education, spiritual and educational maturity and the formation of true values." – substantiates the relevance of the problem we are studying.

It is advisable to improve the literacy of students by studying the text on the basis of a strategic model for the implementation of a hermeneutic approach to the development of content and methods for improving the educational and cognitive activities of students.

Today, fundamental updates are also taking place in higher education, a special type of these updates is the formation of cognitive activity of students, increasing their desire for knowledge, understanding, understanding and encouraging them to be active in this process. To do this, it is impossible to ensure the quality of education without a qualitative organization of the interests, aspirations of students of philological education in the educational process, their attitude to a significant event, phenomenon and ability to communicate, as well as their competence. The meaning of the concept of competence is reduced to the value of abilities, therefore, it is necessary that both the teacher and the student consider it in their activities as a process of effective use of theoretical knowledge, manifestation of a high level of professional skills and potential. Knowledge in every person is considered to be systematized information stored in human memory. Teaching the mechanism of its use is the main task of every teacher, including the teacher of the native language.

As you know, “competence” means “the ability to engage in non-standard activities, unexpected questions, engage in dialogue, a new way of interacting with opponents, perform ambiguous tasks, use information full of conflicts, consistently develop and master an action plan in complex processes.” Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activity and the possibility of their high level of application in practice.

Materials and methods

Professional competence does not imply the acquisition of individual knowledge and skills by a specialist, but the assimilation of integrative knowledge and actions in each independent direction. Competence also requires constant enrichment of special knowledge, the study of new information, understanding of important social requirements, the ability to search for new information, process it and apply it in their activities. Professional competence is manifested in the following situations:

- in complex processes;
- when performing unspecified tasks;

- when using overlapping tasks;
- the ability to follow an action plan in an unforeseen situation.

Professional competence:

- constantly enriches his knowledge;
- absorbs new information;
- gratefully understands the demands of the era;
- looking for new knowledge;
- processes them and applies them effectively in their practical activities.

When teaching a native language, it is important to develop the professional competence of both the teacher and the student, and when structuring this competence, social and legal competence. Because it fully assimilates knowledge and skills in the field of interaction with people, as well as professional communication and behavior styles. Scientists believe that professional competence is the highest level of pedagogical competence. This is the highest level of skills and innovation in their field. In general, he can be described as a person who, having mastered the profession, adheres to high standards, enriching professional experience with his unique creative contribution.

For the development of professional competence in the lessons of the native language, it is important to be able to work with the text, understand, understand the content in it.

In the course of his activity, a person generates knowledge through the skills and abilities that are inherent in a person who is able to think in the process of cognition. Knowledge arises from a need, so it is important to take this need into account in the process of knowledge transfer. According to the rule of philosophy, there are two forms of cognition: empirical cognition and theoretical cognition. Based on this rule, the formation of student knowledge should be one of our main tasks. It is ensuring the activity of the subject in this cognition that should be the main goal of a native language teacher. The objects of knowledge encompass the whole being. The fields of cognition based on cognition are divided into natural, socio-humanitarian and exact sciences. In our work, we aim to analyze the understanding of hermeneutical phenomena inherent in education in the native language, which give the social sphere an impetus. The purpose of cognition is not only to

form scientific knowledge, but also to achieve human perfection, in particular, the student, humanize nature and society through knowledge, skills and abilities acquired in the process of cognition. These ideas were particularly outlined in the scientific program “Methods of teaching the native language”: “the role of teaching the native language in understanding being and its essence. (Topic 5)”, which examines the essence of philosophical thinking and its comparison with linguistic concepts. The essence of perception is being studied. “The role of logical thinking in teaching the native language”, (topic 6) the role of understanding in language teaching in this. Education of thinking based on the law of contemplation. Topics such as nationality and consistency are discussed. Or “approaches in teaching the native language” (topic 7). Approaches in teaching the native language within the framework of this topic (grammatical, communicative, competence-based, integrative, hermeneutic, cognitive-pragmatic, anthropocentric approaches). Achievements and disadvantages of linguistic approaches to learning. Topics such as the specifics of language learning approaches for teaching the native language will be considered. “The role of productive learning in the development of thinking” (topic 8). The essence of pedagogical technology within the framework of this topic. Didactics is a category that produces teaching methods. The combination of imagination, image and definition in learning. Topics such as the role of image in the development of thinking and speech are explored.

Teaching based on the theory of the “semantic field” “general didactic and specific principles of teaching the native language” (topic 9) and “methods of forming language skills in students” (topic 14). The content of the formation of language skills among students. The transfer of linguistic knowledge in the context is carried out on the basis of such topics as. Or the peculiarities of oral speech during the passage of the topic entitled “Methods of forming students’ oral speech skills” (topic 15). Pedagogical and psycholinguistic interpretation. The order and methods of verbal expression of thought. Formation of literary pronunciation skills Features of written speech. Pedagogical and psycholinguistic interpretation. The content of the

formation of written speech is also expressed through such topics as “The methodology of composing a creative text” (topic 18). This is the content of creating an oral text. Methods of writing a written text. Hermeneutical knowledge is given on the basis of topics such as communication, methodology for creating descriptive, descriptive and discussed texts.

