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BIBLIOMETRIC ANALYSIS OF PEDAGOGICAL HERMENEUTICS USING SCIENTIFIC MAPPING TECHNIQUES

*Ashinova K.¹, Umirkhanova Sh.², Aitzhanova Zh.³

^{*1}Astana International University, Astana, Kazakhstan

^{2,3}Kazakh National Women's Teacher Training university, Almaty, Kazakhstan

Abstract. This article presents a bibliometric review of publications on pedagogical hermeneutics indexed in the Scopus database for the period 2005-2025. The relevance of the study stems from the growing interest in hermeneutic approaches in education and the lack of systematic quantitative analyses in this area. The aim is to map the intellectual landscape of pedagogical hermeneutics by identifying key authors, publications, prominent journals, contributing countries, core concepts, and evolving thematic areas. Bibliometric methods were employed using the Bibliometrix package in the RStudio environment. A total of 195 publications, retrieved using the keywords "pedagogical" and "hermeneutics", were analysed. The results highlight the most cited articles, the most productive research centres, and the overall developmental dynamics of the topic. Additionally, co-authorship networks, co-citation analysis, thematic evolution maps, and strategic diagrams were constructed to effectively assess the maturity, development and relative significance of various research areas. The findings show that interpretation in teaching, dialogic approaches, the phenomenology of education, and teacher training occupy central positions in the field. The results indicate the formation of a sustainable and interdisciplinary research cluster. This analysis provides a solid foundation for further theoretical, methodological, and empirical research in pedagogical hermeneutics.

Keywords: pedagogical hermeneutics; interpretation; understanding; philosophy of education; bibliometric analysis; Scopus; thematic mapping; teacher training

Introduction

Hermeneutics, as a philosophical and methodological tradition, occupies an important place in the humanities and, in recent decades, in education. It has attracted particular attention in the context of pedagogy, where the interpretation of text, experience, and meaning becomes an integral part of the educational process. Pedagogical hermeneutics proposes viewing learning not as the transmission of information, but as a dialogic and interpretive event in which knowledge emerges through interactions between teacher, student, and context. Over the past two decades, interest in hermeneutics in education has grown significantly. Researchers are increasingly turning to hermeneutic approaches to understand learning interactions, teacher training, curriculum development,

and the subjective experiences of educational participants. However, despite the availability of both theoretical and applied publications, systematic bibliometric reviews in this field are currently extremely scarce. This complicates assessing the degree of development of the topic, identifying leading authors and approaches, and constructing a comprehensive picture of its evolution.

The object of this study is the corpus of scientific publications on the topic of pedagogical hermeneutics, presented in the Scopus database for the period 2005-2025. The subject of the study is the structure, dynamics, and thematic directions of the scientific field reflecting the hermeneutic approach in pedagogy.

The purpose of this article is to use bibliometric analysis to identify key concepts, authors, sources, countries, and thematic clusters that shape the intellectual landscape of pedagogical hermeneutics. In accordance with this goal, the article addresses the following objectives:

- to determine the dynamics of publication activity and key sources;
- to identify the most influential authors and co-author networks;
- to analyze the key themes and concepts presented in publications;
- to visualize the thematic structure and strategic directions of research;
- to identify promising and underdeveloped areas in the field of study.

The article consists of the following sections: introduction, description of methodology, analysis of results (with visualizations), discussion of the data obtained, and formulation of conclusions. The presented analysis will not only systematize current scientific developments in the field of pedagogical hermeneutics but also outline vectors for further research.

Hermeneutics is traditionally defined as the “art of interpreting” text, which has been expanded to encompass all forms of human understanding [1]. According to classical authors (Schleiermacher, Dilthey, Gadamer), the primary goal of hermeneutics is to reveal the meaning and conditions of understanding. According to Gadamer, hermeneutics goes beyond the literal interpretation of texts and encompasses all forms of cognition and understanding in any field of knowledge [2]. An important insight is the proposition that any human knowledge is inseparable from preconceived premises (prejudices): all acts of thinking and cognition inevitably include unconscious “prejudices”, which radically distinguishes hermeneutics from the classical Enlightenment paradigm of objective knowledge [2]. Thus, hermeneutics views understanding as a dynamic, historically and culturally conditioned process in which interpretation is always involved. Gadamer emphasized that understanding occurs in dialogue with prior experience and tradition, and it is this dialogic nature of understanding that underlies philosophical hermeneutics [3, p. 428].

From a hermeneutic perspective, the learning process is viewed as dialogic and interpretive. Gadamer noted that in any situation of understanding – whether a text or spoken language – we engage in a “conversation” with the object: understanding and interpretation are essentially dialogue. In the educational context, this means that the teacher and student act as dialogue partners, jointly constructing the meaning of the educational material. Pedagogical hermeneutics rejects the traditional model of “knowledge transfer” from teacher to student

and instead advocates for an open dialogue in which both parties question their assumptions. For example, according to one Russian researcher, in such a model of education, “the teacher and student engage in mutual creativity”: the role of the teacher shifts to creating conditions for the “merging of horizons” – when the perspectives of the participants in the dialogue are intertwined and mutually enrich each other [4, p. 260].

In practical terms, hermeneutics aims to develop teachers’ skills in facilitating such dialogic processes and teaching students reflective thinking. Tahzeeb et al. emphasize that the application of hermeneutic principles in teaching can improve the effectiveness of teaching: it teaches students to independently explore and relate knowledge, transforming passive acquisition into an active cognitive process [5, p. 568]. This creates a “broad reflective educational environment” that fosters interpersonal understanding and connects lesson content with its context [5, p. 571]. For teacher training, this means developing hermeneutic analysis skills – the ability to identify hidden assumptions and semantic connections in educational materials [5, p. 573].

