

Developing The Teacher's Communicative Competence And Spiritual Culture Through A Hermeneutic Approach (Based On International Experience)

Raximboy Djumaniyazov

Candidate of Philological Sciences, Professor, Member of the Writers' and Journalists' Unions of Uzbekistan, Uzbekistan

Received: 31 July 2025; **Accepted:** 28 August 2025; **Published:** 30 September 2025

Abstract: This article focuses on the analysis of advanced experiences in the field of continuous professional development of teachers in the education system of foreign countries and the possibilities of their adaptation to the education system of Uzbekistan. The article analyzes the content and structure of continuous professional development systems of teachers in foreign countries, reveals their features, identifies leading trends and directions in the development of these systems in international experience, and discusses the socio-pedagogical conditions necessary for the application of foreign experience in the effective organization of continuous and self-professional development processes of secondary school teachers in Uzbekistan.

Keywords: Skills, competence, hermeneutics, professional skills, experience, strategy, model, speaker, effectiveness, cooperation, development, trend, educational process, communication, technology, analysis, value, ability, spiritual education, integration, methodology, international practice, thinking.

Introduction: The issue of developing speech culture in the process of continuous professional development of teachers based on a hermeneutic approach is a complex scientific and practical process. A number of problems are observed in the implementation of this process. They are as follows:

- lack of active comprehension skills: hermeneutics is related to the understanding and interpretation of meaning and content. Teachers have insufficiently developed capacity to correctly understand, interpret and re-express the meaning in speech, which is especially noticeable among teachers of natural and applied sciences, while we can see that teachers working in the field of social and humanitarian sciences have relatively good speech skills;

- lack of an environment that supports teachers' speech activity: in the process of continuous professional development, there is little practical space for developing speech culture, that is, trainings, classes, and communication spaces;

- lack of experience in using hermeneutic interpretation techniques in professional discourse: teachers find it difficult to effectively use hermeneutic elements such as metaphor, interpretation, symbolic meanings, and

cultural contexts in their discourse;

- lack of humanistic and cultural communication competencies: the hermeneutic approach requires understanding and interpreting a person and their thoughts.

The teacher's communicative communication and speech culture are important not only for academic success, but also for mutual respect in society, social cooperation and spiritual growth. Studying foreign experiences in this process requires taking into account not only methodological, but also social and cultural aspects. For the development of communicative communication, successful experiences in teacher training programs in, for example, Finland, Germany and Canada should be studied. In these countries, teachers are trained on the basis of concepts such as mutual respect and cultural sensitivity in the social context in the formation of communicative skills. It is necessary to ensure harmony between Uzbek national values, traditions and the modern education system when adapting them to the local context, studying issues of social communication and speech culture in the Uzbek language and culture.

Foreign experiences have mainly relied on the

following basic approaches to studying speech culture and communicative skills:

- emotional-intellectual approach: developing interpersonal emotional communication and ethics in teachers, as well as sincere communication skills in an academic environment;
- Interactive and collaborative methods: methodologies that focus on teachers engaging in dialogue and developing effective and respectful relationships with students; in addition, the Finnish education system places special emphasis on developing teachers' pedagogical communicative skills through sensitivity and cultural cooperation in problem-solving.

The French hermeneutic Paul Ricoeur's theory of textual hermeneutics can serve as an important methodological basis for developing a teacher's speech culture. In his research, he interprets the process of understanding and explanation as a complex process that begins from a static state - that is, from a motionless form like a text - to active understanding of meaning and influence on social reality.

This approach allows us to understand the development of teacher speech as a multi-stage, consistent and structurally deep process. First of all, teacher speech is formed as a meaningful text aimed at self-expression. Later, this speech is interpreted in the process of pedagogical dialogue, actively understood and reconsidered by listeners (students). As P. Ricoeur noted, understanding moves from a static state (text - speech) to a dynamic state (mutual understanding and practical communication). In this process, speech becomes not only a means of transmitting information, but also a means of forming social and spiritual relations. Thus, not only knowledge, but also interpersonal relations, culture and values are interpreted through teacher speech. Based on Ricoeur's analyses conducted within the framework of the hermeneutics of social reality, it can be said that teacher speech is a meaningful text, and the teacher is a subject that constructs, interprets and socially influences it. His speech is at the center of pedagogical activity, forming a culture of understanding, reflection, and communication in students.

If a methodology for the formation and development of teachers' speech culture is developed based on P. Ricoeur's hermeneutic approach, then this will serve to strengthen the deep, cultural-ethical and communicative properties of speech and increase the professional competence of the teacher. His hermeneutic teachings, as a pedagogical basis, help develop speech culture, communicative competence, theories of pedagogical communication,

linguohermeneutics, text semantics, processes of thinking and understanding, methods of interpretation and reflection.

