



THE ROLE AND SIGNIFICANCE OF EXISTING EDUCATIONAL PROGRAMS AND TECHNOLOGIES IN DEVELOPING MANAGERIAL COMPETENCE

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Abstract

This article analyzes the role and significance of current educational programs and modern learning technologies in the development of managerial competence. The formation of managerial skills and the enhancement of professional qualities through innovative approaches are considered among the key priorities of today's education system. The article examines the structure and content of educational programs, their contribution to professional competence development, and the impact of digital education technologies, interactive methods, and continuous professional growth on managerial capacity. Based on the analysis of best practices, recommendations are provided to improve the implementation of educational processes aimed at fostering managerial competence.

Keywords: managerial competence, educational program, educational technology, innovative approach, professional development, managerial skills, digital education, interactive methods, quality control, learning effectiveness.

Introduction

In the current stage of educational development, the competency-based approach has become a dominant principle. The process of shaping educational content now aims not merely at accumulating separate knowledge and skills, but at developing integrated competencies that serve to solve real-life problems. As O.E. Lebedev notes, the competency-based approach encompasses a set of general principles related to defining educational goals, selecting educational content, organizing the learning process, and evaluating its outcomes. Therefore,



the content of education today is being structured in direct alignment with the needs of society and the labor market, focusing on the formation of relevant competencies.

In particular, the **Concept for the Development of the Education System of Uzbekistan until 2030** identifies the improvement of educational standards and curricula based on the competency-based approach as one of its strategic priorities.

The formation of **managerial competence among pedagogical personnel** has also become an issue of special importance in modern education. In the process of improving the quality and efficiency of education, the development of teachers' organizational abilities, leadership skills, and team management competence plays a critical role. Especially in the context of educational modernization, developing managerial competence among future teachers is considered an essential condition for their comprehensive professional preparation.

From this perspective, integrating subjects such as **educational management, leadership, and classroom management** into curricula and syllabi contributes directly to the development of managerial competence among future educators. Educational programs should not only deliver theoretical knowledge but also foster competencies related to **organizing educational processes, teamwork, and decision-making**, which are fundamental to managerial activity.

The incorporation of **modern pedagogical approaches and innovative technologies** into curriculum design is a key factor in enhancing educational quality. To organize the educational process in line with contemporary demands, interactive teaching methods, information and communication technologies, and student-centered pedagogical models are increasingly being introduced. Research analyses indicate that, for the future development of the education system, the need to apply new pedagogical models and methods is steadily growing.

In particular, the integration of **innovative approaches** into the learning process not only enriches the content of education but also contributes to the development of students' **independent and critical thinking skills**, enabling them to construct individualized learning trajectories that match their learning pace and interests.



Therefore, enhancing and enriching existing pedagogical curricula with new teaching approaches has become an urgent necessity.

Main Body

Interactive and **innovative pedagogical technologies** play a crucial role in the development of managerial competence. Unlike traditional lecture-based methods, practice-oriented and collaborative strategies are more effective for teaching skills such as **team management, decision-making, and conflict resolution**. For instance, the **project method** helps students gain experience in independent planning and teamwork; **role-play** simulates managerial situations that encourage quick thinking and effective communication; and the **case study method** allows students to analyze real-world problems and design effective solutions.

Moreover, **training sessions and business simulations** offer students a safe environment to practice leadership and management experiences.

The **Figure 2.2.1** below illustrates the interrelationship between the opportunities provided by educational programs, innovative learning technologies, and the competencies developed as a result — demonstrating a step-by-step model of managerial competence formation.

Educational Programs – Innovative Technologies Impact on Managerial Competence (Step-by-Step Model)



Figure 2.2.1. The Impact of Educational Programs on Managerial Competence
As shown in the figure, when the opportunities available within educational programs are implemented through innovative learning technologies, this leads



to the development of managerial competencies among students—such as **team management, decision-making, conflict resolution, and leadership**.

