

**PEDAGOGICAL OPPORTUNITIES FOR DEVELOPING MANAGEMENT CULTURE
IN FUTURE TEACHERS**

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Abstract

This article examines the pedagogical opportunities for developing management culture in future teachers. The study reveals the essence and significance of management culture in the professional training of future teachers and highlights its role in improving their organizational, communicative, and leadership competencies. It also analyzes the pedagogical conditions, interactive methods, practical approaches, and educational technologies that contribute to the effective development of management culture in the higher education process. Special attention is paid to the use of problem-based learning, collaborative activities, reflective tasks, pedagogical practice, and learner-centered approaches as important tools for enhancing management culture. The article also identifies the factors that influence the formation of management culture in future teachers and provides methodological recommendations for strengthening this process in teacher education.

Keywords

future teacher, management culture, pedagogical opportunities, professional competence, leadership skills, pedagogical communication, reflective approach, higher education, interactive methods, teacher training.

In the context of rapid social change, educational modernization, and the growing demands placed on teachers, the issue of developing management culture in future teachers has become one of the urgent priorities of contemporary pedagogy. Today, a teacher is no longer viewed merely as a transmitter of knowledge. Instead, the modern teacher is expected to be an organizer of the educational process, a leader of the classroom community, a facilitator of interaction, a decision-maker in complex pedagogical situations, and a specialist capable of building a productive and psychologically healthy learning environment. For this reason, the development of management culture in future teachers is not an additional component of professional preparation, but an essential condition for effective pedagogical activity.

Management culture can be understood as a complex integrative quality that includes organizational ability, communication skills, responsibility, leadership, self-regulation, decision-making competence, ethical behavior, and the ability to coordinate interpersonal relations in the educational environment. In pedagogical practice, management culture is manifested in the teacher's capacity to plan educational activities, manage classroom processes, establish constructive communication with learners, maintain discipline through positive interaction, resolve conflicts, cooperate with colleagues and parents, and evaluate the results of pedagogical work. Therefore, the future teacher's success depends not only on subject knowledge and methodological preparedness, but also on the level of management culture developed during professional training.

The relevance of this issue is especially evident in higher education institutions that prepare future teachers. At this stage, students should not only master theoretical knowledge in pedagogy, psychology, and teaching methodology, but also develop practical competencies that will enable them to manage real educational situations. A future teacher enters a profession

where daily activity requires the ability to organize a class, motivate learners, distribute responsibilities, maintain effective interaction, and respond appropriately to unpredictable situations. These functions are directly connected with management culture. Consequently, teacher education programs must create pedagogical conditions that support the systematic formation of this quality.

From a pedagogical perspective, the development of management culture is closely related to the content, methods, forms, and technologies of professional education. It requires an educational process that encourages initiative, responsibility, independence, cooperation, and reflective thinking. Traditional reproductive approaches, in which students mainly memorize theoretical material and reproduce ready-made information, are insufficient for this purpose. In contrast, active and interactive methods such as problem-based learning, case studies, role plays, group discussions, project work, reflective analysis, and teaching practice provide meaningful opportunities for shaping management-related competencies. These methods place students in situations where they must organize activity, interact with others, make decisions, and evaluate outcomes, which directly contributes to the development of management culture.

From a psychological point of view, management culture is also closely connected with personal qualities and internal readiness for professional activity. Such characteristics as emotional stability, self-confidence, empathy, initiative, responsibility, leadership potential, communicative openness, and self-control play a significant role in the future teacher's ability to manage educational processes successfully. If these qualities are insufficiently developed, even a well-prepared student may face difficulties in classroom management, interpersonal communication, or pedagogical decision-making. Therefore, the development of management culture should be considered at the intersection of pedagogy and psychology, since it depends both on educational influences and on the individual characteristics of the future teacher.

