

DEVELOPMENT OF MANAGERIAL COMPETENCIES OF GRADUATES AND STUDENTS OF ECONOMIC UNIVERSITIES

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Abstract. *The article examines the problem of developing managerial competencies among graduates and students of economic universities in the context of modern labor market requirements and globalization processes. Particular attention is paid to the structure of managerial competencies, which include strategic thinking, leadership skills, decision-making, communication, adaptability, and the ability to work in a digital environment. The study highlights the role of higher education institutions in shaping these competencies through the integration of practice-oriented training, innovative teaching methods, and collaboration with employers. The article also analyzes current challenges faced by universities in preparing competitive specialists, such as the gap between theoretical knowledge and practical skills, as well as the need for continuous updating of curricula. The results demonstrate that systematic development of managerial competencies contributes not only to the personal growth of students and graduates, but also to the improvement of organizational efficiency and the competitiveness of the national economy.*

Keywords. *Competence, economic specialty, manager, factor, development, professionally significant qualities, case study.*

1.Introduction

In the contemporary knowledge-based economy, the demand for highly qualified professionals with strong managerial competencies is growing rapidly. Globalization, digital transformation, and the dynamic development of business environments have created new challenges for graduates of economic universities, requiring not only solid theoretical knowledge but also practical skills in management and leadership. As organizations face increasing uncertainty and complexity, the ability to make effective decisions, manage teams, and adapt to technological changes has become a crucial component of employability and long-term professional success.

Managerial competencies represent a set of integrated skills, including strategic thinking, problem-solving, communication, leadership, adaptability, and digital literacy. These competencies allow graduates to transform economic knowledge into practical actions, thereby bridging the gap between academic training and labor market expectations. However, numerous studies indicate that higher education institutions often struggle to fully align their curricula with the real demands of employers. As a result, students and graduates may experience difficulties in transitioning from theory-based education to practice-oriented tasks in business and management.

Economic universities play a central role in addressing this challenge by developing innovative approaches to teaching and learning. The implementation of practice-oriented education, project-based learning, business simulations, and close cooperation with industry partners can significantly enhance the formation of managerial competencies. Furthermore, the rapid integration of digital technologies into the educational process provides additional opportunities for developing critical skills such as data analysis, virtual collaboration, and digital project management. This article aims to explore the development of managerial competencies among graduates and students of economic universities, focusing on both theoretical aspects and practical mechanisms of their formation. By analyzing the structural elements of managerial competencies, as well as educational practices and challenges, the study contributes to understanding how higher education can foster competitive specialists who meet the needs of the modern economy.

2.Literature review

This led to the fact that many representatives of the Muslim clergy began to be persecuted by the Muslim clergy. Me'n'bahn' Olympic Battleground is a first-person shooter video game developed by Mega Drive / Genesis and published by Mega Drive/ Genesis in 2011 for the Mega Drive/Genesis video game console. A professional must know what to do with educational institutions.

The new education standards are designed to increase the level of professional knowledge and competencies.

According to Foreign Minister V. A. Borodin, the concept of "competence" can be used as a synonym for projected performance in the field of management and personnel management. Competence is the knowledge, skill, and skills needed to solve specific tasks. The competencies

include the works of A. L. Andreev, V. I. Baydenko, V. A. Bolotov, E. F. Zeer, V. V. Serikov, and A. V. Khutorsky.

Competence in psychology was a favorite of B. G. Ananyev, L. S. Vygotsky, A. N. Leontiev, S. L. Rubinstein. Subsequently, E. A. Skorodumova, I. S. Sineva, O. V. Rudenko, V. V. Nikulin, V. S. Dubrovin and others became teachers. This exchange of knowledge and knowledge between people can lead to them becoming victims of a secret conspiracy.

Some researchers (A. G. Bermus, V. A. Bolotov, R. R. Zakieva, M. V. Klarin, V. V. Serikov, V. V. Yudin) believe that the development of competencies lies not so much in the formation of knowledge and skills as in a professional function. Nazarbayev believes that "Mahsultan" is nothing more than the Organization of activities Muay Thai. In this case, we are talking about "naphthalene" activity, "Balkan" - about motivational behavior.