Practical observations demonstrate that such innovative methods are being increasingly adopted in the educational processes of pedagogical higher education institutions in Uzbekistan. For example, at the **Tashkent State Pedagogical University named after Nizami** (now the **Uzbek National Pedagogical University**), problem-based learning technologies and project-oriented assignments have been integrated into the teaching of the “Pedagogical Mastery” course. In addition to theoretical knowledge, students are tasked with developing and defending independent projects. This process enables them to cultivate abilities such as working collaboratively, defending their ideas, and managing classroom dynamics effectively.

Another example can be found at the **Chirchik State Pedagogical University**, where interactive learning using **digital technologies** has been introduced. Through the use of **distance learning platforms** (such as the Moodle system) and **virtual classrooms**, students are mastering the processes of online communication and collaborative learning. This contributes to the development of their **distance education management skills, ICT literacy, and leadership abilities** in a virtual team environment.

Naturally, these processes exert a certain influence on the overall learning environment. As a result, some educators still tend to rely predominantly on traditional teaching methods and may encounter difficulties in fully implementing innovative management approaches. Therefore, strengthening the **training of professional specialists**, developing **new teaching materials**, and **systematically improving the qualifications of academic staff** have become crucial tasks in the process of developing managerial competence in pedagogical education.

In conclusion, the identified methodological and personnel gaps are among the key factors that slow down the process of managerial competence formation. To eliminate these shortcomings, it is necessary to create new textbooks, translate and adapt foreign sources, and regularly improve the professional qualifications of teaching staff.



The following **Table 1** provides a systematic summary of the existing gaps in **methodological and personnel support** in the areas of pedagogical management, educational leadership, and classroom management, along with their consequences and proposed solutions.

Table 1. Key Problems in the Formation of Managerial Competence in Pedagogical Higher Education and Their Diagnostic Analysis

Problem	Consequence	Proposed Solution
Lack of modern textbooks and teaching aids	Students acquire knowledge of modern management theories in a limited way, increasing dependence on foreign sources	Develop a new generation of teaching materials; translate and localize foreign sources
Existing literature based on outdated concepts	Students perceive theoretical knowledge as mere narration, with limited opportunities for practical application	Create practice-oriented teaching resources; integrate innovative pedagogical methods
Shortage of highly qualified academic staff in educational management	Lessons often rely on personal experience, and modern management methodologies are insufficiently applied	Strengthen the training of academic personnel with scientific degrees in management; expand professional development programs
Excessive reliance on foreign sources	Language barriers and lack of adaptation to local educational contexts create difficulties	Translate foreign literature and develop locally adapted scientific-methodological materials
Difficulties in applying innovative management approaches	The learning process remains predominantly traditional, hindering the development of managerial skills among students	Regularly implement training sessions, simulations, case studies, and interactive methods



As the table indicates, the problems are systemic in nature and consequently create significant limitations in the process of forming managerial competence. The proposed measures are therefore aimed at closing these gaps, enriching educational content with contemporary management approaches, and strengthening the capacity of academic staff.

Necessary conditions for the full development of managerial competence during student teachers' pedagogical practicum are insufficiently provided in educational institutions (schools and preschool settings). In many cases, practicum is limited merely to delivering lessons or observing classes. Student teachers are not involved in activities such as serving as class advisors or participating in pedagogical or methodological councils. School administrations often regard practicum students as assistant teachers and do not entrust them with independent, responsible tasks. As a result, during practicum students fail to gain a deep understanding of the real environment of school management and remain largely confined to teaching individual lessons. This constitutes a significant missed opportunity for developing managerial competence.

