

PEDAGOGICAL CONDITIONS FOR DEVELOPING CORPORATE ETHICS OF EDUCATORS IN THE EDUCATIONAL PROCESS

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Abstract. *The article covers the theoretical and practical foundations of the development of corporate ethics of teachers. The role of corporate ethics in educational institutions, its impact on relations within the team, the working environment and the effectiveness of the educational process are analyzed. At the same time, the system of pedagogical conditions, that is, the organizational, psychological and ethical factors that form corporate culture, are scientifically covered. The author presents proposals and recommendations aimed at developing corporate ethics in the process of improving the qualifications of teaching staff.*

Keywords: *corporate ethics, pedagogical conditions, corporate culture, pedagogical team, social responsibility, ethical rules, professional attitude, pedagogical communication.*

In the modern education system, the work of a teacher is not limited only to imparting knowledge, forming skills and qualifications. Today, the work of a teacher is considered a complex process that includes more socio-psychological, moral and communicative competencies. Therefore, a modern teacher is required to constantly improve his professional skills, establish cooperation in the team, adhere to the principles of mutual respect, tolerance, sincerity and corporate culture. The formation of a corporate culture and ethical environment in educational institutions directly affects the professional growth of teachers, the healthy development of interpersonal relationships and the overall effectiveness of the educational process. Because when there is a positive psychological environment in the team, teachers feel valued, heard and supported. This increases their professional motivation, stimulates creativity and initiative.

Corporate ethics is a system of moral standards based on mutual trust, responsibility, respect, sincere communication and mutual assistance between members of the pedagogical team. This system determines the internal culture, values of the team and the level of unity towards a common goal. Pedagogical corporate ethics ensures that teachers work together in harmony, reduces conflict situations, creates an atmosphere of healthy competition and strengthens professional loyalty. Corporate ethics also ensures that the principles of justice, honesty and openness are observed in the relations between leaders and teachers, teachers and students, and parents in an educational institution. This, in

turn, serves to improve the quality of education and the effectiveness of upbringing, and to strengthen the reputation of the pedagogical team.

Corporate ethics is one of the most important factors determining the socio-psychological environment, collective culture and system of professional values of an educational institution. It not only forms the attitude of employees towards each other based on respect, trust and responsibility, but also strengthens loyalty to the general strategic goals and mission of the educational institution. Through this system of ethics, teachers learn to adhere to ethical standards, principles of social justice and professional duty in their activities, which in turn increases the effectiveness of the educational process.

The essence of corporate ethics is manifested in the activities aimed at creating a positive social environment, mutual cooperation, readiness for mutual assistance, constructive dialogue and a positive social environment among members of the pedagogical team. In this case, each teacher feels responsible not only for individual achievements in his professional activity, but also for collective success. The corporate values of an educational institution - honesty, openness, mutual respect, justice and collective responsibility - serve the effective functioning of the pedagogical community as a whole mechanism.

The main functions of corporate ethics in pedagogical activities are as follows:



Creating a collaborative environment: Improves the quality of the educational process by creating a constructive dialogue, mutual support, and positive environment between teachers, students, and administration.

mutual trust and respect: adhering to the principles of openness, honesty, and respect in professional relationships ensures the stability of the team.

Setting a positive example for students: the moral qualities and cultural behavior of the teacher serve as a personal example for students, influencing their social and spiritual development.

Establishing the principles of justice and responsibility: ensuring transparency and objectivity in evaluating the performance of each employee in an educational institution, creating positive motivation for teamwork.

linked with the spiritual maturity of the teacher and is reflected in his moral views, professional responsibility, diligence and social position. Adherence to ethical principles increases the professional reputation of the teacher, forms a positive image in the educational institution and strengthens the level of social unity of the team. Therefore, the development of corporate ethics in the modern education system is considered one of the important conditions for the sustainable functioning of the pedagogical team, the implementation of innovative ideas, improving the quality of education and creating an educational environment based on human values.





