HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

THEORETICAL AND PEDAGOGICAL FOUNDATIONS FOR DEVELOPING THE PROFESSIONAL-INTERPRETIVE THINKING OF FUTURE PRIMARY SCHOOL TEACHERS

Khayrullayeva Nigora Jamolkhonovna
Acting associate professor, PhD, Department of preschool and primary education methodology, Kimyo International University in Tashkent (KIUT), Namangan Branch
https://orcid.org/0009-0001-2870-6385
doi:https://doi.org/10.5281/zenodo.24398067

ABSTRACT: This article offers a systematic analysis of the philosophical, epistemological, psychological and theoretical-pedagogical foundations for developing the professional-interpretive thinking of future primary school teachers. Within the contemporary paradigm of primary education, the study substantiates the mechanisms through which a teacher moves from the function of transmitting information to the status of an interpreting subject who construes educational content, pedagogical situations and the child's personality. The article identifies the structural components of professional-interpretive thinking (cognitive-epistemological, hermeneutic-analytical, axiological-reflective and methodological-design), specifies their indicators, and describes the principles of the pedagogical cluster together with innovative instructional technologies for higher education (the hermeneutic circle, case-study methodology, reflexive modeling and Socratic dialogue). In addition, diagnostic criteria, a point-based assessment scheme and practical recommendations for improving the preparation of primary school teachers are proposed.

Keywords: professional-interpretive thinking, pedagogical hermeneutics, primary education, reflection, meaning-making, cognitive development, pedagogical cluster, methodological competence.

1. INTRODUCTION

1.1. Relevance of the problem

Fundamental transformations in the global educational space require education systems to move from a strictly reproductive model to a constructive, interpretive and creatively oriented person-centered, activity-based model. The educational reforms under way in the Republic of Uzbekistan, and in particular the priorities set out in the "Uzbekistan — 2030" strategy, call for a radical renewal of the quality of primary education and for the formation of critical and logical thinking, independent decision-making and the ability to analyze information in depth from the earliest stages of schooling [1; 2]. The Law "On Education" likewise names the person-centered nature of education and the development of learners' creative and independent thinking among the principal tenets of educational policy [3].

Primary education is the foundation of the lifelong education system. During this period the child's thinking moves beyond the mere acquisition of ready-made knowledge toward perceiving reality, forming a personal attitude to events and phenomena, and grasping meaning and essence. The effective management of this process, that is, "opening up" the hidden meanings behind texts and situations in a way appropriate to the younger schoolchild and enriching the child's logical and imaginative world, depends directly on the level of the primary school teacher's professional-interpretive thinking.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

In traditional pedagogical approaches the teacher often acted as an intermediary who mechanically explained the ready-made rules and didactic materials contained in textbooks and curricula. Modern textbooks, however, and in particular integrated curricula and a new generation of teaching and learning materials built on the requirements of international assessments such as PIRLS and TIMSS, demand from the teacher the skill of an interpreter: the ability to understand teaching texts contextually, to analyze them from several perspectives and to enable pupils to draw independent conclusions. The PIRLS framework, for instance, treats reading literacy as covering not only the retrieval of explicitly stated information but also higher-order processes such as drawing inferences, interpreting ideas and evaluating the content and form of a text [31]. A teacher who is to develop such processes in pupils must possess a well-developed experience of interpreting texts and situations.

For this reason the purposeful development of future primary school teachers' professional-interpretive thinking in pedagogical higher education institutions (HEIs) has become a pressing pedagogical, theoretical and practical problem. Its significance is twofold. First, this quality is a key indicator of the teacher's professional agency and pedagogical mastery. Second, it is a direct precondition for developing reading comprehension, functional literacy and critical thinking in children.

1.2. State of the research problem (literature review)

An analysis of the pedagogical and psychological literature shows that thinking, its types and its professional development have a long scholarly tradition. The concept of "professional-interpretive thinking", however, is a relatively new and integrative pedagogical category that has emerged at the intersection of philosophy, hermeneutics, cognitive psychology and linguodidactics. The existing sources can conventionally be grouped into four strands (Table 1).

Table 1. Main scholarly approaches to the problem

Strand	Principal authors	Scholarly contribution	Pedagogical significance
Philosophical hermeneutics	F. Schleiermacher, W. Dilthey, M. Heidegger, H.-G. Gadamer, P. Ricoeur [4–8]	Philosophical grounding of the categories of understanding, interpretation, text and meaning; the ideas of the "hermeneutic circle" and the "fusion of horizons"	Theoretical basis for treating the teacher–pupil–text relationship as an exchange of meaning
Pedagogical hermeneutics and professional thinking	V.P. Zinchenko, Yu.V. Senko, A.F. Zakirova; R.Kh. Jo'rayev, B.Kh. Khodjayev, N.A. Muslimov, D.I. Ro'ziyeva, Z.K. Ismailova, Sh.E. Qurbonov [16–24]	Application of the hermeneutic approach to education; development of professional-pedagogical thinking, creativity and methodological competence	Methodological basis for designing the content and technologies of teacher preparation

