

**FORMS, METHODS, AND TOOLS FOR DEVELOPING MANAGEMENT CULTURE
IN FUTURE TEACHERS****Ashurov Yusuf Alisher o'g'li**Denov Institute of Entrepreneurship and Pedagogy
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This article analyzes the forms, methods, and tools for developing management culture in future teachers. The study highlights the pedagogical essence of management culture, its role in shaping the professional competence of future teachers, and its importance in the educational process. It also reveals the potential of various forms of education used in developing management culture, including lectures, seminars, practical classes, trainings, teaching practice, and independent learning. The article substantiates the significance of effective methods such as interactive methods, problem-based learning, case-study, role-playing, project-based learning, and reflective approach, as well as tools such as information and communication technologies, didactic materials, pedagogical situations, and electronic resources. Based on the research findings, effective ways and methodological recommendations for developing management culture in future teachers have been proposed.

Keywords

future teacher, management culture, forms of education, teaching methods, teaching tools, pedagogical competence, interactive methods, problem-based learning, reflective approach, teaching practice.

In the modern system of education, the professional preparation of future teachers is no longer limited to the transmission of subject knowledge and methodological skills alone. Contemporary society expects teachers to be competent specialists who are able to organize the educational process effectively, manage classroom interaction, establish productive communication, make responsible decisions, and create a psychologically supportive learning environment. In this regard, the development of management culture in future teachers has become one of the most significant tasks of teacher education. Management culture is an important component of professional competence because it determines how effectively a teacher can plan, organize, coordinate, guide, and evaluate pedagogical activity in real educational settings.

The relevance of this issue is closely connected with current transformations in education. The modernization of higher education, the competency-based approach, the expansion of learner-centered instruction, and the increasing complexity of pedagogical work require future teachers to possess not only theoretical preparedness but also strong managerial abilities. A teacher today is not merely an instructor, but also a facilitator, organizer, communicator, and leader. In classroom practice, the teacher must regulate learning activities, maintain discipline, motivate students, solve conflicts, work collaboratively with colleagues and parents, and adapt flexibly to changing educational situations. All these responsibilities reflect the practical importance of management culture in professional teaching activity.

Management culture can be understood as an integrative personal and professional quality that includes organizational ability, communication competence, leadership, responsibility, reflective thinking, decision-making skills, self-regulation, and ethical behavior. In pedagogical activity, it is manifested through the teacher's ability to manage time and classroom processes, coordinate educational tasks, build constructive interpersonal relations, create favorable conditions for learning, and maintain a balance between instruction, guidance,

and support. Therefore, management culture is not an abstract concept; it is directly connected with the everyday practical work of teachers. For future teachers, its development must begin during university training, when the foundations of professional identity and pedagogical behavior are being formed.

From this perspective, the issue of forms, methods, and tools for developing management culture deserves special attention. The effectiveness of this process depends not only on the content of training, but also on how the educational process is organized. Traditional lecture-based instruction may provide theoretical information about management, communication, and organization, but it is not sufficient for forming stable practical competencies. Management culture develops more effectively when students are actively involved in pedagogical situations that require initiative, cooperation, decision-making, responsibility, and reflection. For this reason, the educational process in higher institutions should include such forms as seminars, practical classes, trainings, independent study, teaching practice, and project work. These forms create the conditions in which future teachers can apply knowledge, interact with others, and gradually develop management-related skills.

The methods used in teacher education are equally important. Modern pedagogy emphasizes the effectiveness of active and interactive methods that engage students as participants rather than passive recipients of information. Problem-based learning, case studies, role-playing, discussions, project-based learning, collaborative tasks, and reflective analysis are especially valuable in developing management culture because they simulate professional situations and require students to organize activity, communicate constructively, solve pedagogical problems, and evaluate results. Such methods develop not only knowledge, but also flexible thinking, leadership, cooperation, and professional responsibility. As a result, the future teacher becomes better prepared to perform management functions in real educational practice.

