



THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR DEVELOPING MANAGERIAL ABILITIES OF FUTURE PEDAGOGUES

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ABSTRACT

This article analyzes the theoretical and methodological foundations for developing managerial abilities of future pedagogues. The study elucidates the pedagogical essence of the concept of managerial abilities, their role in professional activity, and their significance in the modern education system. Furthermore, the structural components of these abilities—motivational, organizational, communicative, and reflective aspects—are examined in their interrelation. The article provides a comparative analysis of scientific views of foreign and local scholars on pedagogical management and proposes methodological foundations for developing managerial abilities in future pedagogues. The research findings may contribute to improving the process of preparing future teachers for professional activity in higher pedagogical education institutions.

Introduction

Fundamental reform of the education system in the Republic of Uzbekistan and aligning its content and quality with modern requirements constitutes one of the priority directions of state policy. The tasks outlined in the Law «On Education», Decree No. PF-60 of the President of the Republic of Uzbekistan dated January 28, 2022 «On the Development Strategy of New Uzbekistan for 2022–2026», as well as Decree No. PF-5712 dated April 29, 2019 «On Approving the Concept for Developing the Public Education System of the Republic of Uzbekistan until 2030» necessitate the training of specialists capable of effectively organizing the educational process, managing student communities, and possessing the competence to plan and coordinate pedagogical activities.

The reforms currently being implemented in the education system require not only teaching skills but also managerial abilities from pedagogical personnel. Effective organization of the educational process, management of student communities, planning and coordination of pedagogical activities demand a high level of managerial abilities from future pedagogues. Therefore, the development of managerial abilities in future pedagogues within higher pedagogical education institutions emerges as a pressing pedagogical issue.

Practice demonstrates that traditional curricula and teaching methods fail to fully meet the needs and requirements of modern learners. The gap between theory and practice, failing to reveal the practical significance of educational material, leads to superficial knowledge acquisition and rapid forgetting. This situation further intensifies the need to train pedagogues capable of effectively organizing the educational process and managing groups.

Literature review

Numerous scientific studies have been conducted in pedagogical science on issues of management, pedagogical management, and leadership. Analysis of research by foreign and local scholars enables the identification of theoretical foundations for this problem.

In foreign pedagogy and psychology, the problem of managerial abilities has been studied in close connection with leadership theories. The fundamental principles of managerial activity developed in the modern management theory founded by P. Drucker (1954) can also be applied to pedagogical management. According to Drucker, effective management is the process of clearly defining goals, properly allocating resources, and analyzing results [8, 404].

Issues of leadership in education have been thoroughly investigated by T. Sergiovanni (2001). The scholar advanced the concept of «pedagogical leadership», emphasizing the teacher's role not only in administrative but also in spiritual leadership. In his view, a true pedagogical leader is a person capable of awakening the best qualities in students and colleagues [10, 384].

The transformational leadership theory developed by K. Leithwood and D. Jantzi (2005) analyzed the role of school leaders and teachers in managing change. The authors substantiated that the leadership qualities of pedagogues are crucial in implementing positive changes in educational institutions [9, 121–156].

Among scholars from the Commonwealth of Independent States, V. A. Slastenin (2013) analyzed the structure of pedagogical activity and identified the place of managerial functions within it. The scholar evaluates pedagogical management as an important component of a teacher's professional competence [3, 576].

Among Uzbek researchers, R. H. Djurayev and S. T. Turg'unov (2012) elucidated the theoretical and practical foundations of managing educational institutions in their work «Educational Management». The authors paid special attention to the teacher's role in managing the educational process and developing their managerial competencies [4, 256].

O. Musayev (2018) analyzed issues of managing pedagogical teams, planning and organizing the educational process in his work «Pedagogical Management». According to him, pedagogical management is the process of organizing the teacher's interaction with the student community and coordinating their activities [5, 192].

Sh. M. Ma'murov (2015) addressed issues of teachers' organizational abilities, communicative culture, and pedagogical technique in his work «Pedagogical Mastery and Pedagogical Technique». His research substantiates the connection between managerial abilities and personal and professional qualities [6, 184].