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Strand	Principal authors	Scholarly contribution	Pedagogical significance
Cognitive and cultural-historical psychology	L.S. Vygotsky, J. Piaget, J. Bruner, S.L. Rubinstein, M.M. Bakhtin [9–15]	Theories of thought and language, the zone of proximal development, narrative thinking and dialogic meaning-making	Taking into account how younger schoolchildren understand and interpret texts and situations
Reflective practice and teacher knowledge	D. Schön, L. Shulman, J. Dewey, F. Korthagen, J. Mezirow [25–29]	The reflective practitioner model, pedagogical content knowledge, the relationship between experience and reflection, transformative learning	Linking theory and practice in teacher education; reflective technologies

Within the first strand, the questions of text, meaning, interpretation and understanding have been examined in depth by thinkers such as F. Schleiermacher, W. Dilthey, M. Heidegger, H.-G. Gadamer and P. Ricoeur [4–8]. Schleiermacher conceived hermeneutics as the art of understanding, while Dilthey raised understanding to the status of the principal method of the human sciences. Gadamer's idea of the "fusion of horizons" provides a theoretical basis in pedagogy for the reciprocal exchange of meaning between pupil and teacher and between pupil and text [4]. Ricoeur's reflections on the conflict of interpretations show that a single text or situation may admit several well-founded readings and that understanding deepens when these readings are compared with one another [5].

Within the second strand, the application of the hermeneutic approach to the educational process has been studied by V.P. Zinchenko, A.F. Zakirova, Yu.V. Senko and others [16–18]. Among Uzbekistan's scholars, R.Kh. Jo'rayev, B.Kh. Khodjayev, N.A. Muslimov, D.I. Ro'ziyeva, Z.K. Ismailova, Sh.E. Qurbonov and others have extensively researched the development of future teachers' professional-pedagogical thinking, creativity and methodological competence [19–24]. In these works, however, the general professional, creative or critical aspects of thinking predominate, and the specific structure of interpretive activity has rarely been analyzed as a separate object of study.

In the third strand, the psychological development of younger schoolchildren and the cultivation of their ability to understand and interpret texts have been addressed in the research of L.S. Vygotsky (the sociocultural theory of development and the zone of proximal development), J. Piaget, J. Bruner and contemporary methodologists of primary education [10–14]. Bruner defines education as a process of meaning-making, that is, of interpreting experience by means of culture [13]. M.M. Bakhtin's dialogic theory of meaning, in turn, emphasizes that meaning is born not in monologue but in the interaction of participants [9].

The fourth strand reveals the role of reflection and experience in teacher preparation. D. Schön's model of the reflective practitioner, L. Shulman's concept of pedagogical content knowledge, F. Korthagen's "realistic" approach to teacher education aimed at linking theory and practice, and J. Mezirow's theory of transformative learning show that professional thinking can be restructured through the analysis of experience [25–29].

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Nevertheless, at the present stage of primary education, the systematic pedagogical mechanisms, structure, criteria and technologies for developing a future teacher's interpretive thinking specifically have not been studied in a sufficiently integrated way in higher education practice. In existing studies interpretation is treated mainly as a philological or philosophical category, whereas the task of modeling it as a systemic quality, formed separately within the professional competence of a primary school teacher, remains open. It is this scholarly gap that determines the relevance of the present study.

1.3. Aim, objectives and hypothesis of the study

The aim of the study is to substantiate the theoretical and pedagogical foundations for developing the professional-interpretive thinking of future primary school teachers, and to develop its structural model, the criteria of its development and the mechanisms of its formation.

To achieve this aim, the following objectives were set:

1. to clarify the essence of the concept of "professional-interpretive thinking" on the basis of philosophical, psychological and pedagogical sources;
2. to develop a structural-functional model of professional-interpretive thinking and to specify the indicators of its components;
3. to substantiate the pedagogical conditions and technologies for developing this type of thinking in pedagogical higher education;
4. to develop the levels, criteria and diagnostic instruments for assessing its development;
5. to prepare practical recommendations for introducing the results into the educational process.

Research hypothesis: if the preparation of future primary school teachers is organized on the basis of a model that develops the four components of interpretive thinking (cognitive-epistemological, hermeneutic-analytical, axiological-reflective and methodological-design) in an interrelated way, through the hermeneutic circle, cognitive-interpretive cases and practice in the "HEI–school" cluster, then students' ability to interpret texts and pedagogical situations, to adapt them to children's thinking and to analyze their own practice will rise to a high level.

