IMPROVING THE INTEGRATED INFORMATION AND METHODOLOGICAL SYSTEM FOR DEVELOPING MANAGEMENT COMPETENCIES OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS

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OLIY TA'LIM MUASSASALARI TALABALARINING BOSHQARUV KOMPETENTLIGINI RIVOJLANTIRISHNING INTEGRALLASHGAN AXBOROT-METODIK TIZIMINI TAKOMILLASHTIRISH

Annotatsiya: Mazkur maqolada oliy ta'lim muassasalari talabalarida boshqaruv kompetentligini shakllantirish va rivojlantirish muammosi zamonaviy pedagogik paradigmalar hamda raqamli transformatsiya jarayonlari nuqtai nazaridan ilmiy jihatdan tahlil qilinadi. Tadqiqotda integrallashgan axborot-metodik tizim tushunchasining mazmun-mohiyati aniqlashtirilib, uning strukturaviy komponentlari, funksional imkoniyatlari va didaktik samaradorligi asoslab beriladi. Nazariy tahlil, modellashtirish hamda empirik kuzatishlar asosida mazkur tizimni takomillashtirishning ustuvor yo'nalishlari ishlab chiqildi. Tadqiqot natijalari integrallashgan axborot-metodik yondashuv talabalar faoliyatida refleksiya, mustaqillik, tanqidiy fikrlash va oqilona boshqaruv qarorlarini qabul qilish kompetensiyalarini rivojlantirishda muhim omil ekanligini ko'rsatdi.

Kalit so'zlar: boshqaruv kompetentlig, integrallashgan tizim, axborot-metodik ta'minot, raqamli ta'lim muhiti, kompetentlik yondashuvi, innovatsion pedagogika, oliy ta'lim.

This article scientifically analyzes the problem of forming and developing management competence in students of higher educational institutions from the perspective of modern pedagogical paradigms and digital transformation processes. The study clarifies the essence of the concept of an integrated information and methodological system, substantiates its structural components, functional capabilities and didactic effectiveness. Based on theoretical analysis, modeling and empirical observations, priority areas for improving this system were developed. The results of the study showed that an integrated information and methodological approach is an important factor in developing the competencies of reflection, independence, critical thinking and rational management decision-making in students' activities.

Keywords: management competence, integrated system, information and methodological support, digital educational environment, competency approach, innovative pedagogy, higher education.

В данной статье научно анализируется проблема формирования и развития управленческой компетентности у студентов высших учебных заведений с точки зрения современных педагогических парадигм и процессов цифровой трансформации. Исследование уточняет сущность концепции интегрированной информационно-методической системы, обосновывает её структурные компоненты, функциональные возможности и дидактическую эффективность. На основе теоретического анализа,

моделирования и эмпирических наблюдений определены приоритетные направления совершенствования данной системы. Результаты исследования показали, что интегрированный информационно-методический подход является важным фактором развития компетенций рефлексии, самостоятельности, критического мышления и рационального принятия управленческих решений в деятельности студентов.

Ключевые слова: управленческая компетентность, интегрированная система, информационно-методическая поддержка, цифровая образовательная среда, компетентностный подход, инновационная педагогика, высшее образование.

Introduction

Today, the processes of globalization, rapid scientific and technological progress, and the intensive development of digital technologies necessitate a fundamental renewal of the content and forms of the education system. In particular, the professional training of future specialists educated in higher education institutions is determined not only by their theoretical knowledge but also by the level of development of their managerial competence. Insufficient formation of managerial competence may negatively affect graduates' professional adaptation and competitiveness in the labor market. Therefore, organizing education in higher education based on a competency-based approach, informatization of the educational process, and the creation of a digital learning environment are of special scientific and practical importance.

In this process, an integrated information and methodological system creates favorable pedagogical conditions for the systematic organization of students' activities, increasing their cognitive engagement, and developing managerial skills. The main purpose of this article is to reveal the theoretical and methodological foundations of an integrated information and methodological system aimed at developing students' managerial competence in higher education institutions, as well as to develop scientifically grounded proposals and recommendations for its improvement.

Literature Review

The analysis of scientific sources shows that the concept of competence is interpreted in modern pedagogy as a multifaceted category that reflects the integral combination of knowledge, skills, abilities, experience, and personal qualities of an individual. The competency-based approach focuses the educational process on outcomes, that is, on forming graduates' ability to perform effectively in real professional situations.

Studies on managerial competence include such components as analytical thinking, strategic planning, communicative culture, leadership qualities, and the ability to make responsible decisions. A number of researchers have substantiated that interactive methods, project-based learning, case studies, modeling of problem situations, and the use of digital platforms have high pedagogical effectiveness in developing managerial competence. At the same time, the literature analysis indicates that the issue of comprehensive improvement of an integrated information and methodological system specifically in the context of developing managerial competence has not been sufficiently systematized. This circumstance determines the scientific relevance of the present study.

Methodology

In the course of the research, the following methods were applied based on a комплекс scientific and methodological approach:

- **Theoretical analysis and generalization** – to identify the conceptual foundations of the problem through the study of scientific and pedagogical sources;
- **Systemic approach** – to analyze the integrated information and methodological system as a holistic pedagogical phenomenon;
- **Modeling method** – to develop a structural and functional model of the system;
- **Pedagogical observation** – to identify qualitative changes occurring in students' activities;
- **Questionnaires and interviews** – to study the opinions and feedback of participants in the educational process (students and teachers).

These methods ensured the reliability and scientific validity of the research results.

Results

The integrated information and methodological system model developed during the research includes the following main components:

- a set of digital educational resources (electronic textbooks, video lectures, interactive modules, methodological manuals);
- platforms supporting distance and blended learning (management and monitoring mechanisms based on LMS);
- educational tasks based on problem situations and project activities;
- competency-oriented assessment tools (rubrics, electronic portfolios, formative assessment elements);
- pedagogical mechanisms ensuring reflection and feedback.

The results of the experimental testing showed that in the educational process organized on the basis of this system, students' independent thinking, initiative, skills of planning and evaluating their own activities significantly improved.

Discussion

The obtained results confirm the high pedagogical potential of the integrated information and methodological system in developing managerial competence. Organizing the educational process based on this approach allows students to be formed not only as recipients of knowledge but also as active participants and subjects of their own development.

However, certain limitations are observed in the practical implementation of the system. In particular, insufficient development of teachers' digital competence, imperfect technical infrastructure, and a lack of methodological resources may affect the effectiveness of the process. Therefore, the implementation of the integrated system should be carried out in conjunction with continuous methodological support and professional development programs.

Conclusion

Based on the research results, the following conclusions were drawn:

● the development of managerial competence is one of the key strategic objectives of the higher education system;

● an integrated information and methodological system creates a favorable pedagogical environment for the effective organization of this process;

● the integration of digital educational resources, interactive methods, and competency-oriented assessment tools has a positive impact on students' professional development;

● improvement of the system is closely linked to the development of teachers' professional competence, enrichment of methodological support, and the widespread implementation of modern technologies.

Thus, an educational process organized on the basis of an integrated information and methodological system contributes to training competitive, independent-thinking, and management-ready specialists in higher education institutions.

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