An analysis of the English-language literature on pedagogical hermeneutics reveals both significant achievements and notable limitations. The main research foci remain understanding and interpretation in learning, the subjectivity of educational experience, and meaning-making processes [6, p. 379]. However, many studies remain at the level of theoretical declarations rather than providing robust empirical validation or methodological operationalization.

A number of foundational works have shaped the field. Gallagher (1992) conceptualizes education as the development of understanding capacities through the lens of *Bildung*, positioning interpretation as a core educational activity [7, p. 424]. While this work laid a strong philosophical foundation, it offers limited concrete pedagogical strategies. Sotirou (1993) applies Gadamer’s triad (understanding–interpretation–application) to reading and writing pedagogy, emphasizing dialogic movement [8]. Nevertheless, her approach remains largely text-centric and underestimates the role of non-verbal and digital forms of educational experience. Kerdeman (1998, 2014) productively contrasts hermeneutic understanding with instrumental control, highlighting the potential of dialogic interpretation for learner agency [9, p. 253]. Yet her analysis is predominantly philosophical and pays insufficient attention to the institutional constraints of modern schooling.

More recent contributions demonstrate both continuity and new directions. Ipperciel (2022) integrates Gadamerian concepts with Mezirow’s transformative learning and Humboldt’s *Bildung*, deriving implications for higher education [10, p. 149].

This synthesis is valuable, yet it remains largely Eurocentric and insufficiently addresses cultural specificities of non-Western educational contexts. Simon and Campano (2015) advance a hermeneutic approach to literacy pedagogy, stressing culturally situated interpretive practices [11, p. 467]. Their work is strong in linking theory to classroom inquiry but, like many Western studies, focuses primarily on Anglo-American settings.

Domestic (Russian and Kazakh) scholarship provides important complementary perspectives, often with a stronger emphasis on practical implementation in school and teacher education contexts. Zakirova (2015) develops one of the most systematic theoretical frameworks of pedagogical hermeneutics in the post-Soviet space, proposing specific principles, hermeneutic techniques, and assessment tools for schools and universities [12, p. 21].

Her approach integrates emotional, spiritual, and cultural dimensions of interpretation, which distinguishes it from many Western models that remain more cognitively oriented. However, Zakirova's model would benefit from more extensive empirical testing across diverse educational settings. Medvedev (2024) productively links philosophical hermeneutics with the daily scientific-pedagogical activity of teachers, emphasizing the teacher's reflective position and the "merging of horizons" [4]. His work highlights the practical relevance of hermeneutics for Russian-speaking educational systems, yet it remains largely theoretical.

A critical comparison of international and domestic traditions reveals several key tensions and gaps. Western literature tends to emphasize individual agency, reflexivity, and resistance to instrumental rationality, while post-Soviet studies more frequently stress the cultural-historical and value-based dimensions of interpretation, as well as the teacher's role as a facilitator of moral and spiritual development. At the same time, both strands share a common limitation: the scarcity of large-scale empirical studies that quantitatively or mixed-methodologically assess the effectiveness of hermeneutic approaches on learning outcomes, student reflection, or teacher professional development. Most existing works are either purely philosophical or small-scale qualitative case studies. Doud (1999) offers a practical classroom-level application of hermeneutic teaching through the concept of "hermeneutic struggle" [13, p. 462-476].

Furthermore, despite the growing interest in the topic, the field remains noticeably fragmented. Many studies are isolated from one another, and several important directions – such as the digital transformation of education, intercultural hermeneutics, and critical hermeneutics – are still significantly underdeveloped. These gaps create promising niches for further research and open new opportunities for both theoretical and empirical contributions.

Thus, while classical philosophical sources (Gadamer, Dilthey, Schleiermacher) and contemporary studies provide a solid theoretical basis [1-3], the field lacks systematic quantitative mapping and critical synthesis – a gap this bibliometric study aims to address [14, p. 338-342].

Materials and methods

The bibliometric analysis was conducted on publications indexed in the Scopus database. The search query included the keywords "pedagogical" AND "hermeneutics" in the Title, Abstract, and Keywords fields for the period 2005-2025. After removing duplicates and irrelevant documents, the final sample consisted of 195 publications.

Data processing and visualization were performed using the Bibliometrix package (version 5.0) in the RStudio environment through the Biblioshiny interface. Standard bibliometric indicators were calculated: publication dynamics, citation counts, leading authors, journals, and countries. Co-authorship networks, keyword co-occurrence networks, thematic evolution maps, and Callon’s strategic diagrams were constructed using the Walktrap clustering algorithm on the 250 most frequent terms.

The study followed PRISMA guidelines for bibliometric reviews where applicable. Limitations are associated with the use of a single database (Scopus), the predominance of English-language publications, and the general constraints of bibliometric methods, which do not replace qualitative content analysis.

Results and Discussion

The presented data covers 195 documents from 145 sources (primarily journals) retrieved from the SCOPUS database for the period 2006–2024 (Figure 1). This collection demonstrates a healthy annual growth rate (9.75%), indicating increasing research activity in the field of pedagogical hermeneutics. The relatively young average age of the documents (6.76 years) indicates that the literature is generally contemporary and reflects current debates.