2. METHODS AND MATERIALS

2.1. Methodological approaches

The methodological basis of the study comprises the systemic, activity-based, hermeneutic, axiological and competence-based approaches. The systemic approach made it possible to treat professional-interpretive thinking as an integral structure consisting of interrelated components. The activity-based approach substantiated the fact that thinking is formed and manifested in the course of activity, which means that the student's interpretive actions must be deliberately organized. The hermeneutic approach served to analyze understanding and interpretation through the relationship of part and whole and through dialogue. The axiological approach clarified the place of personal value attitudes in interpretation, and the competence-based approach allowed the outcome to be assessed as a professional competence in which knowledge, skills and personal qualities are united.

2.2. Research methods

The following set of theoretical and empirical methods was used in the study:

– **theoretical methods:** retrospective and comparative analysis of philosophical, psychological, pedagogical and methodological literature; analysis and modeling of state educational standards, qualification requirements and curricula; induction and deduction, systematization and generalization;

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

– **content analysis:** comparison of definitions of the concepts of "interpretation", "understanding", "meaning" and "interpretive thinking" in various sources and identification of their essential features;

– **diagnostic methods:** a system of instruments comprising questionnaires, testing, expert assessment of the process of solving pedagogical cases, and analysis of future teachers' interpretive essays and projects;

– **observation and modeling:** development of a scheme for the direct observation and analysis of HEI students' professional behavior and lesson models during teaching practice; structural-functional modeling.

2.3. Stages of the study and analytical criteria

The study was conducted in three stages. At the first (theoretical-analytical) stage, philosophical, psychological and pedagogical sources on the problem were studied, the key concepts were clarified and the scholarly gap was identified. At the second (modeling) stage, the structural-functional model of professional-interpretive thinking was constructed and its components and their indicators were identified. At the third (design) stage, the pedagogical conditions for development, a stage-by-stage program, the levels of development and the diagnostic instruments were elaborated.

The following criteria were applied in analyzing the sources: the scholarly status of the source (monograph, textbook, dissertation, normative document), its proximity to the problem, its theoretical and methodological significance, and the potential for its application in pedagogical higher education. In identifying the components of the model, three requirements were set: that the components (a) differ from one another in content, (b) can be observed and assessed, and (c) are connected with the real tasks of a primary school teacher's professional activity.

In developing the diagnostic instruments, a four-point assessment scale (0–3 points) was used for each indicator. Such a scale reflects the range from the complete absence of an indicator (0 points) to its independent and creative manifestation (3 points). To ensure agreement among the experts (departmental faculty and practising school teachers), behavioral descriptors were written for each point on the scale.

3. RESULTS

3.1. The essence and content of the phenomenon of "professional-interpretive thinking"

"Interpretation" (from Latin interpretatio — explanation, exposition, disclosure of meaning) is in essence the active cognitive and emotional dialogue of a subject with an object. In the pedagogical context, interpreting is not merely retelling a text; it is the art of grasping the deep inner meanings of a text, phenomenon or pedagogical situation, perceiving them anew and transforming them in a way appropriate to the pupils' consciousness. As Gadamer observed, understanding always takes place in the encounter between the interpreter's own horizon and the horizon of the text [4]. For this reason a teacher can truly understand a pupil's thought only after becoming aware of his or her own initial assumptions and attitudes.

On the basis of the sources analyzed, the professional-interpretive thinking of a future primary school teacher is defined as follows: a complex, integrative type of personal-professional mental activity that makes it possible to analyze didactic units in the educational process (texts, images, audiovisual information and situations) and pupils' psychophysiological states and behavior from multiple vantage points, to interpret their hidden and explicit meanings in a pedagogically purposeful way, and on this basis to construct effective instructional and educational strategies.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

This type of thinking differs from critical, creative and general pedagogical thinking in its object and its outcome. Critical thinking is oriented mainly toward evaluating the soundness of an argument, and creative thinking toward producing something new. The object of interpretive thinking, by contrast, is meaning, and its outcome is the re-expression of that meaning in a form that is comprehensible and meaningful for another person, the pupil. The study identified the following distinctive features of this type of thinking:

1. **Polysemanticity** (acceptance of plurality of meaning): the ability to view any educational material or pupil's idea not within a single rigid framework but through the prism of several correct or plausible points of view;
2. **Contextual flexibility:** the ability to transform information in line with the child's age characteristics, social experience and level of perception;
3. **Reflexivity:** the ability to monitor one's own process of interpretation regularly, recognizing and correcting one's own subjective errors;
4. **Dialogicity:** the ability to create a field of meaning exchange with the pupil, that is, to move from the teacher's monologue to an equal cognitive dialogue [9].

3.2. Structure of professional-interpretive thinking (structural-functional model)

Developing this quality in future primary school teachers requires clarifying its internal structure. The study distinguishes four interrelated components (Figure 1). The components do not operate sequentially but as an interacting system: for example, a lack of cognitive-epistemological knowledge makes hermeneutic analysis superficial, while the absence of reflection makes it impossible to verify whether an interpretation is suited to the pupil in methodological design.