The development of corporate ethics of teachers is a complex and systematic process aimed at creating a positive socio-psychological environment in an educational institution, strengthening the principles of mutual respect, cooperation, responsibility and professional loyalty among teachers. The effectiveness of this process directly depends on the implementation of a number of pedagogical conditions. These conditions, in their mutual integration, ensure the formation of a corporate culture in the pedagogical system. They can be systematized as follows:

1. Organizational and pedagogical conditions. Development and implementation of a corporate code of values in an educational institution. This code serves as a moral and normative document that guides teachers in their professional activities. The code establishes common criteria in the relationship of teachers to each other, students, parents and management, which strengthens the internal discipline of the team. Conducting trainings to improve the culture of communication between members of the pedagogical team. The culture of communication is one of the main competencies in the formation of corporate ethics. Through trainings, teachers develop the basics of effective communication, empathy, conflictology, and collective decision-making skills. Establishing a system for encouraging teachers to participate in collective activities. The incentive system strengthens teachers' sense of initiative and responsibility, prioritizing the interests of the team over personal interests. In this regard, the harmony of the system of material and moral incentives is of great importance.

2. Psychological and pedagogical conditions. aimed at forming the internal climate of the pedagogical team, interpersonal relationships and mutual trust. They include the following: Creating a positive psychological environment. A positive environment in an educational institution allows each teacher to feel like an integral part of the team. This develops activities based on cooperation and mutual assistance. Recognition and support of the personal dignity of each teacher. Recognition of the individual qualities, experience and contribution of teachers based on a person-centered approach increases their self-awareness, motivation and strengthens corporate unity. Ensuring openness and trust in communication. A culture of open communication forms a reliable and healthy communication system in the team. This allows for the prevention of conflicts and the constructive resolution of problems.

3. Ethical and educational conditions. They constitute the spiritual and moral basis of corporate ethics. They are aimed at increasing the moral awareness, professional culture and educational responsibility of teachers and include the following components: Regular discussion of ethical norms and rules of professional conduct. This practice enhances the process of moral reflection among teachers, increases their responsibility for their profession and strengthens the general moral position. Organization of roundtable discussions and seminars on ethical issues. These events develop the pedagogical team's





ability to jointly analyze, evaluate and find solutions to problems related to professional ethics. This increases the level of ethical thinking and corporate responsibility. Use of exemplary cases of corporate ethics in the educational process. Through ethical cases (case studies) developed on the basis of real pedagogical situations, teachers connect theoretical knowledge with practical experience, which strengthens their professional ethical competencies.

In general, the interdependence of these conditions is of great importance in the development of corporate ethics. Organizational-pedagogical conditions determine the organizational basis of the process, psychological-pedagogical conditions form the internal climate of the team, and moral-educational conditions strengthen the spiritual values of teachers. As a result of the harmonious implementation of this trinity, a healthy corporate culture is created in the educational institution, which, in turn, increases the effectiveness of the educational process. Leading individuals in the educational institution act as the main initiators and guiding forces in the formation of corporate culture and ethics. Their management style, communication culture, attitude to the work team, and approaches to decision-making are important factors determining the general moral environment of the pedagogical team, the system of professional values, and the spirit of mutual cooperation.

From a scientific point of view, the moral leadership of a leader is not only the effective implementation of organizational management processes, but also the establishment of the principles of mutual respect, trust, justice and responsibility among team members. The leader's open, fair and humane management style creates psychological security, collective solidarity and motivational harmony in the internal environment of an educational institution. This strengthens the creative approach of teachers to their professional activities, initiative and readiness to work together.

Therefore, the following aspects are of particular scientific and practical importance in developing corporate ethics in an educational institution:

- Democratic leadership style - taking into account the opinion of the team in decision-making, based on the principles of openness and transparency, supporting the initiatives of educators, making them active participants in the process. This creates an atmosphere of responsible autonomy and mutual trust in the team.
- Humanistic attitude - the leader's attention to each employee as an individual, conducting management activities taking into account their values, needs, and emotional state, serves as a psychological foundation that strengthens corporate ethics.
- Stable internal communication - establishing a constant, sincere, and two-way exchange of information between team members, as well as the formation of mechanisms for solving problems through constructive dialogue - ensures the sustainable development of corporate culture.



