

**ORGANIZATIONAL-PEDAGOGICAL MODEL OF
MANAGEMENT OF TEACHERS' CORPORATE CULTURE IN
EDUCATIONAL INSTITUTIONS**

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Abstract: *The article substantiates the need to develop such an element of corporate culture as corporate ethics in an educational organization. It also examines the social characteristics of an ethical corporation, among which special attention is paid to corporate training, which allows the organization's employees to form a unified approach to understanding the standards of corporate culture.*

Keywords : *Corporate culture of an educational organization, corporate ethics of an educational organization, corporate training, professional standards of a teacher.*

In the new millennium, a huge gap is especially noticeable between scientific and technical progress, the achievements of mankind in the study of the Earth and space, and the state of spiritual development, the internal culture of people, the level of their social and moral maturity. Scientists, philosophers and teachers from different countries see the way out of the global crisis in changing the attitude towards the individual, in transforming the individual himself, his spiritual potential, in increasing his role and responsibility for the fate of all mankind, in humanizing all spheres of human life and activity. That is why the problems of humanization have acquired such urgency.

The new political concept of society has increased the social significance of education and has created the need for its qualitative renewal. Never before has the need to educate a highly moral person who thinks in a new way and is responsible for the fate of the world, who respects the equal rights and dignity of another person been so directly related to the future fate of all humanity, to the problem of its survival.

unprecedented pace in the politics and economy of the world and each individual country. In such conditions, the main factors of success of organizations are competitiveness and profitability, flexibility, adaptability and the ability to constantly develop. Management systems, oriented towards long-term stable existence and periods of regulation of activity, should give way to less “regulated”, dynamic and informal management systems. The success of any organization, especially educational institutions, is the result of the collective efforts of its members, the high quality of its



staff. The development of education in a cultural context allows and requires the modernization of the management system.

the development of the essence of corporate culture, social aspects, and modernization of the management system that defines the role and place of the leader in the team.

In pedagogical and sociological research, corporate culture is defined as a component of the general culture of a person and is associated with the ability of the head to manage the development process. The ability of a modern leading educator to foresee the consequences of his decisions, to identify the causes of failures and successes determines the essence of corporate culture. The problem of managing the development of corporate culture in a modern educational institution has not been worked out in principle, its elements and signs require the study of the laws of the influence of management on its development by educators of educational institutions.

As a collective value that determines the characteristics of relationships, communication, the quality of educational activities, the individual style of teachers' activities and the general corporate image of the educational institution, is a management system that reflects the corporate values included in the management system. The management model for the development of the corporate culture of educators, which is a subsystem in the system of managing the teaching staff and includes the goals, objectives, content, components, technologies, principles, general theoretical rules of the activities of leaders and subordinates, and the effectiveness of the developed model is determined by the integrity of the system, ensuring the interdependence of the components.

Principles for developing a management model for the development of the corporate culture of educators:

- understanding the student as a person capable of cultural self-development, understanding the teacher as a carrier of cultural values and a creator of a cultural and developing environment;

- Developing the ability to connect personal needs, the corporate values of the team, one's own life values and the values of others;

- humanization, which determines the formation of humane attitudes towards the individual in the community, respect for his dignity, rights and freedoms, acceptance of personal goals and requests, as well as the maintenance of personal values of honesty, reliability, and trust.

teachers in the manifestation of an individual style of professional activity and the formation of the general corporate image of an educational institution, especially in the context of the economic crisis, in the search for innovative directions in the activities of educational institutions, and in the development of competitiveness.

The norms of professional ethics are based on universal moral standards, but depending on the field of activity, professional ethics determine certain actions in different types of work. In addition, only the individual is responsible for the implementation of ethical standards, and only his conscience guides him. The implementation of professional ethics standards can be monitored by a team or a group of people with whom the specialist interacts. In this case, one must be responsible for non-compliance with the principles of professional ethics before the public: recipients of services, partners, colleagues. Therefore, unlike ethical standards, professional ethics standards must be documented.

Corporate culture, as a system of material and spiritual values, manifestations of interaction inherent in the organization, allows you to regulate social and production relations in the organization, both among participants in the educational process and with external contractors. This allows the organization to act as a united front to solve its tasks in full compliance with norms and rules.

runs through all these stages like a red line. With a clear understanding of what is permitted and prohibited, what is moral and what is wrong in the educational system, what an employee is capable of in relation to others and the organization, and what the organization is capable of in relation to employees, it is possible to create a team that will form this united team.

Thus, we see that corporate culture allows us to regulate the formation of a single approach to adapting to changing conditions, maintain a fighting and team spirit, maintain a humanistic attitude to each participant in the educational process, and increase the regularity of processes in the organization. Research in the field of educational management allows us to conclude that the collective interaction of educators ensures maximum creativity in professional activity if there is mutual understanding, unity of goals, and trust in each other in the team, while the goals of each member of the team related to their work coincide with the goals of professional activity.

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