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THE SIGNIFICANCE OF HERMENEUTIC EDUCATIONAL TECHNOLOGY IN THE FORMATION OF INDIVIDUAL AND INTEGRAL COGNITIVITY

Ernazarova Gulnora Oblaqulovna
Professor at Chirchik State Pedagogical University

Abstract

This article examines the pedagogical significance of hermeneutic educational technology in the formation of individual and integral cognitivity among students. In modern pedagogy, the development of cognition is not limited to the acquisition of ready-made knowledge, but is directly connected with interpretation, understanding, reflection, meaning-making, and the ability to relate educational content to personal and social experience. Hermeneutic educational technology creates conditions for students to interpret texts, concepts, professional situations, cultural meanings, and scientific information through dialogue, comparison, contextual analysis, and reflective thinking. The article emphasizes that individual cognitivity develops when learners independently construct meaning, identify personal learning strategies, analyze information from different perspectives, and transform knowledge into internal intellectual experience. Integral cognitivity, in turn, is formed through the synthesis of logical, emotional, cultural, communicative, and value-based components of cognition. The use of hermeneutic methods in the educational process strengthens students' analytical thinking, professional worldview, communicative competence, interpretive skills, and readiness for independent intellectual activity. The study is relevant for the pedagogical environment because contemporary education requires not only subject knowledge, but also the formation of a holistic personality capable of understanding complex social, cultural, and professional phenomena. The article substantiates that hermeneutic educational technology serves as an effective mechanism for connecting

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knowledge with meaning, theory with practice, and individual development with integral cognitive growth.

Keywords: hermeneutic educational technology, individual cognitivity, integral cognitivity, interpretation, reflective thinking, meaning-making, pedagogical process, cognitive development.

GERMENEVTIK TA'LIM TEXNOLOGIYASINING INDIVIDUAL VA INTEGRAL KOGNITIVLIKNI SHAKLLANTIRISHDAGI AHAMIYATI

Ernazarova Gulnora Oblaqulovna
Chirchiq davlat pedagogika universiteti professori

Annotatsiya

Ushbu maqolada talabalarda individual va integral kognitivlikni shakllantirishda germenevtik ta’lim texnologiyasining pedagogik ahamiyati yoritiladi. Zamonaviy pedagogikada bilish jarayoni tayyor bilimlarni o‘zlashtirish bilangina chegaralanmaydi, balki talqin qilish, tushunish, refleksiya, ma’no yaratish hamda o‘quv mazmunini shaxsiy va ijtimoiy tajriba bilan bog‘lash jarayoni sifatida qaraladi. Germenevtik ta’lim texnologiyasi talabalar tomonidan matnlar, tushunchalar, kasbiy vaziyatlar, madaniy mazmunlar va ilmiy axborotni dialog, qiyosiy tahlil, kontekstual yondashuv hamda reflektiv fikrlash orqali anglashga imkon yaratadi. Maqolada individual kognitivlik talabaning mustaqil ma’no hosil qilishi, o‘ziga xos o‘quv strategiyalarini aniqlashi, axborotni turli nuqtayi nazardan tahlil qilishi va bilimni ichki intellektual tajribaga aylantirishi orqali rivojlanishi ta’kidlanadi. Integral kognitivlik esa bilish jarayonining mantiqiy, emotsional, madaniy, kommunikativ va qadriyaviy tarkibiy qismlarini uyg‘unlashtirish orqali shakllanadi. Ta’lim jarayonida germenevtik metodlardan foydalanish talabalarning tahliliy tafakkuri, kasbiy dunyoqarashi, kommunikativ kompetensiyasi, talqin qilish ko‘nikmalari va mustaqil intellektual faoliyatga tayyorgarligini kuchaytiradi. Tadqiqot pedagogik muhit uchun dolzarbdir, chunki zamonaviy ta’lim nafaqat fan bo‘yicha bilim berishni, balki murakkab ijtimoiy, madaniy va kasbiy hodisalarni anglay oladigan yaxlit shaxsni shakllantirishni ham talab etadi. Maqolada germenevtik ta’lim texnologiyasi bilimni ma’no bilan,

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nazariyani amaliyot bilan, individual rivojlanishni esa integral kognitiv o‘sish bilan bog‘lovchi samarali mexanizm sifatida asoslanadi.

Kalit so‘zlar: germenevtik ta’lim texnologiyasi, individual kognitivlik, integral kognitivlik, talqin, reflektiv fikrlash, ma’no yaratish, pedagogik jarayon, kognitiv rivojlanish.

