Competency-Based Approach To Preparing Higher Education Students For Managerial Activities

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Abstract. This article reveals the competency-based approaches to preparing students of higher education institutions for management activities. Because today, it is very important to properly organize management activities in the process of professional activity and create a friendly environment for working together with personnel as a team. Therefore, in higher education, students should be instilled with knowledge and skills of management competence in the development of professional skills. Practical skills are developed and improved in working with a team in labor activities.

It is revealed that in an educational institution, scientific concepts and skills for developing management knowledge, creative qualities in students are developed to a sufficient level to manage a team with humanity in a society where people are respected.

Keywords: personal abilities, management, creative qualities, humanity, building a harmonious team, professional competence, professional education in a team, friendly environment.

Introduction. In our country, the development of students' knowledge, skills, and qualifications in management is becoming increasingly urgent. This is achieved by optimizing educational models to align with the demands of the digital economy and digital technologies, ensuring the preparation of competent professionals capable of competing in the global arena. Higher education institutions are adopting innovative approaches to their curricula to develop students' managerial competencies.

In prestigious higher education institutions across the country, scientific research is being conducted to improve mechanisms for developing students' leadership qualities, identifying their managerial knowledge and creativity, and fostering management-related traits in students. Expanding the pedagogical and psychological opportunities for future specialists, as well as designing knowledge, skills, qualifications, and practical experiences in management, are becoming critical tasks that define the progress of higher education institutions.

The most critical indicator of a teacher's professional maturity in pedagogical activity is their purposeful self-development and self-improvement. If a teacher fails to engage in self-development, shaping their personality under the influence of a competency-based approach becomes challenging and often unachievable. Therefore, it is essential for teachers to recognize the importance of their actions in their professional formation. Future educators must teach students to develop themselves during their academic years, as this forms the foundation for producing competent professionals or leaders in the future.

Self-development in students, achieved through self-discipline and self-education, includes personal improvement-refining personal virtues such as attitudes, values, ethical orientation, needs, interests, and behavioral motivations—and professional improvement, which involves independently mastering the latest advancements in psychological and pedagogical sciences, studying and compiling advanced pedagogical experiences, analyzing the strengths and weaknesses of teaching practices, understanding educational materials, and conducting scientific and methodological research.

Self-improvement in students encompasses both self-discipline and self-education. Self-discipline serves as the foundation for a teacher's professional growth and the development of their socio-ethical and professional virtues. Key areas of self-discipline for future educators include ideological and ethical self-discipline, as well as methodological, specialized, cultural, psychological, and pedagogical self-discipline. Effective methods for organizing students' self-education include participating in problem-based and theoretical seminars, studying the theory and practice of public education, thematically selecting literature on relevant issues, preparing for seminars and practical sessions, acquiring political knowledge, writing essays, and updating subject knowledge, among others.

If students fail to develop their abilities and engage in self-improvement, the educational process in higher education institutions may become neutral or ineffective. To address this, higher education institutions must ensure that students have a need for purposeful knowledge acquisition, regularly recognize the necessity of updating and enhancing their knowledge, undergo professional psychological preparation,

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and engage in self-improvement. Students must set clear goals for self-education, plan their self-education activities systematically, select appropriate literature for independent study, maintain a creative attitude toward the material being studied, demonstrate voluntary efforts in organizing self-education and applying pedagogical knowledge in practical activities, and receive pedagogical supervision and guidance for self-education, especially for future teachers.

From the above, it can be concluded that self-education in students is a complex process. It requires students to understand the strengths and weaknesses of their personality, assess their level of knowledge and upbringing, plan a program to address their shortcomings, and consistently implement it based on self-organization and self-management.

Organization refers to the regular regulation of work, work time, and rest. Self-organization is the process by which individuals structure their work, time, and rest during work and leisure. Self-organization can only improve through self-management. In higher education institutions, students' self-organization requires a competency-based approach.

Before addressing these questions, let us first examine the concepts of competency and competency-based approach. In recent years, the terms competency and competence have been widely used in scientific literature. The term competency is defined in the National Encyclopedia of Uzbekistan as deriving from the Latin word "competo", meaning "I strive, I am worthy, I am capable."

According to the perspectives of I.V. Lyokhina and F.N. Petrova, the concept of competency is evaluated as "relevant," "knowledgeable in a specific field," "fully authorized," "the full authority of a specific individual or organization," and "issues surrounding an individual's knowledge and experience."

The concept of competence refers to the ability to solve specific problems based on one's knowledge and rights, demonstrating the capacity to reason and make decisions. From a psychological perspective, competence reflects a specialist's knowledge, suitability for their profession, qualifications, rich experience, sense of responsibility, dedication to pedagogical activities, mastery of their field, and deep understanding of its intricacies.

According to V.S. Merlin, the concept of competence is viewed as directed, achievable motivation. In contrast, A.A. Leontyev considers competence to be an advanced pedagogical process.