Another important aspect of the problem is that management culture is not formed spontaneously. It develops gradually through purposeful pedagogical support, organized practical experience, and reflective professional growth. This means that higher education institutions should provide students with systematic opportunities to participate in collaborative tasks, leadership roles, pedagogical simulations, classroom observation, and teaching practice. Through these experiences, future teachers learn how to organize activities, communicate effectively, regulate their emotions, and solve professional problems in a constructive manner. Such experiences are particularly important because they transform theoretical understanding into practical professional behavior.

At the same time, current educational practice shows that there are still a number of challenges in developing management culture among future teachers. In some cases, teacher training remains overly focused on theoretical preparation, while insufficient attention is given to the practical and psychological dimensions of professional readiness. Opportunities for leadership practice, reflective analysis, and real decision-making may be limited. In addition, not all students have equal confidence, initiative, or communication experience, which can negatively affect the formation of management culture. These challenges indicate the need to identify and strengthen the pedagogical opportunities that can support this process more effectively.

In this regard, the study of pedagogical opportunities for developing management culture in future teachers is both theoretically significant and practically necessary. It allows us to understand how the educational process in higher education can be organized in such a way that future teachers become not only knowledgeable specialists, but also competent organizers, reflective practitioners, and responsible leaders in the educational environment. The purpose of this article is to analyze the pedagogical opportunities for developing management culture in

future teachers, to clarify the role of active and learner-centered educational approaches in this process, and to propose methodological recommendations aimed at improving professional teacher training.

The issue of developing management culture in future teachers has attracted increasing attention in pedagogy, psychology, and educational management studies. This concept is usually examined through such related categories as professional competence, pedagogical leadership, organizational behavior, communicative culture, reflective practice, and classroom management. Since the teacher's professional activity involves not only instruction but also coordination, regulation, interaction, and decision-making, management culture is now regarded as an essential component of teacher preparation. Therefore, the analysis of scientific literature on this topic requires an interdisciplinary approach that combines pedagogical, psychological, and managerial perspectives.

In pedagogical research, management culture is commonly interpreted as a complex integrative quality that reflects the teacher's ability to organize educational processes effectively, establish productive communication, manage interpersonal relations, and create a favorable learning environment. Many scholars emphasize that a teacher's professional success depends not only on deep subject knowledge and methodological literacy but also on the ability to manage classroom activity, motivate learners, solve pedagogical problems, and coordinate cooperation among participants in the educational process. From this perspective, management culture appears as a practical manifestation of pedagogical competence.

A significant contribution to understanding the theoretical foundations of professional development was made by L. S. Vygotsky, A. N. Leontiev, and S. L. Rubinstein. Their works, although not directly focused on management culture, provide an important methodological basis for its interpretation. Vygotsky's sociocultural theory highlights the role of interaction, social environment, and guided activity in personality development. This idea is highly relevant for management culture, since the future teacher develops organizational and communicative qualities in the process of active participation in educational and social interaction. Leontiev's activity theory also supports the view that professional qualities are formed through purposeful activity rather than through passive acquisition of information. Accordingly, management culture should be developed through practical pedagogical experience, problem-solving, and real or simulated professional tasks.

In psychological literature, management culture is closely associated with self-regulation, emotional stability, communication skills, empathy, leadership tendencies, and reflective ability. Researchers in educational psychology stress that the future teacher's success in management-related functions largely depends on personal qualities that enable effective interaction with others. For example, emotional self-control allows teachers to remain balanced in stressful classroom situations, while empathy helps them understand students' needs and reactions. Reflective ability supports self-analysis, correction of professional behavior, and continuous improvement. Thus, psychological studies confirm that management culture cannot be reduced to technical organizational skills alone; it also includes the internal personal readiness to lead, coordinate, and make responsible decisions.

Another important line of research concerns communicative competence as a foundation of management culture. A number of pedagogical studies underline that educational management is realized primarily through communication. The teacher interacts with students, parents, colleagues, and administrators, and the quality of these interactions significantly affects educational outcomes. Scholars note that effective communication involves not only the ability to speak clearly, but also active listening, constructive feedback, conflict prevention, persuasion, and cooperation. In this sense, communicative culture becomes one of the core dimensions of

management culture. Future teachers with a developed communicative style are generally more capable of organizing classroom activity, maintaining discipline through positive relations, and creating a supportive learning environment.

