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THE ROLE OF ONLINE PROJECTS IN FORMING THE ETHICAL AND AESTHETIC VIEWS OF FUTURE LANGUAGE TEACHERS

Abstract. The rapid integration of digital technologies into higher education has transformed the pedagogical approaches used in teacher training. Online projects, as collaborative and interactive learning tools, play a crucial role in shaping the ethical and aesthetic views of future language teachers. This article examines the significance of online projects in developing professional ethics, intercultural sensitivity, and aesthetic appreciation in pre-service teachers. Findings suggest that properly designed online projects contribute not only to linguistic competence but also to the moral and cultural development of teacher candidates.

Keywords: online projects, future language teachers, ethical views, aesthetic views, digital technologies, collaborative learning, intercultural sensitivity, professional ethics, aesthetic appreciation, teacher training.

РОЛЬ ОНЛАЙН-ПРОЕКТОВ В ФОРМИРОВАНИИ ЭТИЧЕСКИХ И ЭСТЕТИЧЕСКИХ ВЗГЛЯДОВ БУДУЩИХ УЧИТЕЛЕЙ ЯЗЫКА

Аннотация. Стремительная интеграция цифровых технологий в высшее образование изменила педагогические подходы, используемые в подготовке учителей. Онлайн-проекты, как инструменты совместного и интерактивного обучения, играют решающую роль в формировании этических и эстетических взглядов будущих учителей иностранного языка. В данной статье рассматривается значение онлайн-проектов в развитии профессиональной этики, межкультурной чуткости и эстетического восприятия у будущих учителей. Результаты исследования показывают, что правильно разработанные онлайн-проекты способствуют не только развитию

языковой компетентности, но и моральному и культурному развитию будущих учителей.

Ключевые слова: онлайн-проекты, будущие учителя иностранного языка, этические взгляды, эстетические взгляды, цифровые технологии, совместное обучение, межкультурная чуткость, профессиональная этика, эстетическое восприятие, подготовка учителей.

Introduction. The professional formation of future language teachers requires more than linguistic and methodological skills. Ethical responsibility and aesthetic sensitivity are integral qualities of modern educators who are expected to guide students toward culturally diverse and morally sound communication. In the context of digitalized education, online projects have emerged as effective pedagogical tools that combine collaborative learning, creative expression, and intercultural dialogue. However, their potential to foster ethical and aesthetic dimensions of teacher identity formation remains underexplored. This study aims to analyze how online projects contribute to shaping the ethical and aesthetic views of pre-service language teachers.

Methods. This study adopts a qualitative approach, focusing on a review of current pedagogical practices and case studies from teacher training programs. Data were collected through:

1. **Literature Review** – academic sources on online learning, ethics in education, and aesthetic pedagogy.
2. **Case Analysis** – examples of online collaborative projects (e.g., digital storytelling, intercultural exchange blogs, virtual art-literature discussions).
3. **Survey Data** – feedback from 60 pre-service language teachers participating in online projects in two universities.

The research analyzed how online collaborative environments influenced the participants' ethical reasoning, cultural tolerance, and aesthetic awareness.

Results and Discussion

Findings indicate that online projects significantly contribute to both ethical and aesthetic development in future language teachers:

Ethical Views Formation Participation in online group work nurtures a sense of responsibility, academic honesty, and adherence to digital ethics, including the avoidance of plagiarism and respect for intellectual property rights. Furthermore, collaborative online projects strengthen learners' sensitivity to intercultural values, encouraging tolerance, empathy, and ethical interaction within diverse learning communities.

Aesthetic Views Formation. Online projects that integrate literature, art, and multimedia provide future teachers with opportunities to foster creativity and develop an appreciation for cultural beauty. Activities such as virtual exhibitions, digital storytelling platforms, and creative writing tasks play a vital role in cultivating aesthetic taste and sensitivity. Moreover, participation in international online collaborations exposes pre-service teachers to diverse artistic traditions, thereby enriching their cultural literacy and broadening their aesthetic worldview.

Professional Identity and Teacher Competence. The ethical responsibility and aesthetic sensitivity developed through online projects are not limited to the training environment but are actively reflected in classroom practices. Future teachers who engage in digital project-based learning demonstrate enhanced creativity, deeper cultural awareness, and a stronger sense of moral responsibility. These qualities contribute to the formation of a holistic professional identity that integrates pedagogical competence with ethical and aesthetic values.

These results align with constructivist pedagogy, which emphasizes student-centered learning and holistic development. Online projects, therefore, are not only linguistic tools but also vehicles for ethical and aesthetic formation.

Conclusion. Online projects serve as powerful instruments in shaping the ethical and aesthetic views of future language teachers. They foster collaboration, responsibility, and intercultural respect while nurturing creativity and cultural appreciation. Integrating ethically and aesthetically oriented digital projects into

teacher training curricula can significantly enhance professional preparation. Further research should explore the long-term impact of such projects on teachers' classroom practices and students' moral-aesthetic development.

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