

<https://doi.org/10.34142/2709-7986.2025.30.2.13>

IMPLEMENTING A PARTICIPATORY APPROACH TO THE EDUCATIONAL ACTIVITIES OF STUDENTS AT HIGHER EDUCATION INSTITUTIONS

РЕАЛІЗАЦІЯ ПАРТИСИПАТИВНОГО ПІДХОДУ В ОСВІТНІЙ ДІЯЛЬНОСТІ ЗДОБУВАЧІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Received: 31/07/2025


Accepted: 30/08/2025

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How to Cite (APA Style):

Zhukov, V. (2025). Implementing a participatory approach to the educational activities of students at higher education institutions. *Educational Challenges*, 30(2), 165–175. <https://doi.org/10.34142/2709-7986.2025.30.2.13>

ABSTRACT

Purpose. The purpose of this paper is to analyze ways of implementing a participatory approach to the educational activities of students at higher education institutions.

Methodology. This paper used a mixed methodology of scientific research, including analysis, systematization and generalization, which enabled the author to study the specifics of implementing a participatory approach to educational activities at higher education institutions.

Results. An analysis of scientific and pedagogical literature reveals that the concept of an individual's active position in socially significant activities was proposed by A. S. Makarenko as early as the 1920s. This idea was further developed by philosophers

Мета. Мета статті полягає в аналізі можливостей реалізації партисипативного підходу в навчальній та виховній діяльності здобувачів закладів вищої освіти.

Методи. У статті використано комплекс таких методів наукового пізнання, як-от: аналіз, систематизація, узагальнення, що надало можливість дослідити особливості впровадження партисипативного підходу в освітню діяльність закладів вищої освіти.

Результати. Аналіз науково-педагогічної літератури свідчить про те, що ідею активної позиції особистості в суспільно значущій діяльності запропонував ще у 20-ті рр. ХХ століття А. С. Макаренко. Подальший розвиток ця ідея отримала у працях філософів, які

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who regarded 'participation' as an individual's drive to form part of a large social community. Elements of participation have also been used in workforce management as a way to increase employee satisfaction; the concept later evolved into the theory of participatory leadership.

In a large number of pedagogical studies, participation is defined as a process of cooperation between participants in solving important educational tasks, discussing certain problems and situations, and making joint decisions based on pedagogical interaction. Pedagogical interaction between participants in the educational process is based on regulations and legal frameworks aimed at practice-oriented training, which ensure the maximum inclusion of students in socially significant activities that foster feelings and emotions, that is, by applying a participatory approach.

A widely held specialist viewpoint is that a participatory approach takes into account the opinion of every student to solve particular socially significant problems, with the aim of creating favorable conditions to improve cooperation. In higher education institutions, special attention is paid to preparing students for partnership activities and self-determination that allow them to integrate their life and professional values.

Involving students in making management decisions and implementing them contributes to the faster achievement of socially significant goals by individuals, fosters mutual respect among participants in the educational process and promotes innovative ideas, as well as encouraging the process of lifelong learning.

Conclusions. The implementation of a participatory approach to the educational activities of students at higher education institutions involves the content, as well as the principles, forms and methods of teaching students and the introduction of certain forms of final control.

Keywords: teachers, educational activities, higher education students, methods, participation, forms.

розглядають партисипацію як прагнення людини відчувати себе частиною великої соціальної спільноти. Елементи партисипативності використовувались також у кадровому менеджменті як спосіб заохочення персоналу. Пізніше вони сформувались у концепцію партисипативного керівництва.

Установлено, що у великій кількості педагогічних досліджень партисипативність визначається як процес співпраці учасників у вирішенні важливих освітніх завдань, обговоренні певних проблем і ситуацій, прийнятті спільного рішення на підставі педагогічної взаємодії. В основі педагогічної взаємодії учасників освітнього процесу лежать нормативно-правові акти, спрямовані на практико-орієнтовану підготовку, котра забезпечує максимальне включення здобувачів освіти у соціально значущу діяльність через різноманітні соціальні почуття та емоції, тобто шляхом використання партисипативного підходу.

Взагалі, за твердим переконанням фахівців, партисипативний підхід дає змогу враховувати думку кожного здобувача освіти при вирішенні певної соціально значущої проблеми, спрямованої на створення сприятливих умов для покращення якості співробітництва. У закладах вищої освіти звертається особлива увага на підготовку здобувачів до партнерської діяльності, самовизначення в системі як життєвих, так і професійних цінностей.