Introduction

The contemporary pedagogical process is increasingly focused on the development of a learner who is not only able to reproduce knowledge, but also capable of understanding, interpreting, comparing, evaluating, and applying it in different educational and professional contexts. In this regard, hermeneutic educational technology occupies an important place in modern pedagogy because it treats learning as a process of meaningful comprehension rather than mechanical memorization. Hermeneutics, as a theory and practice of interpretation, allows the educational process to be organized around dialogue, contextual analysis, reflection, and the search for meaning. When applied to pedagogy, this approach supports the formation of individual and integral cognitivity, which are essential qualities for the intellectual and professional development of students.

Individual cognitivity refers to the learner’s personal way of perceiving, processing, understanding, and transforming information. Each student enters the educational process with a unique system of prior knowledge, life experience, values, motivation, language competence, emotional perception, and cognitive style. Therefore, the effectiveness of education depends not only on the content of the curriculum, but also on how this content is interpreted and internalized by the learner. Hermeneutic educational technology creates favorable conditions for recognizing these individual differences. Through interpretive tasks, discussion, questioning, reflective writing, text analysis, and problem-based dialogue, students learn to construct personal meanings and connect theoretical knowledge with their own intellectual experience.

Integral cognitivity, in contrast, reflects the holistic development of cognition. It includes not only logical reasoning and analytical thinking, but also emotional,

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communicative, cultural, ethical, and value-oriented dimensions of understanding. In the pedagogical context, integral cognitivity is especially important because professional activity requires the ability to see phenomena in their complexity, to understand the relationship between facts and meanings, and to make decisions based on a broad intellectual and moral perspective. Hermeneutic educational technology contributes to this process by encouraging students to analyze educational material from different viewpoints, identify hidden meanings, compare interpretations, and understand the relationship between knowledge, culture, society, and personal development.

The relevance of this topic is determined by the need to modernize pedagogical approaches in accordance with the demands of contemporary education. In higher education, especially in the preparation of future specialists, it is no longer sufficient to provide only theoretical information. Students must be trained to work with complex texts, professional situations, interdisciplinary problems, and socially significant meanings. Hermeneutic educational technology helps to transform the classroom into a space of intellectual dialogue, where the teacher acts not only as a transmitter of knowledge, but also as an organizer of interpretation, reflection, and independent thinking.

In the educational environment of Uzbekistan, the significance of this approach is connected with the broader task of improving the quality of higher education, developing students' professional competence, and strengthening their ability to think independently and creatively. The formation of individual and integral cognitivity through hermeneutic educational technology allows students to acquire knowledge more deeply, understand its practical and cultural significance, and develop a responsible attitude toward learning and future professional activity.

Methods

The methodological basis of this study is formed by a pedagogical and hermeneutic approach aimed at identifying how interpretation-oriented educational technology influences the formation of individual and integral cognitivity among students. The research is based on the idea that cognition develops not only through the perception of information, but also through its

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conscious interpretation, comparison, internalization, and practical application. Therefore, the study considers hermeneutic educational technology as a system of pedagogical actions that organizes learning through understanding, dialogue, reflective analysis, contextual explanation, and the search for personal and professional meanings.

The study uses theoretical analysis, pedagogical observation, comparative interpretation, content analysis, and reflective generalization as its main methods. Theoretical analysis was applied to examine scientific and pedagogical views related to hermeneutics, cognitive development, individual learning trajectories, and integral personality formation. This made it possible to clarify the conceptual relationship between hermeneutic educational technology and the development of students' cognitive independence. Pedagogical observation was used to identify how students respond to interpretive tasks, open-ended questions, problem situations, and dialogic forms of learning. Special attention was paid to the way students explain concepts, justify their opinions, compare different viewpoints, and connect educational material with personal experience.

Content analysis was used to study educational texts, scientific materials, professional situations, and learning assignments from the point of view of their interpretive potential. In this process, educational content was not treated only as a source of factual information, but as a field of meanings that could be understood at different levels. Students were encouraged to analyze the main idea of a text, reveal its implicit meanings, distinguish between literal and contextual interpretation, and formulate their own position. Such tasks helped to determine the degree to which hermeneutic technology develops independent judgment, analytical flexibility, and reflective thinking.

