

# Organizational And Methodological Support For Developing Corporate Ethics Of Educators

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**Abstract:** The article analyzes the scientific, theoretical and practical aspects of the issue of developing corporate ethics of teachers in the education system. The role of corporate ethics in the activities of the pedagogical team, organizational and methodological mechanisms for its formation, and factors for creating an environment of pedagogical cooperation are identified. The author covers the pedagogical conditions, management mechanisms, and methodological support system that affect the development of corporate ethics based on a developed conceptual approach.

**Keywords:** Corporate ethics, pedagogical team, ethical competence, professional culture, organizational support, methodological system, pedagogical environment, management culture.

**Introduction:** In the conditions of the modern education system, the activity of a teacher is considered as a complex socio-pedagogical process, which includes not only the formation of knowledge, skills and qualifications, but also the upbringing of social, spiritual and moral values in students. Today's educational paradigm requires a teacher not only to be an expert in his field, but also to have a high level of communicative, moral, social and cultural competencies. From this point of view, the professional effectiveness of a teacher, his role in the team, culture of communication, work in cooperation with others and his moral position are directly determined by the level of corporate ethics.

Corporate ethics is a socio-cultural system that regulates interpersonal relationships within an organization, based on common values and moral standards. In the context of an educational institution, corporate ethics creates an atmosphere of mutual respect, trust, solidarity, responsibility and unity among the teaching staff. This serves to increase the effectiveness of the educational process, ensure the professional development of the teacher, and strengthen the social and psychological stability of the pedagogical team.

The Law of the Republic of Uzbekistan "On Education" (2020) and the "National Program for Personnel

Training" recognize the improvement of the professional culture, moral qualities and responsibility of teachers as one of the important priority areas of state policy. These regulatory documents indicate the need to ensure the spiritual unity of pedagogical teams in the education system, the adherence of teachers to professional ethical standards, and the development of a culture of mutual cooperation. Therefore, the development of corporate ethics is today considered a necessary condition for ensuring not only the effectiveness of collective management, but also a sustainable increase in the quality of education.

The essence of corporate ethics can be explained through the following structural components:

The ethical (normative) component includes the ethical standards, values, concepts of justice, honesty, responsibility and duty that teachers apply in their professional activities. This component harmonizes the personal and professional qualities of the teacher and forms his ability to make ethical decisions.

The psychological component is aimed at ensuring a healthy psychological environment, mutual trust, support, and sincerity in the team. This component forms the socio-psychological basis of corporate ethics and strengthens team stability.

The management component represents the leader's management style based on ethical principles. The

leader's fair, open, humane, and trust-based management ensures the moral harmony of the pedagogical team.

The cultural component includes the internal culture of an educational institution, communication styles, traditions, and value system. This component determines the culture of communication between teachers and the social reputation of the organization.

The effectiveness of the development of corporate ethics in pedagogical teams directly depends, first of all, on the organizational structure, management system and leadership culture of the educational institution. Corporate ethics is not only a set of individual moral principles, but also a complex pedagogical phenomenon that reflects the socio-psychological environment of the entire team, the culture of mutual relations and the system of common values. Therefore, the perfect establishment of organizational and pedagogical foundations in the process of developing corporate ethics is of great methodological and managerial importance.

Analysis shows that the organizational support that ensures the effective functioning and sustainable development of corporate ethics consists of the following main components:

**Corporate Values Concept.** This concept is a strategic document that defines the overall mission, goals, value orientations, and ethical principles of an educational institution. It embodies the core values that guide the professional activities of teachers - such principles as humanity, cooperation, responsibility, justice, openness, and mutual respect. The concept of values creates a unified moral space for the team and determines the direction of personal and professional growth of each teacher.

**Corporate Code of Ethics.** The Code of Ethics defines a single set of ethical standards for all employees of an educational institution. It includes norms of behavior that are followed in pedagogical activities, a culture of communication, rules of relations between a leader and an employee, as well as mechanisms for resolving ethical dilemmas that arise in the educational process. The Code is not only a theoretical document, but also plays a key role in the formation of collective culture as a practical guide.

plays a decisive role in the development of corporate ethics. The democratic, humane and transparent management style of the leader strengthens the principles of trust, openness and justice in the team. The ethical management model includes the moral responsibility of leadership, taking into account the interests of the team in decision-making, and respecting the opinion of each employee. Thus, the

moral leadership potential of the leader is considered a criterion determining the general cultural level of the pedagogical team.

**Ethical monitoring system.** This system involves the systematic study and analysis of the internal psychological environment of the pedagogical team, the culture of interaction, the state of implementation of moral values at the practical level. Based on the results of ethical monitoring, measures are developed to improve the ethical policy of the educational institution, develop a culture of collective communication, and prevent problematic moral situations. Such a system is an important tool for maintaining corporate stability and creating a positive psychological climate in the team.

motivational and incentive system is the practical basis of corporate ethics. Because corporate ethics involves stimulating the activities of members of the pedagogical team not only on theoretical principles, but also through real motivational mechanisms. Regular support for moral qualities, social activity, cooperation and dedication strengthens responsibility, loyalty and professional pride in teachers. The incentive system should not be limited to material rewards, but also include opportunities for spiritual recognition, social recognition and professional self-realization.

Such a comprehensive approach increases the moral activity of teachers, forms an atmosphere of positive competition, mutual respect and solidarity in the team. Methodological support is of great importance for the effective implementation of this process. Methodological support is a scientific and methodological approach that represents the process of systematic implementation of corporate ethics in pedagogical practice in an educational institution, the main purpose of which is to develop the professional and moral competence of teachers, form a positive psychological environment in the team, and organize pedagogical activities based on corporate values.

Thus, the motivational and incentive system and methodological support, in harmony with each other, serve to form a stable corporate culture in an educational institution, increase the moral maturity and professional efficiency of teachers.

This methodological system includes the following main areas: Educational training. Trainings on topics such as "Corporate values and professional culture", "Ethics of communication", "Formation of a positive psychological climate in the pedagogical team" serve to develop values such as professional ethics, solidarity, culture of communication and mutual respect among teachers. These trainings are based on interactive

approaches, problem situations and practical exercises. methodological manuals and ethical recommendations. It is necessary to develop a "Corporate Ethics Manual" for each educational institution, which will reflect the ethical behavior of educators, norms of communication with colleagues, strategies for behavior in conflict situations, and the general values of the educational institution. This manual will serve as a moral guide for the pedagogical team.

Coaching and mentoring system. As an important component of methodological support, coaching and mentoring ensure the adaptation of new teachers to the team, their assimilation into professional and ethical values, and constant methodological and psychological support from experienced teachers. This process strengthens mutual trust between teachers and strengthens corporate culture.

Mechanisms of reflexive analysis. The ability of teachers to analyze their activities from an ethical perspective, to evaluate their own actions and strive to improve them is an important condition for professional growth. Reflexive analysis forms a teacher's moral self-awareness, sense of responsibility and a culture of professional reflection.

Case-study method. By studying real-life conflict pedagogical situations and analyzing them from an ethical perspective, educators develop the skills to make correct and fair decisions in problematic situations. This method strengthens teachers' professional reflection, empathy, and ethical stance.

## **CONCLUSION**

In conclusion, it can be said that the organizational and methodological support for the development of corporate ethics of teachers is not only an internal management system, but also a process of improving pedagogical culture, establishing the principles of humanity and cooperation as an integral part of the activities of an educational institution. The success of this direction directly depends on the personal responsibility of each teacher, the fair policy of the management and the level of understanding of the common value system of the team.

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