Залучення здобувачів освіти до прийняття управлінських рішень та їх впровадження сприяє скорішому досягненню особистістю суспільно значущих цілей, виховує взаємоповагу учасників освітнього процесу, сприяє продукуванню інноваційних ідей, а також процесу постійного оновлення знань.

Висновки. Реалізація партисипативного підходу в освітній діяльності здобувачів закладів вищої освіти відбувається через зміст, принципи, форми та методи навчання і виховання студентської молоді, запровадження певних форм підсумкового контролю.

Ключові слова: викладачі, виховна діяльність, здобувачі вищої освіти, методи, навчальна діяльність, партисипація, форми.

INTRODUCTION

The devaluation of moral values and revaluation of certain historical events have placed a greater responsibility on society and the state to teach and educate the younger generation. Today, a large number of specialists are responsible for organizing the

educational activities of students at every academic level, which raises the important question of how to build pedagogically appropriate relationships.

In scientific and pedagogical fields, interaction is considered a joint activity between those who teach and educate, and those who are educated, with the aim of achieving the goal of the joint activity. In the process of interaction between the participants of the activity, relationships develop and mutual understanding and influence arise.

Pedagogical interaction can be accidental, long or short term and private or public, in terms of organization, etc. But, regardless of the type of interaction, both parties act as equal participants in a joint activity (Holubnycha et al., 2023; Holubnycha et al., 2022). Pedagogical interaction between participants in the educational process is based on regulations and legal frameworks aimed at practice-oriented training, which ensure the maximum inclusion of students in socially significant activities that foster feelings and emotions, that is, by applying a participatory approach.

The laws '*On Education*' and '*On Higher Education*' in Ukraine underscore the expediency of implementing a participatory approach in educational institutions. These issues are addressed in the Sectoral Concept of the Development of Continuous Pedagogical Education and the Concept of the Development of Education of Ukraine for the Period 2015 – 2025.

The aforementioned laws and legal frameworks draw attention to the fact that focusing on a participatory approach in higher education institutions contributes to improving the quality of management of this process, which is explained, first of all, by the possibility of deepening and expanding the interaction between the subjects; increasing the efficiency of the educational process; forming high personal qualities in the participants of pedagogical interaction; achieving the set goals with maximum effectiveness and solving problems that arise in the educational process.

In pedagogical science, significant scientific work has been dedicated to solving the problem raised. In particular, issues concerning the participatory approach in education have been the subject of research by both foreign (W. Ali, S. Kouser, I. Majid, A. Rohm, S. Seibert, M. Stefl, N. Ward, etc.) and Ukrainian scientists (M. Hrynova, O. Mukoviz, N. Nagorna, O. Popova, Yu. Simakova, N. Tytova, V. Yagodnikova, etc.).

The **purpose** of this article is to analyze the possibilities of implementing the participatory approach in education and educational activities of students at higher education institutions.

METHODOLOGY

This paper used a mixed methodology of scientific research, including analysis, systematization and generalization, which enabled the author to study the specifics of implementing a participatory approach to educational activities at higher education institutions.

RESULTS

An analysis of scientific and pedagogical literature reveals that the concept of an individual's active position in socially significant activities was proposed by A. S. Makarenko as early as the 1920s. This idea was further developed by philosophers who regarded '*participation*' as an individual's drive to form part of a large social community. Elements of participation have also been used in workforce management as a way to increase employee satisfaction; the concept later evolved into the theory of participatory leadership (Simakova, 2010).

The study and generalization of scientific and pedagogical sources leads to the conclusion that in works focusing on management issues, the concept of '*participation*' is considered in such aspects as:

- opposition to authority's humiliation of the individual;
- procedure of joint decision-making;
- participation of all participants in solving problems (Hrynova, 2023; Mukoviz, 2023; Tytova, 2018).

A large number of pedagogical studies define participation as the process of cooperation between participants in solving important educational tasks, discussing certain problems and situations, and making a joint decision on the basis of pedagogical interaction: this jointly-made decision is a fundamental aspect of implementing participation. It also contributes to increasing the self-esteem and level of interest and motivation of participants in joint activities, which is especially important when organizing education and educational activities in higher education institutions.

