

UDC 377.031

<https://doi.org/10.33619/2414-2948/78/78>

PECULIARITIES OF THE FORMATION OF PEDAGOGICAL BELIEFS OF FUTURE TEACHERS BASED ON EDUCATIONAL TECHNOLOGIES

©*Oripova N., P.hD., Karshi State University, Karshi, Узбекистан, .n_oripova@mail.ru*

ОСОБЕННОСТИ ФОРМИРОВАНИЯ ПЕДАГОГИЧЕСКИХ УБЕЖДЕНИЙ БУДУЩИХ УЧИТЕЛЕЙ НА ОСНОВЕ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ

©*Орипова Н., канд. пед. наук, Каршинский государственный университет, г. Карши, Узбекистан, n_oripova@mail.ru*

Abstract. Article describes the peculiarities of the formation of pedagogical beliefs of future teachers based on educational technologies. The article also discusses the methodology of using educational technologies in the educational process.

Аннотация. В статье описаны особенности формирования педагогических убеждений будущих учителей на основе образовательных технологий. Также в статье рассматривается методология использования образовательных технологий в образовательном процессе.

Keywords: modelling, variable education, pedagogical modelling, educational technologies, graphic organizers, mini-cases, pedagogical skills.

Ключевые слова: моделирование, вариативное обучение, педагогическое моделирование, образовательные технологии, графические органайзеры, мини-кейсы, педагогическое мастерство.

The formation of pedagogical beliefs in future teachers is directly related to the successful and effective organization of the didactic process. One of the factors that ensure the effectiveness of the didactic process is educational technologies. In the experience of many developed countries, educational technologies are already used in various forms. The existence of such an approach to the educational process ensures the development of students' personal attitudes to the learning process.

The diversity of educational technologies is one of the important factors that ensure the diversity of methods and techniques of educational activities, increase the efficiency of the educational process and create conditions for the formation of motivation for learners. The peculiarity of the use of educational technologies in a varied form is that diversity is a priority, and the student develops a desire to become a scientist in the course of such lessons [1-3]. The variable application of educational technologies performs several functions in the educational process, including:

- The use of educational technologies in varied forms serves to increase the human nature of education and increase student activity.

- The use of educational technologies in varied forms increases the incentive to adopt a differential-meaningful approach to the educational process.

- Educational technologies - increase social activity in students and instil in them the ability to respect themselves and others.

- Educational technologies increase the professional training of students on the content of education and the ability to apply in practice the knowledge, skills and abilities acquired by the student.

Thus, the use of educational technologies in a varied form serves to ensure the various methods, goals, objectives, tools, content, integrated pedagogical process of the pre-designed educational process, the interaction of teachers and students and the achievement of final results [4-7]. The technology of formation of pedagogical beliefs in future teachers begins with the formation of components of pedagogical beliefs in students. These are professional knowledge, professional loyalty, professional will, and professional honesty. Also, each of the technologies is implemented in harmony with the personal values, intellect, imagination, level of understanding, thinking, adequacy, and reflexivity of future teachers [8-12].

The main methods of using educational technologies are realized through the choice of different ways to achieve the set goal, which is reflected in the consistent change of interactive and other methods of building professional beliefs. The technological process based on the formation of professional-pedagogical beliefs is based on teaching focused on pedagogical professional activity, which has the following specific objectives:

- Helps to develop students' ability to see, analyze and make decisions in the process of pedagogical professional activity, as well as to rely on their personal beliefs in solving them;

- ensures that the goal of forming a professional-pedagogical belief develops in accordance with the learning objectives;

- Achieving learning effectiveness will have a variable character, ie it will be possible to assess students' knowledge and skills on several criteria;

- Diagnoses and evaluates learning outcomes, creates reflexive situations, and helps students develop independent and creative thinking.

- Educational technologies serve to ensure the unity of the educational process, that is, increase the effectiveness of the use of educational methods, lead to the establishment of a relationship between teacher and student based on mutual trust and respect [13-17]. The use of educational technologies in the formation of professional-pedagogical beliefs in the educational process requires adherence to certain criteria, which are:

1. According to the type and form of training;

2. Based on the purpose and content of the training;

3. According to the professional and personal approach of the teacher;

4. Based on the duration of the training;

5. According to the student's interests and abilities;

6. based on different districts.