Zh. In his work "Taiya Taiya: Treasures of Yashra", dedicated to the 21st century, Delors highlights the following competencies: "cognition, cognition, cognition, cognition, cognition." The learning process includes learning competencies, skills, methods, and learning skills that can be used in the learning process. "This is a knowledge exchange in which knowledge becomes the basis for the development of humanity, and knowledge becomes the basis for self-awareness, self-awareness and self-awareness of people. Such approaches are necessary in order to make Tyler's model more logical. However, in accordance with federal state standards, professional competence should be equivalent to professional and professional competencies."

In order to detail the content and structure of competencies, it is necessary to distinguish the concepts of "competence" and "competence". The concept of competence was first proposed in 1965 by the American linguist William N. Chomsky in relation to transformational grammar. One of the main competencies of Nazarbayev A. V. Khutorskoy was called "the development and implementation of scientific, scientific, technical and other resources for the development of the Samara region in the Samara region." Competence is a set of competencies, knowledge and experience necessary to carry out a specific subject activity."

However, since competence is a set of competencies in which it is necessary to know and possess certain competencies (knowledge), competence is a set of competencies. As a result of working online, new areas have emerged: competence as a personal characteristic, competence as a functional and professional characteristic.; The name "competence" is used to denote the competence of a person in his professional activity, while the name "competence" is used to denote the competence of a person with a certain competence. The concept of "competence" in the terminology of "competence" means a set of knowledge, skills and practical experience

necessary for the implementation of activities. Competence is a set of skills and abilities necessary to carry out an activity. This led to the conversion of the Amalfi clergy to Islam.

We do not exclude the possibility of exchanging competencies.:

- creation of conditions for the development of competencies in the field of cognitive, communicative, and communication competencies;
- to determine the degree of development of competencies, skills, and experience in a particular field of activity;;
- continuity of the tangent to infinity.

In the field of modern pedagogy and pedagogical education, it is customary to distinguish three main directions of the development of pedagogical education (F. S. Veselkov, A. G. Gryaznova, D. N. Zemlyakov, S. G. Kovalev, V. M. Kulkov, A.V. Peshekhonov, V. M. Shepelev). In accordance with accepted professional standards in the field of computing and computing activities, mathematical functions are used as an integral between mathematical sciences, mathematics and foreign languages.

The construct of managerial competencies has deep roots in competency theory and behavioral science. Classic competency scholarship defines a competency as a measurable capability linked to superior performance, integrating knowledge, skills, and behavioral indicators (McClelland; Boyatzis). Boyatzis' later work consolidates competencies into clusters of emotional, social, and cognitive intelligence, arguing that these predict effectiveness in professional and leadership roles and are developable through carefully designed learning experiences. This framing remains foundational in contemporary management education research and practice, informing both competency models and assurance-of-learning systems.

Parallel to competency theory, Mintzberg's empirical program on the nature of managerial work articulates ten roles (interpersonal, informational, decisional) that describe what managers actually do, offering a practical map for translating competency frameworks into task demands. Subsequent studies have repeatedly operationalized these roles across sectors, including education, to diagnose managerial task profiles and guide curriculum alignment. These streams jointly suggest that managerial preparation should cultivate not only trait-like capacities (e.g., self-management, social influence) but also role-relevant behaviors (e.g., negotiation, resource allocation, sense-making). [4]

In recent years, macro trends—digitalization, AI diffusion, and green transition—have shifted the global skills frontier. The World Economic Forum's Future of Jobs 2023 survey, covering 803 firms and 11.3 million workers, identifies analytical thinking, creative thinking,

leadership and social influence, and digital literacy (AI & big data) among the fastest-rising core competencies. The report anticipates sizable task reconfiguration and substantial reskilling demand by 2027, implying that business curricula must embed data-driven problem solving and adaptive leadership alongside traditional management foundations. [5]