The concept of leadership has also become central in the literature related to teacher education. Modern educational research increasingly promotes the idea of teacher leadership, according to which teachers are expected to act as initiators of change, facilitators of collaboration, and active participants in educational improvement. Leadership in this context does not refer only to formal administrative roles; it is understood more broadly as the ability to inspire, guide, organize, and influence others in a constructive way. For future teachers, leadership skills are especially important because classroom teaching itself requires a form of daily leadership. The literature shows that leadership development contributes directly to management culture, particularly when students are engaged in collaborative projects, team responsibilities, group facilitation, and pedagogical decision-making.

Studies on reflective practice are also highly relevant to the development of management culture. Researchers such as D. Schön and others have shown that reflective thinking is one of the key mechanisms of professional growth. Reflection enables future teachers to analyze their actions, identify strengths and weaknesses, understand the consequences of their decisions, and improve their practice. In the context of management culture, reflection helps student teachers evaluate how effectively they organize activities, communicate with others, respond to difficulties, and regulate their own behavior. Therefore, many scholars recommend integrating self-assessment, reflective journals, portfolio work, and pedagogical situation analysis into teacher training programs.

Within the field of classroom management, numerous studies emphasize that the teacher's organizational and managerial role is inseparable from the quality of teaching. Classroom management is not limited to maintaining discipline; it also includes structuring time, organizing tasks, monitoring student engagement, preventing conflict, and sustaining a positive academic climate. This body of literature demonstrates that successful classroom management depends on a combination of pedagogical planning, interpersonal sensitivity, consistency, fairness, and flexibility. These characteristics strongly overlap with the broader notion of management culture, which suggests that classroom management can be viewed as one of its applied dimensions.

In recent years, educational research has increasingly focused on active and learner-centered methodologies as effective means of developing professional competencies, including management culture. Problem-based learning, case-study methods, project work, collaborative learning, role-playing, and teaching practice are frequently described as productive pedagogical opportunities for preparing future teachers. These methods create situations in which students must take initiative, distribute roles, cooperate with peers, solve professional problems, and make decisions. As a result, they not only acquire theoretical understanding but also practice the behavioral and cognitive skills necessary for management culture. The literature consistently shows that active methods are more effective than purely lecture-based instruction for developing organizational, communicative, and reflective capacities.

At the same time, the review of existing literature reveals several unresolved issues. First, many studies discuss management culture indirectly through broader concepts such as competence, leadership, or communication, without offering a clear and unified model of its structure. Second, some works focus heavily on theoretical aspects while paying less attention to practical mechanisms for developing management culture in future teachers. Third, there remains a need for more research that specifically examines the pedagogical opportunities available in

higher education institutions for fostering this quality in student teachers. In particular, the interaction between pedagogical methods and psychological readiness requires deeper analysis.

In conclusion, the literature indicates that management culture is a multidimensional and professionally significant quality that combines pedagogical, psychological, communicative, organizational, and reflective components. It is widely recognized as an important condition for effective teaching and successful professional adaptation. However, the analysis also shows that further research is needed to clarify its structure, identify its developmental stages, and determine the most effective pedagogical conditions for its formation in future teachers. This creates a strong theoretical basis for studying the pedagogical opportunities for developing management culture within modern teacher education.

The study of pedagogical opportunities for developing management culture in future teachers made it possible to identify a number of important theoretical and practical findings. The analysis showed that management culture should be understood as an integral professional quality that combines organizational ability, communication competence, leadership potential, reflective skills, responsibility, self-regulation, and the capacity to make effective pedagogical decisions. In the system of teacher education, this quality plays a decisive role because future teachers are expected not only to possess academic knowledge, but also to organize learning environments, coordinate interaction, manage classroom dynamics, and respond constructively to educational challenges.

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