N. Egamberdiyeva (2017) investigated problems of forming professional competencies in future teachers in her work «Foundations of Pedagogical Competence and Creativity». The

author identified the place of the managerial component within pedagogical competence and indicated ways to develop it [7, 142].

Valuable insights on management issues are also found in the pedagogical heritage of Turkic languages and peoples. Notably, Yusuf Khash Hajib's work «Qutadghu Bilig» presents views on management etiquette through the image of a just and wise leader. This represents one of the earliest interpretations of reflection—the ability to analyze and evaluate one's own thoughts—in modern pedagogy.

Eastern scholars such as Farabi and Ibn Sina specifically addressed issues of human social nature and group management in their works. Farabi elucidated the ethical and philosophical foundations of societal management in «The Virtuous City», while Ibn Sina addressed household and group management issues in «Tadbir al-manozil»

Literature analysis reveals that while research exists on individual elements related to developing managerial abilities—leadership skills, communicative culture, organizational activity, and pedagogical reflection—the issue of integrating these components into a unified methodological system has been insufficiently studied. Furthermore, investigations into the criteria, levels, and assessment tools for the process of developing managerial abilities in future pedagogues remain inadequate.

Pedagogical Essence Of The Concept Of Managerial Abilities Of Future Pedagogues

Analysis of the pedagogical essence of the concept of managerial abilities reveals it as a complex, multi-component personal and professional characteristic. From a pedagogical perspective, managerial abilities refer to the pedagogue's capacity to design, organize, coordinate, monitor, and analyze the educational process, as well as to establish effective cooperation with student communities and colleagues.

Unlike narrowly defined «leadership», managerial abilities encompass all stages of pedagogical activity. While leadership is more associated with administrative authority and formal position, managerial abilities constitute a set of skills manifested in the pedagogue's daily professional activity and implemented through direct work with students.

In the modern education system, a pedagogue must perform the following managerial functions:

- Planning and forecasting the educational process;
- Organizing and coordinating learning activities;
- Forming and developing student communities;
- Monitoring and analyzing the pedagogical process;
- Establishing cooperation with parents and colleagues;
- Implementing innovative pedagogical technologies;
- Resolving and preventing conflict situations.

Successful implementation of these functions requires the development of corresponding managerial abilities in the pedagogue.

Structural Composition Of Managerial Abilities Of Future Pedagogues

Throughout our research, the following main components were identified in the structure of managerial abilities of future pedagogues:

Motivational component – represents the pedagogue's interest, need, and aspiration toward managerial activity. This component includes the following elements:

- Professional orientation and interest in pedagogical activity;
- Readiness to assume responsibility;
- Desire for self-actualization and influencing others;
- Social activity and initiative;
- Aspiration for professional growth and development.

The motivational component serves as the foundation of managerial abilities, functioning as the driving force behind the pedagogue's managerial activity. High-level motivation impels the pedagogue toward continuous exploration, acquisition of innovations, and improvement of their own activity.

Organizational component – encompasses abilities to plan the pedagogical process, set goals, distribute tasks, manage resources, schedule time, and coordinate activities. The organizational component manifests in the following skills:

- Clearly defining goals and planning ways to achieve them;
- Prioritizing and distributing tasks;
- Effectively managing time;
- Rationally utilizing resources (material-technical, informational, human);
- Coordinating and monitoring activities;
- Making decisions and assuming responsibility for them.

A pedagogue with a developed organizational component can clearly plan the educational process, anticipate emerging problems, and determine ways to resolve them.

Communicative component – consists of abilities to establish effective communication, listen, persuade, resolve conflicts, and create an environment of cooperation and mutual understanding. The communicative component includes the following elements:

- Reflective speech and expressive communication ability;
- Active listening and understanding interlocutors;
- Persuasion and influencing ability;
- Resolving and preventing conflict situations;
- Creating an environment of cooperation and mutual respect;
- Communicating with various audiences (students, parents, colleagues).

