
Participation in higher education system

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Elements of participativity took shape in personnel management initially as one of the theories of staff motivation. Later, this theory developed into the concept of participatory management. The ideas of participatory management arose in the US economy, seeking to obtain the greatest, maximum benefit through the democratization of relations in the production team. The authors of the idea of so-called industrial democracy are considered to be the sociologists J. Cole and A. Gortz, who proposed that corporations be managed in the form of workers-controlled works councils. By participating in the work of these councils, the workers would gradually learn to control the entire process of production, first within one corporation, and then throughout the whole industry.

The term “participative management” literally means “participatory management” (5, p. 82). The essence of participation is considered in modern management theory. V. R. Vesnin, defining participation, believed that an employee with this form of management receives satisfaction from participating in the affairs of the organization, while working with increased efficiency and revealing his abilities and capabilities to the maximum. According to O. S. Vikhansky, the employee has a natural desire to participate in the processes taking place in the organization that are related to his activities in the organization, but at the same time go beyond his competence, the work he performs and the tasks he solves. If a person is interested in participating in various intra-organizational activities, then he gets satisfaction, works more efficiently and productively. BG Litvak believes that participatory activity is based on the principle of active participation of employees in the process of developing and making decisions; at his level, the employee is included in the process of setting goals, making tactical decisions and their implementation.

Participatory management can be seen as one of the general approaches to managing a person in an organization. The goal of participatory management is to improve the use of the entire human potential of the organization. The key term "participation" implies various forms of participation of employees in the management of the company, as well as participation of employees in the ownership of the employer's company. The characteristic features of participatory management are as follows: 1) each of the participants in the organization receives a deeper understanding of the essence of their organization, knowledge of various aspects of its life, more extensive and objective information about its activities than before. In general, the process of exchanging internal information is facilitated; 2) the personal participation of members of the organization, including ordinary employees, in the management process leads to the fact that the plans of the organization become the personal plans of employees, and participation in achieving the goals of the organization brings satisfaction to the own needs of employees. Each of the specialists has new, pronounced motives for effective work, the team spirit in the organization is strengthened; 3) the application of the principle of participation contributes to the fact that the employees of the organization, being engaged in management, develop themselves

as a person. They have new skills, new knowledge, the horizon of their personal capabilities is expanding, which means that the organization acquires additional resources to solve its future problems; 4) participatory management combines two management functions that often conflict with each other: operational management and planning. Plans cease to be something external to leaders.

The participatory approach in management is close to the concept of "organizational development" ("organization development"). Its essence lies in the fact that the development of the organization is possible through the development of personnel, and the development of personnel requires special organizational forms and structures. The main focus is on the work of small groups (6–9 people), in which employees discuss work problems, jointly look for possible solutions, and help each other to implement the decisions made. Working in groups is aimed at increasing team responsibility and teamwork, which ultimately leads to increased efficiency.

The effectiveness of participatory management largely depends on the correct use of its principles. If these principles are violated, then the effectiveness and sometimes the expediency of participatory management disappears. The main requirements for participatory management are as follows:

- the voluntary nature of the participation of employees in management through work in small groups, or participation in surveys, or work in commissions;
- constant assistance and support by the head of the subdivision of a small group or commission, providing the information necessary for discussion;
- the work of employees in small groups should be regulated, regulations and other forms of participation are needed (proposing proposals, participating in interfunctional commissions, etc.);
- the absence of any sanctions for putting forward ideas and proposals;
- all the achievements of employees should be considered, feedback is needed on any idea. People must see that their work is in demand, that they are considered; even if the proposal is rejected, it is necessary to inform the employee about this and explain why such a decision was made;
- all ideas that have found approval should be implemented. The leader must facilitate implementation. If employees see that their ideas are just stacked on the table, then the enthusiasm quickly fades;
- any achievements of the staff should be celebrated, it is necessary that the staff know which of its developments have been valuable and movement in which direction is welcome.