Figure 1 - Descriptive statistics of the bibliometric dataset: documents, authorship, co-authorship, and citations

An analysis of the most relevant sources in the publication corpus (Figure 2) reveals a multilingual, interdisciplinary, and geoculturally diverse landscape in the field of pedagogical hermeneutics. The ten most productive journals serve as the primary venues for dissemination, accounting for 36 documents (18.5% of the total) and indicating a moderate concentration of publication activity typical of emerging interdisciplinary fields.

In terms of the number of publications, the two leading journals (five documents each) are the British Journal of Religious Education and Utopia y Praxis Latinoamericana. This pairing highlights two distinct poles in the field. The prominence of a leading British journal devoted to religious education underscores

the strong link between pedagogical hermeneutics and issues of faith, values, the interpretation of sacred texts, and worldview education. At the same time, the dominance of *Utopia y Praxis Latinoamericana* – a journal focused on social sciences, philosophy, and politics in the Latin American context – emphasizes the relevance of hermeneutics for critically understanding the region’s social, political, and educational realities.

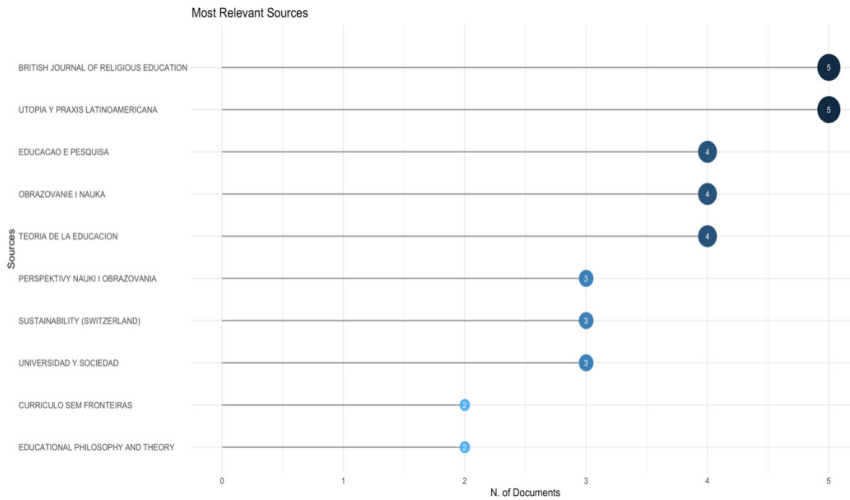


Figure 2 - Most relevant sources publishing

Figure 3 shows the most productive authors in the field of pedagogical hermeneutics according to Scopus data for the period 2005-2025. Pallarès-Piquer, M. is the leading author with four publications, followed by Silva, G.T.R. with three. The remaining authors – Casagrande, C.A., Chiva-Bartoll, O., Cárdenas-García, M., Freitas, G.F., Friberg, F., Gennari, M., Gomes, L.B., and Gómez-Ramos, D. – have two publications each.

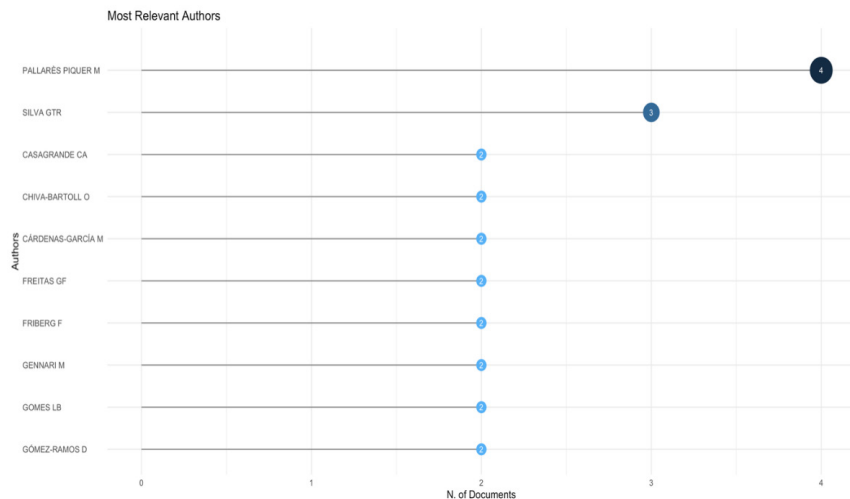


Figure 3 - Most prolific authors contributing to the topic of “pedagogical” and “hermeneutics”.

Table 1 presents the countries of affiliation of authors publishing on pedagogical hermeneutics, ranked by the number of publications. Brazil leads with 42 publications, followed by the United States (38), Colombia (26), Spain (22), and the United Kingdom (20). Sweden (13), Australia and Ecuador (10 each), as well as Germany, Mexico, Norway, and Poland (7 each) also show considerable research activity. A smaller yet consistent output is observed in Italy, South Africa, and Ukraine (6 publications each), Canada (4), and Argentina, China, Cyprus, and Venezuela (3 each). Croatia, the Czech Republic, Denmark, Finland, and France each contributed two publications. Overall, research on pedagogical hermeneutics has a distinctly international character, with particularly strong contributions from Latin America and Europe.

Table 1. Leading countries by number of publications

COUNTRY	FREQUENCY
BRAZIL	42
USA	38
COLOMBIA	26
SPAIN	22
UK	20
SWEDEN	13
AUSTRALIA	10
ECUADOR	10
GERMANY	7
MEXICO	7

Figure 4 shows the distribution of publications by country of affiliation of the corresponding author. The United States and Brazil occupy the top two positions, followed by the United Kingdom, Spain, and Sweden, and then by Colombia, Canada, Germany, and Poland.

