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Content Of Developing Corporate Ethics Of Teachers In An Educational Institution

Rakhmatullayeva Nodira Bahodirovna

Senior lecturer at the Belarus-Uzbek Joint Inter-sectoral Institute of Applied Technical Qualifications in Tashkent, Uzbekistan

Abstract: The article covers the content and main directions of developing the corporate ethics of teachers in an educational institution. The author analyzes the issues of forming a system of moral values in the pedagogical team, increasing the effectiveness of the educational process by creating an atmosphere of mutual respect, cooperation and trust. Also, theoretical and practical aspects of the importance of corporate ethics in the pedagogical personality and team activities are revealed.

Keywords: Corporate ethics, pedagogical team, professional culture, collaborative environment, ethical values, pedagogical activity, organizational culture.

Introduction: Nowadays, in the education system, not only the provision of knowledge, but also the formation of a collective culture, moral attitude and an environment of effective cooperation are of great importance. The activity of a teacher is not limited to the teaching process, but is manifested as the main initiator and participant of the general corporate environment in an educational institution. Therefore, the issue of developing corporate ethics of teachers has become one of the priority areas of modern pedagogy. Corporate ethics is a moral system that expresses the norms of behavior of all members within an organization (educational institution), a culture of communication, mutual respect, responsibility and human values.

is an integral part of the activities of an educational institution, it is an important factor determining the socio-psychological environment, moral values, and professional relationships of the pedagogical team. Corporate ethics increases the effectiveness of the

activities of teachers as a pedagogical mechanism that forms a positive collective environment, mutual respect, trust, and cooperation in an educational institution.

Corporate ethics essentially represents a system of moral, spiritual and professional standards that regulate the interactions between members of an educational institution. It is manifested in the following main areas:

- mutual trust and respect within the pedagogical team, that is, ensuring positive communication, cooperation, and professional solidarity among teachers;
- Compliance with the rules of professional culture and pedagogical etiquette, which determine the moral qualities of the pedagogical personality, speech culture, style of dress, and level of responsibility;
- Adhering to the principles of openness, fairness, and transparency in the management process, which creates a culture of social justice, trust, and collective decision-making in the educational institution;

students and parents, that is, developing communicative competence based on humanity, tolerance and respect. Based on these principles, corporate ethics is considered an important factor shaping the image and reputation of an educational institution. It reflects not only the organizational and management culture, but also the spiritual and moral maturity of each pedagogical person.

In modern educational conditions, corporate ethics is an important professional and ethical factor that determines the purposeful activities, mutual relations and socio-psychological environment of the pedagogical team. The level of development of corporate ethics determines the stability of the internal cultural environment of the educational institution, the professional activity of teachers and their ability to work together. In this regard, corporate ethics is considered not only a set of moral norms, but also a component of the management strategy of an educational organization.

Organizational and pedagogical conditions are a set of important factors that determine the effectiveness of the process of developing corporate ethics in the pedagogical team. They serve to create the necessary organizational, spiritual and socio-psychological environment in the activities of an educational institution. These conditions allow teachers to organize their professional activities based on the principles of humanity, justice, cooperation and responsibility.

First, the formation of a corporate value system is the

foundation for the development of corporate ethics. This system includes a set of ethical and normative values, developed in accordance with the mission, goals and priorities of the educational institution. Such values direct the professional activities of teachers towards a single goal, ensure mutual respect, loyalty and unity in the team.

Secondly, the development of corporate culture is aimed at strengthening the internal environment of the team, which involves the formation of a social environment based on mutual trust, respect, support and cooperation among teachers. Such a culture serves to create a positive image of the educational institution, strengthen the professional unity of the pedagogical team and develop mutual understanding.

Third, improving leadership style and management culture is one of the important organizational factors in the development of corporate ethics. The introduction of openness, fairness, collective decision-making, a transparent management system, and employee motivation mechanisms increase the activity and responsibility of the pedagogical team.

Fourth, the introduction of motivational mechanisms is important as a factor that encourages positive qualities of teachers such as dedication, initiative, responsibility and cooperation. Internal motivation is manifested in feelings such as professional pride, loyalty to the team, and satisfaction with one's work; external motivation is manifested through material and moral incentives, recognition and reward systems.

conducting moral and spiritual trainings and methodological seminars is an effective form of putting corporate values into practice. These trainings help develop the moral culture of educators, strengthen their communicative competence, and create a positive socio-psychological environment in the team.

In general, the organizational and pedagogical conditions for the development of corporate ethics in the pedagogical team are inextricably linked, and as a single system they serve the sustainable development of the educational institution, the professional growth of teachers, and the strengthening of their social responsibility.

CONCLUSION

In conclusion, it can be said that the development of corporate ethics of teachers is an important socio-pedagogical factor ensuring the effectiveness of the activities of an educational institution. It serves to regulate collective relations, improve pedagogical culture, strengthen moral unity among teachers, and form a positive image of the educational institution. Therefore, the formation and continuous development

of corporate ethics in educational institutions should be organized systematically, continuously, and on a scientific basis.

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