Thus, we used the following types of educational technologies in the formation of students' professional-pedagogical beliefs during the experimental work. These are graphic organizers, cases, interactive methods, mummified technology, and person-centred technologies. Of course, these technologies are educational technologies, and the use of their various forms represents variability.

In particular, graphic organizers - teach students to concentrate and observe in the classroom, to observe, find similarities and differences in the problem, and think logically. These include "Fish Skeleton", "How?", "Venn Diagram", "T-Table", "Insert Table".

Students will first be reminded of the stages and rules of application of these organizers [18-21]. Because they have been using these organizers directly in the classroom. As mentioned above, the formation of a professional-pedagogical belief in future teachers begins with the composition of its components. It is noteworthy that in the subject "General Pedagogy" in the context of

"Pedagogical abilities, psychological and pedagogical classification of abilities" to teach students the types of pedagogical abilities, as well as the main component of professional-pedagogical faith - the will, patience, aspiration, commitment implied.

The most widely used type of educational technology today is case studies. A.A. Abdukodirov gives the following information about cases: "A case is a written description of a specific real situation in an organization. During its use, students are asked to analyze the situation, consider the nature of the problem, suggest possible options and choose the most appropriate one"[22-27].

This means that by solving cases, students are confronted with problematic situations encountered in pedagogical activity and learn to find their solutions, distinguish the most appropriate among several solutions, to make decisions. In particular, it is expedient to organize cases from the pedagogical series of disciplines, in which future teachers will acquire the knowledge, skills and abilities that they will need for their future careers. Case technology is used in higher education as follows [28-31].

1. Preparatory stage. The teacher prepares problem situations on the topic and defines the purpose and tasks of the topic.

2. Introductory phase. At this stage, the teacher works to engage students in a live discussion of the real situation.

3. The main stage.

- The teacher divides students into small groups (4-5 people each).

- Organizes group work: the materials read by group members are briefly described and discussed, problem situations are identified, and speakers are selected.

- The first stage of the discussion is to discuss problematic situations in small groups, present evidence and suggest solutions.

- The second stage of the discussion - the results of the analysis are presented, discussed among the groups, and the results of the discussion are analyzed.

4. The final stage. The conclusion of the discussion is given.

- The general conclusion of the teacher is stated.

- Students are evaluated by the teacher.

Thus, the cases create an incentive for future teachers to form a professional-pedagogical belief, to strengthen in them the desire to acquire independent knowledge. Especially in the process of solving mini-cases, students face a variety of situations [30-32]. Below you can invite students to solve mini-cases related to pedagogical activities in the course of the seminar on "Professional skills and duties and responsibilities of the teacher in the development of pedagogical thought" on the subject "Pedagogical skills".

Mini case 1.

Mohinur is an experienced and knowledgeable teacher who teaches the lessons well. The students are very interested in her lesson. Because he uses various modern methods and techniques in his lessons. However, She is also married. The bride of a large family. At the same time, it is sometimes difficult for Mohinur to get all the work done. That's why She comes to work late some days. In her opinion, even if he was late for work, he could have done well. But the school principal and the team accuse her of irresponsibility.

Question and task to Keys

1. What should Mohinur do in such a situation?

2. Is the opinion of the school principal and the team about Mohinur correct?

3. According to Mohinur, She is fully fulfilling her teaching duty - evaluating her behaviour?

Mini case 2.

Student life is the golden period of life, but not so for Munisa. Because, at the urging of her parents, She got married during her student days and had children. She was preoccupied with family worries. When her classmates went for walks and on holidays after school, Munisa hurried home and studied hard. Munisa would be upset with her parents and adults on some difficult days because she too had worldly dreams. But the child was above all, and this blessing comforted him.

Question and task to Keys

1. Analyze the situation?
2. Is it right for Munisa to be upset with her parents?
3. What kind of teacher can Munisa be in the future?