The communicative component ensures the pedagogue's ability to unite the group, inspire trust and respect, and engage in collaborative activity. Developed communicative abilities make the pedagogue attractive to students and colleagues, expanding their sphere of influence.

Reflective component – represents abilities to analyze, evaluate, correct errors, and generalize experience from one's own activity. This component includes the following elements:

- Analyzing and evaluating results of one's own activity;
- Identifying and correcting errors and shortcomings;
- Generalizing experience and drawing conclusions;
- Determining paths for self-development and professional growth;
- Developing proposals for improving pedagogical activity.

The reflective component is an important factor in the pedagogue's self-development and professional growth. Through reflection, the pedagogue becomes aware of their strengths and weaknesses, drawing necessary conclusions for future activity.

These four components are integrally interconnected, forming a unified system. While the motivational component serves as the driving force for managerial activity, organizational and communicative components represent the means of its implementation. The reflective component serves to enhance activity effectiveness and enrich experience.

Pedagogical Conditions For Developing Managerial Abilities Of Future Pedagogues

Developing managerial abilities in future pedagogues requires the following pedagogical conditions:

Organization of the educational environment. A special environment oriented toward developing managerial abilities must be created in higher pedagogical education institutions. This environment should stimulate students' activity, initiative, and independence. To achieve this:

- Strengthen the activities of student self-governance bodies;
- Ensure student participation in organizing various projects, competitions, and events;
- Create situations that develop skills for collaborative work and collective decision-making;
- Establish an atmosphere of openness, trust, and mutual respect in the educational process.

Enhancing motivation. Increasing students' interest in managerial activity and awakening their desire for self-actualization in this sphere is important. To achieve this:

- Explain the role and importance of managerial abilities in professional success;
- Introduce the experience of successful pedagogue-leaders;
- Encourage students' initial successes in managerial activity;
- Demonstrate the significance of developing managerial abilities for personal and professional growth.

Organizing practical activity. Managerial abilities are formed and developed not through theoretical knowledge alone but in the process of practical activity. Therefore:

- Create opportunities for students to perform managerial functions during pedagogical practice;
- Model managerial situations in training sessions;
- Utilize trainings, business games, and case studies;
- Engage students in managing real projects.

Establishing reflective activity. Developing students' skills in analyzing and evaluating their own activity is an important factor in improving managerial abilities. To achieve this:

- Form students' skills in analyzing and evaluating results of their own activity;
- Utilize portfolio technology;
- Introduce self-assessment and peer-assessment mechanisms;
- Organize the maintenance of reflective diaries.

Conclusion

The problem of developing managerial abilities in future pedagogues is relevant as an independent pedagogical research area, and its solution serves to improve educational quality and ensure the professional success of young specialists.

Research findings indicate that managerial abilities possess a complex, integrative character, encompassing motivational, organizational, communicative, and reflective components. The integral interconnection of these components constitutes the pedagogical personality's managerial potential.

Literature analysis reveals that while foreign and local scholars have thoroughly studied issues of pedagogical management, leadership, and pedagogical competencies, a holistic methodology specifically aimed at purposefully developing managerial abilities in future pedagogues has not been sufficiently developed.

Practice analysis shows that many young pedagogues encounter serious difficulties in managing classroom groups, organizing extracurricular activities, and establishing cooperation with parents and colleagues. This indicates the necessity of systematically preparing future teachers for managerial activity through developing special methodologies, trainings, practical sessions, and interactive methods in higher pedagogical education institutions.

The pedagogical conditions for developing managerial abilities in future pedagogues—organizing the educational environment, enhancing motivation, organizing practical activity, and establishing reflective activity—constitute the main factors ensuring the effectiveness of this process.

The proposed theoretical-methodological foundations and component structure enable the development and implementation of a methodology aimed at developing managerial abilities in future pedagogues. This, in turn, serves as an important factor not only in the pedagogue's professional success but also in improving educational quality overall.

Subsequent research should focus on developing the content, forms, and methods of the methodology for developing managerial abilities in future pedagogues, as well as improving criteria and assessment tools for determining the level of development of these abilities.

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