To form the necessary professional and pedagogical skills and promote purposeful interaction of students in educational activities, certain strategies are necessary, such as creating professional situations, providing opportunities for students to act as both the organizer of education and educational activities, and the executor, partner or coordinator.

Experts are of the firm belief that participation in higher education institutions consists of allowing participants to interact in the educational process, which is built on the principles of partnership and ensures the active participation of students in acquiring decision-making skills.

Scientists say that the search for agreement through negotiations and dialogue between the teacher and the student is the most important characteristic of participation. In general, participatory pedagogical interaction involves constant interpersonal interaction. Such interaction helps the student learn to conduct a dialogue, interact with the teacher, plan his or her educational trajectory, show initiative, and choose options for solving educational tasks.

In more senior years, students receive initial professional adaptation, complete course and diploma projects, and undergo practical training.

The concept of '*participation*', as experts note, is very closely related to such concepts as '*complicity*', '*engagement*' and '*involvement*'. The specific term entered scientific circulation in pedagogical science from the general theory of management. The principle of participation is based on joint activity, consideration of common interests, and joint decision-making.

The participatory approach was introduced to vocational education by scientists in 2000.

The main characteristics of this approach include:

- dialogic interaction between teachers and students, based on equality;
- joint decision-making and implementation by the leading actors of the educational process;
- willingness and interest of all participants in the educational process;
- collective responsibility (Hrynova, 2023; Mukoviz, 2023; Tytova, 2018; Ternavska, 2013).

It is worth noting that the use of a participatory approach in the educational activities of higher education institutions contributes to the creative development of students, the manifestation of their activity and initiative, and stimulates positive emotions.

The teacher's participation in participatory interaction consists in providing advice on the subject, encouraging student creativity at higher education institutions, general project management, and assessing students' work.

To successfully use the participatory approach in educational activities, a teacher of higher education needs the following skills and abilities:

- the ability to assess students' personal qualities
- a willingness to study the individual and personal potential of students
- the ability to develop and use criteria to assess the personal development of students (Korets et al., 2021; Hanefar, Nusrat & Rahman, 2022).

According to scientists, to follow a participatory approach, all issues should be resolved on the basis of open interaction and agreement. The teacher in this case acts as a catalyst.

Experts firmly believe that the participatory approach, in general terms, involves considering each student's opinion when solving a particular socially significant problem, with the aim of creating favorable conditions for improving the quality of cooperation (Ezika et al., 2022; Yahodnikova & Hrynova, 2021).

In higher education institutions, special attention is paid to preparing students for partnership activities and promoting self-determination that allow them to integrate their life and professional values.

Involving students in making management decisions, and implementing them, helps the individual achieve socially significant goals more quickly, fosters mutual respect among participants in the educational process, contributes to the production of innovative ideas and promotes lifelong learning. It is worth paying special attention to the fact that the participatory approach in higher education institutions can be used in both the education and educational activities of students.

Today, there is a need to build a new type of relationship between teachers and students which is based on mutual understanding and cooperation in the educational process, but which also takes into account the particularities of modern society.

The knowledge and skills obtained in higher education institutions contribute to the development of the personality of students who study there. In view of this, it can be argued that a certain environment is already being created in higher education, which contributes to both the psychological and professional adaptation of students to future professional activity.

Let us analyze the characteristics of the participatory approach in teaching undergraduates in the Educational Program *'Musical Art in Educational Institutions'* at H. S. Skovoroda Kharkiv National Pedagogical University (H.S. Skovoroda Kharkiv National Pedagogical University, 2025a).

An analysis of this specific educational program showed that certain learning methods helped implement the participatory approach in the educational process of education seekers. These methods included problem-based learning, debates and multimedia lectures, seminars, practical and personalized instruction, training sessions, distance learning through e-Learning (institutional platform MOODLE, Internet and multimedia

resources), flipped-classroom technologies, interactive methods, case studies, etc., which develop students' teamwork abilities, help them to set goals and find the best ways to achieve them, and organize and plan activities in the process of completing tasks.

Other activities proved helpful in successfully implementing the participatory approach to the educational process, in addition to the aforementioned forms and methods of organizing educational activities. These included student participation in choirs and orchestras, the organization of independent undergraduate activities in the electronic information and multimedia environment, massed practice in music, regular consultations with teachers, organizing individual and group research work, completing coursework and carrying out teaching practice in extracurricular education institutions.