Mini case 3.

Kamila graduated with honours and got a job at one of the schools in the city. He still did not know how to file documents at the school due to his inexperience. Her friend also went to school at the same time as Kamila. It is the same with her. One day, Kamila asked the teachers on the team for help. Then one of the teachers said to her, "Don't you know that we heard that you are excellent, that your friend is more knowledgeable than you, and that She works without asking anyone for help". Kamila was in a very awkward position. But if She kept the documents without asking, She could have made a mistake.

Question and task to Keys

1. Discuss the situation?
2. What should Kamila have done?
3. Evaluate the teacher's behaviour in the team?
4. Why did Camilla's friend keep quiet?

Apparently, the use of such mini-cases is important in shaping the professional-pedagogical beliefs of future teachers. Through mini-cases, students learn about problematic situations, conflicts encountered in pedagogical activities and ways to overcome them. Primary school teachers in particular work extensively with students, parents, and the school community in the course of their activities. Therefore, in the process of higher education, students are required to provide such cases and form independence in finding solutions.

Acknowledgements:

The authors acknowledge the immense help received from the scholars whose articles are cited and included in references to this manuscript. The authors are also grateful to the authors/editors/publishers of all those articles, journals and books from where the literature for this article has been reviewed and discussed.

The authors report no conflicts of interest.

Financing: The Source of funding is nil.

References:

1. Abduqodirov A. A. (2015). Cases from pedagogy and Psychology and methods of their use. T.: Science and Technology ", 161 p.
2. Орипова, Н. (2021). Во 'lajak mutaxassislarda kasbiy e'tiqodni shakllantirish bosqichlari. *Общество и инновации*, 2(2/S), 525-529. <https://doi.org/10.47689/2181-1415-vol2-iss2/S-pp525-529>
3. Ashurova, T. E. (2016). Professional'naya deyatel'nost' sovremennogo vospitatelya. *Zhurnal nauchnykh publikatsii aspirantov i doktorantov*, (9), 69-70. (in Russian).
4. Oripova, N. & Ashurova, S. (2018). Aspects of formation worldview of pre-school age children. *Bulletin of Science and Practice*, 4 (2), 409-413