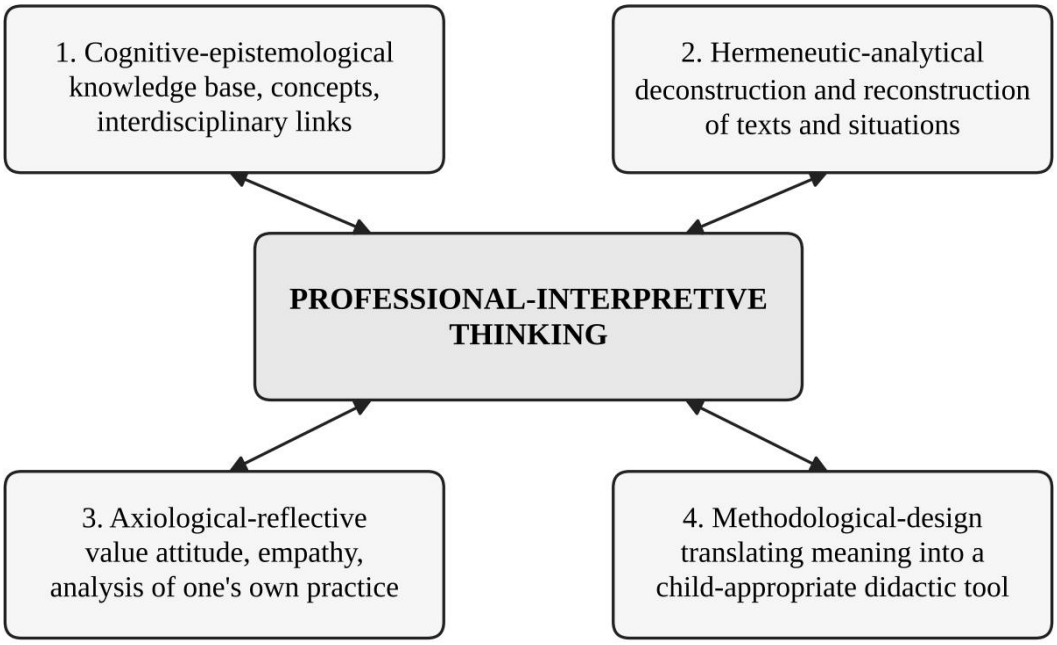


Figure 1. Structural-functional model of professional-interpretive thinking

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

The cognitive-epistemological component comprises fundamental knowledge in the integrated courses of primary education (native language, reading literacy, mathematics, natural sciences); knowledge of the semantic, stylistic and conceptual layers of language; and an understanding of the regularities of interdisciplinary connections. The hermeneutic-analytical component expresses the "disclosure" of the hidden meanings of teaching texts, literary works, problem statements and illustrations; the identification of cause-and-effect chains; and the correct interpretation of the relationship of "part and whole", the basic principle of pedagogical hermeneutics.

The axiological-reflective component means forming a personal value attitude toward the object under study; analyzing one's own professional actions; and applying empathy and reflection through the question "If I were in the child's place, how would I understand this idea?". The **methodological-design component**, finally, is the ability to cast the result of one's own deep understanding in a form comprehensible to a primary school pupil: a methodological technique, a question-and-answer exchange, an interactive game or a problem-based task. The content, observable indicators and expected outcomes of the components are summarized in Table 2.

Table 2. Components of professional-interpretive thinking and their indicators

Component	**Content**	**Main indicators**	**Outcome of formation**
Cognitive-epistemological	Subject and interdisciplinary knowledge; knowledge of the semantic layers of language and text	Uses concepts precisely; distinguishes the topic, idea and meaning layers of a text; finds interdisciplinary links	A solid knowledge and conceptual base for interpretation
Hermeneutic-analytical	Deconstruction and reconstruction of texts and situations	Advances hypotheses; identifies the relation of part and whole; sees cause-and-effect links; offers alternative interpretations	A well-founded, multi-variant interpretation of a text or situation
Axiological-reflective	Value attitude, empathy and analysis of one's own practice	Can adopt the child's point of view; recognizes assumptions in one's own interpretation; corrects errors; justifies professional values	An impartial, humane and self-monitoring interpretive stance
Methodological-design	Translating meaning into a child-appropriate didactic tool	Designs age-appropriate questions and tasks; selects interactive methods; designs a meaning-making environment in the lesson	Realization of the interpretation in the course of the lesson

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

3.3. Pedagogical conditions and mechanisms of development

In pedagogical higher education, the development of future teachers' interpretive thinking is systemic in character and requires the following set of pedagogical conditions.