Moreover, the short duration of practicum presents a considerable obstacle: typically, fourth-year students undergo only one to two months of practicum, while the remainder of their time is devoted to theoretical instruction. Managerial skills of a teacher are formed primarily in real settings through sustained and in-depth experience; short and superficial placements cannot provide such an environment. Another issue is the lack of clearly defined criteria for assessing students' practicum performance: evaluation often focuses solely on lesson delivery skills, while successes and shortcomings in classroom management are insufficiently analyzed. Due to this limited practical base, graduates frequently face difficulties performing managerial tasks in the workplace and often require retraining or continuing professional development. Accordingly, a fundamental reform of the pedagogical practicum system and broader, more effective engagement of students in managerial activities are urgent priorities.

The system for assessing and monitoring students' competencies in pedagogical education has likewise not yet been fully established. At present, many higher education institutions lack precise indicators for measuring students' communicative or organizational abilities. Existing ranking systems mainly



evaluate the level of theoretical knowledge acquisition and are limited to test results and written assignments. However, qualities such as the ability to work in a team, leadership potential, or creative initiative cannot be reliably identified through traditional examinations. Consequently, university administrators and academic staff often cannot provide a definitive answer to the question: “How effectively are students developing managerial competence?” In some cases, shortcomings only become apparent when negative feedback arrives from employers—for example, school leaders report that young teachers struggle with record-keeping or maintaining classroom discipline. Such cases point to the absence of an effective monitoring system at higher education institutions.

In addition, students are not sufficiently encouraged to practice self-assessment and reflection. As a result, opportunities to analyze which competencies are well developed and which require further work are limited. The absence of a monitoring system also means that if current programs and technologies fail to produce the expected outcomes, these deficiencies are not identified promptly and corrective measures are delayed. Therefore, the introduction of specific assessment criteria and monitoring mechanisms is of critical importance in the process of developing managerial competence. For instance, to evaluate a student’s communicative competence, criteria might include performance and leadership of semester-long projects, active participation in team assignments, and proposals offered for solving problematic situations. At present, owing to the lack of such a system, comprehensive final assessment of outcomes remains problematic.

Table 2. Opportunities for Enhancing Managerial Competence among Future Pedagogical Specialists and the Challenges within the Process

Opportunities (Positive Aspects)	Challenges (Limitations and Constraints)
Competency requirements defined in normative frameworks: State standards and the national education model establish clear expectations for graduates to possess managerial skills, creating a normative foundation for competency development.	Disconnection between theory and practice: Students acquire theoretical knowledge but do not sufficiently engage in school management practice; graduates are inadequately prepared for real-life professional tasks.



Curriculum renewal and integration: Curricula are being improved, the volume of pedagogical practicum is expanding, and elements of dual education are being introduced; experience from international partnership programs is being incorporated.	Shortage of methodological resources and qualified personnel: There is a lack of modern textbooks and teaching aids on management; qualified academic staff, particularly specialists in educational management, are insufficient.
Implementation of innovative technologies: Interactive methods (project-based learning, role-play, case-study) are helping students to acquire managerial skills through practice; digital platforms are facilitating collaborative learning.	Limited practical base: Students are mostly confined to teaching lessons and are not involved in classroom leadership or school management; the short duration and limited depth of practicum hinder the acquisition of managerial experience.
Digital infrastructure and learning environment: The introduction of distance education and virtual training platforms expands opportunities for students to explore classroom management in diverse pedagogical contexts. At the same time, access to open online courses enables the adoption of global educational practices. Systematic integration of these tools into the educational process can significantly enhance the effectiveness of managerial competence development.	Lack of monitoring systems: Currently, no clear indicators exist to evaluate the level of managerial competence development. As a result, students' communicative and leadership capacities are not regularly monitored in higher education institutions, and existing problems are identified too late. Therefore, developing evaluation criteria and implementing monitoring systems are essential for effectively managing the process of managerial competence formation.
Societal demand and motivation: Increasing expectations for teachers to demonstrate leadership abilities are motivating students to develop an interest in management. Initiatives such as the "Teacher-Leader" project support this trend and prepare students for practical leadership activities. Institutionalizing such initiatives across all pedagogical universities could make a significant contribution to the development of managerial competence.	Lack of a systemic approach: Efforts to develop managerial competence in higher education institutions currently remain fragmented and initiative-based, without a unified conceptual strategy. Consequently, solutions are implemented inconsistently and on a temporary basis. Therefore, it is necessary to develop a unified methodological framework and an integrated strategy, ensuring coordinated actions across all higher education institutions.

