CORPORATE CULTURE IN THE PROFESSIONAL TRAINING, PROFESSIONAL DEVELOPMENT AND RETRAINING OF TEACHERS

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ABSTRACT: The processes of globalization and market relations that have taken place in society in recent years have led to the modernization of all aspects and features of life of subjects, ie changes in the process of globalization in social and labor relations. There is a need to search for conditions conducive to the formation of social and labor relations, and scientific research in this area is gaining popularity on a large scale as a trend in line with modern requirements. The formation of a flexible corporate culture and its broad representation in all its aspects occupies one of the forefront of the mentioned processes.

KEYWORDS: Vocational training, modern scientific, "corporate education", globalization, informatization, innovative development, management principles, Corporate culture TM strategy, Practicality, integrity, control, validity, flexibility

INTRODUCTION

Today, the system of vocational training and retraining of managers and research and teaching staff is often profoundly or partially modified in proportion to the implementation of global or superficial changes in the higher education system. Part of the change is related to the introduction of innovations into the educational process. Modern scientific literature is increasingly becoming a description of various objects, events and processes that are the result of the introduction of innovations.

The modern market, in particular, is characterized by its digitalization, variability, the emergence of completely new sectors of the economy, professions and specialists in new scientific and professional (professional) fields. These processes are based on the creation of specialized education system programs to train managers who are relevant to the relevant real processes of the development phase of the university.

Corporateness refers to a set of imaginations, attitudes, and behaviors that allow people to form a single association (group) and allow individuals to achieve goals that individuals cannot achieve on their own through team effort. Each group will have its own tasks and goals that they will perform together during their collaboration. From this definition it can be concluded that the pedagogical team has similar characteristics.

Researchers believe that the corporate culture of universities allows students to get a complete higher education in their field, to form their own values in the culture of communication and their work, to develop their personal skills and abilities and to apply their knowledge in practice. should create conditions for the development of ways of understanding.

The existence of a corporate culture can be observed in the organization of the educational process, which has formed a specific effectiveness, formed by the university, and is organized taking into account different forms of corporate education. The concept of "corporate education" has emerged relatively recently in the scientific community, with corporate culture being its core content.

THE MAIN FINDINGS AND RESULTS

The concept of "corporate education" has emerged relatively recently in the scientific community, with corporate culture being its core content. Corporate culture can emerge as an instrument of strategic management of an organization, creating a motivational environment within team members, maintaining and improving a system of public and private values integrated to implement the learning process.

In its essence, corporate education is a process of movement from the direction of targeted education to the result: the process of subject-object relations of the teaching staff on the one hand, students, masters, listeners on the other. In this regard, the organization aims to address the problem of determining the quality of such relationships in the corporate culture environment, to achieve goals and objectives in the implementation of higher education and retraining. In this regard, the organization is addressing the problem of determining the quality of such relationships in the corporate culture environment, the implementation of the goals and objectives of higher education and finding solutions to problems in the process of retraining.

In interacting with students, graduate students, and staff, in almost all of their professional careers, university teachers consider themselves part of the faculty team. Such identification indicates that the teacher's identity belongs to a corporate trait. This evidence, in turn, indicates

that university subjects have adopted and adhered to a corporate culture that usually does not manifest itself and has no obvious signs. Corporate culture as a tool of strategic management has a direct impact on the level and quality of training and is directed to feedback.

Thus, in the structure of higher education, teachers emerge as carriers of pedagogical corporate culture, dominant culture and subculture.

CONCLUSION

Activation of the program preparation department in the process of pedagogical education aimed at forming the foundations of corporate culture among teachers, creating opportunities for fostering understanding and acceptance of dominant and subcultural values, ensuring the readiness of future professionals for independent pedagogical activity and positive understanding of corporate culture .

This evidence significantly increases the sustainability and positive effectiveness of pedagogical corporate activities, as well as influencing the personal achievements of the teacher.

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