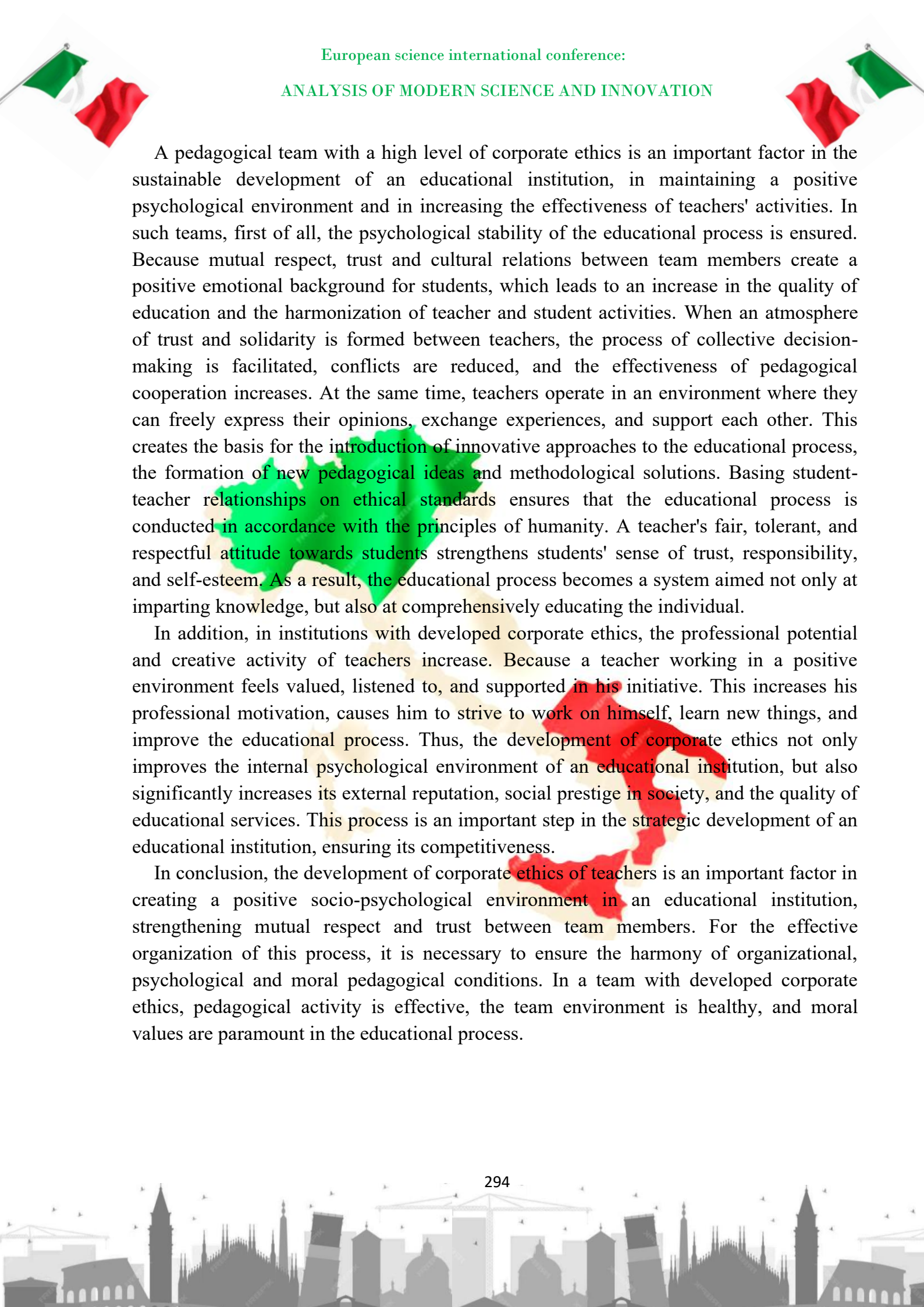
The development of corporate ethics of teachers is an important factor in creating a healthy psychological environment in educational institutions, strengthening team relations based on mutual respect, trust and cooperation. For the effective organization of this process, the systematic implementation of the following practical measures is of particular importance.