Yet, the education–employment interface continues to exhibit skills mismatch. The OECD documents persistent qualification and field-of-study mismatches—even where higher education confers strong average wage and employment premiums—signaling that many graduates are not fully utilizing their skills on the job while employers report difficulty sourcing job-ready talent. These mismatches vary across economies but are nontrivial even in advanced systems, underscoring the need for curricula that emphasize applied, transferable managerial competencies and work-integrated learning. [6]

Within business education, accreditation standards have increasingly codified competence-based outcomes. AACSB's 2020 standards (and interpretive guidance) are principles-based and outcomes-focused, requiring schools to demonstrate alignment of mission, curricula, and assurance-of-learning (AoL) processes that evidence student competence at graduation. This includes systematic outcome mapping, multi-measure assessment (direct evidence such as projects/simulations), and continuous improvement loops. The standards elevate societal impact and digital readiness, pushing programs to integrate experiential pedagogies (e.g., consulting projects, simulations, analytics labs) that better mirror managerial contexts.

3. Analysis and results

For several years, the Tashkent State University of Economics of Management has been successfully implementing a two-stage training program: bachelor's and master's degrees in accordance with the Bologna Agreement. During the first years of their studies, university students of all fields study disciplines closely related to the concept of "management", including "Management", "Strategic Management", "Managerial Decisions", and "Organizational culture".

The state standards of higher professional education clearly show the framework of what a graduate should know, understand, be able to do within his field. The labor market requires real masters of management in the context of the rapid development of the global economy. It is the academic and pre-graduate practice that allows the student to understand exactly what managerial competencies he needs to competently solve a specific task.

In our opinion, in modern conditions, universities should take on the task of developing key management skills among students of economics. Mastering modern management theories and basic management competencies, along with basic professional knowledge, will only raise the professional level of graduates in the labor market. This is the topic of our research. In our work, we have identified the main managerial competencies and made suggestions on how to develop them for students of economics.



Fig.1. Managerial Competency Framework [8]

The OSU managerial framework delineates the competencies OSU expects of managers to deliver exceptional outcomes. This framework is specific, yet broad enough that it reflects the multi-faceted dimensions of academic, student, and administrative functions of a university committed to inclusive excellence. The competency framework cuts across all levels of management: senior, mid, and first-level/line and is applicable to managers in both academic and administrative units.

Each element of the framework is valuable to all managers at OSU. The level of focus on a given area may be greater or lesser depending on the scope and function of the specific managerial role.

According to classical textbooks and popular management manuals, the ideal manager should be knowledgeable, purposeful, and methodical. He is organized, rational and reasonable. The ideal manager knows how to bring together all the necessary specialists, mobilizing them to achieve their goals. He creates a team capable of performing its functions independently,

without his control. However, in the current conditions of business development, it is necessary to change this paradigm.

Based on the teachings of Yitzhak Adizes, 4 main "hypostases" or basic functions of a manager can be distinguished[1, p.60]:

1. Producing results (P) - producing the results for which this organization exists, determining its effectiveness;
2. Administration - administration that ensures efficiency;
3. Entrepreneurship (E) - entrepreneurship that provides change management;
4. Integrating (I) - integration, that is, combining the elements of an organization to ensure its viability in the long term.

Adizes believes that a real manager can perform no more than two of the four listed functions at a high level, while mastering the logic of the development of modern managerial thought at an acceptable level. An important feature of this logic is the shift of emphasis from analyzing the technical components of management, such as structure and strategy, to considering its human aspects. A person becomes the main source of competitive advantages in business, and understanding their capabilities and associated limitations is one of the conditions for the success of any organization.

Using the concept of "management functions", we assume their connection with managerial competencies in the following aspect: management functions indicate the direction of development of managerial competencies. The concept of "management code" shows the way a manager perceives a particular situation. In this case, there are four perception vectors - effectiveness, administration, entrepreneurship, and integration.