A. Designing the learning process on the basis of the hermeneutic circle. The student does not simply memorize the learning material but moves through a spiral cycle: initial understanding (hypothesis) → in-depth analysis of the parts of the text or situation → rediscovery of the overall meaning → creation of new meaning (Figure 2). With each turn the student corrects the earlier understanding and rises to a higher level of understanding, which is why the process is conceived as a spiral rather than a closed circle.

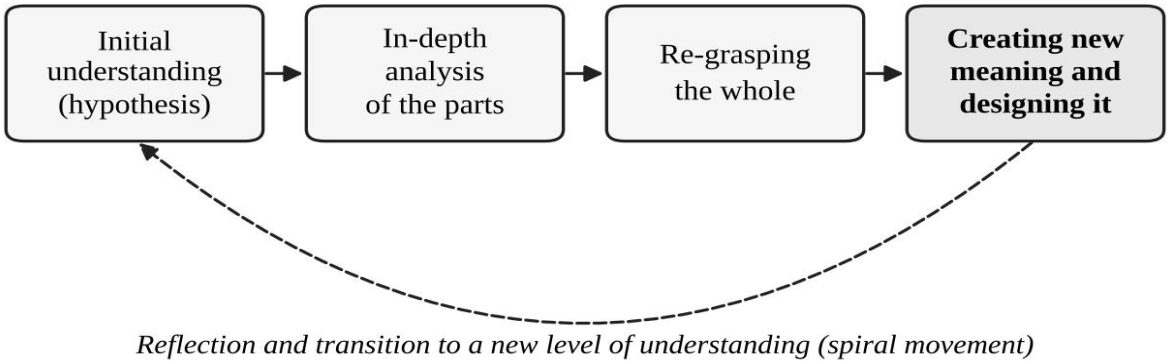


Figure 2. The cycle of organizing the learning process on the basis of the hermeneutic circle

For example, when analyzing fairy tales or fables in primary reading literacy lessons, students are not asked merely to memorize the moral of the fable; they are asked to interpret in several ways the characters' motivation and the socio-psychological reasons behind the symbols. The student first writes down an initial idea, then analyzes parts of the text (a character's speech and actions, the sequence of events), then reconsiders the initial idea and turns this interpretation into a system of questions for a second-grade pupil.

B. Use of interactive and quasi-professional technologies. When the model of professional activity is recreated in the learning environment, the student masters the inner logic of solving a real pedagogical problem. The following technologies were judged effective in this respect:

– **Cognitive-interpretive cases:** real pedagogical situations that may occur in school life are presented (for example: "A first-grade pupil tore up the notebook of the classmate sitting next to him. How should the teacher respond?"). The student is required not merely to punish the act but to interpret the child's psychological state (lack of attention, aggression, envy, accident);

– **The method of methodological deconstruction and reconstruction:** a ready-made task from a textbook is taken and its underlying purpose is analyzed (deconstruction), after which it is recast in a form that stimulates the children's critical and interpretive thinking (reconstruction);

– **"Clash of opinions" (Socratic dialogue):** several contradictory interpretations of one teaching text are presented and an argued debate is organized among students; in the course of the debate the student learns to defend his or her own interpretation with evidence and to listen to another interpretation;

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

– **Reflective journal and portfolio:** after each practical session or lesson, the student records his or her interpretations, how they changed and why; this applies in practice Schön's idea of reflection-in-action and reflection-on-action [25].

C. An integrative pedagogical cluster environment. A future teacher's interpretive thinking develops rapidly where theory and practice are closely connected, in the "HEI–school" cluster. Students try out the interpretation models they have learned in class directly in practical communication with schoolchildren. As Korthagen notes, the separation of theory from practical experience is one of the main problems of teacher education, and the way to overcome it is to begin with concrete experience, analyze it and generalize from it toward theory [28]. The cluster environment provides exactly this opportunity: the student encounters a child's real answer, question or mistake and is compelled to interpret it.

D. Supporting student agency. Interpretive thinking develops only when students take responsibility for their own interpretations. For this reason, tasks anticipate not a single "correct answer" but a range of well-founded answers, and assessment takes into account the evidential support, logical coherence and suitability of an interpretation for the child. This in turn ensures that the student will treat pupils' ideas in the same way in his or her future classroom; the method of instruction becomes a model of future professional conduct.

3.4. A stage-by-stage program of development

On the basis of the model and conditions developed, a five-stage program for developing professional-interpretive thinking is proposed (Table 3). The program is designed to be implemented gradually within the courses of pedagogy, primary education methodology, reading literacy and pedagogical practice in the undergraduate curriculum.