Most publications are single-country publications (SCPs), whereas multi-country publications (MCPs) remain relatively uncommon, especially in Spain, Finland, and Ecuador. Overall, research activity is heavily concentrated in the United States, Europe, and Latin America, with only limited international collaboration.

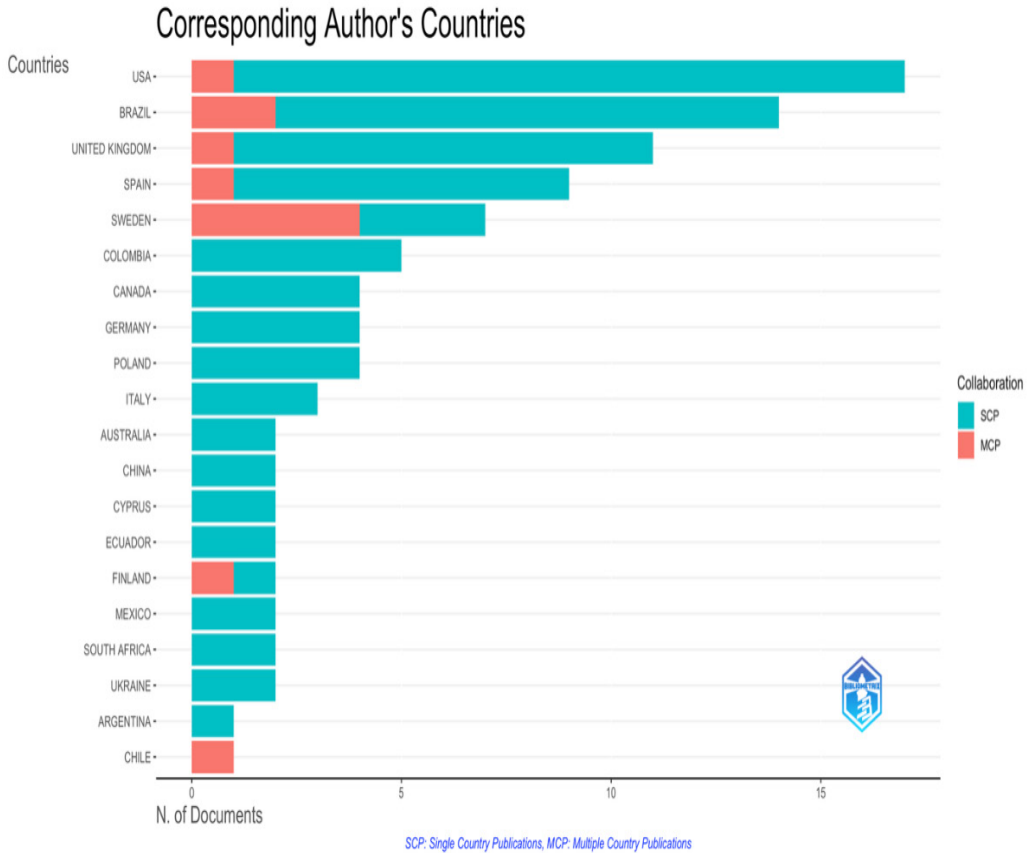


Figure 4 - Geographic distribution of corresponding authors by country and collaboration type.

Figure 5 presents the most highly cited publications in the field of pedagogical hermeneutics. The most cited article is Lozano et al. (2017), published in *Sustainability*, with 567 citations. This is followed by Ironside (2006), published in *Journal of Advanced Nursing*, and Evans et al. (2019), published in *Sustainability*, both with 106 citations. Husband (2020), published in *Education Sciences*, received 85 citations, while Brodin (2018), published in *Higher Education*, and Jackson (2011), published in *British Journal of Religious Education*, each garnered 53 citations. The remaining publications (Bamber; Hodgson; Churchill; Villalobos Antúnez) have between 34 and 45 citations each. Overall, articles published in journals focusing on sustainable development and education have exerted the greatest impact.