1. Organization of pedagogical trainings and seminars. The role of practically oriented trainings and seminars in the development of corporate ethics of teachers is invaluable. Such trainings cover issues such as communication culture, constructive conflict resolution, empathy, collective decision-making, and strengthening interpersonal trust. The use of interactive methods during trainings - role -playing games, case studies, and analysis of problem situations - strengthens the moral position of teachers in their communication. As a result, teachers begin to consciously apply moral values in their professional activities.

Establish a system of counseling and coaching. For the continuous development of a culture of corporate ethics, it is necessary to introduce mentoring and coaching practices. Psychological and professional advice provided by experienced mentors for new teachers, as well as coaching sessions on corporate values, communication standards, and a culture of mutual assistance, will help them adapt to the team more quickly and establish positive working relationships. Such a system strengthens a sense of personal responsibility and solidarity, and creates a healthy environment in the educational community.

3. Popularization of positive experience. Widely promoting the activities of advanced educators who have created an example of corporate ethics in the pedagogical team creates a motivational environment. In this regard, it is advisable to organize internal competitions such as “The Most Exemplary Educator”, “Ethics Model of the Year”, and popularize best practices through seminars, discussions, information stands or electronic platforms. Such an approach encourages team members to adhere to ethical standards, enhances their professional reputation and strengthens team unity.

4. Monitoring compliance with the code of ethics. To ensure the sustainable development of corporate ethics, compliance with the code of ethics in an educational institution should be systematically monitored. During the monitoring process, the quality of communication within the team, the level of mutual respect, conflict resolution methods, and teachers' compliance with professional standards are studied. Based on the results, it is recommended to conduct an analysis through internal audits, anonymous surveys, and interviews, and determine corrective measures based on them. This process not only strengthens moral discipline, but also serves to establish the principles of social justice and trust in the educational institution.



A pedagogical team with a high level of corporate ethics is an important factor in the sustainable development of an educational institution, in maintaining a positive psychological environment and in increasing the effectiveness of teachers' activities. In such teams, first of all, the psychological stability of the educational process is ensured. Because mutual respect, trust and cultural relations between team members create a positive emotional background for students, which leads to an increase in the quality of education and the harmonization of teacher and student activities. When an atmosphere of trust and solidarity is formed between teachers, the process of collective decision-making is facilitated, conflicts are reduced, and the effectiveness of pedagogical cooperation increases. At the same time, teachers operate in an environment where they can freely express their opinions, exchange experiences, and support each other. This creates the basis for the introduction of innovative approaches to the educational process, the formation of new pedagogical ideas and methodological solutions. Basing student-teacher relationships on ethical standards ensures that the educational process is conducted in accordance with the principles of humanity. A teacher's fair, tolerant, and respectful attitude towards students strengthens students' sense of trust, responsibility, and self-esteem. As a result, the educational process becomes a system aimed not only at imparting knowledge, but also at comprehensively educating the individual.

In addition, in institutions with developed corporate ethics, the professional potential and creative activity of teachers increase. Because a teacher working in a positive environment feels valued, listened to, and supported in his initiative. This increases his professional motivation, causes him to strive to work on himself, learn new things, and improve the educational process. Thus, the development of corporate ethics not only improves the internal psychological environment of an educational institution, but also significantly increases its external reputation, social prestige in society, and the quality of educational services. This process is an important step in the strategic development of an educational institution, ensuring its competitiveness.

In conclusion, the development of corporate ethics of teachers is an important factor in creating a positive socio-psychological environment in an educational institution, strengthening mutual respect and trust between team members. For the effective organization of this process, it is necessary to ensure the harmony of organizational, psychological and moral pedagogical conditions. In a team with developed corporate ethics, pedagogical activity is effective, the team environment is healthy, and moral values are paramount in the educational process.

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