

RESPONSIBLE ATTITUDE TOWARDS VIRTUAL TEACHING IN FUTURE PEDAGOGUES

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ABSTRACT

The need for virtual teaching is increasingly being embraced by the educational system in Uzbekistan due to the COVID-19 pandemic which made the conduct of the traditional classroom instruction an implausible means for the continuous delivery of education. Thus, it becomes a pressing need to determine teachers' attitude toward the virtual teaching. This case study reports on an investigation of the attitude of future teachers toward virtual reality (VR) as a tool in the educational process, and toward virtual learning environments on specific disciplines. Our results indicate a favorable attitude towards VR in the educational process. Although immersion is not supported at this study, half of the future teachers declare immersion experiences. There is a need for further investigation, currently being in progress by our group. The study enlisted purposively selected graduate students assigned to teach their subjects. Moreover, the investigation intended to determine whether there is a gender divide among variables of the study, and whether a significant relationship exists among the respondents' attitude toward online teaching, technological competence and access. The study disclosed interesting results.

Keywords: Modes of education, Virtual Reality (VR), face-to-face learning, Attitude toward Virtual Teaching, Competence, Access, case study.