That is why we have approached language teaching from a hermeneutical point of view. In our work, we have adapted the work to the subject program, supporting the opinions of the following scientists. Linguist B. Mengliev in his interview with the channel “Kun.uz “he said, ‘We all studied physics, chemistry, mathematics, biology at school. We got a grade of “five” while admiring the reading. But in many cases, we simply cannot cope with installing an electric lamp cartridge, grafting a tree, determining the time by the stars, what kind of ointment to apply to a wound, or calculating the size of something. And either we simply do not understand even the circulation of water in the heating system. Why? Because education in the native language is divorced from life. Not everyone will become physicists, mathematicians, biologists! Therefore, it would be an understatement that life competence comes to the fore in a student. “Indeed, the unity of theory and practice has remained unrealized.” The scientist continues the thought: “What is the state of education in the native language? There is neither a title nor an adverb, in addition, we memorize countless scientific (linguistic) rules that change with the transition from textbook to textbook, from class to class. We output the Abrahamic of the text, the specified sentences and analyze from the thread to the needle. However, we do not even think about the extent to which this “knowledge” affects our oral and written speech.” In this regard, Prof. Yusupova on the need to cultivate thinking. “Despite the fact that in recent years, more and more attention has been paid to the activation of students in language teaching, as well as the development of their thinking, its application in practice is very slow. Moreover, there is not enough methodological literature on this issue. In fact, every teacher should be provided with scientific and methodological literature, armed with modern pedagogical

technologies, have a methodologically adequate understanding, and profoundly proficient in the laws of their native language. Therefore, one of the urgent tasks of modern pedagogy is to clarify the methodological issues of language teaching, enrich the accumulated experience in this field, link it with such disciplines as psychology, philosophy, literature,” F.I. Buslaev writes: “The first and most important thing is to develop practical abilities, consisting in understanding what is represented by speech forms, and in their proper use, that is, as educated people say, through oral and written exercises, we form in the reader the skill of easy understanding of speech forms characteristic of conversation and writing.”

The subject “Methods of teaching the native language” is inextricably linked with a number of disciplines. Therefore, the future teacher of the native language will need to thoroughly study such subjects as philosophy, linguistics, literary studies, didactics, psychology.

“Language is a multidimensional phenomenon. It is a link between its units, the connections are also different areas, and there is no network in the system of sciences that is not related to a particular branch of science. The object is currently to be studied in a range of several disciplines. After all, it is advisable to use the achievements of other disciplines for full-fledged language teaching.

The subject “Methods of teaching the native language” is primarily closely related to literary disciplines. Because in order to love a language, it is necessary to know literature and its normative requirements. His connection with philosophy lies in the fact that it plays an important role in understanding the content of the native language, in understanding being, in correctly setting the reader’s activity, in feeling that a person is a product of activity. It is considered important both in understanding that language is a phenomenon associated with thinking, and in identifying barriers of the subconscious mind. (5% of people obey what they think 95% are based on the habits of the Iceberg, which seems to us to be 10%, and the remaining 90% is underground). The subconscious mind is stronger than the conscious mind. That is why we

found it acceptable to use hermeneutics, in which consciousness is a philosophical principle. Any job seems difficult the first time.

Teaching a student their native language is closely related to thinking. Because the realization of linguistic phenomena in the reader’s mind occurs through contemplation. The interrelation of language and thinking contributes to solving the problem of educating a creative thinker in the lessons of his native language. It is known that in philosophy there is a rule according to which each general concept consists of a sum of separate, Juzian concepts. We rely on the same rule when organizing the student’s activities in the lessons of his native language. Observing linguistic phenomena broken down into certain fragments, comparing one of them with another, the student comes to common definitions, rules and conclusions. Philosophy considers thinking and development in mutual harmony. The great encyclopedic scholars of the East (Omar Khayyam, Abu Rayhan Beruni, Abu Nasr Farabi, Abu Ali ibn Sina V.H.) consider development as a product of thinking. When language material is acquired by students through creative thinking, it is knowledge, skills and abilities of practical importance. It should not be forgotten that through creative thinking, such necessary skills as understanding the essence of linguistic phenomena, identifying similarities and differences between them, and using the possibilities of language in speech activity are realized. As you know, philosophical hermeneutics is a living part of human social activity. Hermeneutics in the native language is a branch that develops national, moral spheres of practical life, and the student’s ability to understand. Hermeneutics, recognized as the art of understanding and explanation, is now considered important in developing the thinking of both the student and the student. Therefore, it would be advisable to conduct research in this area in order to develop the student’s mindset. Thus, the work carried out in higher education institutions is aimed at developing students’ necessary skills and abilities. The meaningful purpose of education should also be aimed at the clear and careful fulfillment of these great tasks. Current changes in the political, socio-economic and cultural spheres require

a revision of the teaching of the subject of the native language, especially in higher education, the goals and objectives of its teaching and the content of the organization of this process.

