

## THEORETICAL FOUNDATIONS OF DEVELOPING MANAGEMENT COMPETENCE IN STUDENTS

Malokhat Allayorova,  
Independent Researcher

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**Abstract.** This article examines the theoretical foundations of developing management competence in students within higher education. Management competence is considered as an integrative personal and professional quality that includes knowledge, skills, values, motivation, and behavioral readiness for effective management activity. The relevance of the study is determined by the growing demand for competent specialists capable of making managerial decisions in complex and dynamic socio-economic conditions. The article systematizes key theoretical approaches, defines the structure of management competence, analyzes pedagogical conditions and methods for its development, and reviews international research and best practices.

**Keywords:** management competence, students, higher education, professional competence, theoretical foundations.

**Annotatsiya.** Ushbu maqolada oliy ta'limda talabalarda boshqaruv kompetensiyasini rivojlantirishning nazariy asoslari ko'rib chiqiladi. Boshqaruv kompetensiyasi samarali boshqaruv faoliyati uchun bilim, ko'nikma, qadriyatlar, motivatsiya va xulq-atvor tayyorgarligini o'z ichiga olgan integrativ shaxsiy va kasbiy sifat sifatida qaraladi. Tadqiqotning dolzarbligi murakkab va dinamik ijtimoiy-iqtisodiy sharoitlarda boshqaruv qarorlarini qabul qila oladigan kompetentli mutaxassislariga bo'lgan talabning ortib borishi bilan belgilanadi. Maqolada asosiy nazariy yondashuvlar tizimlashtirilgan, boshqaruv kompetensiyasining tuzilishi belgilangan, uni rivojlantirishning pedagogik shart-sharoitlari va usullari tahlil qilingan, xalqaro tadqiqotlar va ilg'or tajribalar ko'rib chiqilgan.

**Kalit so'zlar:** boshqaruv kompetentligi, talabalar, oliy ta'lim, kasbiy kompetentlik, nazariy asoslar.

**Аннотация.** В данной статье рассматриваются теоретические основы развития управленческой компетентности у студентов высших учебных заведений. Управленческая компетентность рассматривается как интегративное личностно-профессиональное качество, включающее знания, умения, ценности, мотивацию и поведенческую готовность к эффективной управленческой деятельности. Актуальность исследования определяется растущим спросом на компетентных специалистов, способных принимать управленческие решения в сложных и динамичных социально-экономических условиях. В статье систематизированы ключевые теоретические подходы, определена структура управленческой компетенции, проанализированы педагогические условия и методы ее развития, рассмотрены международные исследования и передовой опыт.

**Ключевые слова:** управленческая компетенция, студенты, высшее образование, профессиональная компетентность, теоретические основы.

**Introduction.** Modern society is characterized by rapid technological development, globalization, and the increasing complexity of organizational systems. These transformations significantly influence labor markets and professional requirements, imposing new demands on higher education institutions. Universities are now expected to prepare graduates not only with strong professional knowledge but also with well-developed managerial competencies that enable them to adapt to dynamic and competitive environments. Management competence allows individuals to effectively plan, organize, motivate, coordinate, and control activities in both professional and social contexts. It has

therefore become a critical component of overall professional readiness across various fields. In this context, the development of management competence in students has emerged as a priority task for educational systems worldwide. This article aims to analyze the theoretical foundations underlying this process by drawing on key pedagogical, psychological, and management theories that explain how such competencies can be systematically developed in higher education.

**Literature review.** The issue of developing managerial competence in higher education has been widely explored in pedagogical and management research. Scholars emphasize managerial competence as an integrative construct combining knowledge, skills, values, motivation, and behavioral readiness for effective decision-making. International studies highlight competency-based, practice-oriented, and reflective approaches as key factors in preparing students for complex managerial tasks. These theoretical perspectives provide a solid foundation for analyzing the structure and development of managerial competence in students.

**Research methodology.** This study is based on a theoretical analysis of pedagogical, psychological, and management-related literature. Methods such as analysis, synthesis, comparison, and generalization were applied to identify the key components and conditions for developing managerial competence. In addition, international research and best practices in higher education were examined to substantiate the proposed theoretical framework. The findings were systematized to draw conclusions and formulate recommendations.

**Results and discussion. Concept of Management Competence.** The concept of competence has been widely studied in educational and management sciences. Competence is generally understood as a combination of knowledge, skills, attitudes, and personal qualities that enable effective performance in a particular domain. Management competence refers to an individual's ability to perform managerial functions successfully. According to Boyatzis (2008), management competence includes cognitive, emotional, and social components that determine effective leadership and management behavior. In the educational context, management competence in students involves the readiness to apply managerial knowledge and skills in professional and social situations.

**Structure of Management Competence.** Researchers commonly identify several structural components of management competence:

- Cognitive component: knowledge of management theories, principles, and methods.
- Operational component: practical skills in planning, decision-making, communication, and problem-solving.
- Motivational component: interest in management activity and motivation for leadership and responsibility.
- Value-based component: ethical principles, social responsibility, and professional values.
- Reflective component: ability to analyze one's own actions and continuously improve.