5. Maratovna, M. M. (2020). Pedagogical technology for the formation of responsibility in children of preschool age. *Journal of Critical Reviews*, 7(5), 756-760. <https://doi.org/10.31838/jcr.07.05.154>
6. Oripova, N. Kh., & Ashurova, S. B. (2018). Sovremennye metody formirovaniya mirovozreniya detei doshkol'nogo vozrasta. *Zhurnal nauchnykh publikatsii aspirantov i doktorantov*, (7), 46-48. (in Russian).
7. Khalilovna, O. N., Lutfullayevna, B. L., Kosimovich, N. U., & Yusupovna, R. M. (2020). Historical studies in the pedagogical training and ways to improve vocational training. *Journal of Critical Reviews*, 7(3), 274-277. <https://doi.org/10.31838/jcr.07.03.55>
8. Oripova, N. Kh., & Khaitova, Yu. S. (2016). Programma po vospitaniyu molodezhi v dukhe obshchenatsional'nykh tsennostei. *Zhurnal nauchnykh publikatsii aspirantov i doktorantov*, (1), 47-49. (in Russian).
9. Yarmanova, Y. B. (2020). Aspects of personal qualities of preschoolers in public relations. *Scientific Bulletin of Namangan State University*, 2(1), 389-393.
10. Oripova, N. Kh., & Razhabova, Kh. Kh. (2015). Istoricheskie istochniki vospitaniya predannosti Rodine. *Molodoi uchenyi*, (6), 666-668. (in Russian).
11. Khalilovna, O. N., Axmatjanovna, M. M., Kosimovich, N. U., & Botirovna, K. V. (2020). Main core and meaning of shaping professional faith. *Journal of Critical Reviews*, 7(2), 242-245. <https://doi.org/10.31838/jcr.07.02.43>
12. Oripova, N. Kh., & Mukhammadieva, A. (2013). Spособы obucheniya kreativnosti detei doshkol'nogo vozrasta. *Science and world*, 50.
13. Petrenko, M. (2015). Theoretic bases of pedagogical interaction. *Procedia-Social and Behavioral Sciences*, 214, 407-413. <https://doi.org/10.1016/j.sbspro.2015.11.690>
14. Oripova, N., & Narzieva, L. (2020). Sotsial'no-istoricheskie i pedagogicheskie problemy ovladeniya professiei. *Ekonomika i sotsium*, (12-1), 868-871. (in Russian).
15. Fizeshi, O. (2020). The peculiarities of preparation of masters for teaching of the pedagogical disciplines in the institutions of higher pedagogical education. *Revista Românească pentru Educație Multidimensională*, 12(4), 103-117.
16. Oripova, N. Kh., & Turopova, M. S. (2021). Osnovnye vidy zanyatii dlya detei doshkol'nogo vozrasta. *Ekonomika i sotsium*, (1-2), 291-294. (in Russian).
17. Fedchyshyn, N. O., Yelahina, N. I., & Kovtun, N. Y. (2020). Peculiarities of future pe teachers' training at the higher educational establishment. *Медична освіта*, (1), 11-15. <https://doi.org/10.11603/me.2414-5998.2020.1.10985>
18. Oripova, N. Kh., & Sobirova, N. Z. (2013). Smysl i sushchnost' ponyatiya ubezhdeniya. *Science and world*, 45. (in Russian).
19. Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of research on Technology in Education*, 42(3), 255-284. <https://doi.org/10.1080/15391523.2010.10782551>
20. Oripova, N., & Ne"matova, S. (2021). 7 yoshli bolalar xulq atvoridagi salbiy o 'zgarishlarning kelib chiqish sabablari va omillari. *Obshchestvo i innovatsii*, 2(4/S), 182-186.
21. So, H. J., & Kim, B. (2009). Learning about problem based learning: Student teachers integrating technology, pedagogy and content knowledge. *Australasian Journal of educational technology*, 25(1). <https://doi.org/10.14742/ajet.1183>
22. Oripova, N., & Omonova, M. (2021). Pedagogiko-psixnologicheskie problemy razvitiya adaptivnykh protsessov detei doshkol'nogo vozrasta. *Obshchestvo i innovatsii*, 2(4/S), 197-200. (in Russian).
23. Hughes, J. (2005). The role of teacher knowledge and learning experiences in forming technology-integrated pedagogy. *Journal of technology and teacher education*, 13(2), 277-302.

24. Oripova, N. Kh., & Yarmanova, Yu. B. (2019). Problema i perspektiva vospitaniya detei doshkol'nogo vozrasta v interesakh vsego obshchestva. *Nauka i mir*, 2(4), 48-49. (in Russian).
25. Ivanchuk, S., Voznik, A., Dronova, O., Girenko, N., & Arsova, D. (2020). Preparation of Future Preschool Education Specialists for the Use of Modern Educational Technologies. *International Journal of Higher Education*, 9(5), 28-35.
26. Oripova, N. Kh., & Dzhumaeva, Kh. (2017). Neobkhodimost' i aktual'nost' problemy zashchity molodezhi ot dukhovnykh ugroz s pomoshch'yu obshchenatsional'nykh tsennosti. *Zhurnal nauchnykh publikatsii aspirantov i doktorantov*, (1), 42-44. (in Russian).
27. Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration?. *Educational technology research and development*, 53(4), 25-39. <https://doi.org/10.1007/BF02504683>
28. Oripova, N. Kh., & Dzhumaeva, Kh. (2017). Globalizatsiya-smysl i sushchnost'. *Zhurnal nauchnykh publikatsii aspirantov i doktorantov*, (1), 45-47. (in Russian).
29. Fomin, K. (2019). Features of Projecting the Higher Educational Environment in the Context of Training Teachers to the Organization of Dialogue Education of Primary School Pupils. <https://doi.org/10.15330/jpnu.6.1.67-75>
30. Oripova, N. (2021). Markaziy Osiyoda kasb-hunar tarbiyasi-kasbiy e'tiqodning asosi sifatida. *Obshchestvo i innovatsii*, 2(8/S), 424-429. <https://doi.org/10.47689/2181-1415-vol2-iss8/S-pp424-429>
31. Yerastova-Mikhalus, I. (2016). Pedagogical technology of the future masters of economics cross-cultural tolerance formation. *International letters of social and humanistic sciences*, 66, 162-169.
32. Oripova, N., & Omonova, M. (2021). Maktabgacha yoshdagi bolalarning adaptiv jarayonlarini takomillashtirishning pedagogik-psixologik muommolari. *Obshchestvo i innovatsii*, 2(4/S), 197-200.

