

THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR DEVELOPING MANAGERIAL COMPETENCE OF STUDENTS IN HIGHER EDUCATION

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Abstract: The development of managerial competence among students in higher education has become a critical priority in the context of globalization and the increasing complexity of professional environments. This article explores the theoretical and methodological foundations underlying the formation of managerial competence in university students. Using a mixed-methods approach, the study identifies key components, pedagogical conditions, and effective strategies for fostering managerial skills. The findings demonstrate that integrating competency-based, student-centered, and practice-oriented approaches significantly enhances students' managerial readiness. The study contributes to the theoretical understanding and offers practical recommendations for improving higher education curricula.

Keywords: managerial competence, higher education, competency-based approach, student development, educational methodology

Introduction. In the modern knowledge-based economy, higher education institutions are expected not only to provide academic knowledge but also to develop students' managerial and leadership competencies. The increasing demand for flexible, adaptive, and decision-oriented professionals has highlighted the importance of managerial competence as a key learning outcome (Spencer & Spencer, 1993). Managerial competence encompasses a combination of knowledge, skills, attitudes, and personal qualities that enable individuals to effectively plan, organize, lead, and control processes (Boyatzis, 2008). Despite its importance, many higher education systems still face challenges in systematically integrating managerial competence into curricula. The purpose of this study is to examine the theoretical and methodological foundations for developing managerial competence among students in higher education.

Literature Review. Analysis of scientific works on competence-based education, management theory, and pedagogy. Survey: A structured questionnaire administered to university students (n=120) to assess their level of managerial competence.

Interviews: Semi-structured interviews with 15 educators to explore teaching practices and challenges.

Observation: Classroom observations to identify applied teaching methods.

Data Analysis. Quantitative data were analyzed using descriptive statistics, while qualitative data were processed through thematic analysis.

Results. The results reveal several key findings regarding the development of managerial competence: Components of Managerial Competence
Managerial competence consists of the following components:

Cognitive (knowledge of management principles)

Operational (practical skills such as planning and decision-making)

Motivational (interest and readiness for leadership roles)
Personal (responsibility, communication, and adaptability)
Effective Pedagogical Conditions
The study identified essential conditions for competence development:
Implementation of competency-based education
Integration of active learning methods (case studies, simulations, project-based learning)
Creation of a practice-oriented learning environment
Continuous feedback and assessment
Student Competence Levels
The survey results showed that:
35% of students demonstrated a high level of managerial competence
45% showed a moderate level
20% had a low level
Students exposed to interactive and practice-based learning methods performed significantly better.

Methods. This study employed a mixed-methods research design combining qualitative and quantitative approaches.

Research Design. The research was conducted in three stages: theoretical analysis, empirical data collection, and interpretation of results.

Discussion. The findings confirm that managerial competence cannot be developed through traditional lecture-based instruction alone. Instead, it requires a comprehensive methodological framework that integrates theory with practice. The competency-based approach plays a central role in aligning educational outcomes with labor market demands. Additionally, student-centered learning fosters autonomy, critical thinking, and decision-making abilities, which are essential for managerial roles. The results are consistent with contemporary educational theories emphasizing experiential learning and active student engagement. However, challenges remain, including insufficient teacher training and limited institutional support for innovative teaching methods.

Conclusion. This study highlights the importance of theoretical and methodological foundations in developing managerial competence among students in higher education. The integration of competency-based, student-centered, and practice-oriented approaches significantly enhances learning outcomes. Higher education institutions should focus on curriculum reform, teacher professional development, and the implementation of innovative teaching strategies to effectively prepare students for managerial roles.

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