The use of the hermeneutic approach in the educational process, in particular, reveals the active, meaning-making and dialogical nature of the teacher's speech. In this regard, the research of scientists from the CIS countries, including the scientific research of LA Akhmilovskaya, deserves special attention.

L.A.Akhmilovskaya in her research deeply analyzed the processes of hermeneutic understanding that arise as a result of the collision of different cultures and mentalities. She argues that the hermeneutic circle, that is, the process of understanding and interpretation, is based not only on linguistic and logical foundations, but also on ethnopsychological, individual-psychological and personal characteristics of thinking. LA Akhmilovskaya, considering this process on the example of understanding works of art, reveals how differences in mentalities affect the process of interpretation.

The main focus of the scientific research of Russian researcher AG Asmolov is on the application of a hermeneutic approach to the development of the individual. His idea is that education should develop each student's personal system of understanding meaning, not just impart knowledge, but enrich it with meaning, and that the teacher should turn the lesson into an environment for creating meaning rather than simply presenting information.

In their study "Hermeneutics and Pedagogy: To the Problem of Methodological Foundations of Dialogue in Education", SA Voronin and TA Serebryakov analyzed the theoretical and practical foundations of creating a dialogic environment in education, that is, implementing the process of understanding based on equal dialogue between the student and the teacher, and substantiated a system for identifying the interests and needs of the learner by adding elements of dialogue and interpretation to the processes of essay writing, creative educational tasks, and analysis of literary texts.

T.T.Shchelina, I.S.Begantsova, S.P.Akutina, developed a model based on hermeneutic pedagogy and psychology for the formation of a teacher's spiritual and moral competencies, which focuses on the teacher's personal spiritual values, communicative abilities and professional development. In their research, they proposed pedagogical conditions and methods aimed at developing the teacher's self-awareness, moral decision-making and effective communication skills with students.

In accordance with modern requirements, in our

opinion, a new type of teacher should possess moral and ethical competencies, which include the ability to communicate, convey emotional and value experience to the younger generation, understand and teach new moral norms. All this includes the ability to work in multitasking conditions in the information society, create a personal situation for social development and the restoration of knowledge.

Effective pedagogical conditions for the formation of a teacher's moral and ethical competencies include:

- develop a value-based attitude towards the profession; implement psychological and pedagogical integration, correctly combine subject and methodological knowledge;
- involving the teacher in active creative interaction in the "teacher-student" system; developing social partnership between teachers, parents and students in educational institutions;
- creating a diverse social and cultural space that expands the "field of understanding" of the profession;
- methodological management of the educational process of future teachers.

In the education system of foreign countries, great attention is paid to the development of teachers' speech culture. For example: The United States education system has a tradition of organizing courses and trainings for teachers aimed at constantly improving the culture of speech. Teachers improve their skills in expressing speech clearly and intelligibly, communicating effectively with the audience, and managing emotional factors in speech. Based on the hermeneutic approach, teachers participate in these courses to develop their skills in adapting their speech to the needs of their listeners (students), as well as to develop a deeper understanding of the meaning and context of speech.

In European countries (Sweden, Germany), teachers are provided with advanced training courses to develop their speech culture. They help teachers develop their speech style. In this, teachers develop not only scientific, but also practical and social communicative competencies. In Sweden and Germany, this process is carried out in a more interactive way, through discussion of speech issues in group work. In the UK, much attention is paid to the development of teachers' speech culture. In the UK, teachers are trained in the skills of adapting their speeches to the audience and presenting them in a way that is sufficiently effective. This process is aimed at improving the academic and personal speech culture of teachers.

The experience of a foreign country analyzed within the framework of the research problem requires the

involvement of teachers in subject-subject relations within the framework of scientific and methodological activities at the formative experimental stage of the process of implementing pedagogical conditions. In the framework of advanced training courses, a content component related to the development of the teacher's moral and ethical competencies and the possibilities of their transfer to children was developed when working with teachers. In particular, we can see that the means and methods of forming moral and ethical competencies are considered within the framework of artistic means (literature, fine arts, music, cinema, nature, etc.).

The use of hermeneutic approaches in the development of teachers' speech culture not only serves to increase their speech competence, but also to improve the overall quality of the education system. Foreign experience shows the importance of introducing hermeneutic methodology for teachers to clearly and effectively express their speech, as well as to establish proper communication with the audience. This approach helps teachers to effectively manage the educational process in accordance with the needs and interests of students.