Result and discussion

The main goal of language teaching is to acquire more communicative competence than even studying the language system (language abilities), i.e. a person's willingness to conduct speech communication within the framework of a particular activity based on the studied language tools. The basis of communication ability is a set of language knowledge, speech skills and skills that are formed and assimilated in the course of classes.

It should be noted that grammar, which has intensified in teaching the native language, has begun to push aside the practice of forming the ability to use the capabilities of the native language.

When asked what the content of education is, I had to answer that theoretical knowledge is in the construction of language. That is, textbooks of the native language were turned from linguistic disciplines into manuals. The development of speech was overshadowed by grammar. Special attention was paid to linguistic analysis, which became a parameter for evaluating a student's theoretical knowledge of language construction. Watching the lessons of the native language used until the 90s of the XX century, we see before our eyes memorizing the rules of language construction, performing structured exercises and phonetic, morphological, syntactic analysis, respectively. For example, the identification of about 20 types of compound phrases, the definition of phrases in sentences or grammatical analysis of words gives us in the future that every native language teacher in his tribe heard objections from his students and was always embarrassed that he could not give them a reasonable answer. The development of national self-awareness, national style of thinking during native language lessons gives the expected result. At the same time, it is gratifying that the goal of education in the native language is being updated in accordance with the spirit of our national independence. The consolidation of this national ideology in the mind of such a student

gives an effective result using a hermeneutic technique. Because hermeneutics is an artistic teaching aimed directly at improving the ability of the student and the student to understand. Consequently, even in the promotion of a national idea, a hermeneutic concept and the widespread use of its methods and means are required. The student's competence is embodied in the expression of such concepts, and it becomes possible to apply practical skills.

But when teaching the methodology of teaching the native language, it is necessary to use these approaches competently and consciously. But there is not only a occipital, but also a tragic side to this issue. This is especially noticeable in: secondary schools 5-, 6-, 7-, 8-, 9-, 10-, 11- in the current textbooks of the "native language" intended for classes – (it is assumed that the student remembers and remembers) about one and a half thousand grammatical interpretations – (according to our statistics) 55–60 percent are given with refutations of traditional, 25–30 percent of substantive, 10–18 percent of descriptive linguistics. Therefore, it is appropriate to give recommendations on the critical use of these approaches in teaching the subject of the methodology of teaching the native language in higher education. At the same time, it is necessary that any explanation is based on knowledge, and understanding expands the range of knowledge. Therefore, we must explain to the student what, how, means. Here we rely on hermeneutical knowledge about how philosophers determined the scope and levels of use of the word, how it could be skillfully used. Because hermeneutics shows that it is understanding and explanation that is carried out with the help of language.

L. Wittgenstein created a school of philological hermeneutics, analyzing in his research the peculiarities of thinking, language, and words. In the course of our research, we teach students how we should inculcate this philological hermeneutics. In light of the importance of a meaningful word in the formation of thinking, Wittgenstein's thoughts are noteworthy, "... all that can be said is that it only needs to be clearly expressed. The philosopher, without sharply criticizing the views of his predecessors, sought to explore the boundaries of thinking, more precise-

ly, thinking, that is, possible and impossible aspects of the boundary of thinking. He believed that a person should be able to clearly understand the limits of his thinking, that is, consciously know what he is able to understand and what he is not able to understand enough. This is a fundamental feature of the ability to see and understand both sides of a conversation.

Sh. B. Sadykova emphasizes that for intensive teaching of Uzbek as a foreign language, it is necessary to implement a number of tasks, and lists:

- transfer of communicative-speech, lexical-grammatical material based on a certain system;
- learning spelling rules;
- deepening the skills and abilities of oral and written speech;
- develop vocabulary skills;
- formation of skills for working with text;
- improve students' vocabulary and speaking skills;
- expansion of knowledge about the national and cultural identity of the Uzbek people;
- encourage students to think freely, observe independently;
- to provide the basic necessary knowledge on the culture of speech. The aspects listed by the author can also be useful methods of work in the process of our research. While theoretically the proposed tasks help in the assimilation of language material, from the methodological side, the proposed aspects create a creative process for the teacher. Interpretation and translation classes, teaching students to work independently, and expanding their range of knowledge during extracurricular activities can also be considered as alternative activities.

