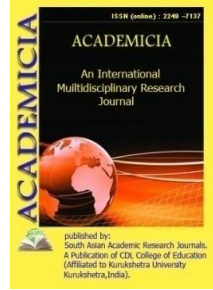




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CORPORATE CULTURE IN THE MODERNIZATION OF THE HIGHER EDUCATION SYSTEM

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ABSTRACT

The article discusses the role of corporate culture in the management of educational institutions in the context of modernization of the higher education system. The analysis of the level of formation of corporate culture in universities of the republic, the problems of the formation and development of corporate culture of the university. Higher education institutions with broad rights and relative economic independence are the subjects of competition in the market of educational services, defending their "private" interests. At a time when society is building its structures on the principle of corporate interests, it is, of course, impossible to disagree with the idea that it is unthinkable that educational institutions should be left out of the sphere of civil relations.

KEYWORDS: *Corporation, Corporate culture, University mission, Management, Quality of education.*

INTRODUCTION

State Program of the President of the Republic of Uzbekistan dated March 2, 2020 "On the implementation of the Action Strategy on the five priority areas of development of the Republic of Uzbekistan for 2017-2021 in the" Year of Science, Enlightenment and Digital Economy " In accordance with the tasks set by the Decree of the President of the Republic of Uzbekistan, in the near future to ensure the quality of the educational process, increase the professionalism and responsibility of teachers, rationalize infrastructure, strengthen staffing and resources, retraining and advanced training of teachers mechanisms are required. Ultimately, educational institutions need to be fully staffed with highly qualified pedagogical and managerial staff capable of ensuring the highest quality of education [1].

In Higher Education Institution, corporate culture can be seen as a system of management and pedagogical, behavioral and communication programs aimed at implementing the Higher Education Institution Development Strategy in accordance with the modern level of development of society. Corporate culture is one of the most powerful sources of organizational efficiency. However, the analysis of pedagogical research and management practices in our country shows that the accumulated resources or limitations in the characteristics of the culture of the organization are still not fully understood. A highly effective corporate culture is able to transform a social organization into a self-organizing competitive system in which all parameters of the organization are consistent in decision-making, distribution of power, and employee behavior. One of the main functions of corporate culture is to bring the organization to a level where the lack of managerial influence does not reduce its effectiveness.

As for the sources of the concept of corporate culture, it is worth noting that it was developed in the United States in the 70-80s of the twentieth century. It was in the late 1970s that the problems of strategic management of organizations related to the need for new approaches of small and medium-sized businesses to bring them out of the theoretical crisis of labor efficiency served as factors in the development of the concept of corporate culture [5].

The reform of the education system has gradually highlighted the need to develop a corporate culture in educational institutions. Today, success in the market of educational services is guaranteed only for Higher Education Institutions that have a clear strategy of socio-economic development, aimed at ensuring a high quality of training, as well as creating a positive image of both Higher Education Institutions and graduates. In this case, the market sets its own conditions: the quality of professional training should meet not only the requirements of state educational standards, but also the needs of real sectors of the economy. The new economic and social relations that are developing in the educational environment imply the use of such descriptions as "corporation" and "corporate culture" in relation to the Higher Education Institution [3].

Implementation of the concept of development of the higher education system of the Republic of Uzbekistan until 2030 provides for the gradual transition of higher education institutions to a system of self-financing and ensuring their financial stability [2].

Higher education institutions with broad rights and relative economic independence are the subjects of competition in the market of educational services, defending their "private" interests. At a time when society is building its structures on the principle of corporate interests, it is, of course, impossible to disagree with the idea that it is unthinkable that educational institutions should be left out of the sphere of civil relations.

Let's look at the conceptual characteristics and features of corporate culture in relation to its higher education institution. Typically, corporate culture is recognized as a universal phenomenon by various disciplines and manifests itself as a set of values, rules, systems of norms or suggestions of human culture in the organization, social experience, original organizational origin, a mechanism for re-creating a single economic and social space. 'ladi. Professional communities, whose development depends more on individuals than on individuals, associate the future existence of the world community with the practical use of its potential, which depends on the selection of teams, the organization of their coordinated and purposeful behavior.