These forms and methods contribute to increasing students' self-esteem and motivation when participating in educational activities and enable the opinion of each student to be taken into account when solving a particular socially significant problem. They also contribute to the development of a sense of personal dignity and responsibility towards achieving the final result.

Education seekers are evaluated in the following ways: baseline assessments and interviews at the start of the academic year; midterms that consist of oral surveys, tests of written expression, colloquiums, conferences, academic concerts, written essays and creative modular projects; end of term oral and written tests, portfolio assessment (including school lesson summaries and the planning of educational musical events and PowerPoint presentations), joint discussions of practice reports, exams and a final certification to pass a qualifying exam in pedagogy and psychology, and another in musical art and teaching methodology, as well as mastery in the integrated course 'Art'.

An analysis of the Master's program '*Choreography*', at H. S. Skovoroda Kharkiv National Pedagogical University, reveals that the participatory approach in the process of educational activities is implemented by student-centered and problem-oriented learning, training through research, teamwork performing activities and self-study, following general scientific and didactic, artistic and aesthetic principles (H.S. Skovoroda Kharkiv National Pedagogical University, 2025b).

Effective forms and methods of implementing the participatory approach in Master's degree programs include lectures, practical and individual classes using information and communication technologies and distance education (in particular, the MOODLE platform), educational creative projects, practices (production, scientific and pedagogical, scientific and research), writing a qualification paper, organizing independent work and conducting consultations, exams and tests.

Effective forms of assessment at present include oral and written surveys, tests and colloquiums. Intermediate assessment is carried out in the form of concert reports and rector's control to monitor knowledge. The main forms of final assessment include exams, coursework, and defending practice reports.

Master's degree certification takes the form of a public defense of the student's research, which involves analyzing the results of using an innovative project in the field of choreography.

The study and generalization of scientific and pedagogical sources (Islam et al., 2022; Ali, 2019; Munna & Kalam, 2021) indicates that the use of a participatory approach in the educational process of higher education institutions promotes interaction and cooperation between teachers and students. The teacher has the opportunity to model

a sufficiently large number of professional tasks and situations, as well as create favorable conditions for personal development and self-improvement.

In order to implement a participatory approach to practical classes in higher education institutions, methods such as pair work and putting students into small, variable groups are advisable, as well as project work, case studies, problem-solving scenarios, discussions, training, interactive theater and involving students in volunteer activities, etc.

Students can also be allowed to discuss educational work plans or a community children's project, etc. Each participant in the discussion must convincingly justify the proposed option, carefully listen to the opinions of others, and make a balanced decision.

Discussions should foster a safe and democratic atmosphere, where pedagogical tact and respect for other viewpoints is mandatory.

Analysis of scientific and pedagogical literature leads to the conclusion that participation in the organization of students' educational activities is defined by scientists as the interaction of participants in the educational process, built on the principles of partnership, including the distribution of responsibility, acceptance of any ideas and decisions, applying those that have been chosen and voluntary participation in the management process. The aim is to ensure the active participation of students in acquiring decision-making skills, offer constant encouragement to demonstrate social activity and creativity, develop of a sense of personal dignity and responsibility for the final result and foster a culture of interaction, initiative and creativity (Hrynova, 2023; Yahodnikova & Hrynova, 2021). Participants in the specified activity receive valuable experience in decision-making.

It is also important to note that modern scientists pinpoint certain difficulties inherent in the implementation of a participatory approach in the educational activities of students. These difficulties are associated with the need for:

- constant support for the motivation of subjects of pedagogical interaction;
- clear definition of tasks and control over how they are implemented;
- consideration of the individual capabilities of each participant;
- ensuring both the social and personal significance of the projects under consideration (Zarandi et al., 2023; Hrynova, 2023; Yahodnikova & Hrynova, 2021; Seibert, 2021).

This approach, with the coherence of teachers' actions and their interest in the final result, contributes to improving the quality of training specialists in higher education in general and the organization of educational activities of students in particular.

The use of a participatory approach in the educational activities of students promotes respect for professional activity, the resolution of socially important problems and the recognition of one's own merits and those of others.

