

**PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF FORMING
MANAGERIAL COMPETENCIES IN HIGHER EDUCATION TEACHERS****Isabekov Bahodir Isabek ugli**

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Abstract. In the modern education system, the increasing role of the teacher's personality is substantiated not only as a provider of knowledge but also as a subject effectively implementing management activities. The study highlights the structural components of managerial competence, as well as the pedagogical conditions and psychological factors influencing their formation. It also examines effective methods for developing teachers' leadership abilities, communication skills, decision-making, and conflict management competencies. The results of the article are of significant importance for improving the professional development of teachers in higher education and for the effective organization of management activities.

Keywords: higher education, teacher, managerial competence, pedagogical foundations, psychological foundations, leadership, communicative competence, decision-making, management activity, professional development, innovative education, pedagogical mastery, personal qualities, reflection, motivation.

Introduction. The strategic development of the education sector worldwide is undergoing profound changes under the influence of factors such as global competition, digital transformation, and the pandemic. According to recent data presented by international experts, as emphasized in UNESCO's "Global Education Monitoring Report" in 2024, the development of managerial competence among leaders and teaching staff has been recognized as one of the priority directions for ensuring the sustainable development of the higher education system. [UNESCO. (2024). Global Education Monitoring Report. – p. 45.]

Today, the requirements placed on teachers go beyond the traditional framework of knowledge delivery and include skills such as effectively organizing management activities, strategic planning of the educational process, team management, and the implementation of innovative approaches. From this perspective, the issue of forming managerial competencies in higher education teachers emerges as one of the urgent scientific and practical problems. In particular, in the process of improving the quality and efficiency of education, training competitive personnel, and modernizing the education system, the managerial potential of teachers is becoming an important factor.

The relevance of the topic lies in the fact that a modern teacher operates not only as an organizer of the educational process but also as a subject who manages, coordinates, and evaluates it. This requires a high level of leadership, communication, adaptability, and decision-making skills. At the same time, there is a need to deeply study the pedagogical and psychological factors influencing the development of teachers' managerial competencies. This is because management activity is directly related to the human factor and is formed in close connection with a person's motivation, values, emotional stability, and social relationships.

The problem is that, in practice, insufficient attention is paid to the systematic formation of managerial competencies among higher education teachers. In many cases, teachers implement management elements intuitively in their activities, which may negatively affect the



effectiveness of the educational process. In addition, existing scientific literature mainly addresses this issue based on general approaches, and the integration of pedagogical and psychological foundations has not been sufficiently deeply studied. This problem is relevant because it provides a comprehensive analysis of the pedagogical and psychological foundations of forming managerial competencies in higher education teachers based on a systematic approach. The reason is that the structural components of managerial competence (cognitive, activity-based, personal-psychological) are studied in harmony, and the pedagogical conditions and psychological factors influencing their development are clarified. Also, an effective model for forming managerial competencies is proposed through the development of teachers' leadership potential, communicative culture, and reflective abilities.

The purpose of this article is to identify the pedagogical and psychological foundations of forming managerial competencies in higher education teachers and to develop scientific and practical recommendations aimed at their development. To achieve this goal, the following tasks were set: to analyze the essence of the concept of managerial competence; to determine the structural composition of managerial competencies in teachers; to study the pedagogical conditions and psychological factors influencing their formation; to substantiate effective methods and tools for developing managerial competencies in modern educational conditions; and to develop practical recommendations.

Main part. The issue of forming managerial competencies in higher education teachers has become one of the widely studied areas in pedagogy and psychology in recent years. Analysis of scientific literature shows that the concept of managerial competence has been interpreted differently by many researchers, and its content is often explained in connection with professional competence, leadership, and communication skills. Foreign researchers interpret managerial competence as effective decision-making, team management, and strategic thinking, while local scholars consider it in harmony with the teacher's ability to organize professional activities and manage the educational process. V.A. Slastenin emphasizes that the effectiveness of the education management system directly depends on teachers' readiness for professional changes and the level of management culture, noting that "the dynamics of the educational process should be harmonized with the development of leadership abilities of pedagogical staff"[Slastenin V.A. Theory of Pedagogical Innovations. – Moscow: Pedagogika, 1987. – 240 p.]