Education based on a competency-based approach fosters knowledge, self-assessment, independence, active citizenship, initiative, rational use of information and media resources, and information and communication technologies in students' activities. It also encourages a responsible attitude toward their future profession, healthy competition, and the development of universal cultural skills. This lays the groundwork for cultivating managerial competence in future specialists.

An individual must possess core competencies to engage in personal, social, economic, and professional relationships, secure their place in society, solve encountered problems, and, most importantly, remain competitive in their field or profession.

Implementing a competency-based approach in pedagogical education supports achieving its primary goal: preparing competitive, ethical, and highly skilled professionals who are well-versed in the fundamentals of their profession and related fields, capable of working effectively at global standards, and ready for continuous professional and spiritual growth, as well as social and professional mobility.

The competency-based approach:

– is the methodological foundation of quality and result-oriented vocational-pedagogical education and upbringing (competencies and competence are quality indicators of the educational process);

– is considered a scientific approach to the innovative management of students' self-development processes, and on its basis lies the creation of models for preparing students for professional and managerial activities and the technologies for forming professional competence;

– in the vocational-pedagogical education system, is a modern complex scientific approach aimed at implementing a management process focused on forming general professional, professional, and universal cultural competencies, which are the basis for the quality indicators of the professional and personal maturity of students and teachers.

The unique aspect of the competency-based approach is that competencies are examined and defined in connection with their interrelations, dependencies, and mutual enrichment, which allows them to be imagined as a system of competencies that students must acquire as a result of its implementation. The

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specificity of the competency-based approach is manifested in the presence of competencies that students must acquire based on their professional and personal development and qualifications.

One such competency is managerial competence. Through self-organization, students develop managerial competence. We will now discuss competencies and competencies related to management, as well as the conditions for developing managerial competence in higher education students.

Implementing a competency-based approach in preparing higher education students for managerial activities is considered a priority task today. In modern conditions, the competency-based scientific approach has an innovative nature that meets the modern requirements of vocational-pedagogical education and serves to enhance the role of education in shaping future specialists' managerial skills. The essence of implementing the competency-based approach is evident in the modernization of the educational process (the joint interaction of education and upbringing), its qualitative change, and the formation of responsibility and conscious discipline in students' initial professional activities as a priority direction of education and upbringing.

The novelty of the competency-based approach in preparing students for managerial activities in the higher education system is based on:

Psychological preparedness (interaction with others-peers, mentors, and other people; caring for others; cultured speech);

Professional training (studying one's specialization, pedagogy, and psychology; the ability to apply various methods);

Personal development (language proficiency; activity in scientific-methodological and spiritual-educational work; participation in various competitions and projects);

Information competence (the ability to work with information-Word, Excel, and PowerPoint programs; maximum use of media tools and technologies);

Social competence (conduct in events-role-playing, speeches in and outside the audience, activity on social networks);

Abandoning stereotypes in the theory and practice of education and upbringing.

Why is it necessary to implement a competency-based approach to properly organize future managerial activities in higher education students and improve their managerial competence through this approach? Managerial competence is the combination of professional and personal ability skills necessary for effectively performing tasks. These are the qualifications and mechanisms that enable a leader to achieve quality daily results and success.

Managerial competence is an integral part of a teacher's professional competence. It represents the system of internal resources necessary for a teacher-manager to effectively organize the management of students in accordance with all components of their activity (goals, principles, technologies, etc.).

One of the main tasks in improving managerial competence in students is to identify leadership qualities through observation and develop these qualities using various methods and tools.

Leadership is the representation of a group of people who have the right to make decisions and act on behalf of the team. A leader is considered a person capable of influencing others and inspiring them with their ideas.

It is very important not to confuse the concepts of leader and manager. Leadership and management are two different concepts. Management is aimed at making people do things right, while leadership is aimed at making people do the right things. In practice, as a rule, these two types of relationships are not perfectly observed in management. Research shows that a significant group of managers largely possesses leadership qualities. However, the opposite scenario is less common in real life.

Leadership is the psychological characteristic of the behavior of individual group members, while management is the social characteristic of relationships within a group, primarily from the perspective of distributing roles of control and subordination. Unlike leadership, management operates as a legal process regulated by society. However, despite these differences, both managers and leaders deal with the same type of problems related to motivating employees, directing them to solve specific tasks, and ensuring the means to solve these tasks.

A manager is a person who oversees the work of others and is personally responsible for its results. A good manager approaches ongoing tasks with order and consistency. They frame their relationships with subordinates more within the scope of facts and set goals.

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A leader inspires people and motivates employees, giving them a vision of the future and helping them adapt to new conditions and navigate through stages of change.

It should be noted that leadership authority is divided into two categories: personal virtues and professional skills. The former reflects the individual characteristics of a leader: emotional intelligence, self-confidence, empathy, and analytical ability. Professional skills demonstrate the ability to manage activities, communication skills, decision-making and motivating others, management tactics, collaboration, setting goals and tasks for employees and ensuring their achievement, effectively managing time and resources, understanding business processes, building strong and cohesive teams, and analyzing data and facts to make decisions.

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