As shown in the table above, the existing opportunities are quite substantial and, if fully utilized, can ensure the effective formation of managerial competence. However, several serious problems persist, which hinder the full realization of these opportunities.



For instance, despite the presence of clear competency requirements in normative and legal documents, the gap between **theory and practice** in real educational settings complicates the effective implementation of these standards. Similarly, while the introduction of **innovative technologies** is a positive trend, the limited methodological capacity of teaching staff prevents their full and effective use in practice.

This demonstrates that opportunities and challenges are **interconnected and interdependent**; therefore, they must be addressed in a coordinated and comprehensive manner.

Based on the above analysis, it can be concluded that the current programs and technologies in higher pedagogical education do provide certain conditions for the development of managerial competence among future teachers. Nevertheless, several factors hinder their full implementation.

From a **regulatory and conceptual perspective**, the competency-based approach has been officially adopted, and educational standards and curricula are aligned with this goal. Moreover, innovative methods and tools are being introduced-constituting a solid conceptual foundation.

However, in **practical implementation**, the linkage between theory and practice remains insufficient; the methodological and resource base is limited; and shortcomings within the practicum system, along with the absence of clear assessment and monitoring mechanisms, constrain the effective utilization of the existing potential.

Researcher's Perspective and Conclusion

As researchers, our scientific approach is based on the understanding that the current situation reflects a **two-dimensional process**: on one hand, there exist advanced ideas and strategic programs; on the other, a number of unresolved problems persist. Therefore, in the process of developing managerial competence, it is of critical importance to **fully mobilize existing opportunities** and to **address the identified challenges systematically**.

Specifically, it is necessary to **modernize pedagogical practice** to ensure the integration of theoretical and practical training; to **enrich methodological support** through the development of new textbooks and teaching manuals; to



train highly qualified specialists in educational management; and to introduce a **system of indicators** that allows for continuous monitoring of students' managerial competence development.

Conclusion

In the modern educational system, the development of **managerial competence** is recognized as one of the most important directions of pedagogical activity. The effectiveness of the educational process, the level of implementation of innovative ideas into practice, and the competitiveness of educational institutions all largely depend on the managerial competence of both administrators and teachers.

The essence of managerial competence lies not only in leadership or organizational skills but also encompasses **strategic thinking, analytical decision-making, team collaboration, communication culture, and adaptability to change.**

The main task of current educational programs and modern educational technologies is to **form and develop these competencies.** In recent years, national curricula, professional development courses, digital educational resources, distance learning platforms, and interactive teaching methods have effectively contributed to the enhancement of teachers' managerial capacity. These tools make it possible to introduce innovative approaches to educational management, strengthen teacher initiative, and foster active student participation as autonomous subjects of the learning process.

As a result of the widespread application of educational technologies, **new opportunities for self-development** have emerged for managerial and pedagogical staff. Interactive methods, digital analytical tools, and online monitoring systems have improved management efficiency in education by enabling faster identification and resolution of problems. Furthermore, specialists trained under modern programs acquire essential skills such as **strategic planning, time management, and collaborative decision-making** in their professional activities.

In conclusion, the role of current educational programs and technologies in developing managerial competence is **invaluable.** They serve as a key factor in



forming an effective management culture within the education system, promoting innovative thinking, ensuring the professional growth of teachers and administrators, and enhancing the overall quality of education.

Looking ahead, it is crucial to further improve this process by continuously updating educational programs based on international experience and **adapting pedagogical technologies to national contexts**. This will remain one of the most important directions for the development of managerial competence. Ultimately, the success of the modern education system is directly dependent on the **high level of managerial competence** achieved by its educators and leaders.

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