

IMPROVING TECHNOLOGIES FOR DEVELOPING MANAGERIAL SKILLS IN STUDENTS

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Annotation. This article explores the enhancement of technologies aimed at developing managerial skills in students within the context of pedagogical education in Uzbekistan. As modern education increasingly emphasizes competency-based learning, the need for integrating innovative and effective tools to foster management capabilities becomes crucial. The paper investigates digital platforms, interactive methods, simulation-based learning, and project-oriented technologies that contribute to leadership, planning, communication, and decision-making skills in learners. Emphasis is placed on adapting these technologies to the educational needs of students in pedagogical universities. The article also evaluates existing challenges and provides practical recommendations for implementation and further improvement.

Key words: managerial skills, educational technology, competency-based learning, student development, pedagogical education.

In the rapidly evolving educational landscape of Uzbekistan, the development of managerial skills among students has become a central focus, especially within pedagogical universities. Managerial competencies such as leadership, decision-making, planning, problem-solving, and effective communication are not only vital in professional settings but are also key components of a well-rounded education. As higher education institutions shift

toward competency-based models, the integration of technologies that support these skills has become both a necessity and a challenge.

Traditional approaches to student development often emphasize theoretical knowledge, leaving limited room for experiential or skills-based learning. However, the modern educational paradigm demands a more dynamic and interactive environment where students actively participate in constructing knowledge and acquiring practical abilities. Technologies such as digital collaboration tools, online management simulations, virtual learning environments, and mobile apps can significantly enhance the learning experience when properly implemented.

In pedagogical institutions, where future educators are trained, equipping students with managerial skills has a dual benefit: it not only prepares them for leadership roles in the educational system but also enables them to model and teach these competencies to their future pupils. Therefore, the development and refinement of technological tools to support the cultivation of managerial skills are crucial. These tools must be contextually relevant, culturally adaptable, and pedagogically sound to meet the needs of Uzbek students.

This article explores how current educational technologies can be improved and optimized to develop students' managerial skills effectively. By examining theoretical foundations, reviewing best practices, and analyzing implementation cases, the paper aims to provide practical insights and strategic recommendations for educators, administrators, and policymakers in Uzbekistan.

The integration of educational technologies into the process of developing managerial skills in students has shown promising potential across a range of disciplines. In the context of pedagogical universities in Uzbekistan, where the emphasis is increasingly placed on competency-based education, the use of innovative technologies enables a shift from passive learning to active skill

acquisition. Various tools and methodologies are now being utilized to simulate real-world management scenarios, encourage collaborative problem-solving, and enhance decision-making abilities.

One of the most effective approaches is the implementation of simulation-based learning environments. Management simulations, both offline and digital, immerse students in real-life scenarios that require planning, delegation, leadership, and evaluation. Platforms such as business games and educational simulators allow students to experience the consequences of their managerial decisions in a safe and structured setting. These technologies not only build confidence but also develop critical soft skills such as adaptability and communication.

Project-based learning (PBL) supported by technology is another method that fosters managerial development. Students work in teams to solve complex problems or create tangible outcomes within a defined timeframe. Using online project management tools like Trello, Asana, or Microsoft Teams, students learn how to organize tasks, allocate responsibilities, monitor progress, and reflect on outcomes. This process mirrors professional management structures and helps students internalize the principles of effective team leadership.

Interactive digital content, such as role-playing videos, decision-tree games, and management case studies, can be integrated into e-learning platforms to provide students with immersive experiences. These tools stimulate cognitive engagement and offer personalized feedback, which reinforces learning. Furthermore, virtual reality (VR) and augmented reality (AR) applications are emerging as powerful tools for experiential learning in management education, though their application in Uzbekistan remains limited due to resource constraints.

Another essential aspect is the role of communication technologies in developing managerial competencies. Platforms like Zoom, Google Meet, and

Moodle facilitate online discussions, webinars, and collaborative projects, enabling students to practice coordination, negotiation, and leadership in virtual teams. These skills are increasingly relevant in today's global and hybrid work environments. Moreover, the use of analytics in educational platforms allows educators to monitor student progress and adapt their instruction accordingly.

Despite these advancements, challenges remain. Limited access to high-quality technology infrastructure, especially in regional universities, impedes the full-scale implementation of these tools. Additionally, there is often a lack of training for faculty members in using advanced technologies effectively. Without pedagogical alignment, even the most sophisticated tools fail to produce meaningful learning outcomes.

To address these issues, educational institutions in Uzbekistan need to invest in infrastructure development, offer regular training programs for instructors, and create localized content that reflects cultural and linguistic contexts. Policy-level support is also crucial to drive systemic change and ensure equitable access to modern learning tools across all pedagogical universities.

Ultimately, the integration and improvement of technologies for developing managerial skills must be grounded in the specific needs of the student population. It should also reflect the realities of the local education system while aligning with international standards. When implemented thoughtfully, these innovations can transform students into proactive, confident, and capable future leaders in education and beyond.

The enhancement of technologies for developing managerial skills in students is a vital step toward modernizing higher education in Uzbekistan, especially in pedagogical universities where the next generation of educators is trained. As the demands of the contemporary labor market continue to evolve, equipping students with practical and transferable management competencies becomes not only desirable but essential. Technologies such as simulations,

project-based digital tools, virtual collaboration platforms, and interactive content offer effective ways to cultivate leadership, strategic thinking, organization, and decision-making abilities.

However, the successful implementation of these tools requires more than access to digital resources. It demands a strategic alignment between pedagogical goals and technological integration. Educators must be adequately trained, students should be engaged through meaningful learning experiences, and institutions need to support innovation through funding, infrastructure, and policy frameworks. Furthermore, the technologies used should be culturally adapted and pedagogically grounded to ensure they meet the educational context of Uzbekistan.

This paper has shown that with the right approach, technology can significantly enhance the development of managerial skills in students, preparing them for future roles in education and other fields. Continued research, experimentation, and policy support are necessary to refine these approaches and ensure their sustainability and scalability. In doing so, pedagogical universities can fulfill their mission of producing well-rounded, competent, and visionary graduates capable of leading in various professional and social environments.

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