Features of the corporate culture of the Higher Education Institution, first of all, to meet the needs of the individual for intellectual, cultural and spiritual development; providing conditions for scientific and pedagogical staff and students 'creative activity; formation of students' civic position, their ability to work effectively and competitively; preservation and development of spiritual, cultural and scientific values; it is manifested in a socially-oriented focus on the dissemination of knowledge among the population in order to raise its educational and cultural level. The corporate culture of higher education is characterized by a dual nature, which is primarily to achieve its interests in the market of educational services; and second, the preservation and enrichment of human values. This culture can also be described as a form of organizational culture that is functionally focused on the integration and integration of scientific and pedagogical content, the differentiation and presentation of the Higher Education Institution in a competitive environment. Structurally, corporate culture differs from organizational culture only in the functional-meaningful load - the internal or external environment of the organization, the priority of modality and intensity.

The analysis of the state of corporate culture in higher education institutions of the Republic showed that the majority (87%) of professors and other categories of employees are familiar with the concept of "corporate culture". At the same time, knowledge of corporate culture is based on more observable behavioral reactions than the officially declared principles of the structure of the university, which are usually formalized in the form of statements and / or appeals. More than 70% of students know the symbols and traditions of the Higher Education Institution. Students are well aware of the history of the Higher Education Institution, but acquaintance with it is usually done at the request of others rather than on the students 'own initiative (for two-thirds of students, this is the result of the group's stories, historical literature).

The majority of respondents support the traditions of the Higher Education Institution. Students find the following centralized traditions more and more useful: coaching hours, graduation evenings, student dedications. Events that require individual initiative: group birthdays, cultural events in the dormitory, group celebrations are not very popular. The mission of the Higher Education Institution is understandable for a large proportion of students (66%) and students (63%) accept it. The mission, in their view, is to provide the economy with highly qualified personnel and increase the efficiency of the Higher Education Institution to a level that will allow it to compete with the leading Higher Education Institutions in our country and abroad. Scientific activity is not so interesting for students: 42% of them participated in scientific conferences or seminars organized on the basis of their own Higher Education Institution, while only 3% of students regularly participated in mobile events. A similar situation is observed in the implementation of research projects and grants.

The results of the study show that one of the important tasks of the corporate culture of the Higher Education Institution is to "determine" the normative behavior of professors and other categories of employees. As a motivator for such behavior, it shows a sense of responsibility. In Higher Education Institutions, students differ on the need for Internal Procedures and the Code of Ethics for Students: 55% are in favor, 45% are against or do not have a clear opinion.

Apparently, this can be explained by the fact that the approved norms, on the one hand, make life easier for students, and on the other hand, require certain conditions to be met. The corporate environment of the Higher Education Institution is characterized by a relatively high level of

ease of social relations. The vast majority of faculty and staff are satisfied with their relationships with their colleagues, which they see as partners. Most students are able to communicate with classmates, group coaches, teachers, and the dean's office. The attitude of students to the administration of the Higher Education Institution is "polar". At the same time, the number of students who described their attitude to the administration as positive was two-thirds higher than that of their opponents. Professors and staff point out significant changes in the socio-psychological environment of the Higher Education Institution. Most of them work with full mobilization, do their job well because they enjoy their profession, and they feel good when they come to work and when they leave.

Most of the faculty and staff are aware of the strategic plans and priorities for the development of the Higher Education Institution. However, only 3% of respondents are fully aware of the plans, and almost half are generally aware of the Higher Education Institution's immediate strategic plans. More than 20% of respondents are constantly unaware of the promising measures being taken at the Higher Education Institution. Only a third of faculty and staff receive information from the Higher Education Institution's official website or telegram channel, which actively uses personal e-mail, which is effective in implementing the information policy pursued by the Higher Education Institution administration by the majority. evaluated as an element of organizational work. Awareness of the life of the Higher Education Institution decreases as it moves "down" in the chain "Higher Education Institution - Faculty - Department".

Understanding the presented results allows to note the following problems related to the formation and development of the corporate culture of the Higher Education Institution:

- 1) the fact that a certain part of the faculty and students are not familiar with the values and ideas that form the core of corporate culture;
- 2) formal traditions are not attractive enough and traditions that are informal, neutral or contrary to the values of the Higher Education Institution are preferred;
- 3) priority of traditional channels of information interaction;
- 4) insufficient use of modern information and communication technologies.

The influence of the corporate culture of the Higher Education Institution is relatively stable and effective at the highest level of management, and its influence on the level of real behavior of faculty, staff and students is the achievement of the team's goals and objectives. not enough to sell. Most of the faculty, staff and students are not interested in the work of the Higher Education Institution, are not interested in it, do not want to understand the essence of its problems and are not ready to participate in solving them.

In order to rationalize the process of formation and development of corporate culture of higher education, in our opinion, it is necessary to improve the organizational structure and management mechanisms on the basis of corporate culture, as well as a number of auxiliary technologies: corporate traditions, positive image, social adaptation and psychological environment.

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