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TECHNOLOGY FOR PREPARING FUTURE TEACHERS FOR PROFESSIONAL ACTIVITIES BASED ON THE HERMENEUTIC APPROACH

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Abstract: This article explores the technology of preparing future teachers for professional pedagogical activities based on the hermeneutic approach. The study examines the methodological principles and practical strategies that facilitate the development of professional competencies, reflective thinking, and critical analysis in prospective educators. By employing hermeneutic methods, such as interpretation, dialogue, and contextual analysis, future teachers are encouraged to understand educational phenomena deeply, relate theory to practice, and make informed pedagogical decisions. The findings indicate that integrating hermeneutic approaches into teacher training enhances analytical skills, professional judgment, and the ability to adapt to diverse classroom situations, ultimately improving the quality of future pedagogical practice.

Keywords: Hermeneutic approach, teacher training, professional competencies, pedagogical technology, reflective thinking, professional development, educational methodology

The preparation of future teachers for professional pedagogical activities is a complex and multifaceted process that requires not only the acquisition of theoretical knowledge but also the development of practical skills, critical thinking, and reflective abilities. In recent years, the hermeneutic approach has emerged as a valuable methodological framework in teacher education, offering opportunities to deepen understanding, enhance interpretative skills, and bridge the gap between theory and practice.

The hermeneutic approach, rooted in philosophical and educational theory, emphasizes interpretation, dialogue, and contextual analysis. It enables future educators to analyze educational phenomena critically, reflect on their own teaching practices, and understand the perspectives of students, colleagues, and the broader educational environment. By integrating hermeneutic principles into teacher training programs, institutions aim to cultivate teachers who are not only knowledgeable but also capable of making informed and contextually appropriate pedagogical decisions.

Furthermore, hermeneutic methods promote reflective thinking, which is essential for professional development. Prospective teachers learn to assess their own instructional strategies, anticipate potential challenges, and adapt their teaching to diverse classroom situations. This reflective practice fosters a deeper understanding of the complexities of teaching and enhances professional judgment, creativity, and problem-solving abilities.

In addition, the use of hermeneutic-based technologies in teacher preparation supports interactive learning, collaborative problem-solving, and the integration of theory and practice. Methods such as case analysis, guided interpretation of educational texts, and dialogue-based workshops allow students to actively engage with content and develop a comprehensive understanding of pedagogical processes.

In conclusion, the hermeneutic approach provides a methodological foundation for preparing future teachers to navigate the complexities of modern educational environments. It enhances analytical, reflective, and interpretative skills, ultimately contributing to the formation of competent, adaptive, and thoughtful educators capable of responding effectively to the demands of professional pedagogical practice.

The preparation of future teachers through hermeneutic approaches has received considerable attention in recent educational research. Hermeneutics, derived from philosophy and literary theory, emphasizes interpretation, meaning-making, and contextual understanding. In teacher education, it provides a methodological framework for developing reflective and analytical competencies in prospective educators.

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Schön (1983) highlighted the importance of reflective practice in professional development, noting that teachers' ability to interpret their experiences critically is essential for effective pedagogical decision-making. Hermeneutic methods align closely with this idea, as they encourage educators to engage in dialogue, reflect on practice, and analyze the educational context comprehensively.

Gadamer (1975), a foundational theorist of hermeneutics, emphasized understanding as a dialogical and interpretative process. His ideas have influenced modern pedagogical practices by promoting a reflective and student-centered approach, wherein teachers continuously interpret and adapt to learners' needs. Contemporary studies (Loughran, 2002; van Manen, 2016) demonstrate that integrating hermeneutic principles into teacher training programs enhances analytical thinking, professional judgment, and contextual awareness.

In addition, researchers such as Korthagen (2010) and Zeichner (2012) argue that hermeneutic-based pedagogical strategies, including case analysis, guided reflection, and interpretative discussions, enable future teachers to connect theory with practice effectively. These methods facilitate critical evaluation of teaching scenarios, development of problem-solving skills, and formation of adaptive instructional strategies.

Furthermore, modern technological tools and digital learning platforms can support the implementation of hermeneutic approaches in teacher education. For example, virtual workshops, collaborative forums, and online reflective journals provide spaces for dialogue, interpretation, and contextual analysis, thereby enhancing the depth of professional preparation (Cochran-Smith & Lytle, 2009).

