

**SYNERGETIC APPROACH-BASED CORPORATE TRAINING TECHNOLOGIES FOR PREPARING FUTURE TEACHERS FOR EDUCATIONAL ACTIVITIES****Raxmonova Manzura Shokirovna**

Teacher of Kokand State University

**Abstract:** This article examines the theoretical and methodological foundations of preparing future teachers for educational activities through corporate training technologies based on the synergetic approach. The synergetic paradigm considers pedagogical processes as evolving, self-organizing systems, emphasizing the interaction of multiple components within the educational environment. Integrating synergetics with corporate training technologies creates a flexible, adaptive, and collaborative model of teacher preparation. Such a model aims to enhance the professional readiness, pedagogical thinking, and systemic problem-solving abilities of future educators. The article highlights essential structural components of synergetic-corporate training, its implementation mechanisms, and its pedagogical effectiveness. Recommendations are proposed for optimizing teacher education programs within higher education institutions.

**Keywords:** synergetic approach, corporate training, teacher education, self-organization, pedagogical system, professional development, educational technologies.

Contemporary transformations in education require fundamentally new approaches to preparing future teachers who are capable of working effectively in complex, dynamic, and uncertain pedagogical environments. Traditional pedagogical models, characterized by linearity and strict structural rigidity, no longer meet the demands of modern educational ecosystems. Therefore, the integration of synergetic principles into teacher preparation has become increasingly relevant. Synergetics, as a scientific paradigm, studies the self-organization of complex systems and explains how order emerges from interactions among system components. Corporate training technologies, commonly applied in organizational development, provide collaborative, practice-oriented, and competency-based learning models. When integrated with the synergetic approach, these technologies create conditions for future teachers to acquire adaptive, cooperative, reflective, and innovative professional skills. This synergy allows teacher education to function not as a static structure but as a continuously evolving system responsive to internal and external influences. This article explores the theoretical essence, methodological tools, and practical implementation strategies of corporate training technologies grounded in the synergetic approach for preparing prospective educators.

The synergetic approach conceptualizes pedagogical systems as open, nonlinear, and self-regulating structures. Within this perspective, teacher preparation is viewed as a dynamic process characterized by constant interaction between students, instructors, educational resources, and institutional culture.

**- Key Principles of the Synergetic Approach**

1. **Nonlinearity:** Learning outcomes depend on multiple factors rather than direct cause-and-effect relationships.
2. **Self-organization:** Students develop professional skills through autonomous activity supported by collaborative environments.
3. **Openness:** Continuous exchange of information, experience, and values with the educational environment.

4. **Emergence:** New pedagogical competencies arise through the interaction of cognitive, motivational, and social components.
5. **Holism:** Teacher education is understood as a unified system influenced by psychological, methodological, and sociocultural dimensions.

Integrating these principles enables teacher preparation programs to develop professionals who are flexible, reflective, and capable of navigating complex classroom settings.

Corporate training technologies originate from organizational learning models used in professional development programs. Their adaptation to teacher education facilitates collaborative learning, problem-solving, and experiential training.

#### - Core Features of Corporate Training Technologies

- **Team-based learning:** Students engage in group activities, case studies, and project-based tasks.
- **Collaborative problem-solving:** Participants analyze real educational scenarios and design effective solutions.
- **Leadership and communication skills development:** Training includes activities that foster initiative, responsibility, and interpersonal competence.
- **Continuous assessment and feedback:** Corporate-style evaluation helps track professional growth.
- **Practice-oriented tasks:** Real-world school contexts are integrated into training modules.

These elements strengthen future teachers' readiness for professional interactions within educational institutions, parent communities, and student groups.

#### - Synergetic Integration of Corporate Training in Teacher Education

The integration of synergetic and corporate training approaches creates a hybrid system that supports the holistic formation of a teacher's professional identity. This model values collaboration, self-reflection, and adaptability.

#### Structural Components of the Synergetic-Corporate Training Model

1. **Motivational Component:** Activates intrinsic interest toward teaching and encourages goal-oriented learning.
2. **Cognitive Component:** Enhances theoretical understanding of pedagogy, psychology, and educational technologies.
3. **Interactive Component:** Facilitates dialogue, cooperation, and shared decision-making.
4. **Reflexive Component:** Strengthens self-assessment and awareness of personal professional growth.
5. **Operational-Activity Component:** Develops practical teaching skills through training sessions, simulations, and school collaborations.

Through these mechanisms, teacher preparation becomes an evolving system producing professionals who can organize educational environments effectively. Research indicates that synergetic-corporate training enhances student engagement, promotes reflective learning habits, and improves the quality of pedagogical decision-making. The synergetic approach combined with corporate training technologies creates a robust, adaptive, and self-organizing environment for preparing future educators. This model advances teacher education beyond traditional

frameworks by emphasizing collaboration, self-regulation, openness, and emergent professional growth. Implementing such an approach in higher education institutions ensures that future teachers acquire the competencies necessary to function effectively in contemporary dynamic educational systems. Therefore, educational policymakers and institutions should embed synergetic-corporate models into curricula, teaching methods, and professional development programs to strengthen the quality of teacher training.

**References:**

1. Haken, H. *Synergetics: An Introduction*. Springer, 2004.
2. Senge, P. *The Fifth Discipline: The Art and Practice of the Learning Organization*. Doubleday, 1990.
3. Fullan, M. *The New Meaning of Educational Change*. Teachers College Press, 2016.
4. Argyris, C., & Schön, D. *Organizational Learning: Theory, Method, and Practice*. Addison-Wesley, 1996.
5. Vygotsky, L. S. *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press, 1978.
6. Knowles, M. *The Adult Learner*. Routledge, 2015.
7. Karpov, A. *Synergetics in Education*. Moscow: Pedagogika, 2017.