Thinking about the text, we can say that we are sure that it is a whole representing a complete idea. But since the second half of the last century, it has been recognized that a complete thought is not a statement, but a text. Therefore, research on the study of the text was conducted in Uzbek linguistics. In particular: for the first time in Uzbek linguistics, academician G. Abdurakhmanov spoke about the text and the theory of the text, outlined his views, and then A. Gulomov, M. Askarova in the textbook "modern Uzbek literary language" the text is recognized as a unit. Later I. Rasulov, M. Toksonov, M. Mukarramov conducted research on various aspects of the text. M. Yuldashev, who also conducted research on the types of text. It can be said that he also investigated the manifestation of real models of being. In this regard, the scientist emphasizes: a text based on a communicative task is better called a non-artistic text, and a text based on an aesthetic task is an artistic text. Addressing Russian linguistics in this matter, N. S. Valgina pointed out the essential features of two different texts: 1. The presence/absence of a direct connection between human activity and text. 2. The presence/absence of an aesthetic task. 3. Explicitness/implicitness of the content (presence / absence of meaning.). 4. Orientation towards the same understanding / disorientation towards the same understanding. 5. Orientation to the reflection of real being / orientation to the reflection of unreal being (artistic texts demonstrate not a real model of being, but probabilistic real models of being, consciously constructed intentionally). He also explains that an artistic text is based on the laws of associative imaginative thinking, that an artistic text affects the emotional intuition of a human personality, and a non-artistic text affects the intellectual aspect, and, finally, that these two types of texts differ in their function, that is, that a non-artistic text serves as a communicative and informational, and an artistic text serves communication and aesthetic tasks.

Indeed, since we recommend that students of higher educational institutions explain hermeneutical teaching and study texts on this basis, students will need to learn how to understand both working on non-fiction text and working with fiction text in the process of studying subjects. Because, as already mentioned, an artistic text affects the emotional perception of a human personality, and a non-artistic text affects the development of the audience's intelligence level. Including:

- identification of its specific aspects in the process of learning the native language, as well as the ability to understand its effectiveness;

- be able to perform not only text materials and tasks presented in the training material;
- be able to understand the words in a given text, work with a dictionary and its meanings;
- be able to work with the literature presented in historical and scientific works;
- that tables can also perform statistical data analysis;
- be able to understand the tasks set, and then creatively approach them;
- they will need to be able to think.

Comparison, distinction, differentiation, analysis and generalization of ideas help the student to understand the view from a hermeneutical point of view.

Conclusion

Since in our dissertation we will focus on both methodological and methodological aspects of hermeneutics, we will explore how this approach affects thinking that depends on understanding and explanation. Hermeneutical methodology as an approach aimed at understanding the product of human creativity and labor is important in the study of any historical, artistic, scientific texts. For example, in historical research, some hermeneutical methods concerning understanding and explanation can also be used in the study of the Avesta, the Cowie Veda. Also, the science of interpretation associated with the Islamic religion of the VII–VIII centuries is interpreted by some authors as “Oriental hermeneutics”. That is why it is also advisable for a future native language teacher to give recommendations on how to teach works related to the Islamic religion. For example, Sheikh Muhammad Sadiq Muhammad Yusuf argues that “in Islam, purity comes from faith. Islam takes matters of purity and purification extremely seriously. No religion, regime, or philosophy in the world, except Islam, has raised cleanliness and neatness to a level consistent with faith. In Islam, however,

although it is a work of faith, the prayer of a slave will not be accepted if there is no purity. In order for all prayers to be accepted in Islam, the heart and intentions of a slave must be pure.

In addition, for prayers to be acceptable, the entire human body, the head in clothes, and even the place of worship must be clean. Even when it is clean, big and small, visible it must be free from all invisible impurities. The acceptance of prayers in Islam depends on their performance on the basis of purity. Everything that is done on the path to purity is highly appreciated here, and those who do it are promised huge rewards and high ranks. These teachings on purity are studied in the science of spiritual education.” It is not for nothing that we cited this text, given in the author’s column “Etiquette of personal neatness”. Because when organizing an interdisciplinary integration process, it is useless to instill spiritual education in students within each subject. Also, when studying such a process of comprehension, the development of student competence, it is advisable to use the opinions of our fellow scientists. In the works of the Eastern thinkers Farabi, Beruni, Rumi, the question of understanding is part of their theory of knowledge. Studying Farabi’s work, we find that the main part of the thinker’s legacy is devoted to translations and commentaries of Greek philosophy (in particular, the works of Aristotle). The philosopher’s views on cognition are reflected in his “historical and philosophical treatises”. Farabi believes that understanding is a continuous process in consciousness, and understanding is the first stage of understanding. In the works of Beruni and Rumi, the search for understanding and meaning is mainly focused on the issues of cognition of being. We think they mainly explored the hidden and explicit aspects of the meaning superimposed on the text. When transferring competence knowledge, “biting the meaning” of each word, sentence, text gives the expected result.

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