

APPROACHES TO CORPORATE PREPARATION OF FUTURE TEACHERS FOR EDUCATIONAL (UPBRINGING) ACTIVITY

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Abstract: This article analyzes the issue of corporate preparation of future teachers for educational (upbringing) activities from a pedagogical perspective. In the modern education system, along with the professional competence of a teacher, the ability to effectively organize educational activities is of great importance. The article highlights the theoretical foundations of preparing future teachers for educational activities, the essence of the corporate approach, and its role in the pedagogical education system. In addition, the issues of improving the effectiveness of preparing teachers for educational activities through competency-based, activity-oriented, collaborative, and innovative approaches are analyzed. The results of the study show that preparing future teachers in a corporate environment contributes to the development of their professional competencies, the formation of pedagogical culture, and the expansion of opportunities for effectively organizing educational activities.

Keywords: corporate preparation, educational activity, future teacher, pedagogical competence, pedagogical cooperation, pedagogical culture, innovative educational technologies, competency-based approach, pedagogical activity.

The process of training pedagogical personnel in the modern education system is being improved based on new requirements and needs. The social, economic, and cultural development of society requires the education system to train highly qualified teachers with a broad worldview who are capable of effectively organizing the educational process. In particular, preparing future teachers not only as specialists who provide knowledge, but also as educators who contribute to the formation of students' personalities, is considered one of the important pedagogical tasks. Therefore, the system of teacher preparation organized on the basis of a corporate approach is gaining increasing importance. Preparing future teachers for educational activities is an essential component of the pedagogical education system. Educational activity occupies a central place in the professional work of a teacher, since the moral and ethical development of students, their social activity, and their ability to find their place in society largely depend on how effectively the teacher organizes educational work. In the process of educational activity, teachers help to develop social values, national and universal traditions, responsibility, cooperation, and civic position among students. Therefore, forming the skills of effectively organizing educational activities is one of the important tasks in the process of training teachers. The concept of corporate preparation refers to a pedagogical process aimed at forming teachers as active members of the educational institution's community. The corporate approach involves training teachers based on professional cooperation, teamwork, mutual support, and exchange of experience. Such an approach contributes to the creation of a healthy social environment in the pedagogical community, ensures the professional development of teachers, and increases the effectiveness of the educational process. During corporate preparation, such qualities as professional responsibility, teamwork, pedagogical communication, and pedagogical culture are developed among future teachers. In the process of corporate preparation of future teachers for educational activities, it is important to apply a number of pedagogical approaches. First of all, the competency-based approach plays a significant role. This approach focuses on preparing teachers on the basis of professional competencies. According to the competency-based approach, a teacher should not only possess theoretical knowledge but also be able to work effectively in various pedagogical situations. In the process of preparing for

educational activities, competencies such as pedagogical communication, pedagogical empathy, designing educational processes, and establishing effective interaction with students are developed among future teachers. The activity-oriented approach also plays an important role in the preparation of future teachers. This approach is based on preparing teachers in conditions close to real pedagogical activity. In this process, students participate in various types of activities such as analyzing pedagogical situations, organizing educational events, and solving pedagogical problems. Through practical classes, pedagogical trainings, role-playing games, and project-based work, students gain a deeper understanding of the practical aspects of educational activities. The collaboration-based approach within the corporate training system is of particular importance. The presence of a collaborative environment within the pedagogical community positively influences the professional development of teachers. A collaboration-based approach involves the exchange of experience among educators, joint problem-solving, the development of team projects, and the advancement of mentoring systems. In such an environment, future teachers acquire the skills necessary to organize pedagogical activities collectively. An innovative approach also plays a significant role in preparing future teachers for educational (upbringing) activities. In the modern educational process, the use of digital technologies, interactive methods, and innovative pedagogical tools helps to organize teacher training more effectively. Through interactive teaching methods, problem-based learning, project-based learning, pedagogical simulations, and digital learning platforms, students gain the opportunity to study various aspects of the pedagogical process more deeply. Such approaches contribute to the development of creative thinking, independent decision-making skills, and pedagogical reflection among future teachers.

In addition, the formation of corporate pedagogical culture is considered one of the important tasks in preparing future teachers for educational activities. Corporate pedagogical culture is based on principles such as mutual respect within the pedagogical community, adherence to professional ethical standards, a high level of pedagogical communication, and collective responsibility. Pedagogical culture serves as an important factor in ensuring the effective organization of a teacher's professional activity. Furthermore, the process of pedagogical reflection helps teachers analyze their own activities, identify shortcomings, and improve their professional practice in the future. At the same time, ensuring the harmony of national values and universal principles is of great importance in the process of preparing future teachers for educational activities. Teachers play a crucial role in developing patriotism, national identity awareness, social activity, and civic responsibility among students. Therefore, fostering high moral and ethical qualities among future teachers within the pedagogical education process is considered one of the key pedagogical tasks.

Conclusion.In conclusion, the corporate preparation of future teachers for educational (upbringing) activities is considered one of the important directions of modern pedagogical education. The corporate approach serves to prepare teachers for collaborative professional activity, develop their professional competencies, and shape their pedagogical culture. The effective use of competency-based, activity-oriented, collaborative, and innovative approaches contributes to increasing the effectiveness of preparing teachers for educational activities. In the future, further improvement of corporate training mechanisms in the pedagogical education system will contribute to the professional development of future teachers and to improving the quality of the educational process.

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