**The integration of these components ensures holistic development of management competence:**

➤ Theoretical Approaches to Developing Management Competence  
Competence-Based Approach. The competence-based approach focuses on learning outcomes expressed in terms of competencies. It emphasizes active learning methods, practical tasks, and real-life problem solving.

➤ Activity-Based Approach. According to activity theory (Leontiev, 1978), competence is formed through purposeful activity. Students develop management competence by engaging in project work, simulations, and teamwork.

➤ Personality-Oriented Approach. This approach highlights individual differences and personal development. It aims to create conditions for self-realization, leadership development, and formation of professional identity.

➤ Systems Approach. Management competence is viewed as a system of interrelated components. Educational programs should ensure coherence between objectives, content, methods, and assessment.

The integration of different components ensures the holistic development of management competence. This process is supported by several complementary theoretical approaches. The competence-based approach focuses on clearly defined learning outcomes and emphasizes practical tasks and real-life problem solving. The activity-based approach highlights purposeful activity, where students develop management competence through projects, teamwork, and simulations. The personality-oriented approach considers individual differences and supports personal growth, leadership development, and professional identity formation.

**Pedagogical Conditions for Developing Management Competence.** Effective development of management competence requires specific pedagogical conditions:

- Integration of management content into curricula.
- Use of interactive and problem-based learning methods.
- Collaboration between students and teachers.
- Supportive educational environment.
- Continuous assessment and feedback.

The development of management competence in students requires several key pedagogical conditions. Management knowledge and skills should be systematically integrated into the curriculum. The use of interactive and problem-based learning methods helps students develop decision-making and leadership abilities. Effective collaboration between students and teachers supports communication and professional growth. A supportive learning environment encourages initiative and responsibility. Continuous assessment and feedback ensure steady and sustainable development of management competence.

**Teaching Methods and Technologies.** Various teaching methods contribute to the development of management competence:

- Case studies and business games.

- Project-based learning.
- Role-playing and simulations.
- Internships and practical training.
- Digital learning tools and learning management systems.

Various teaching methods and technologies play an important role in developing management competence. Case studies and business games help students analyze real managerial situations and make informed decisions. Project-based learning develops planning, teamwork, and responsibility skills. Role-playing and simulations allow students to practice managerial roles in controlled conditions. Internships and practical training connect theoretical knowledge with real professional experience. Digital learning tools and learning management systems support independent learning, collaboration, and continuous skill development.

**Role of the Teacher.** Teachers play a key role in the development of management competence as facilitators, mentors, and role models. Their professional competence, pedagogical skills, and teaching style directly influence how effectively students acquire and apply managerial knowledge and skills. By guiding learning processes, encouraging critical thinking, and supporting independent decision-making, teachers help students develop leadership and responsibility. In addition, the ability of teachers to create a motivating and supportive learning environment significantly enhances students' engagement and competence development. Through constructive feedback, encouragement, and personalized guidance, teachers foster students' confidence, reflection, and continuous professional growth, which are essential for sustainable management competence.

**International Experience.** International studies emphasize the importance of experiential learning and structured leadership development programs in fostering management competence among students. Leading universities worldwide focus on learning through experience, where students actively engage in real-life managerial tasks, problem-solving activities, and collaborative projects. Such approaches help students develop practical skills, responsibility, and adaptability in complex organizational environments. Universities in Europe and the United States widely use interdisciplinary courses, internships, and entrepreneurship education as key tools for management competence development. These educational practices encourage students to integrate knowledge from different fields, gain hands-on professional experience, and develop innovative thinking. As a result, graduates are better prepared for leadership roles and effective management in diverse and rapidly changing professional contexts.

The analysis shows that the development of management competence is a complex and multidimensional process that involves cognitive, behavioral, motivational, and value-based components. No single theoretical approach is sufficient on its own to ensure comprehensive competence formation. Instead, competence-based, activity-based,

personality-oriented, and systems approaches complement one another and address different aspects of students' professional development. Integrating these theoretical approaches into educational practice allows higher education institutions to design more effective and flexible learning environments. Such integration supports the alignment of learning objectives, teaching methods, and assessment strategies with real managerial tasks. As a result, students are better prepared to apply managerial knowledge and skills in diverse and changing professional contexts. This holistic perspective strengthens the sustainability and relevance of management competence development in higher education.

**Conclusion.** Developing management competence in students is a strategic objective of modern higher education, driven by the growing demand for graduates who are capable of effective decision-making, leadership, and organizational management. Theoretical foundations provide a solid methodological basis for designing and improving educational programs aimed at forming these competencies in a systematic and purposeful manner. By relying on well-established pedagogical and management theories, higher education institutions can ensure the coherence and effectiveness of competence-oriented training.

Future research should focus on the empirical validation of proposed models and methods through experimental studies and practical implementation. In particular, attention should be given to assessing learning outcomes, identifying best practices, and adapting management competence development strategies to different educational contexts and disciplines.

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