

CORPORATE PREPARATION OF FUTURE TEACHERS FOR EDUCATIONAL ACTIVITIES BASED ON THE SYNERGETIC APPROACH

Rakhmonova Manzura Shokirovna,

teacher of the Department of Pedagogy, Kokand State University

Abstract: This article explores the integration of the synergetic approach into the corporate preparation of future teachers for educational and instructional activities. The synergy between pedagogical theory, practical experience, and organizational collaboration forms a holistic framework for teacher training. The research examines the conceptual foundations of synergetics, its application in pedagogy, and how corporate collaboration enhances the professional readiness of teacher candidates. The study concludes that a synergetic model fosters adaptive, innovative, and ethically responsible educators.

Keywords: Synergetic approach, teacher education, corporate training, pedagogical innovation, reflective practice, educational collaboration, teacher identity, adaptive teaching, self-organization, ethical pedagogy.

Modern education systems require a rethinking of traditional pedagogical models to cultivate professionals capable of responding to complex social, technological, and psychological dynamics. One such innovative paradigm is the *synergetic approach*, which emphasizes the self-organization, interaction, and co-evolution of systems. In the context of teacher education, this approach fosters an environment where pedagogical knowledge, institutional collaboration, and individual growth merge to prepare future educators holistically. The corporate preparation of future teachers involves the partnership between universities, schools, and other educational stakeholders, aiming to cultivate the skills, values, and competencies necessary for effective and morally grounded teaching. When combined with the principles of synergetics, this model becomes a powerful tool for developing adaptive, resilient, and innovative teachers. The term “synergetics” originates from the Greek word *synergia*, meaning “working together.” In science, it was formalized by physicist Hermann Haken (1977) as a theory of complex systems and their self-organization. Applied to education, synergetics promotes:

- **Holism:** considering the educational process as a complex whole;
- **Non-linearity:** recognizing that educational outcomes do not follow linear cause-effect chains;
- **Interactivity:** emphasizing interaction among participants and environments;
- **Self-organization:** enabling learners and institutions to evolve through internal and external feedback.

In teacher education, synergetics implies that the future educator’s development is not only shaped by curricula but also by dynamic interactions within a learning community.

Corporate preparation in pedagogy refers to the integration of institutional, communal, and professional resources in preparing future teachers. This process includes:

- University-school partnerships;
- Internships and field experiences;
- Mentoring programs;
- Training sessions with real-world scenarios;
- Team-based learning and project development.

This model helps bridge the gap between theoretical knowledge and practical implementation, promoting collaborative competencies and reflective teaching practices.

Synergetic Model of Corporate Teacher Preparation

The implementation of the synergetic model in teacher education involves several components. Synergetics promotes strong institutional cooperation between pedagogical universities and partner schools. Joint initiatives, such as co-developing curricula, conducting joint research, and hosting collaborative workshops, form a dynamic system of mutual learning and adaptation. Future teachers are placed in real educational settings where they can observe, participate, and reflect under the supervision of experienced mentors. This interaction becomes a self-regulating loop where theory is constantly tested and improved. Self-reflection and meta-cognitive strategies are vital in synergetics. Teacher candidates must learn to evaluate their pedagogical actions, adapt to feedback, and anticipate complex classroom scenarios. Future educators engage in team projects, collaborative teaching, and group discussions, emphasizing the synergy of diverse experiences, knowledge bases, and cultural perspectives. Educational synergy is incomplete without moral education. The model includes elements of ethical reasoning, cultural sensitivity, and social responsibility—ensuring that teachers are not only competent but also conscientious professionals.

Benefits of the Synergetic Corporate Model

- **Adaptability:** Teachers are better prepared to navigate uncertainties and educational reforms.
- **Resilience:** Exposure to complex situations enhances emotional and professional resilience.
- **Innovation:** The integration of interdisciplinary thinking fosters innovative pedagogical practices.
- **Professional Identity:** The synergy between knowledge, practice, and ethics shapes a robust professional identity.

Challenges and Considerations

While the model offers numerous benefits, it also faces challenges:

- Aligning institutional goals and capacities;
- Ensuring consistent quality of mentoring;
- Time constraints in practical placements;
- Resistance to pedagogical change among educators.

These challenges require strategic planning, policy support, and continuous research. The synergetic approach to the corporate preparation of future teachers is not just a methodological innovation but a philosophical commitment to holistic, adaptive, and ethically sound education. By emphasizing self-organization, collaboration, and system-wide coherence, this model aligns well with the needs of 21st-century educators. Pedagogical institutions must continue to evolve,

embracing complexity and fostering partnerships that transform theoretical learning into meaningful educational practice.

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