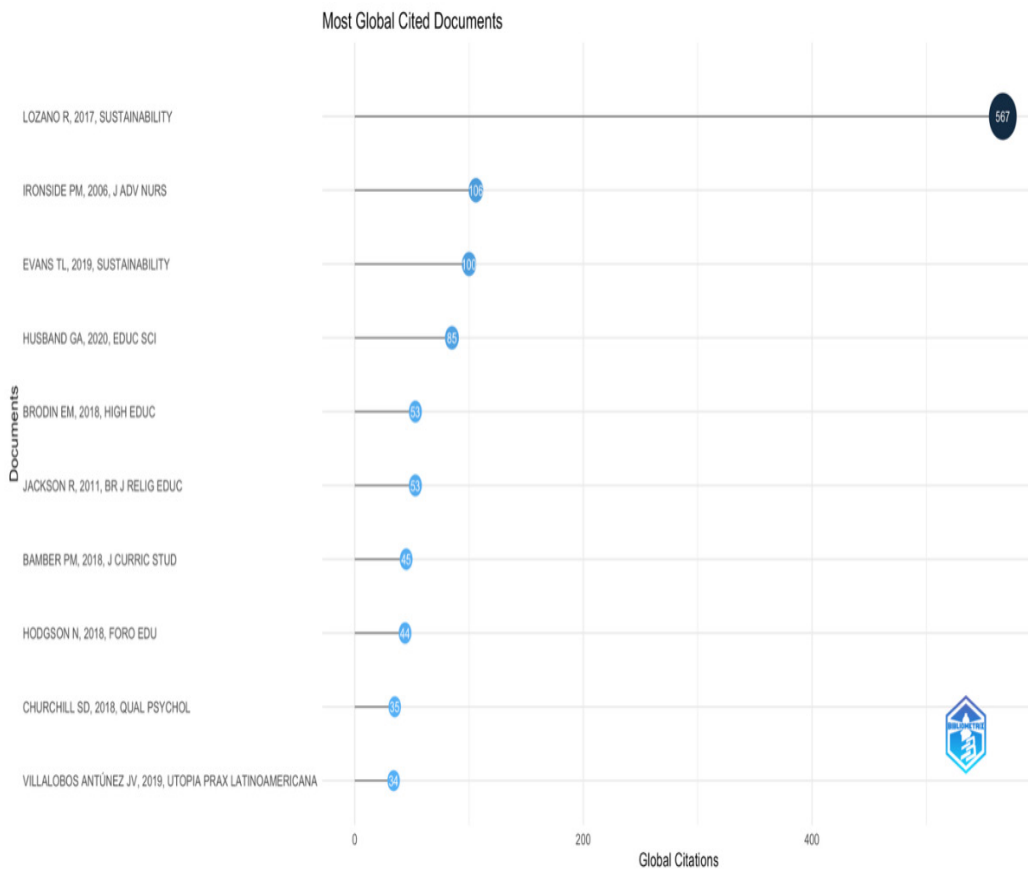


Figure 5 - Most globally cited documents in the dataset.

Figure 6 presents the most frequently occurring author keywords in publications on pedagogical hermeneutics. The keyword “hermeneutics” ranks first (63 occurrences), confirming its central position in the corpus. It is followed by “education” (31), “pedagogy” (21), and “human” (20), highlighting the strong link between philosophical and educational contexts. Other frequently occurring keywords include “article” (14), “humans” (14), “nursing” (12), “teaching” (10), and “phenomenology” (9). Overall, the keyword analysis indicates that the research centres on the interpretation of human experience, pedagogy, and the philosophical foundations of education.

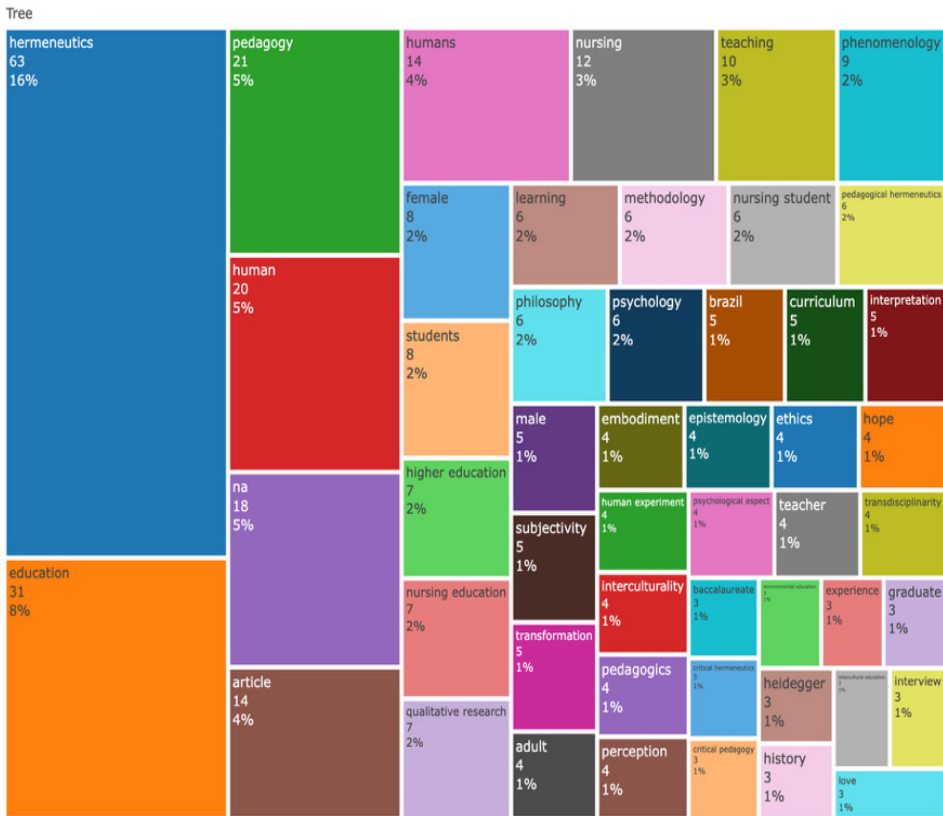


Figure 6 - TreeMap of most frequent author keywords related to pedagogical hermeneutics.

Figure 7 illustrates the evolution of trending research topics in pedagogical hermeneutics from 2009 to 2023. In the early period (2009-2013), topics related to nursing education (e.g., “nursing education” and “nursing student”) predominated. Between 2014 and 2017, interest shifted toward methodology, phenomenology, human experience, and qualitative research. After 2017, core concepts such as “hermeneutics”, “teaching”, “pedagogy”, and “interpretation” gained prominence, reflecting a stronger philosophical and pedagogical orientation. In the most recent period (2020–2023), keywords such as “education”, “higher education”, and “subjectivity” have risen to the forefront, indicating the growing application of hermeneutic approaches in higher education. Overall, the evolution of trending topics reveals a clear transition from applied medical and nursing contexts to broader philosophical and educational dimensions of hermeneutics.