Alongside forms and methods, educational tools also play a significant role in the development of management culture. These tools include information and communication technologies, didactic materials, pedagogical tasks, classroom scenarios, electronic resources, multimedia content, and reflective instruments such as portfolios and self-assessment sheets. Properly selected tools make the learning process more practice-oriented, interactive, and professionally meaningful. They help future teachers model educational situations, analyze problems, visualize managerial tasks, and develop digital and organizational competence. In the contemporary educational environment, the use of such tools is particularly important because teacher activity increasingly takes place in contexts shaped by technological innovation and digital communication.

It is also necessary to note that the development of management culture is influenced by psychological factors. Future teachers differ in self-confidence, emotional stability, communication style, motivation, leadership potential, and readiness for responsibility. Some students may possess strong theoretical knowledge but experience difficulties when they have to lead a group, speak publicly, solve conflicts, or take independent decisions. Therefore, the process of developing management culture should be based on a combination of pedagogical and psychological support. Educational forms, methods, and tools should not only provide professional experience, but also strengthen students' self-regulation, reflective capacity, interpersonal sensitivity, and confidence in professional situations.

At the same time, higher education practice shows that the formation of management culture in future teachers is often accompanied by several difficulties. In some cases, professional training still focuses mainly on theoretical content, while insufficient attention is given to practical leadership tasks, communicative training, and reflective development. Opportunities for students to perform organizational roles, participate in pedagogical simulations, or manage group activities may remain limited. As a result, future teachers may graduate with substantial academic knowledge but without enough practical readiness to manage real

educational processes effectively. This situation makes the search for appropriate pedagogical forms, methods, and tools especially urgent.

For these reasons, the study of forms, methods, and tools for developing management culture in future teachers is both theoretically and practically significant. It allows us to identify the most effective pedagogical opportunities for preparing future teachers as competent organizers and leaders of the educational process. The present topic is especially important in the context of improving teacher education quality and aligning it with modern educational demands. The purpose of this article is to analyze the most effective forms, methods, and tools that can ensure the successful development of management culture in future teachers and to clarify their role in strengthening professional competence in higher education.

The issue of developing management culture in future teachers has become increasingly relevant in modern pedagogical research. This is primarily due to the changing role of the teacher in contemporary education. A teacher is no longer seen only as a transmitter of knowledge, but also as an organizer of learning, a coordinator of interaction, a leader of the classroom community, and a specialist capable of making responsible decisions in complex educational situations. For this reason, the concept of management culture is now widely discussed in relation to teacher professionalism, pedagogical competence, leadership, classroom management, and reflective practice. The analysis of scientific literature shows that this concept is multidimensional and requires an interdisciplinary approach that combines pedagogy, psychology, and educational management.

In pedagogical studies, management culture is often interpreted as an integral professional quality that reflects the teacher's ability to organize educational processes effectively, establish constructive communication, regulate interpersonal relations, coordinate group activity, and ensure positive educational outcomes. Many researchers emphasize that professional competence in teaching includes not only methodological and subject knowledge, but also managerial readiness. This means that future teachers should be trained not only to teach content, but also to guide, support, organize, and manage the learning environment. From this point of view, management culture becomes an essential indicator of pedagogical maturity and readiness for professional activity.

The theoretical foundations for understanding the development of management-related qualities can be found in the works of L. S. Vygotsky, A. N. Leontiev, and S. L. Rubinstein. Their ideas provide important methodological support for the study of management culture. Vygotsky's sociocultural theory highlights the formative role of interaction, communication, and guided participation in the development of higher psychological functions. This idea is highly relevant because management culture is formed in social and educational interaction rather than in isolation. Leontiev's activity theory further supports the understanding that professional qualities develop through purposeful activity. According to this approach, future teachers can develop management culture most effectively when they are engaged in practical, collaborative, and problem-oriented learning tasks. Rubinstein's emphasis on the unity of consciousness and activity also underlines the importance of connecting personal development with real pedagogical action.