The implementation of the participatory approach is based on methods such as social partnership in design (Ali, 2019; Korets et al., 2021; Ocampo & Panadero, 2023). Tools such as this contribute to the expansion of mutually beneficial constructive interaction, self-awareness, promoting students' decision-making skills, defining goals, objectives and methods of achieving them, and the development of empathy and emotional intelligence.

Experts include a practical framework for implementing such tools: joint projects, scientific and practical conferences, round tables, competitions, problem seminars,

creative laboratories and social partnership councils, which include both students and representatives of various structures and organizations.

The advantages of social partnership tools in educational activities include mutually beneficial cooperation with educational institutions, public organizations, and private individuals.

The implementation of a participatory approach in educational activities offers students the chance to influence how socially significant problems are resolved and allows their creativity to flourish in the presence of like-minded people. It further enables them to reach their potential, and to gain experience in playing different social roles (Santos et al., 2023; Arco-Tirado et al., 2020).

This approach involves the active participation of students in the implementation of educational activities and contributes to increasing students' motivation, responsibility and developing their leadership qualities. Students actively influence the content, forms and methods of organizing educational activities.

The main principles of using a participatory approach in educational work include:

- the principle of shared goals and objectives, which encourages students to take an active part in deciding on and defining the goals and objectives of educational activities, which they do consciously and with motivation;
- the principle of distribution of responsibility. In accordance with this principle, students are personally responsible for implementing certain tasks and projects, which leads to the formation of responsibility and independence;
- the principle of joint planning and organization, according to which students participate in planning and organizing educational activities, which makes them more engaging;
- the principle of critical reflection and evaluation, which encourages students to actively participate in a critical reflection of the results of educational work, as well as assess its effectiveness, which contributes to improving the quality of educational work (Ali, 2019; Korets et al., 2021; Ocampo & Panadero, 2023).

It is also worth noting the advantages researchers have found to using a participatory approach in the educational activities of students, which include the following:

- boosting students' motivation through planning and carrying out joint activities
- developing students' leadership skills through participation in the decision-making process and project implementation
- improving communication and interaction
- forming an active life position
- increasing the effectiveness of educational activities (Arco-Tirado et al., 2020; Kouser & Majid, 2021; Rohm et al., 2021; Valtonen & et al., 2021).

Experience in organizing educational activities at the H. S. Skovoroda Kharkiv National Pedagogical University indicates that the effective use of the participatory approach is helped by the work of student councils and committees, the organization of project activities, the work of sections and interest groups, and the organization of volunteer activities.

Higher education students at H. S. Skovoroda Kharkiv National Pedagogical University take an active part in the work of student self-government bodies, where they discuss current issues of student life, education and upbringing and make appropriate decisions.

Higher education students are also involved in the development and implementation of social, creative, and scientific projects that contribute to both solving current problems and forming certain skills and competencies.

The participatory approach also finds its broad implementation in the activities of interest groups and sections. Students themselves determine the content and topics of the activities of sections and interest groups, which contributes to developing their interests and talents.

The sense of civic responsibility and social activity of higher education students is formed by their participation in various volunteer projects aimed at helping the Armed Forces of Ukraine, children and other people who need such help.

Thus, the use of a participatory approach in the educational activities of students contributes to both increasing the motivation, responsibility and activity of students and improving the quality of education and educational work in general.

DISCUSSION

An analysis of the works of Ukrainian (M. Hrynova, O. Mukoviz, N. Nagorna, O. Popova, Yu. Simakov, N. Tytova, V. Yagodnikova, etc.) and foreign (S. Bovill, N. Ward, S. Kouser, I. Majid, A. Rohm, M. Stefl, etc.) scientists allowed the author to determine the content, principles, forms and methods that contribute to the successful implementation of a participatory approach in the educational activities of students at higher education institutions.

CONCLUSIONS

Therefore, the implementation of a participatory approach in the educational activities of students of higher education institutions occurs through the content, principles, forms and methods of teaching and educating students, the introduction of certain forms of final control.

The implementation of this approach encourages students to engage in professional activities, develop personal qualities such as responsibility, activity, and creativity, as well as the ability to work in a team and to make collective decisions.

CONFLICT OF INTEREST

The author declares that there is no conflict of interest regarding the publication of this paper.

FUNDING

The author declares that this study received no specific financial support.

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