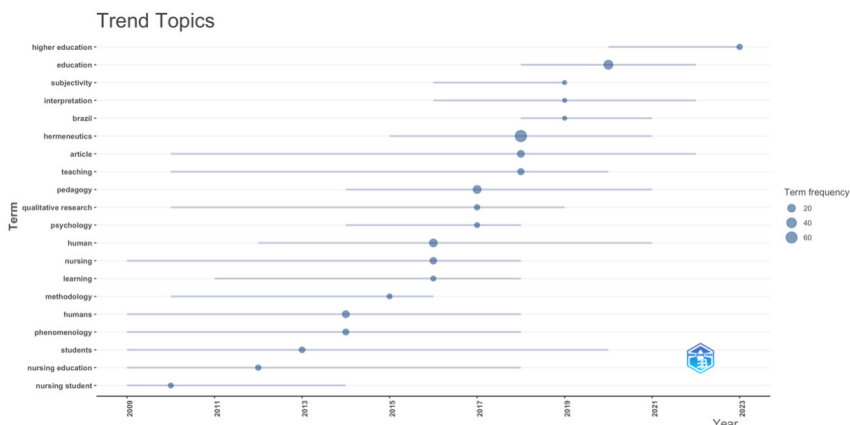


Figure 7 - Temporal trends in the usage of key thematic terms across publications

Figure 8 presents the keyword co-occurrence network for publications on pedagogical hermeneutics. At the centre of the network are the most frequent and highly interconnected keywords – “hermeneutics”, “education”, and “human” – which constitute the conceptual core of the field. Four main clusters can be identified around these central terms:

The green cluster is primarily associated with medical and nursing education contexts (e.g., “nursing education”, “students”, “learning”, “ethics”, and psychological aspects).

The blue cluster encompasses pedagogical and cultural themes (e.g., “curriculum”, “teachers”, “Brazil”, and “pedagogics”).

The red and purple clusters represent philosophical and methodological perspectives (e.g., “pedagogy”, “methodology”, “philosophy”, “epistemology”, and “transdisciplinarity”).

More specialised and peripheral concepts include “Heidegger”, “subjectivity”, “interpretation”, “transformation”, and “interculturality”.

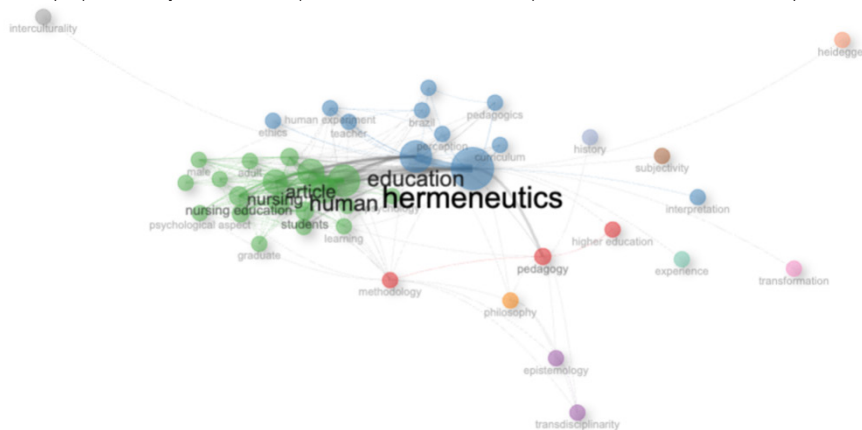


Figure 8 - Co-occurrence network of keywords: thematic structure of the literature.

The central position of the keywords “hermeneutics”, “education”, “pedagogy”, “interpretation” and “phenomenology” indicates that the field has a clear philosophical-pedagogical core. The shift of research interest from nursing education (2009-2013) to higher education and subjectivity (2020-2023) reflects the transition of hermeneutic ideas from applied medical fields to the broader problems of general pedagogy and teacher training.

Figure 9 presents the thematic strategy map (Callon’s centrality-density diagram) derived from the bibliometric analysis of Scopus data. The horizontal axis represents centrality (thematic importance/strength of external ties), whereas the vertical axis represents density (internal strength/level of development). The analysis was performed on the merged keyword field (250 most frequent terms) using the Walktrap clustering algorithm.

The diagram is divided into four quadrants:

- Motor themes (upper-right quadrant) – highly developed and centrally important themes: hermeneutics, qualitative research, psychology, pedagogy, and higher education. These constitute the driving forces of the field.

- Basic themes (lower-right quadrant) – well-developed foundational concepts: pedagogy, methodology, philosophy, subjectivity, and teachers.

- Niche themes (upper-left quadrant) – highly developed but peripheral/specialised themes: education computing, philosophical aspects, and secondary education.

- Emerging or declining themes (lower-left quadrant) – underdeveloped themes: interculturalism, environmental education, and critical hermeneutics.

Overall, hermeneutics and qualitative research occupy the most central and mature position in the field, serving as its conceptual cornerstone. Pedagogy, philosophy, and methodology function as key transversal and supporting themes, whereas emerging perspectives are primarily associated with intercultural and critical hermeneutics.