Список литературы:

1. Абдучодиров А. А. Время фром педагоги анд Психологии анд методс оф хорь все. Tashkent, 2015.
2. Оripova Н. Во 'lajak mutaxassislarda kasbiy e'tiqodni shakllantirish bosqichlari // Общество и инновации. 2021. Т. 2. №2/S. С. 525-529. <https://doi.org/10.47689/2181-1415-vol2-iss2/S-pp525-529>
3. Ашурова Т. Э. Профессиональная деятельность современного воспитателя // Журнал научных публикаций аспирантов и докторантов. 2016. №9. С. 69-70.
4. Оripova Н. Х., Ашурова С. Б. Аспекты формирования мировоззрения детей дошкольного возраста // Бюллетень науки и практики. 2018. Т. 4. №2. С. 409-413.
5. Maratovna M. M. Pedagogical technology for the formation of responsibility in children of preschool age // *Journal of Critical Reviews*. 2020. V. 7. №5. P. 756-760. <https://doi.org/10.31838/jcr.07.05.154>
6. Оripova Н. Х., Ашурова С. Б. Современные методы формирования мировоззрения детей дошкольного возраста // Журнал научных публикаций аспирантов и докторантов. 2018. №7. С. 46-48.
7. Khalilovna O. N. Historical studies in the pedagogical training and ways to improve vocational training // *Journal of Critical Reviews*. 2020. V. 7. №3. P. 274-277. <https://doi.org/10.31838/jcr.07.03.55>

