# THE CONTENT OF DEVELOPING THE PEDAGOGICAL THINKING OF FUTURE TEACHERS USING THE QUASI-RESEARCH METHOD

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**Abstract**: This article analyzes the theoretical and methodological foundations and practical significance of the quasi-research method in developing the pedagogical thinking of future teachers. Additionally, this method reveals opportunities for students to analyze problem situations, make independent decisions, develop a reflexive approach, and develop creative thinking skills. The article describes effective methods, didactic conditions, and pedagogical mechanisms for organizing quasi-research activities, and proves their effectiveness based on experimental work.

**Keywords**: pedagogical thinking, quasi-research method, future teacher, professional competence, reflection, creative thinking, problem situation

## Introduction

One of the most pressing tasks facing the modern education system is not only to enhance the level of knowledge of future teachers but also to deeply and systematically shape their pedagogical thinking. This is because in today's conditions of globalization and digital transformation, a teacher must emerge not as a mere knowledge provider, but as a specialist capable of making correct decisions in complex pedagogical situations, possessing analytical and reflexive thinking. From this perspective, pedagogical thinking is recognized as one of the primary factors determining a teacher's professional activity.

Pedagogical thinking is a complex intellectual process that expresses the teacher's ability to understand problems arising in the educational process, analyze them on a scientific basis, develop effective solutions, and implement them in practice. Such thinking is formed not only through theoretical knowledge but also through active, research-oriented educational activities enriched with practical experience. It is precisely this aspect that necessitates the application of innovative pedagogical approaches in the process of training future teachers.

In recent years, special attention has been paid to the development of research competence in pedagogical education. However, engaging in real scientific research activities does not always provide equal opportunities for all students. Therefore, the quasi-research method - that is, a form of activity approached to the actual process of scientific inquiry but adapted to educational conditions - is emerging as an effective tool for developing pedagogical thinking. Through this method, students acquire skills in modeling problem situations, performing tasks similar to scientific research, and analyzing and drawing conclusions.

The quasi-research method serves to develop independent thinking, a creative approach, and reflexive activity in future teachers. It ensures that students transform from passive learners into active subjects, making them direct participants in the pedagogical process. In particular, this method achieves higher efficiency when combined with innovative technologies such as problem-based learning, case studies, and project work. Therefore, this article analyzes the content of the quasi-research method in developing the pedagogical thinking of future teachers,

its theoretical foundations, and practical possibilities. By revealing the role and significance of this approach in the pedagogical education process, it is intended to develop scientific conclusions that serve to improve the teacher training system.

Analytical discussion. In today's educational process, the issue of developing the pedagogical thinking of future teachers extends beyond the acquisition of simple theoretical knowledge and manifests as a problem of forming complex professional and intellectual activity. Because the teaching profession is not limited to conveying ready-made knowledge to students. On the contrary, it requires understanding each pedagogical situation, analyzing its causes and consequences, taking into account the individual characteristics of the student's personality, correctly selecting educational influence mechanisms, and finding scientific and methodological solutions to conflicts arising in the educational process. In this sense, pedagogical thinking is an important intellectual quality that unites the professional consciousness, methodological culture, and creative approach of a future teacher.

In the traditional educational process, the student often acts as a subject who receives, remembers, and retells ready-made theoretical information. Although such an approach forms a certain set of knowledge, it does not sufficiently develop the ability to independently view a pedagogical problem, analyze it, and develop a practical solution. Especially when a future teacher enters a real school environment, they face various psychological, didactic, and educational situations. In these situations, one needs not only memorized knowledge but also the ability to think according to the situation, develop alternative solutions, and analyze one's own activities.

The quasi-research method stems precisely from this need. This method brings the student's educational activity closer to scientific research. In this process, the student participates not as a full-fledged scientific researcher, but as an active subject mastering research elements, analyzing problem situations on a scientific basis, and drawing conclusions based on evidence. Although quasi-research activity is organized in the form of "as if research," its pedagogical result is very important: the student begins to take a causal, systematic, and critical approach to the phenomenon being studied, rather than a superficial one.

