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Pedagogical Mechanisms for Enhancing Teacher Prestige Through Cooperation of Social Institutions

Kamalov A.J.

Head of Department, Ministry of Pre-School and School Education of the Republic of Uzbekistan

ABSTRACT

In the context of rapid social changes and modernization of the education system, raising the public standing and professional reputation of teachers is becoming one of the key pedagogical and social tasks. The standing of the teaching profession directly impacts the quality of education, students' learning motivation, parental trust, and the sustainability of educational reforms. The article examines pedagogical strategies for improving teacher standing based on the regular interaction of social institutions such as family, school, public organizations, media, higher education institutions, and government structures. Using a theoretical-analytical approach, the conceptual foundations of social partnership, the functions and responsibilities of various institutions, as well as the pedagogical conditions for effective cooperation are examined. Key strategies are identified, including value agreement, communicative integration, professional support networks, public recognition practices, and collaborative governance models. Special attention is paid to culturally oriented approaches and the integration of the principles of social-emotional learning as a factor in strengthening the teacher's professional identity and social importance. It is concluded that there is a need for a holistic, multi-level, and value-oriented model of inter-institutional interaction to sustainably improve the standing of the teaching profession.

Keywords: Teacher standing, social institutions, teaching strategies, social partnership, professional identity, education policy.

INTRODUCTION

As education systems around the world change and society puts more requests on them, it is very important to look at measures that might improve how teachers are perceived. The social standing and professional authority of teachers show how much the teaching profession is valued and are key to quality education, teacher drive, student success, and the public's faith in education. Current teaching studies suggest that teacher standing does not only grow in schools. Instead, it comes from deep and dynamic talks between social groups like family, community, media, social campaigns, and the government (Hargreaves, 2000; Day & Gu, 2010).

From a theoretical view, teacher standing can be described as something society builds that shows they recognize teachers' skill, moral influence, and role in society. According to social and teaching ideas, professional respect grows from social approval, honor, and support from groups (Bourdieu, 1986; Hoyle, 2001). The fall in respect for teachers seen in many school systems often goes with weak group teamwork, broken teaching rules, and not enough community help for teaching.

To learn how teacher standing is made, one must grasp the idea of social groups. These groups create regular social forms that control how people act and relate by using rules, values, and roles (Durkheim, 1982). Education is an important social group; but it works best when it talks with other groups. Teaching theory now says that lasting school growth needs arranged teamwork between groups based on shared values and duties (Bronfenbrenner, 1979; Epstein, 2011).

As the main social group, families are important for setting views on teachers. Parental respect, trust, and helpful work with schools greatly change how students see teachers and, therefore, teachers' power in society. Studies show that good family-school teamwork makes teachers feel better, builds their professional spirit, and raises their social standing

(Epstein, 2011). From a teaching view, set family programs, parent learning plans, and group talk act as ways to strengthen teacher standing by seeing teachers as respected experts instead of just people who give services.

Schools themselves are important places to grow and display teacher standing. Freedom at work, chances for constant learning, clear review systems, and support from coworkers are needed to make teachers feel professionally worthy (Day & Gu, 2010). Studies say that teachers' professional spirit grows when they help make choices and are seen as thought leaders, which helps their social status (Fullan, 2007). So, cooperation inside schools and professional learning groups help teacher standing from the inside.

Away from the school system, community and social groups change what the public imagines about teachers. Local education projects, cultural actions, and social teamwork let teachers lead in the community and become agents of social growth. According to Putnam (2000), the social strength made through community work grows trust and group duty, thus improving the social position of jobs that help common well-being. In teaching terms, working with community groups lets teachers show how their work matters to society, thus boosting public respect and support.

In today's societies full of fast information, the media's role as a social group is very important. Media stories help build teacher identity by shaping public talk about education and teaching. Bad or stereotypical pictures can hurt teacher standing, while good looks at teaching progress and professional commitment can raise social understanding (Kelchtermans, 2017). Through teaching-based media teamwork, public awareness pushes, and media skill plans, schools can actively change public ideas of teachers.

State groups and education rules make the base and standard conditions for teacher standing. Choices about teacher pay, career steps, professional rules, and social promises closely touch how society views the job (OECD, 2019). Though, current teaching studies say that money gifts are not enough. Honor, work freedom, and group leadership also matter (Schleicher, 2018). Seeing teachers as important parts of education change greatly helps their professional power and social status.

Inside this group framework, some teaching ways have been seen as keys to raising teacher standing. One such way is value meeting, which sets shared education values between social groups. Respect for knowledge, ethical duty, and promise to social growth set a moral base that supports the teaching job (Biesta, 2015). Another way is talk joining, which makes sure of open talk between teachers, parents, community members, and leaders. Good talk grows shared understanding and trust, which are basic parts of social understanding.

Professional support systems are one more teaching way. These systems give teachers emotional, planning, and social help, thus growing their professional strength and group spirit (Hargreaves & O'Connor, 2018). Public honor plans, like prizes, events, and signs, act as ways of social support that raise teachers' standing at local and national levels. Also, group leadership plans that let teachers help with school and community decisions grow worker freedom and support.

Current teaching talk also pushes using social-emotional learning ideas in teacher growth and group teamwork. Teachers' emotional skill, knowledge, and relational skills grow their way to work well with social groups and keep moral power (Jennings & Greenberg, 2009). Also, culture-aware ways make sure that teaching steps meet national ways and community values, thus growing social accept and support of pushes that grow standing.

To sum up, raising teacher standing through teamwork between social groups shows a complex, multi-level teaching process that spreads past old school systems. The study shows that stable growth of teacher status needs set action based on shared values, talk plans, professional help, and group leadership. An all-around and culture-aware model of group teamwork not only raises teacher standing but also helps the full quality and strength of school systems. Future studies should look at testing these ways and making fitting models for national education places.

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