8. Орипова Н. Х., Хаитова Ю. С. Программа по воспитанию молодёжи в духе общенациональных ценностей // Журнал научных публикаций аспирантов и докторантов. 2016. №1. С. 47-49.
9. Yarmanova Y. B. Aspects of personal qualities of preschoolers in public relations // Scientific Bulletin of Namangan State University. 2020. V. 2. №1. P. 389-393.
10. Орипова Н. Х., Ражабова Х. Х. Исторические источники воспитания преданности Родине // Молодой ученый. 2015. №6. С. 666-668.
11. Khalilovna O. N. Main core and meaning of shaping professional faith // Journal of Critical Reviews. 2020. V. 7. №2. P. 242-245. <https://doi.org/10.31838/jcr.07.02.43>
12. Орипова Н. Х., Мухаммадиева А. Способы обучения креативности детей дошкольного возраста // Science and world. 2013. V. 50.
13. Petrenko M. Theoretic bases of pedagogical interaction // Procedia-Social and Behavioral Sciences. 2015. V. 214. P. 407-413. <https://doi.org/10.1016/j.sbspro.2015.11.690>
14. Орипова Н., Нарзиева Л. Социально-исторические и педагогические проблемы овладения профессией // Экономика и социум. 2020. №12-1. С. 868-871.
15. Fizeshi O. The peculiarities of preparation of masters for teaching of the pedagogical disciplines in the institutions of higher pedagogical education // Revista Românească pentru Educație Multidimensională. 2020. V. 12. №4. P. 103-117.
16. Орипова Н. Х., Туропова М. С. Основные виды занятий для детей дошкольного возраста // Экономика и социум. 2021. №1-2. С. 291-294.
17. Fedchyshyn N. O., Yelahina N. I., Kovtun N. Y. Peculiarities of future pe teachers' training at the higher educational establishment // Медична освіта. 2020. №1. P. 11-15. <https://doi.org/10.11603/me.2414-5998.2020.1.10985>
18. Орипова Н. Х., Собирова Н. З. Смысл и сущность понятия убеждения // Science and world. 2013. V. 45.
19. Ertmer P. A., Ottenbreit-Leftwich A. T. Teacher technology change: How knowledge, confidence, beliefs, and culture intersect // Journal of research on Technology in Education. 2010. V. 42. №3. P. 255-284. <https://doi.org/10.1080/15391523.2010.10782551>
20. Орипова Н., Неъматова С. 7 yoshli bolalar xulq atvoridagi salbiy o'zgarishlarning kelib chiqish sabablari va omillari // Общество и инновации. 2021. Т. 2. №4/S. С. 182-186.
21. So H. J., Kim B. Learning about problem based learning: Student teachers integrating technology, pedagogy and content knowledge // Australasian Journal of educational technology. 2009. V. 25. №1. <https://doi.org/10.14742/ajet.1183>
22. Орипова Н., Омонова М. Педагогико-психологические проблемы развития адаптивных процессов детей дошкольного возраста // Общество и инновации. 2021. Т. 2. №4/S. С. 197-200.
23. Hughes J. The role of teacher knowledge and learning experiences in forming technology-integrated pedagogy // Journal of technology and teacher education. 2005. V. 13. №2. P. 277-302.
24. Орипова Н. Х., Ярманова Ю. Б. Проблема и перспектива воспитания детей дошкольного возраста в интересах всего общества // Наука и мир. 2019. Т. 2. №4. С. 48-49.
25. Ivanchuk S. Preparation of Future Preschool Education Specialists for the Use of Modern Educational Technologies // International Journal of Higher Education. 2020. V. 9. №5. P. 28-35.
26. Орипова Н. Х., Джумаева Х. Необходимость и актуальность проблемы защиты молодёжи от духовных угроз с помощью общенациональных ценностей // Журнал научных публикаций аспирантов и докторантов. 2017. №1. С. 42-44.

27. Ertmer P. A. Teacher pedagogical beliefs: The final frontier in our quest for technology integration? // Educational technology research and development. 2005. V. 53. №4. P. 25-39. <https://doi.org/10.1007/BF02504683>

28. Орипова Н. Х., Джумаева Х. Глобализация-смысл и сущность // Журнал научных публикаций аспирантов и докторантов. 2017. №1. С. 45-47.

29. Fomin K. Features of Projecting the Higher Educational Environment in the Context of Training Teachers to the Organization of Dialogue Education of Primary School Pupils. 2019. <https://doi.org/10.15330/jpnu.6.1.67-75>

30. Орипова Н. Markaziy Osiyoda kasb-hunar tarbiyasi-kasbiy e'tiqodning asosi sifatida // Общество и инновации. 2021. V. 2. №8/S. P. 424-429. <https://doi.org/10.47689/2181-1415-vol2-iss8/S-pp424-429>

31. Yerastova-Mikhailus I. Pedagogical technology of the future masters of economics cross-cultural tolerance formation // International letters of social and humanistic sciences. 2016. V. 66. P. 162-169.

32. Орипова Н., Омонова М. Maktabgacha yoshdagi bolalarning adaptiv jarayonlarini takomillashtirishning pedagogik-psixologik muommolari // Общество и инновации. 2021. V. 2. №4/S. P. 197-200.

*Работа поступила
в редакцию 18.03.2022 г.*

*Принята к публикации
23.03.2022 г.*

Ссылка для цитирования:

Oripova N. Peculiarities of the Formation of Pedagogical Beliefs of Future Teachers Based on Educational Technologies // Бюллетень науки и практики. 2022. Т. 8. №5. С. 644-651. <https://doi.org/10.33619/2414-2948/78/78>

Cite as (APA):

Oripova, N. (2022). Peculiarities of the Formation of Pedagogical Beliefs of Future Teachers Based on Educational Technologies. *Bulletin of Science and Practice*, 8(5), 644-651. <https://doi.org/10.33619/2414-2948/78/78>