One of the most important aspects of this method is that it forms pedagogical thinking not as a theoretical concept, but in the process of practical activity. For example, when a student is asked, "What should a teacher do in a situation where students' interest in the lesson has decreased?," they are not limited to general recommendations. Instead, it identifies the causes of the situation, takes into account the age characteristics of the students, analyzes the lesson methodology, searches for motivational factors, and proposes several pedagogical solution options. Consequently, the quasi-research method elevates the student's thinking from the reproductive level to the analytical, research, and creative levels.

Problem situations play an important role in the development of pedagogical thinking. Because any thinking is first activated where there is a problem. If a student works only with ready-made answers, their thinking process will be limited. A problem situation forces him to ask questions, search for reasons, compare, evaluate, and draw conclusions. In the quasi-research method, problem situations are specifically modeled. This strengthens students' readiness for real pedagogical activity. They will have the opportunity to pre-analyze situations they may encounter in their future professional activities and develop a methodological position regarding them.

Also, the quasi-research method is of particular importance in the development of reflexive thinking. Reflection is the future teacher's critical attitude toward their own activities, the ability to see mistakes made, the evaluation of the results of pedagogical decisions, and the desire to improve their future activities. If, after each completed task, the student reflects on questions such as "How did I think?," "Which evidence did I rely on?," "How well-founded is my decision?," and "What other solution could there have been?," their pedagogical thinking will deepen. Consequently, the quasi-research method fosters not only knowledge acquisition but also a culture of understanding one's own thinking process.

Another advantage of this method is that it develops the initial elements of research competence in future teachers. The student performs practical-intellectual actions such as observing a pedagogical phenomenon, collecting information, comparing facts, generalizing, proposing a hypothesis, and drawing conclusions. This process will also increase his potential for scientific research in the future. In particular, in a constantly changing educational environment, a modern teacher must be not only an executor but also a specialist who analyzes their practice, introduces innovations based on experience, and improves the pedagogical process.

Analysis shows that the quasi-research method enhances students' independent thinking activities. Independent thinking is one of the primary characteristics of pedagogical thinking. In this case, the student does not rely on the ready-made conclusion provided by the teacher, but seeks their own arguments, justifies their position, and defends their opinion. This fosters professional responsibility, a scientific approach, and methodological independence in the future teacher. Because a teacher who cannot think independently cannot develop independent thinking in students.

The effectiveness of the quasi-research method depends directly on how it is organized. If this method is applied only nominally, i.e., given to students as a simple question-and-answer or essay task, the expected result will not occur. To be effective, tasks must be problem-based, research-oriented, and of practical significance. In the process of completing the assignment, the student must analyze the pedagogical situation, work with theoretical sources, compare practical evidence, and develop their own conclusions. Only then will the quasi-research method become a real mechanism for developing pedagogical thinking.

Combining this method with case studies, project methods, problem-based learning, pedagogical diagnostics, observation, and analytical tasks yields even higher results. For example, through a case study, a student analyzes a real or simulated pedagogical situation; through the project method, they develop a practical solution to the problem; through pedagogical diagnostics, they acquire the ability to study the student's personality; and through reflexive tasks, they evaluate their own activities. All of this contributes to the multifaceted development of pedagogical thinking.

At the same time, the role of the teacher in applying the quasi-research method is also changing. The teacher is no longer just a knowledge provider, but also acts as a guide, advisor, partner, and facilitator. It does not provide a ready-made answer for the student, but encourages them to research, determines the direction of their thinking, and leads them to analysis through questions. This strengthens subject-subject relations in the educational process. As a result, the student feels that their opinion is valued, their interest in scientific research increases, and the process of professional self-awareness activates.

During the discussion, it is necessary to pay attention to another important aspect: pedagogical thinking is not only a product of individual thinking but is also formed in the process of social communication. When quasi-research tasks are organized in the form of group discussion, debate, and collaborative project creation, students compare their views with the opinions of others. This develops their communicative culture, argumentation skills, critical thinking, and collective decision-making experience. For a future teacher, these qualities are extremely important, as pedagogical activity is always carried out within a system of communication, cooperation, and human relations.