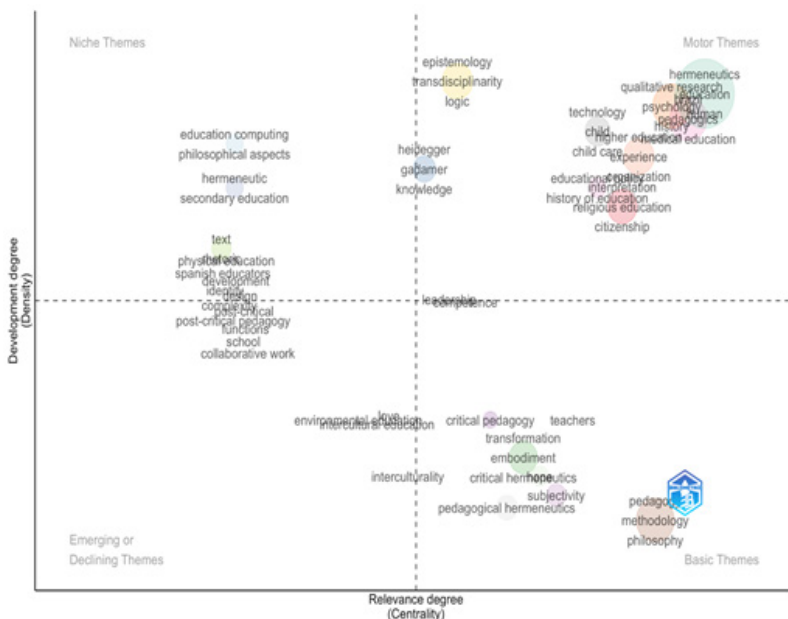


Figure 9 - Strategic diagram mapping centrality and density of thematic clusters (motor, basic, niche, and emerging themes)

The location of “hermeneutics”, “qualitative research” and “higher education” in the motor themes quadrant confirms their high maturity and driving role in the field. At the same time, the emerging themes (interculturalism, critical hermeneutics, environmental education) indicate promising directions for further research, especially relevant for multicultural educational systems such as Kazakhstan.

Conclusion

The bibliometric analysis of 195 publications on pedagogical hermeneutics indexed in Scopus (2005-2025) confirmed the steady formation of this interdisciplinary research field. The results convincingly demonstrate that pedagogical hermeneutics is developing primarily as a philosophically grounded practice of understanding, in which dialogue, interpretation and the subjectivity of educational experience occupy a central place.

From a pedagogical perspective, the dominance of the themes “interpretation in teaching”, “dialogic approaches”, “phenomenology of education” and “teacher training” indicates a profound shift in the understanding of the educational process – from the transmission of ready-made knowledge to a joint interpretive event, in which the teacher and student co-construct meanings through the “merging of horizons”. This shift requires a fundamental change in the teacher’s professional role: from a transmitter of information to a facilitator of reflective dialogue and co-participant in the search for meaning.

The steady growth of publication activity and the concentration of research in the clusters of higher education and teacher training show that hermeneutic

ideas are moving from philosophical periphery to the core of modern pedagogical theory and practice. The development of hermeneutic competence (the ability to recognize one's own prejudices, organize interpretive dialogue and work with students' life and cultural experience) should become one of the important components of contemporary teacher education programs.

The strategic diagram highlighted well-developed motor themes as well as promising but still insufficiently developed areas – critical, intercultural, and digital hermeneutics. From a pedagogical perspective, this implies the need for future research to focus on overcoming power asymmetries in educational dialogue, adapting hermeneutic approaches to multicultural contexts, and analysing digital educational environments.

At the same time, the emerging themes (interculturalism, critical hermeneutics, and environmental education) point to promising directions for further studies, which are particularly relevant for multicultural educational systems such as Kazakhstan.

Thus, the findings of this study go beyond bibliometric mapping. They provide a solid pedagogical rationale for the transition from traditional knowledge-centered education to understanding-centered, reflective, and dialogic education. Hermeneutics offers teachers not merely another methodological toolkit, but a fundamentally different professional philosophy that strengthens the humanistic and personal dimensions of pedagogical activity.

The scientific novelty of the work lies in the first systematic quantitative and structural mapping of the pedagogical hermeneutics field using modern bibliometric tools. The practical significance consists in the possibility of using the obtained results for designing courses on philosophy of education, developing hermeneutically oriented teacher training programs, and planning further empirical studies.

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ҒЫЛЫМИ КАРТАЛАУ ӘДІСТЕРІ НЕГІЗІНДЕ ПЕДАГОГИКАЛЫҚ ГЕРМЕНЕВТИКА ТАҚЫРЫБЫНДАҒЫ ЗЕРТТЕУЛЕРДІҢ БИБЛИОМЕТРИКАЛЫҚ ТАЛДАУЫ

*Ашинова К.А.¹, Умирханова Ш.А.², Айтжанова Ж.Н.³

*¹Астана Халықаралық университеті, Астана, Қазақстан

^{2,3}Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан

Аңдатпа. Бұл мақала 2005-2025 жылдар аралығында Scopus дерекқорында индекстелген педагогикалық герменевтика бойынша жарияланымдарға арналған библиометриялық шолу болып табылады. Зерттеудің өзектілігі білім беру саласында герменевтикалық тәсілдерге қызығушылықтың артуымен және осы бағытта жүйелі сандық талдаулардың жеткіліксіздігімен негізделеді. Зерттеудің мақсаты – негізгі авторларды, маңызды жарияланымдарды, жетекші журналдарды, қатысушы елдерді, басты ұғымдар мен эволюцияланушы тақырыптық бағыттарды анықтау арқылы педагогикалық герменевтиканың зияткерлік ландшафтысын картаға түсіру. Зерттеуде RStudio ортасындағы Bibliometrix пакетін пайдалана отырып, библиометриялық әдістер қолданылды. «Pedagogical» және «hermeneutics» кілт сөздері бойынша іріктелген барлығы 195 жарияланым талданды. Нәтижелер ең көп дәйексөз алынған мақалаларды, ең өнімді ғылыми орталықтарды және тақырыптың жалпы даму динамикасын айқындады. Сонымен қатар, бірлескен авторлық желілер, социтаталау талдауы, тақырыптық эволюция карталары мен стратегиялық диаграммалар құрылып, әртүрлі зерттеу бағыттарының жетілу деңгейін, даму қарқынын

