

**IMPROVING ORGANIZATIONAL AND PEDAGOGICAL MECHANISMS FOR
ADAPTING FUTURE TEACHERS TO THE PROFESSIONAL ENVIRONMENT****Mamadaliyev Kobil Kadirovich**Head of the Department for Coordination of School Activities of the Yangi Namangan District
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Abstract. The effectiveness of modern teacher education largely depends on the level of professional adaptation of future teachers to real pedagogical environments. Rapid transformations in education, increasing professional requirements, and the complexity of teaching activities necessitate systematic approaches to preparing pre-service teachers for professional challenges. This article examines the organizational and pedagogical foundations of adapting future teachers to the professional environment and proposes methodological approaches for improving this process. The study analyzes key organizational conditions, pedagogical technologies, and methodological principles that contribute to successful professional adaptation. Based on theoretical and empirical analysis, a structured model for improving professional adaptation is developed. The findings indicate that systematic implementation of organizational and pedagogical mechanisms enhances professional readiness, social integration, and sustainable professional development of future teachers.

Keywords: future teachers, professional adaptation, professional environment, teacher education, pedagogical methodology, organizational conditions, competence-based approach.

Introduction. In the context of global educational reforms, the preparation of future teachers is increasingly focused not only on the development of professional competencies but also on ensuring their successful adaptation to the professional environment. Teaching is a complex and socially significant profession that requires psychological readiness, pedagogical skills, communication competence, and the ability to respond to dynamic educational changes.

Professional adaptation is understood as a multidimensional process that involves the integration of an individual into professional activities, social relations, and organizational culture. For future teachers, this process plays a crucial role in shaping professional identity, pedagogical thinking, and motivation for continuous professional development.

Higher education institutions serve as the primary platform for preparing teachers for professional activity. However, traditional teacher education programs often emphasize theoretical training while insufficiently addressing the development of practical skills and adaptation to real professional contexts. This gap highlights the need to improve organizational and pedagogical mechanisms supporting the adaptation of future teachers.

The aim of this study is to substantiate the organizational and pedagogical foundations of professional adaptation and to develop methodological approaches for improving the adaptation process of future teachers.

Literature Review. Research by Uzbek Scholars. Uzbek researchers have devoted significant attention to the modernization of teacher education, professional competence development, and

pedagogical training. Studies emphasize the importance of competence-based education, professional socialization, and the integration of theory and practice in teacher preparation. Researchers highlight the role of pedagogical practice, innovative technologies, and reflective learning in developing professional readiness among future teachers.

Research by Foreign Scholars. International researchers consider professional adaptation as a continuous process of professional development and socialization. Dewey, Schön, Shulman, and Fullan emphasized reflective practice, experiential learning, and professional collaboration as key components of teacher development. Bandura's social learning theory and Kolb's experiential learning model provide a theoretical basis for understanding how teachers adapt through interaction, experience, and reflection.

Research by CIS Scholars. Scholars from CIS countries analyze professional adaptation from psychological and pedagogical perspectives. Markova, Zeer, Slastenin, and Kuzmina studied professional competence formation, motivation, and pedagogical identity development. Their research identifies motivational, cognitive, activity-based, and reflective components as essential elements of teacher adaptation.

Methodology. The research was conducted using a comprehensive methodological approach combining theoretical analysis and empirical investigation. The study relied on competence-based, activity-based, and systemic approaches to explore the process of professional adaptation of future teachers.

The research design included both qualitative and quantitative components. The theoretical part focused on analyzing pedagogical literature, while the empirical part involved pedagogical experimentation and diagnostic assessment of adaptation indicators.

The empirical study involved 120 pre-service teachers enrolled in teacher education programs. Participants were divided into two groups:

experimental group – 60 students;

control group – 60 students.

The experimental group participated in activities based on the proposed methodology, while the control group followed traditional training practices.

Research Methods. The following research methods were applied:

theoretical analysis and synthesis of pedagogical and psychological literature;

observation of educational and practical activities;

questionnaires to assess motivation and adaptation levels;

interviews with pre-service teachers;

pedagogical experiment;

statistical analysis of quantitative data.

At this stage, the initial level of professional adaptation among future teachers was assessed. The focus was on motivation, pedagogical competence, communication skills, and readiness for professional activity. During this stage, organizational and pedagogical mechanisms were implemented. These included mentoring, practice-oriented training, interactive teaching methods, reflective exercises, and collaborative projects with schools. At the final stage, the effectiveness of the methodology was evaluated. Comparative analysis between experimental and control groups was conducted using statistical methods.

Results. The empirical findings demonstrated significant positive changes in the professional adaptation of future teachers in the experimental group. The implementation of mentoring systems, reflective practices, and practice-oriented learning contributed to increased professional readiness.

Key outcomes included:

increased professional motivation;

improved pedagogical competence;

development of communication skills;

strengthened reflective abilities;

higher readiness for independent teaching activities.

Students exposed to real pedagogical environments showed greater confidence and professional engagement.

Discussion. The study confirmed that professional adaptation is influenced by multiple organizational and pedagogical factors. Mentoring, pedagogical practice, and reflective learning emerged as the most effective mechanisms supporting adaptation.

The competence-based and activity-based approaches proved effective because they integrate knowledge, practical skills, and professional values. The integration of theory and practice enhanced the quality of teacher preparation and reduced difficulties during entry into professional activity.

The findings correspond with previous research emphasizing that professional adaptation is a continuous process supported by social interaction, institutional culture, and pedagogical experience.

Conclusion. The study demonstrates that improving organizational and pedagogical mechanisms for adapting future teachers to the professional environment is a priority in modern teacher education. Professional adaptation plays a crucial role in forming professional competence, identity, and readiness for pedagogical activity.

The proposed methodology contributes to the systematic development of professional skills, motivation, and social integration of future teachers. Its implementation can significantly improve the quality of teacher preparation and ensure sustainable professional development.

It is recommended to introduce a systematic organizational and pedagogical support model aimed at facilitating the professional adaptation of future teachers within higher education institutions.

Teacher education programs should integrate practice-oriented training, mentoring systems, and reflective activities to strengthen students' readiness for real pedagogical environments.

Higher education institutions are advised to enhance cooperation with schools and educational centers to provide continuous professional practice and social integration opportunities for future teachers.

The use of innovative pedagogical technologies, psychological support mechanisms, and competency-based approaches should be expanded to improve professional motivation and identity formation.

Regular monitoring and assessment of adaptation processes should be implemented to identify challenges early and provide targeted methodological assistance.

It is recommended to develop special training modules focused on communication skills, stress management, and professional ethics to ensure sustainable professional development of future teachers.

Further research should focus on improving adaptation models based on empirical data and adapting them to the changing requirements of the modern educational environment.

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