Since the participatory approach mainly characterizes management as a whole, differences in organizational structures do not always appear. So, for small teams, the participatory structure will not differ in any way from the adhocracy, matrix or simple. All differences will be in the applied methods and principles of management. The idea of employee participation in management by discussing the problems of the company and the department, followed by the development of possible solutions to these problems can be used in structures of any type. To do this, it is enough to organize regular development meetings. Things are different in large organizations. Of course, at the level of small units (departments, teams) it is quite possible to implement a participatory approach without any structural changes, but it is no longer possible to do this on an organization-wide scale. If the structure of a large organization is built on a participatory principle, it differs in that specific divisions appear in it, which usually do not exist in organizations of other types. To implement the participatory approach, special permanent committees are created in the form of separate structural units. Their activities should be strictly regulated. These can be, for example, development committees that consider employee proposals, evaluate them, select those that need to be implemented, and coordinate

the implementation process. The main difference between such a committee and similar ones used in structures of a different type is that the head of this committee, as well as some of the employees, are permanent and exempt, i.e. they are engaged only in this work and do not combine it with other positions.

In addition, the difference between participatory structures and others is that any employee in such a structure has the right to initiate the discussion process, and not only has the right, but is strongly encouraged to do so. If, for example, in a linear functional structure, an employee has an idea how to improve the work of the entire department, he should contact his immediate supervisor with it, and the manager must decide what to do next: either accept the offer or consult with someone from the staff to get more information or reject the offer. In a participatory structure, an employee can either turn to his immediate supervisor or bring the idea that has arisen for a general discussion in order to understand how valuable the idea is during the discussion, whether it is worth accepting or whether it should still be thought about improving it. The difference is that participatory structures have a mechanism for such discussions. Special groups work on a permanent basis and, therefore, any ideas can be brought up for discussion without any organizational difficulties. Even if the principles of participation are implemented in a different form, there is still a certain regulation, following which, an employee can quite simply exercise his right to participate in management.

Since a person is at the center of the ideas of participatory approach, the main advantages of the participatory approach lie in the field of psychology: staff loyalty and commitment to the company increase, changes are introduced less painfully, employees understand the meaning of changes and support them, contradictions between managers and subordinates are not pronounced, there is no division into "us" and "them", the team perceives itself as a team and complains less about the bosses, in addition, this management style is aimed at liberating the creative activity of the employee: each person can prove himself and his knowledge by putting forward one or another proposal for solving a specific problem. The head of the participative management style is the coordinator of the group process, providing a comprehensive discussion of the most important problems. He does not try to impose his opinion, but seeks a constructive dialogue with the group. Equally important is the practical benefit of using this approach. With properly organized work, participation in management improves the quality of decisions made. More alternatives are considered, more experience is brought to the discussion, more ideas are generated. A participatory management style not only creates a sense of ownership, but also increases motivation. Much of participatory management is built around the importance of enhancing teamwork. As a result, motivation is usually based not only on individual achievements, but also on the overall result of the company's work. Accordingly, each employee is interested in participating in management and in making the company more profitable.

Participatory types of structures can be used in various kinds of organizations, regardless of their size and industry. They can apply only to a part or a separate level in the organization, or they can cover it entirely. Their introduction can be carried out both from above and from below - by gradual and consistent coverage of one level after another. However, the participatory approach gives the greatest result in organizations engaged in semi-structured activities. In activities where there are no rigid algorithms, and employees never solve the same problems, it is very important to constantly maintain a creative tone, which is perfectly provided by participatory management. This applies primarily to scientific, research, innovation, advisory activities, as well as higher education.

The orientation of the educational process in higher education towards participation ensures an increase in the quality of management, due, firstly, to the deepening and expansion of interaction between subjects of education, secondly, to an increase in the comfort of the educational process as a whole, and thirdly, to the formation of the personal qualities of participants necessary for productive joint work. interaction, fourthly, the most effective use of opportunities to solve the problem. In the theory of pedagogy, the ideas of the participatory approach were first introduced into scientific circulation by E. Yu. Nikitina and subsequently received wide development in the studies of her students (O. Yu. Plokhotnyuk, M.V. Smirnova, etc.).