және салыстырмалы маңыздылығын кешенді бағалауға мүмкіндік берді. Зерттеу нәтижелері бойынша оқытудағы интерпретация, диалогтік тәсілдер, білім беру феноменологиясы және мұғалімдерді даярлау тақырыптары осы ғылыми өрісте жетекші орын алатыны анықталды. Алынған деректер педагогикалық герменевтика саласында тұрақты әрі пәнаралық зерттеу кластерінің қалыптасып келе жатқанын көрсетеді. Жүргізілген талдау педагогикалық герменевтика бойынша болашақтағы теориялық, әдіснамалық және эмпирикалық зерттеулерге берік негіз қалайды.

Тірек сөздер: педагогикалық герменевтика; интерпретация; түсіну; білім беру философиясы; библиометриялық талдау; Scopus; тақырыптық карта; мұғалімдерді даярлау

БИБЛИОМЕТРИЧЕСКИЙ АНАЛИЗ ПЕДАГОГИЧЕСКОЙ ГЕРМЕНЕВТИКИ С ПРИМЕНЕНИЕМ МЕТОДОВ НАУЧНОГО ТЕМАТИЧЕСКОГО КАРТИРОВАНИЯ

*Ашинова К.А.¹, Умирханова Ш.А.², Айтжанова Ж.Н.³

*¹Международный университет Астана, Астана, Казахстан

^{2,3}Казахский национальный женский педагогический университет,
Алматы, Казахстан

Аннотация. Данная статья представляет библиометрический обзор публикаций по педагогической герменевтике, индексированных в базе данных Scopus за период 2005-2025 годов. Актуальность исследования обусловлена растущим интересом к герменевтическим подходам в образовании и отсутствием систематических количественных анализов в этой области. Целью работы является картирование интеллектуального ландшафта педагогической герменевтики путём выявления ключевых авторов, публикаций, ведущих журналов, стран-участниц, основных концепций и эволюционирующих тематических направлений. Применялись библиометрические методы с использованием пакета Bibliometrix в среде RStudio. Проанализировано в общей сложности 195 публикаций, отобранных по ключевым словам «pedagogical» и «hermeneutics». Результаты выделяют наиболее цитируемые статьи, наиболее продуктивные исследовательские центры и общую динамику развития темы. Кроме того, были построены сети соавторства, анализ социтирования, карты эволюции тематики и стратегические диаграммы для эффективной оценки зрелости, развития и относительной значимости различных исследовательских направлений. Выявлено, что центральные позиции в поле занимают темы интерпретации в преподавании, диалоговые подходы, феноменология образования и подготовка учителей. Результаты свидетельствуют о формировании устойчивого и междисциплинарного исследовательского кластера. Проведённый анализ служит прочной основой для дальнейших теоретических, методологических и эмпирических исследований в области педагогической герменевтики.

Ключевые слова: педагогическая герменевтика; интерпретация; понимание; философия образования; библиометрический анализ; Scopus; тематическая карта; педагогическое образование

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Information about the authors:

Ashinova Kunipa Akhatovna (corresponding author) – candidate of Philological Sciences, Associate Professor, Astana International University, Astana, Kazakhstan, e-mail: kunipa_ashinova@aiu.edu.kz, <https://orcid.org/0000-0001-6938-2092>

Umirkhanova Shynar Adilkhankyzy – PhD student, Kazakh National Women’s Teacher Training University, Almaty, Kazakhstan, e-mail: umirhanovas@gmail.com, <https://orcid.org/0000-0002-5514-2810>

Aitzhanova Zhanna Nurgaliyevna – Senior Lecturer, Kazakh National Women’s Teacher Training University, Almaty, Kazakhstan, e-mail: zhanna.aitzhanova1970@gmail.com, <https://orcid.org/0009-0001-4230-012X>

Авторлар туралы мәлімет:

Ашинова Кунипа Ахатовна – филология ғылымдарының кандидаты, қауымдастырылған профессор, Астана халықаралық университеті, Астана, Қазақстан; <https://orcid.org/0000-0001-6938-2092>, e-mail: kunipa_ashinova@aiu.edu.kz;

Умирханова Шынар Адильханкызы – докторант, Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан; ²<https://orcid.org/0000-0002-5514-2810>; e-mail: umirhanovas@gmail.com;

Айтжанова Жанна Нургалиевна - старший преподаватель, Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан; ³<https://orcid.org/0009-0001-4230-012X>; e-mail: zhanna.aitzhanova1970@gmail.com.

Информация об авторах:

Ашинова Кунипа Ахатовна – кандидат филологических наук, ассоциированный профессор, Международный университет Астана, Астана, Казахстан; <https://orcid.org/0000-0001-6938-2092>, e-mail: kunipa_ashinova@aiu.edu.kz;

Умирханова Шынар Адильханкызы – докторант, Казахский национальный женский педагогический университет, Алматы, Казахстан; ²<https://orcid.org/0000-0002-5514-2810>; e-mail: umirhanovas@gmail.com;

Айтжанова Жанна Нургалиевна - старший преподаватель, Казахский национальный женский педагогический университет, Алматы, Казахстан; ³<https://orcid.org/0009-0001-4230-012X>; e-mail: zhanna.aitzhanova1970@gmail.com.