The methodological design also included comparative analysis of traditional and hermeneutic forms of teaching. In traditional instruction, the main emphasis is usually placed on explanation, memorization, and reproduction of knowledge. In hermeneutic instruction, however, the learner becomes an active participant in the construction of meaning. This comparison made it possible to identify the specific advantages of hermeneutic educational technology in developing individual cognitive strategies and integral understanding. The teacher's role was analyzed

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as that of a facilitator who guides students toward deeper comprehension through questions, dialogue, clarification, and reflective feedback.

Reflective generalization was used to interpret the pedagogical outcomes of hermeneutic learning activities. Students' oral responses, written reflections, participation in discussions, and ability to apply concepts to practical situations were considered as indicators of cognitive development. The methodological approach was directed toward determining whether students could move from simple reproduction of information to meaningful interpretation, from isolated knowledge to holistic understanding, and from passive perception to active intellectual participation. In this sense, the chosen methods allowed the study to reveal the pedagogical mechanisms through which hermeneutic educational technology contributes to the formation of both individual and integral cognitivity in the learning process.

Results

The results of the study show that hermeneutic educational technology has a significant pedagogical influence on the formation of students' individual and integral cognitivity. The use of interpretation-based tasks, dialogic learning, contextual analysis, reflective questions, and meaning-oriented discussion helped students move from passive perception of educational material to active intellectual participation. In comparison with traditional reproductive learning, hermeneutic technology created conditions in which students did not only receive information, but also analyzed its meaning, connected it with their own experience, compared different interpretations, and expressed independent judgments. This indicates that hermeneutic educational technology can be considered an effective mechanism for deepening cognitive activity in the pedagogical process.

One of the main results was the strengthening of individual cognitivity. Students demonstrated greater independence in understanding educational texts, concepts, and professional situations. They began to formulate personal interpretations, identify essential ideas, ask clarifying questions, and justify their opinions with arguments. This shows that the hermeneutic approach activates the learner's internal cognitive resources and supports the development of an individual

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learning position. In the process of working with texts and educational problems, students gradually moved away from memorizing ready-made explanations and began to construct their own meanings. As a result, their cognitive activity became more conscious, selective, and personally significant.

Another important result was the development of reflective thinking. Hermeneutic educational technology encouraged students to analyze not only the content of learning material, but also their own way of understanding it. Reflective tasks helped them recognize difficulties in comprehension, compare initial and final interpretations, evaluate the validity of their conclusions, and determine the practical value of acquired knowledge. This contributed to the formation of self-awareness in learning, which is an important component of individual cognitivity. Students who participated in reflective discussion showed a stronger ability to explain why they understood a concept in a particular way and how their interpretation changed during the learning process.

The study also revealed positive changes in the formation of integral cognitivity. Students became more capable of considering educational content as a system of interrelated meanings rather than as separate facts. They connected theoretical knowledge with social, cultural, ethical, communicative, and professional contexts. This was especially visible in tasks requiring the interpretation of complex pedagogical situations. Students were able to identify not only the logical structure of a problem, but also its value-based, interpersonal, and practical dimensions. Such results indicate that hermeneutic educational technology supports holistic comprehension and develops the ability to perceive knowledge in its broader educational and cultural significance.

The communicative aspect of cognition also improved. Dialogic interpretation encouraged students to listen to alternative opinions, compare viewpoints, express agreement or disagreement with justification, and participate in collaborative meaning-making. This strengthened not only cognitive skills, but also communicative competence, tolerance toward different interpretations, and readiness for academic dialogue. The results suggest that hermeneutic technology transforms the educational environment into a space of cooperation, where knowledge is constructed through interaction between teacher, student, text, and context.

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Overall, the results confirm that hermeneutic educational technology contributes to the formation of a more independent, reflective, flexible, and holistic type of cognition. It allows students to understand educational material more deeply, relate it to personal and professional experience, and develop the intellectual qualities necessary for successful pedagogical and professional activity.

Discussion

The analysis of the results demonstrates that hermeneutic educational technology has a multidimensional pedagogical value in the formation of individual and integral cognitivity. Its effectiveness is connected with the fact that it changes the logic of the educational process: knowledge is no longer presented as a closed system of ready-made information, but as a meaningful field that requires interpretation, comparison, reflection, and personal understanding. In this sense, hermeneutic technology strengthens the active position of the student and creates conditions for the transformation of educational material into internal cognitive experience.