In pedagogical science, participation is considered ambiguously. An analysis of the scientific literature showed that the term "participation" correlates with such concepts as "participation", "participation", "involvement", which is probably due to the peculiarities of the translation from English and the desire to find a more accurate Russian analogue of the specified term (E. V. Grosh, I. V. Kasyanova, I. A. Kravchenko, E. Yu. Nikitina, O. N. Perova, E. B. Plokhotnyuk, M. V. Smirnova, etc.). At the same time, some authors (W. J. Duncan, W. E. Deming, O. Irwin, P. B. Peterson, etc.) distinguish between these concepts, trying to give participation a broader or, conversely, narrower meaning, to enhance semantic shades. Content analysis of Russian and foreign management literature allowed us to identify some differences in the use of the terms "participation", "participation", "complicity", "involvement". As a result, it was found that "participation" means:

- a method of organizing a pedagogical (including student) team, contributing to the formation of relations of mutual responsibility, cooperation, unity of its members;
- the result or consequence of the democratic style of management of the teaching staff;
- the same as under the term "delegation".

"Participativity" gets other definitions:

- organizational idea, the principle of organization management (I. A. Batkcheva, I. E. Vorozheykin, D. K. Zakharov, E. A. Mitrodinova, V. M. Svistunov, etc.);
- a managerial phenomenon consisting in the participation of ordinary employees in management processes (E. V. Vershigora, O. S. Vikhansky, A. I. Naumov, R. A. Fatkhutdinov, A. L. Wilkins, D. A. Wren, etc.);
- method of motivation and organization of team members (T. Yu. Bazarov, B. L. Eremin, J. K. Lafta, P. V. Malinovsky, N. M. Malinovskaya, etc.);
- a means of improving the quality of management decisions in an organization (V. V. Glushchenko, I. I. Glushchenko, B. Karlof, Menard Claude, Z. E. Starobinsky, etc.).

In our opinion, the concept of "participation" is somewhat broader than the concept of "participation", which is considered by scientists mainly in the sense of a method, a way of organizing people in the performance of managerial functions, as well as solving organizational problems. As for the concept of "participation", it is mainly interpreted as a joint solution to the problems of both the leader and the subordinate (E. A. Aksenova, T. Yu. Bazarov, O. S. Vikhansky, B. L. Eremin, A. I. Naumov, V. I. Podlesnykh and others). The term "involvement" is narrower and is used by researchers only when they seek to emphasize the non-traditional for the organization empowering employees with certain managerial powers (W. J. Duncan, A. V. Karpov, Yu. V. Kuznetsov, A. Maslow, RN Ford, M. Friedman and others). In our opinion, the term "participation" is the most accurate and complete in terms of semantics.

From the foregoing, it follows that participation in pedagogical science is taking into account the opinion of each student in solving a particular socially significant problem and professional pedagogical task; consultations, search for agreement between the future teacher and the teacher; purposeful, systematic attempts to identify and use the individual and collective wisdom of all learners; joint decision-making; effective delegation of rights; joint identification of problems and appropriate actions; the opportunity to create the proper conditions and attitudes, as well as a mechanism for improving cooperation between the teacher and students (B. M. Igoshev et al.)

This approach to understanding participativity seems to us the most complete, because it focuses not only on the very fact of joint decision-making by the teacher and the future specialist, but also on the search for agreement through negotiations and consultations, on the dialogic type of interaction between the subjects of negotiations. This thesis finds its development in the research of T. M. Davydenko (7, p. 29), who rightly emphasizes that the actualization of the self-development potentials of the participants in the educational process is carried out more efficiently in the case of their interaction by the type of dialogue (poly-subject dialogic interaction). The idea of D. Sink about the need for the systematic use of a participatory learning style is also convincing, since the episodic use of participatory behavior leads to the perception of "participation" as a game, in which the teacher still remains the master (6). Attention should be paid to the point of view of E. Locke, who points to the procedures for joint decision-making in situations of civic choice by the teacher and student, including the joint setting of goals. We adhere to a broad interpretation of the concept of "solution" as the choice of an alternative, and therefore we include the setting of goals, the definition of ways to solve problems, and planning to making a decision (1, p. 28). An essential sign of participation is the joint decision-making by the teacher and the student (2, p. 59). It is also important that the decision maker, as Yu. Kozeletsky emphasizes in his works, is a system that selects an alternative and is responsible for its decision. At the same time, any person, a group of people, as well as an automaton that performs the act of choosing alternatives according to a certain algorithm, falls under the concept of "system". Thus, the orientation of pedagogical science to participation provides, first of all, an increase in the quality of management, secondly, an increase in the comfort of education as a whole, thirdly, the formation of the personal qualities of the participants of interaction necessary for productive joint work, and fourthly, the most effective use of opportunities to solve the problem.

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