The term "competence" comes from the Latin verb *competo* - I achieve, I match, I approach. There are many definitions of the concept of "competence". After analyzing and comparing them, we have clarified this term. Competencies, in our opinion, are defined as certain knowledge, skills and abilities, as well as the ability to apply them in practice based on previously gained experience; one cannot limit oneself to technical skills alone - competencies should include what are called individual personality characteristics: patience, the ability to set goals, leadership, initiative.

The methodology is based on the developments of Yitzhak Adizes, dedicated to the definition of the control code [1, pp.238-244]. A testing system is proposed to determine which competencies are developed to the greatest and least extent, both for individuals and for the team as a whole. In the following management style test, it is necessary to place scores from 1

(the least appropriate description of oneself) to 4 (the most appropriate description of oneself) for a total of 10. In each block, one score can be used only once.

All the students present were involved in solving the case. The second most important function is P(producer), which means that the team is focused on results. After analyzing it, we can draw the following conclusion: the team unites to achieve common goals. The team has a professional approach, its members primarily act to ensure the effective functioning of the organization as a whole, and not just perform personal duties in the short term.

The organization is also ready for innovations, because the team includes individuals with a developed E (entrepreneur), which ensures rapid adaptation of the company to a new environment, and individuals with a developed A (administrator), which indicates the organization's orderly processes. That is, the company's staff ensures its functioning both in the short and long term.

The first year, having no training in the field of management, has the following code of management functions (Rae1). The team is primarily focused on results. This ensures the functioning of the organization in the short term. There is no function (E) in the team, which means there is no innovation in the company.

Each member of the team primarily works to achieve personal success. This interrupts the organization's activities in the long term. These hypotheses were confirmed during the case study. The group was less organized than the third-year students. When analyzing the case, unambiguous solutions were proposed that did not take into account environmental factors.

When conducting cases to create an effective model as close to reality as possible, students were divided into groups of 4-6 people, depending on the total number of students in the audience. The teams were formed randomly, each student received a task that indicated the letter of the Latin alphabet (A, B, C, B, E, etc.) - the name of the group - which helped to simulate an uncertain situation in which students would best demonstrate their managerial competencies within the framework of this task.

In the third year, a case study was conducted aimed at developing competencies that are ultimately expressed in all four functions of RAE1. Development involves the use of certain knowledge, skills, and abilities in the decision-making process in combination with the personal characteristics of each student and their attitudes.

During the solution of the case, it was noticed that all the students present were involved in the discussion process. The students who received the maximum score on the P (producer) function as a result of the test put forward precise proposals aimed at the final result. However,

due to the fact that the team has a high level of development of the I (integrator) function, result-oriented decisions were complemented by responses from "administrators" (A) and "entrepreneurs" (E), which improved the management decision-making process itself. As a result, the students made the most optimal decision, in our opinion.

When solving the case in the first year, the students who took part in it were unambiguous in their answers. The solution of this case confirms the results of the first-year testing - the pronounced function of the "producer" (P) is the one-factor nature of the decision-making process, whereas the third-year team, having almost equal indicators of the development of management functions, showed their interrelation and complementarity.

4. Conclusions

It is impossible not to notice the confirmation of the connection between professional characteristics and personal qualities. If from the point of view of the available training in the field of management, the third-year students had a better result than the first-year students, then from the point of view of personal characteristics, and in particular self-organization, the first-year students showed great responsibility.

Based on the results of our practical exercises using cases, a business game was developed as an alternative to conducting cases.

As a result of our research on the topic "Development of managerial competencies among students of economics majors", we came to the following conclusions.

1. Managerial competencies of students of economic universities require constant development throughout the entire learning process.
2. The training course should ensure effective interaction of theoretical knowledge and its practical application, both in the learning process and in the field of practice and in the work environment.
3. Like the group as a whole, each student in it has a certain tendency to any style of management.
4. For the harmonious development of students, it is necessary to conduct training courses, business games and business cases that show a variety of management-related situations, which requires the development of students' missing managerial skills.

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