Table 3. Stages of the program for developing professional-interpretive thinking

Stage	Content and technologies	Expected outcome
1. Diagnostic-motivational	Initial diagnostics; exercises for becoming aware of one's own interpretive experience; a seminar on "one text — different interpretations"; identifying the student's own assumptions	Interest in interpretive activity; initial level identified
2. Theoretical-hermeneutic	Foundations of hermeneutics, understanding and interpretation; "part–whole" analysis; distinguishing the topic, idea and meaning layers of a text; hermeneutic circle exercises	Knowledge of key concepts; skill in text analysis
3. Modeling and methodological design	Cognitive-interpretive cases; the deconstruction–reconstruction method; redesigning textbook tasks; composing and analyzing PIRLS-type questions	Ability to turn an interpretation into a child-appropriate task
4. Cluster practice	Micro-lessons, observation and interpretation of children's responses in the "HEI–school" cluster; a "diary of interpreting pupils' thinking"	Interpretive models tested in a real setting

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Stage	Content and technologies	Expected outcome
5. Reflective-evaluative	Socratic dialogue, portfolio defense, expert assessment, self- and peer assessment; an individual development plan	A stable interpretive stance; further development directions identified

In the program each stage builds on the previous one: the student first becomes aware of his or her own interpretation (stage 1), enriches it theoretically (stage 2), casts it in a methodological form suited to the child (stage 3), tests it in the real school environment (stage 4) and finally generalizes the experience and sets a direction for his or her own development (stage 5). This sequence corresponds to the levels of understanding, application, analysis, evaluation and creation in the revised version of Bloom's taxonomy by Anderson and Krathwohl [30].

3.5. Levels and criteria of development of professional-interpretive thinking

As part of the study, a system of criteria was developed that makes it possible to assess the level of students' professional-interpretive thinking. The system consists of three groups of criteria: cognitive-analytical, reflective-empathic and methodological-practical. They correspond to the four components of the model: the cognitive-epistemological and hermeneutic-analytical components are assessed under the first criterion, the axiological-reflective component under the second, and the methodological-design component under the third. Three levels were distinguished: high (creative-interpretive), medium (normative-productive) and low (reproductive-passive). Their description is given in Table 4.

Table 4. Description of the levels of professional-interpretive thinking

Level	Cognitive-analytical criterion	Reflective-empathic criterion	Methodological-practical criterion
High (creative-interpretive)	Freely grasps the multifaceted, symbolic and hidden meanings of texts and situations; takes a critical stance; advances non-standard hypotheses	Deeply senses the pupil's worldview; can assess his or her own point of view impartially; free from stereotypes	Can turn complex ideas into interactive tasks that children understand; creates a meaning-making environment in the lesson
Medium (normative-productive)	Understands the meaning of a text correctly but is limited mainly to traditional, textbook-based commentary; produces new ideas with difficulty	Can see the reasons for pupils' behavior but has difficulty fully applying them in the methodological process	Relies on ready-made methodological materials and can adapt them in part; is limited in asking interpretive questions

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Level	Cognitive-analytical criterion	Reflective-empathic criterion	Methodological-practical criterion
Low (reproductive-passive)	Takes in information only literally and superficially; cannot see hidden meanings and logical connections; clings to rigid frameworks	Indifferent to the child's inner state; regards his or her own position as the only right way; weak reflection	Builds the lesson only on reproductive tasks (retelling, copying); follows a single template in pedagogical situations

To determine the levels quantitatively, a system of diagnostic instruments is proposed for each component (Table 5). Each indicator is scored from 0 to 3: 0 — not manifested; 1 — manifested only with the instructor's help; 2 — manifested independently but within a standard framework; 3 — manifested independently, with justification and creatively. The ratio of the sum of the points obtained to the maximum possible score is interpreted as follows: 75% and above is the high level, 45–74% the medium level and below 45% the low level.

Table 5. Diagnostic instruments and assessment indicators

Component	Diagnostic instrument	Assessor
Cognitive-epistemological	A test on concepts and text layers; a task analyzing a primary school teaching text in terms of topic, idea and meaning	Department instructor
Hermeneutic-analytical	Writing at least two alternative interpretations of one text (interpretive essay); analyzing a case through a cause-and-effect chain	Two independent experts
Axiological-reflective	Analysis of the reflective journal; a role-based task "in the child's place"; a written reflection on revising one's own interpretation	Expert and the student
Methodological-design	Turning an interpretation into a system of questions and tasks; a micro-lesson plan and an observation sheet from teaching practice	Practicum supervisor and school teacher

4. DISCUSSION

The results show that professional-interpretive thinking can be regarded as a distinct, systemic and developable quality within the professional competence of a primary school teacher. Several aspects of these results merit attention when compared with existing research.

First, the proposed model continues and complements Shulman's conception of teacher knowledge [26]. Shulman pointed to the importance of the teacher's ability to "transform" subject matter into forms comprehensible to pupils. In our model this ability is identified as the methodological-design component, but its inseparable connection with the hermeneutic-analytical and axiological-reflective components is

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

stressed: without first understanding a meaning deeply and from several sides, adapting it to the child turns into superficial simplification.