Psychological literature treats management culture as closely related to such personal characteristics as self-regulation, emotional stability, responsibility, empathy, leadership tendency, and reflective ability. Researchers in educational psychology argue that a teacher's ability to manage educational situations depends not only on external techniques, but also on internal personal readiness. A future teacher who lacks self-confidence, emotional control, or communication skills may experience significant difficulties in classroom organization and professional interaction. For this reason, the literature points to the necessity of considering both pedagogical and psychological conditions in the development of management culture. It is not enough to provide students with theoretical knowledge about management; it is also necessary to create opportunities for personal growth, emotional development, and reflective self-awareness.

A considerable body of research is devoted to the role of communication in professional teaching activity. In these studies, communication is viewed as one of the central dimensions of management culture because educational management is realized largely through pedagogical interaction. Teachers must communicate with students, colleagues, parents, and administrators, and the quality of this communication directly affects the success of educational processes. Scholars note that effective communication includes active listening, clear explanation, constructive feedback, conflict prevention, cooperation, and sensitivity to the emotional state of others. Therefore, communicative competence is often regarded as a structural element of management culture. The literature confirms that future teachers who receive systematic communicative training demonstrate stronger readiness for organizational and managerial tasks.

Another important area of literature concerns leadership in teacher education. The concept of teacher leadership has gained particular importance in recent decades. It suggests that teachers should be prepared not only to function within established systems, but also to initiate improvement, guide others, and influence educational practice positively. Leadership in this sense is not limited to formal administration. It includes the ability to motivate learners, manage group activity, coordinate cooperation, take initiative, and assume responsibility. For future teachers, leadership is especially significant because classroom teaching itself requires daily forms of pedagogical leadership. Studies show that the development of leadership qualities supports the formation of management culture, especially when students participate in group projects, collaborative problem-solving, teaching simulations, and organizational tasks.

Reflective practice also occupies an important place in the literature related to management culture. D. Schön and other scholars of professional education argue that reflection is one of the key mechanisms of professional growth. Through reflection, future teachers analyze their actions, evaluate the effectiveness of their decisions, recognize mistakes, and identify ways for improvement. In the context of management culture, reflective ability enables teachers to assess how successfully they organize classroom work, interact with others, and respond to difficulties. Many studies recommend integrating reflective journals, self-assessment, portfolio work, and pedagogical situation analysis into teacher education programs. These strategies help future teachers develop conscious control over their professional behavior and strengthen their managerial readiness.

The literature also pays significant attention to classroom management as a practical manifestation of management culture. Classroom management research shows that successful teaching depends not only on instructional quality, but also on the teacher's ability to organize time, maintain student engagement, regulate behavior, prevent conflict, and sustain a positive classroom climate. Scholars emphasize that classroom management is not simply discipline control; it is a broader process of structuring educational interaction and ensuring effective learning conditions. This understanding closely corresponds to the concept of management culture, since both involve planning, coordination, communication, and decision-making. Therefore, literature on classroom management provides important practical insights into how management culture can be developed in future teachers.

Modern pedagogical research increasingly highlights the value of active forms, interactive methods, and innovative tools in the development of professional qualities. Problem-based learning, case-study, role-playing, collaborative learning, project work, training sessions, and teaching practice are widely recognized as productive means of preparing future teachers for real pedagogical challenges. These approaches are especially significant for the formation of management culture because they involve students in decision-making, group coordination, leadership roles, communication, and reflection. Unlike traditional lecture-based teaching, active methods require future teachers to participate directly in professional-like situations, which enhances their readiness for management-related functions. The literature consistently shows that such methods are more effective in developing initiative, responsibility, and organizational competence.

In addition, the analysis of recent studies demonstrates the growing role of educational tools in the development of management culture. Researchers stress the importance of information and communication technologies, multimedia resources, pedagogical scenarios, didactic materials, online collaboration platforms, and reflective tools such as e-portfolios and feedback forms. These tools make teacher preparation more interactive and practice-oriented. They help students model management situations, develop digital competence, and engage in collaborative and reflective learning. In the context of modern higher education, where digital transformation is becoming increasingly influential, such tools are viewed as important instruments for strengthening management culture in future teachers.

Third, the interaction between pedagogical opportunities and psychological readiness still needs deeper analysis. There is also a need for more research focused specifically on future teachers, since many existing studies examine management culture mainly in relation to school principals or experienced educators.

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