Overall, the literature underscores that the hermeneutic approach in teacher preparation promotes reflective, interpretative, and contextually aware pedagogical practices. By fostering critical thinking and adaptive decision-making, hermeneutic-based methodologies contribute to the formation of competent and professional educators ready to navigate the complexities of contemporary educational environments.

The analysis of the implementation of hermeneutic approaches in teacher preparation programs reveals several significant findings regarding their effectiveness in developing professional competencies.

Firstly, hermeneutic-based methods enhance reflective thinking among future teachers. Activities such as guided interpretation of educational texts, case analyses, and dialogue-based workshops encourage students to critically examine teaching scenarios, assess their own assumptions, and understand diverse perspectives. This reflective practice strengthens professional judgment and decision-making abilities.

Secondly, the integration of hermeneutic principles fosters a deeper connection between theory and practice. Prospective teachers who engage in interpretative exercises demonstrate improved abilities to apply pedagogical theories to real classroom situations. They are better equipped to adapt instructional strategies according to the needs of students, the context of the lesson, and the dynamics of the learning environment.

Thirdly, hermeneutic approaches promote collaborative learning and communicative competence. Through group discussions, debates, and interactive workshops, students develop the ability to articulate their interpretations, consider alternative viewpoints, and engage in constructive dialogue. This collaborative element also contributes to the development of professional ethics and interpersonal skills essential for teaching.

However, the analysis also identifies challenges in implementing hermeneutic approaches. Some students initially struggle with the abstract and interpretative nature of the methodology, requiring additional guidance and structured scaffolding from instructors. Moreover, the effectiveness of hermeneutic methods depends on the active engagement of students and the facilitation skills of educators.

Overall, the findings indicate that hermeneutic-based teacher preparation technologies significantly enhance the development of critical, reflective, and adaptive competencies in future

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educators. They support the formation of professional skills that enable teachers to respond effectively to complex pedagogical situations, integrate theory with practice, and foster a reflective and student-centered approach in their professional activities.

The findings of this study highlight the significant potential of the hermeneutic approach in preparing future teachers for professional pedagogical activities. By emphasizing interpretation, dialogue, and reflective practice, hermeneutic methods cultivate critical thinking, analytical skills, and professional judgment in prospective educators. These competencies are essential for navigating the complexities of modern educational environments and for making informed pedagogical decisions.

Moreover, hermeneutic approaches bridge the gap between theory and practice. Future teachers engaged in interpretative exercises and case analyses demonstrate an enhanced ability to apply theoretical knowledge to real-world teaching scenarios. This connection not only improves instructional quality but also encourages adaptability, creativity, and responsiveness to diverse classroom situations.

The collaborative aspect of hermeneutic methods further supports professional development. Group discussions, guided reflections, and interactive workshops facilitate the exchange of perspectives, promote ethical decision-making, and enhance interpersonal and communicative skills. These elements contribute to the holistic preparation of teachers who are capable of fostering a student-centered and inclusive learning environment.

Nevertheless, the successful implementation of hermeneutic approaches requires careful planning, skilled facilitation, and active engagement from students. Instructors must provide guidance, structure, and support to help learners navigate the abstract and interpretative nature of hermeneutic methods. Overcoming these challenges ensures that the approach achieves its full potential in developing professional competencies.

In conclusion, the hermeneutic approach offers a powerful methodological framework for preparing future teachers for professional pedagogical activities. By integrating interpretation, reflective practice, and dialogue into teacher training, this approach enhances critical thinking, professional judgment, and the ability to connect theory with practice.

The study demonstrates that hermeneutic-based teacher preparation technologies cultivate adaptive, reflective, and contextually aware educators capable of responding effectively to complex classroom situations. Additionally, these methods promote collaborative learning, ethical decision-making, and continuous professional development, all of which are essential for modern pedagogical practice.

Ultimately, employing hermeneutic approaches in teacher education contributes to the formation of competent, thoughtful, and professional educators. It prepares future teachers not only to deliver knowledge effectively but also to create meaningful, student-centered, and reflective learning experiences that meet the demands of contemporary educational environments.

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