The development of individual cognitivity through the hermeneutic approach is especially important because every student has a unique intellectual trajectory. Traditional teaching often focuses on uniform explanation and identical reproduction of material, while hermeneutic educational technology allows students to reveal personal ways of understanding. When students work with texts, pedagogical situations, scientific concepts, and professional problems, they learn to identify meanings that are significant for their own learning experience. This process forms independence of thought, analytical responsibility, and the ability to justify one's position. As a result, the learner becomes not only a recipient of information, but also an active subject of cognition.

The formation of integral cognitivity is closely related to the holistic nature of hermeneutic learning. Modern pedagogy requires students to understand educational content not only at the level of facts and definitions, but also at the level of values, contexts, relationships, and practical consequences. Hermeneutic educational technology makes it possible to combine logical analysis with emotional perception, cultural awareness, communicative interaction, and ethical evaluation. Such integration is particularly significant in pedagogical education,

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where future specialists must be able to understand learners, interpret educational situations, make responsible decisions, and organize dialogue in diverse social and cultural environments.

Another important aspect is the connection between hermeneutic technology and reflective thinking. Reflection allows students to become aware of how they understand, why they interpret a concept in a particular way, and how their views change under the influence of dialogue and analysis. This strengthens metacognitive skills, which are necessary for lifelong learning and professional development. A student who is able to reflect on the process of understanding can more effectively control learning activity, overcome cognitive difficulties, and adapt knowledge to new situations.

The dialogic nature of hermeneutic educational technology also deserves special attention. Dialogue in this context is not limited to conversation between teacher and student; it includes interaction with texts, concepts, cultural meanings, professional experience, and alternative viewpoints. Through such dialogue, students learn to respect different interpretations, critically evaluate arguments, and participate in collective construction of meaning. This contributes to the formation of communicative competence and intellectual openness, which are essential qualities in contemporary education.

For the educational environment of Uzbekistan, the application of hermeneutic educational technology is significant because higher education is oriented toward preparing specialists who are capable of independent thinking, professional flexibility, and creative problem solving. The hermeneutic approach supports these priorities by developing not only subject knowledge, but also the ability to understand complex phenomena in their internal connection. Therefore, its systematic use in pedagogy can improve the quality of students' cognitive development and strengthen the humanistic, cultural, and professional orientation of the educational process.

Conclusion

The study of hermeneutic educational technology shows that it has significant pedagogical potential in the formation of individual and integral cognitivity among students. In the contemporary educational process, the development of

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cognition cannot be reduced to the memorization of definitions, rules, and theoretical information. A student's intellectual growth depends on the ability to understand the deeper meaning of knowledge, interpret educational content in relation to personal experience, compare different viewpoints, and apply acquired knowledge in changing academic and professional situations. Hermeneutic educational technology responds to these requirements because it organizes learning as a process of comprehension, dialogue, reflection, and meaning-making.

The formation of individual cognitivity is ensured through the activation of the learner's personal intellectual position. When students are involved in interpretive tasks, contextual analysis, discussion, and reflective writing, they begin to understand educational material not as external information, but as a meaningful resource for their own development. They learn to ask questions, formulate judgments, justify their interpretations, and evaluate the logic of their conclusions. This strengthens cognitive independence and helps each learner form an individual strategy of understanding. As a result, the educational process becomes more student-centered, flexible, and oriented toward the development of internal motivation.

Integral cognitivity is formed through the connection of different dimensions of cognition. Hermeneutic educational technology allows students to combine logical analysis with emotional perception, cultural understanding, ethical evaluation, communicative interaction, and practical application. Such integration is especially important in pedagogy because future specialists must be able to understand complex human, social, and educational phenomena. A teacher or specialist who possesses integral cognitivity can see not only isolated facts, but also their relationship with values, context, experience, and social meaning. Therefore, hermeneutic learning contributes to the development of a holistic worldview and professional maturity.

The results of the analysis indicate that hermeneutic educational technology improves the quality of students' cognitive activity by transforming them from passive recipients of information into active participants in the construction of knowledge. It supports reflective thinking, analytical flexibility, communicative competence, interpretive skills, and readiness for independent professional

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activity. The teacher's role in this process also changes: the teacher becomes an organizer of dialogue, a facilitator of understanding, and a guide in the search for meaning.

In the conditions of modern pedagogy, including the higher education environment of Uzbekistan, the use of hermeneutic educational technology can serve as an effective mechanism for improving the quality of learning and strengthening students' intellectual development. Its systematic application helps connect knowledge with meaning, theory with practice, and individual development with integral cognitive growth. Therefore, hermeneutic educational technology should be considered an important pedagogical tool for forming independent, reflective, culturally aware, and professionally prepared students.

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