Second, the central place of reflection in developing interpretive thinking is consistent with ideas advanced in the works of Schön, Dewey and Mezirow [25; 27; 29]. Dewey regarded thinking as a process of recognizing and testing experience as a problem; in our program the reflective journal, the portfolio and dialogue are precisely the means of organizing this process. At the same time, the present study fills reflection with specific content, treating it not as a general professional quality but as the mechanism of monitoring and correcting interpretive activity.

Third, the hermeneutic approach is often confined to philosophical or philological analysis and fails to reach the practice of pedagogical higher education. The proposed five-stage program and diagnostic instruments are aimed at filling this gap: they turn a theoretical idea such as the hermeneutic circle into concrete exercises, tasks and assessment indicators. According to Bruner and Bakhtin, meaning is created in dialogue and through cultural mediation [9; 13; 14]; for this reason Socratic dialogue and cluster practice occupy a distinct place in the program.

Fourth, the results are directly connected with practical demands in primary education. PIRLS-type tasks require pupils to interpret and evaluate texts [31], and a teacher who is to compose such tasks, analyze children's answers and guide them must himself or herself have experience of interpretive thinking. In this sense the culture of interpretation of a future teacher can be regarded as one of the factors of children's reading literacy.

The study also has limitations. The model, criteria and scoring scale were constructed on a theoretical-analytical basis and must be validated in large-scale pedagogical experiments. In particular, the reliability of the diagnostic instruments (inter-rater agreement and internal consistency) and the effectiveness of the program must be tested by comparing experimental and control groups. The adaptation of the model to different forms of study (full-time and part-time) and to the conditions of different regions also requires separate investigation.

Future research should proceed in the following directions: (a) psychometric testing of the diagnostic instruments; (b) determining, through a pedagogical experiment, the effect of the program on students' level of interpretive thinking; (c) studying the relationship between a future teacher's level of thinking and the reading comprehension indicators of the pupils in his or her class; and (d) analyzing the specific features of interpretive activity in digital learning environments (electronic texts and artificial intelligence tools).

5. CONCLUSION AND RECOMMENDATIONS

The theoretical analysis and pedagogical research carried out show that, in a modern information society, the task of the primary school teacher is not limited to giving information. The teacher must be a guide to the field of cultural, scientific and human meanings for pupils. On the basis of the results of the study, the following conclusions were reached:

1. Professional-interpretive thinking is a quality indicator of a primary school teacher that meets modern requirements, and it is the main mechanism for forming the competencies of in-depth analysis and interpretation of information, adapting it to children's thinking and fostering pupils' independent meaning-making.

2. Its structural-functional model consists of four interrelated components (cognitive-epistemological, hermeneutic-analytical, axiological-reflective and methodological-design), each of which is expressed through observable and assessable indicators.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

3. Developing this thinking requires organizing the HEI educational process on the basis of hermeneutic and reflective approaches and reorienting students from traditional reproductive methods toward quasi-professional modeling, cognitive cases and analytical dialogue; the "HEI–school" cluster is an effective environment for linking theory and practice.

4. Three levels of development (high, medium, low), three criteria and a 0–3 point assessment scale make it possible to determine students' starting position and to monitor the dynamics of their development.

5. Forming interpretive thinking in students of the primary education program will be an important condition for improving, in the future, primary school pupils' reading comprehension, functional literacy and logical-critical thinking.

Practical recommendations:

– Elective courses entitled "Pedagogical Hermeneutics and Professional Thinking" or "Technologies of Text Interpretation in Primary Education" should be introduced into the curricula of the "Primary Education" program in pedagogical HEIs.

– During teaching practice, students should be assigned not only the preparation of lesson plans but also practical research tasks such as "Diaries of Interpreting Pupils' Thinking" and "Analysis of Methodological Cases".

– Future teachers should be provided regularly with practical training in textbook development, work with texts and the interpretation of tasks from international assessment systems (PIRLS, TIMSS).

– Departments should adopt the practice of measuring students' level of interpretive thinking at the beginning and end of the year with the proposed diagnostic instruments, and of drawing up individual development plans on the basis of the results.

– Practising school teachers should be involved as experts in the "HEI–school" cluster, and short seminars on assessing interpretive activity should be organized for them.

