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FUTURE TEACHERS' CORPORATE PREPARATION FOR EDUCATIONAL ACTIVITY AS A PEDAGOGICAL PROBLEM

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Abstract. This article analyzes the problem of preparing future teachers for educational activity within a corporate framework from a pedagogical perspective. In the modern education system, not only the professional competence of a teacher but also the ability to effectively organize educational (upbringing) activities is of great importance. The study highlights the theoretical foundations, content, and significance of preparing teachers in a corporate environment and reveals the role of this process in the system of pedagogical education. In addition, the pedagogical conditions and factors for developing competencies related to the implementation of educational activities in future teachers are examined.

Keywords: pedagogical education, corporate preparation, educational activity, future teacher, pedagogical competence, upbringing process.

Today, the reforms being implemented in the education system require new approaches to the process of training pedagogical personnel. A modern school teacher should not only be a specialist who provides knowledge, but also a pedagogue capable of comprehensively developing students' personalities and effectively organizing the educational (upbringing) process. Therefore, preparing future teachers for educational activity in higher pedagogical education institutions is considered an important scientific and pedagogical problem. Effective organization of educational activity within the teaching process requires a high level of pedagogical culture, communicative competence, teamwork skills, and social responsibility from the teacher. In this context, the corporate training model gains particular significance. The corporate approach contributes to the formation of cooperation, shared values, and professional culture within the pedagogical community. Normative-legal documents aimed at modernizing the education system of the Republic of Uzbekistan, including the Law "On Education" and state programs related to the training of pedagogical personnel, identify the development of teachers' professional and educational competencies as a priority task. In the modern education system, the training of pedagogical personnel is considered one of the key directions of state policy. The effectiveness of the educational process largely depends on the professional competence of the teacher, pedagogical culture, and the ability to organize educational activities. Therefore, in higher pedagogical education institutions, preparing future teachers not only to provide knowledge but also to carry out educational activities aimed at the comprehensive development of students' personalities is regarded as one of the pressing pedagogical problems.

The upbringing process, which is an important component of the pedagogical process, plays a significant role in the spiritual and cultural development of society. Upbringing is a purposeful pedagogical process aimed at enabling individuals to assimilate social experience, comprehend spiritual values, and become prepared to actively participate in the life of society.

In pedagogical science, the content, forms, and methods of the upbringing process have been studied by many scholars. In particular, the scientific works of scholars such as **B.Kh.**

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Khodjayev, N.N. Azizkhodjayeva, V.A. Slastenin, and I.P. Podlasiy play an important role in revealing the theoretical foundations of pedagogical activity. Educational (upbringing) activity is one of the key directions of a teacher's professional activity, as it serves to ensure the spiritual, moral, social, and cultural development of students. In the process of educational activity, a teacher develops such qualities in students as patriotism, humanism, social responsibility, cooperation, and creativity. Therefore, preparing future teachers for educational activity is considered one of the important tasks of the pedagogical education system.

Research results and analysis. The analysis of pedagogical literature shows that the problem of preparing future teachers for educational activity has been studied by many researchers. In particular, issues such as the professional training of the teacher's personality, pedagogical culture, and pedagogical competence have been discussed in various scientific works. Educational activity is an integral part of the pedagogical process and refers to a systematic activity aimed at ensuring the spiritual, moral, social, and cultural development of students. The effective implementation of this activity requires the teacher to possess the following competencies:

designing the educational (upbringing) process;

managing the student collective;

organizing social cooperation;

communicative culture;

pedagogical reflection.

The corporate preparation process ensures activity within the pedagogical community based on common goals and shared values. In such an environment, future teachers:

learn teamwork and collaboration;

exchange pedagogical experiences;

develop professional identification;

improve practical skills in organizing educational activities.

From this perspective, the corporate preparation model in higher pedagogical education institutions may consist of the following components:

Theoretical preparation – studying the pedagogical foundations of the educational process.

Practical activity – organizing educational work during pedagogical practice in schools.

Reflective activity – analyzing and evaluating pedagogical experience.

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Corporate cooperation – exchanging experience with the pedagogical community.

Conclusion. The results of the study indicate that the corporate preparation of future teachers for educational (upbringing) activity is one of the pressing issues in the system of pedagogical education. Modern educational institutions require teachers not only to provide knowledge but also to carry out effective educational activities aimed at shaping students' personalities. Therefore, the use of a corporate approach in the process of training future teachers in higher pedagogical education institutions has significant pedagogical importance. This approach contributes to the development of teachers' professional competence, strengthens pedagogical collaboration, and facilitates the creation of an effective educational environment within educational institutions.

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