The general functions of developing speech culture in our republic are important at all levels of the education system. Speech culture concerns not only teachers and students, but also all members of society, increasing the effectiveness of communicative processes. When determining the general functions of developing speech culture, it is necessary to improve the following aspects:

- communicative function: speech culture is based on the effective implementation of communication processes. This function creates an effective dialogue between students and teachers, the teacher's clear expression of his opinion, and the student's ability to receive clear and understandable answers to his questions, teachers and students learn to adapt their speech communication to the needs of the audience;
- educational function: due to the influence of speech culture on education, this function serves to qualitatively and effectively organize the process of students acquiring knowledge about a particular subject or field, helps students to clearly, understandably and logically interpret the materials presented in the educational process, through speech culture, the teacher learns to express the topic clearly, systematically and interestingly, which leads to effective results in education;
- humanization and ethics function: speech culture is not limited to improving speaking skills. It also plays an important role in the development of moral, ethical

and human relations, teaches students to communicate in a civilized and respectful manner, ensures social and cultural awareness, understanding and adherence to norms in society;

- the function of identification and personal development: speech culture serves to develop the personality of each person and his worldview. It helps students to understand their personal worth, identity, expressing their thoughts clearly and clearly increases self-confidence, students are logically and scientifically correct not only in communicating and exchanging ideas about themselves, but also with those around them;

- collective and social function: speech culture also plays an important role in establishing social ties in communication and ensuring mutual respect in society. Establishing constructive relationships with others in a collective environment, in turn, increases social justice, cooperation and team spirit. Correct speech helps maintain respect and justice between people, which ensures social stability;

- aesthetic and artistic function: the culture of speech is also of great aesthetic importance. Thoughts expressed through speech can have not only scientific and spiritual, but also aesthetic value, through the correct and effective use of the word, aesthetic values are created. This helps the student not only to acquire knowledge, but also to understand and appreciate beauty, teaches teachers and students to use speech artistically, which adds a new aesthetic edge to the educational process.

Therefore, the issue of developing speech culture is largely implemented in the education system around the world on the basis of effective teaching, improving communication and social relations. Through it, students are educated not only with knowledge, but also with social responsibility, moral values and aesthetic intuition. The development of speech culture in our republic requires a comprehensive consideration of this process, a deep understanding of its role and influence in society.

REFERENCES

1. Mirziyoyev Sh. "Critical analysis, strict discipline and personal responsibility should be the daily rule of every leader's activities" T.: Uzbekistan" NMIU. 2016.
2. Law of the Republic of Uzbekistan "On Education" dated 23.09.2020.
3. Kaykovus. Nightmare. – T.: "Heritage" 1992.
4. Navoi A. "Mahbub ul-qulub". – T.: Gafur Ghulam Literary Publishing House, 1993.
5. Allayarova SN "Hermeneutics" Textbook, T,;

Extremum press, 2017.y

6. Kun'girov R., Begmatov E., Tojiev Yo. Fundamentals of speech culture and methodology. – T.: "Teacher" 1992.
7. Dale Carnegie. The Art of Self-Confidence and Public Speaking. – T.: "New Age Generation", 2019.
8. Ortikov A., Ortikov A. Speech culture and the art of oratory. – T.: 2002.
9. Nurmanov AT Pedagogical possibilities of preparing students for effective communication technologies and techniques. (on the example of extracurricular activities) Abstract. -T.; 2017
10. Kholikov A. Pedagogical skills. Tashkent "ECONOMICS-FINANCE" 2010
11. Muslimov N, Usonboeva M, Sayfurov D, Turaev A. Fundamentals of pedagogical competence and creativity. -T.; 2015.
12. Navoi A. Mahbub ul-kulub. Works, Volume 15. – T., 2005.
13. G'oziev E. Psychology of communication. Tashkent, 2001.
14. Maqsudova M. Psychology of Communication. Tashkent, 2006.
15. Carnegie D. The art of self-confidence and public speaking. -T.: "New Age Generation" 2019
16. Muslimov NA Professional development of future vocational education teachers / Monograph. – T.: Science, 2004.
17. Muslimov NA, Usmonbaeva MH, Sayfurov DM, Turaev AB Fundamentals of pedagogical competence and creativity – Tashkent, 2015.
18. Ibraimov XI Kuronov M. General pedagogy. Textbook. "Sahhof" T., 2023
19. Ibraimov Kh., Kuronov M. Theory and history of pedagogy. Textbook. "Sahhof" publishing house T., 2024
20. Jumaniyozov RM Pedagogical skills and communicative competence. T., "Yangi Kitob" publishing house, 2021.
21. Jumaniyozov RM Public Speaking Skills. Textbook. "New Century Generation" Publishing House, 2024.