In conclusion, the quasi-research method serves as an effective didactic tool for developing the pedagogical thinking of future teachers. It fosters students' understanding of problem situations, analysis of pedagogical phenomena, independent decision-making, reflexive thinking, and a creative approach. Most importantly, this method elevates the future teacher from a person acquiring ready-made knowledge to the level of an active professional subject capable of scientifically understanding, analyzing, and improving the pedagogical process. Therefore, the systematic use of the quasi-research method in the process of pedagogical education is one of the important factors in improving the quality of teacher training.

Theoretical basis

The problem of developing the pedagogical thinking of future teachers is considered a comprehensive scientific direction formed at the intersection of pedagogy, psychology, and didactics. The theoretical basis of this issue is primarily determined by the essence of the thinking process, its inextricable connection with pedagogical activity, and its place in the system of professional competence. Pedagogical thinking is a complex cognitive system that expresses the teacher's ability to scientifically understand phenomena and processes in the educational process, analyze them, evaluate them, and develop effective pedagogical decisions. It combines elements of analytical, synthetic, critical, and reflexive thinking.

Theoretically, pedagogical thinking is formed on the basis of an activity-oriented approach. According to activity theory, an individual's thinking develops during their practical activity. Consequently, to form pedagogical thinking in future teachers, it is necessary to involve them in active, problem-based, and research-oriented educational activities. From this perspective, the constructivist approach is also of great importance. According to it, knowledge is not provided in a ready-made form, but is built independently by the student. This constitutes the theoretical foundation of the quasi-research method, as this method organizes the student's learning process based on active research and analysis. The quasi-research method was developed theoretically based on a research approach. The research approach implies the formation of scientific thinking in students through the application of elements of scientific inquiry in the educational process. However, conducting full-scale scientific research is not possible in all educational settings. Therefore, a model of quasi- (i.e., "as if," "conditionally") research activity has been developed, in which the main stages of scientific research (problem-setting, hypothesis-setting, evidence-analysis, conclusion-making) are applied in a simplified and adapted manner to the educational process.

Another theoretical basis of this method is the concept of problem-based learning. According to the theory of problem-based learning, the process of acquiring knowledge is carried out through the resolution of problem situations. In this case, a clear task is set for the student,

the solution of which cannot be found immediately. This situation activates the student's thinking, encourages them to search, and leads to the independent acquisition of new knowledge. In the quasi-research method, these specific problem situations serve as the primary educational tool.

The reflexive approach to the development of pedagogical thinking is also one of the important theoretical foundations. Reflection is a conscious process aimed at analyzing an individual's thinking activity, evaluating their decisions, and improving them. Reflection is one of the key factors in professional growth for a future teacher. In the quasi-research method, reflexive activity occupies an important place, as the student analyzes the results of completed tasks, understands their own thinking process, and develops more effective approaches in the future.

The competence-based approach also forms the theoretical basis of this study. In the modern education system, a teacher's professional training is determined not only by a set of knowledge but also by practical skills and abilities, the ability to conduct independent activities, and problem-solving competence. The quasi-research method serves to form these competencies. It develops students' skills in analytical thinking, problem-based situation assessment, scientifically grounded decision-making, and self-reflection.

Theoretical analysis shows that the quasi-research method is based on the integration of several scientific approaches: the activity-oriented approach, the constructivist approach, the problem-based learning concept, the reflexive approach, and the competency-based approach. As a result of this integration, an effective mechanism for the development of pedagogical thinking emerges. This mechanism directs the student's educational activity from passive acceptance to active research, analysis, and a creative approach. The theoretical foundations for developing the pedagogical thinking of future teachers using the quasi-research method are based on the leading ideas of modern pedagogy and psychology. This method serves to form deep, systematic, and reflexive pedagogical thinking in students by bringing the educational process closer to scientific inquiry. As a result, the future teacher is formed not only as a possessor of knowledge but also as a competent specialist who analyzes, evaluates, and improves the pedagogical process.

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