REFERENCES

1. Mirziyoyev Sh.M. Yangi O'zbekiston strategiyasi [The Strategy of New Uzbekistan]. – Tashkent: O'zbekiston, 2021. – 464 p. (in Uzbek)
2. Decree of the President of the Republic of Uzbekistan No. PF-158 of 11 September 2023 "On the 'Uzbekistan — 2030' Strategy". (in Uzbek)
3. Law of the Republic of Uzbekistan "On Education" (No. O'RQ-637 of 23 September 2020). (in Uzbek)
4. Gadamer H.-G. Istina i metod: Osnovy filosofskoy germenevtiki [Truth and Method: Foundations of Philosophical Hermeneutics]. – Moscow: Progress, 1988. – 704 p. (in Russian)
5. Ricoeur P. Konflikt interpretatsiy: Ocherki o germenevtike [The Conflict of Interpretations: Essays in Hermeneutics]. – Moscow: Medium, 1995. – 416 p. (in Russian)
6. Schleiermacher F. Germenevtika [Hermeneutics]. – St Petersburg: Evropeyskiy dom, 2004. – 242 p. (in Russian)
7. Dilthey W. Gesammelte Schriften. Bd. 5: Die geistige Welt. – Leipzig–Berlin: Teubner, 1924.
8. Heidegger M. Bytie i vremya [Being and Time]. – Moscow: Ad Marginem, 1997. – 451 p. (in Russian)

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

9. Bakhtin M.M. Estetika slovesnogo tvorchestva [The Aesthetics of Verbal Creation]. – Moscow: Iskusstvo, 1979. – 424 p. (in Russian)
10. Vygotsky L.S. Myshlenie i rech [Thought and Language]. – Moscow: Labirint, 1999. – 352 p. (in Russian)
11. Vygotsky L.S. Mind in Society: The Development of Higher Psychological Processes. – Cambridge, MA: Harvard University Press, 1978.
12. Piaget J. Izbrannye psikhologicheskie trudy [Selected Psychological Works]. – Moscow: Prosveshchenie, 1969. (in Russian)
13. Bruner J. The Culture of Education. – Cambridge, MA: Harvard University Press, 1996. – 224 p.
14. Bruner J. Actual Minds, Possible Worlds. – Cambridge, MA: Harvard University Press, 1986.
15. Rubinstein S.L. Osnovy obshchey psikhologii [Foundations of General Psychology]. – St Petersburg: Piter, 2002. (in Russian)
16. Zinchenko V.P. Psikhologicheskaya pedagogika: Materialy k kursu lektsiy [Psychological Pedagogy: Materials for a Lecture Course]. – Samara: SGPU, 1998. – 216 p. (in Russian)
17. Senko Yu.V. Gumanitarnye osnovy pedagogicheskogo obrazovaniya [Humanitarian Foundations of Teacher Education]. – Moscow: Akademiya, 2000. – 240 p. (in Russian)
18. Zakirova A.F. Osnovy pedagogicheskoy germenevtiki: Monografiya [Foundations of Pedagogical Hermeneutics: A Monograph]. – Tyumen: Tyumen State University Press, 2011. – 152 p. (in Russian)
19. Jo‘rayev R.Kh. Pedagogik texnologiyalar va pedagogik mahorat [Pedagogical Technologies and Pedagogical Mastery]. – Tashkent: O‘qituvchi, 2009. – 240 p. (in Uzbek)
20. Khodjayev B.Kh. Umumiy pedagogika nazariyasi va amaliyoti: Darslik [Theory and Practice of General Pedagogy: A Textbook]. – Tashkent: Sano-standart, 2017. – 416 p. (in Uzbek)
21. Muslimov N.A. Bo‘lajak kasb ta’limi o‘qituvchilarini kasbiy shakllantirish [Professional Formation of Future Vocational Education Teachers]: Dr. Sci. (Pedagogy) Dissertation. – Tashkent, 2007. – 315 p. (in Uzbek)
22. Ro‘ziyeva D.I., Tolipov O‘.Q. Pedagogik texnologiyalar va pedagogik mahorat [Pedagogical Technologies and Pedagogical Mastery]. – Tashkent: Innovatsiya-Ziyo, 2019. – 232 p. (in Uzbek)
23. Ismailova Z.K. Pedagogik mahorat [Pedagogical Mastery]. – Tashkent: Iqtisod-moliya, 2009. – 280 p. (in Uzbek)
24. Qurbonov Sh.E., Seytxalilov E.A. Ta’lim sifatini boshqarish [Managing the Quality of Education]. – Tashkent: Turon-Iqbol, 2006. – 592 p. (in Uzbek)
25. Schön D.A. The Reflective Practitioner: How Professionals Think in Action. – New York: Basic Books, 1983.
26. Shulman L.S. Knowledge and Teaching: Foundations of the New Reform // Harvard Educational Review. – 1987. – Vol. 57, No. 1. – P. 1–22.
27. Dewey J. How We Think. – Boston: D.C. Heath, 1933.
28. Korthagen F.A.J. Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. – Mahwah, NJ: Lawrence Erlbaum, 2001.
29. Mezirow J. Transformative Dimensions of Adult Learning. – San Francisco: Jossey-Bass, 1991.
30. Anderson L.W., Krathwohl D.R. (Eds.). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives. – New York: Longman, 2001.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

31. Mullis I.V.S., Martin M.O. (Eds.). PIRLS 2021 Assessment Framework. – Boston: TIMSS & PIRLS International Study Center, Boston College, 2019.