Studies conducted within pedagogical approaches recognize the importance of the educational environment, the use of innovative technologies, and interactive methods as key factors in forming managerial competencies. Psychological research, on the other hand, analyzes individual characteristics, motivation level, emotional intelligence, and reflection processes as factors directly influencing the development of managerial competence. In addition, some studies identify teachers' leadership potential and socio-psychological adaptability as the main indicators of management effectiveness. I.F. Isaev deeply analyzed the essence of pedagogical management and substantiated that "the formation of managerial competence primarily depends on the development of reflective and innovative abilities" (Isaev I.F., 1993, p. 86). In V.V. Kraevskiy's theoretical research, the role of methodological approaches and the principle of systematicity in the education management process is deeply covered, and he emphasizes "the need to consider the complex forms of the pedagogical process in organizing management activities" (Kraevskiy V.V., 1986, p. 59).

The analysis of existing research shows that the issue of forming managerial competencies has often been studied within separate directions, and the integration of pedagogical and psychological approaches has not been sufficiently deeply revealed. In some works, although the theoretical foundations are widely covered, the mechanisms for their practical implementation have not been clearly developed. In addition, the lack of a unified approach regarding the structural composition of managerial competence and the stages of its development further



increases the relevance of this problem. The difference of this study from previous research lies in the fact that the issue of forming managerial competencies in higher education teachers is considered based on a comprehensive and systematic approach. In our opinion, pedagogical and psychological factors are analyzed in harmony, and the cognitive, activity-based, and personal components of managerial competence are substantiated as a unified system. In addition, the study proposes practical mechanisms for developing managerial competencies, including training sessions, reflective exercises, and interactive methods. This increases the scientific and practical significance of the work.

2. Advantages of the methods: The research methodology is based on a comprehensive approach, in which theoretical and empirical methods were applied in combination. In the process of theoretical analysis, scientific literature in the fields of pedagogy and psychology, regulatory legal documents, and advanced foreign experiences were studied and generalized. Theoretical foundations of managerial competence were clarified using methods of comparison, systematization, and modeling. [Muslimov, N.A. (2015). Pedagogical competence and the foundations of its formation. Tashkent: Fan.]

In practice, within the framework of empirical research, questionnaire, testing, observation, and interview methods were used. Through questionnaires, the level of teachers' managerial competencies, their attitudes toward their activities, and existing problems were identified. Test methods were used to assess teachers' leadership, communication, and decision-making abilities. Observation methods allowed for the analysis of their managerial skills in practical activities. Interview methods provided an opportunity to obtain deeper information and clarify the results.

3. Practical experience and observations. In this study, pedagogical and psychological factors in the formation of managerial competencies of higher education teachers were examined. The results showed that not only professional experience but also psychological preparedness and pedagogical approaches are important in developing teachers' managerial skills. During the research process, 120 higher education teachers participated through questionnaires, interviews, and observations.

According to the results, the following factors have the greatest influence on the formation of teachers' managerial competencies: suitability of pedagogical approaches, level of motivation, stress resistance, ability to work in a team, and decision-making skills. The formation of managerial competencies in higher education teachers requires a comprehensive approach. Increasing psychological stability, stimulating motivation, and applying pedagogical methods together yield high effectiveness. At the same time, combining practice and theoretical knowledge, as well as a system of continuous self-development, significantly increases teachers' managerial abilities.

Conclusion. The results of this study once again confirmed that the issue of forming managerial competencies in higher education teachers is relevant and multifaceted. Our findings showed that in the modern education system, a teacher should function not only as a provider of knowledge but also as a subject who effectively organizes and manages the educational process. Therefore, the level of formation of managerial competencies is directly related to the teacher's professional success and the quality of education.

During the research, the main structural components of managerial competence—leadership, communication, decision-making, conflict management, and strategic planning—were analyzed. Empirical results showed that these competencies are formed at different levels among teachers. In particular, while communication skills are relatively well developed, complex management elements such as strategic planning and conflict management are insufficiently formed. This indicates that teachers' specialized training in management activities is not sufficient.

In addition, during the research process, the main pedagogical and psychological factors influencing the development of managerial competencies were identified. In particular, personal



motivation, reflective approach, emotional stability, innovativeness of the educational environment, and the effectiveness of the professional development system were substantiated as significant factors. The results of experimental work showed that interactive methods, training sessions, and practice-oriented approaches are highly effective in developing managerial competencies.

The practical significance of this study lies in the fact that it developed specific recommendations and methodological approaches aimed at forming managerial competencies in higher education teachers. These results can be used in the process of improving teachers' qualifications in higher education institutions, enhancing educational programs, and effectively organizing management activities.

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