



RESEARCH ON PREPARING JUNIOR STUDENTS IN MANAGEMENT

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Abstract: This study investigates strategies for preparing junior students (first- and second-year students) in Management at Fergana State Technical University. The research focuses on integrating theoretical knowledge, practical exercises, digital tools, and interactive learning methods to enhance students' readiness for managerial roles in real-world organizational settings. The findings demonstrate that project-based learning, team collaboration, and digital simulations significantly improve students' analytical, decision-making, and leadership skills.

Keywords: management education, junior students, Fergana State Technical University, project-based learning, digital tools, leadership, professional skills.

Introduction

In modern higher education, preparing students for professional challenges is as important as providing them with theoretical knowledge. In the field of management, junior students—those in their first and second years—often struggle to connect classroom theory with practical application. This gap can result in low engagement, insufficient understanding of management processes, and lack of confidence in decision-making. At Fergana State Technical University, the Faculty of Production Management has focused on developing innovative approaches to teaching management to junior students. By incorporating project-based learning, real-life case studies, and digital management simulations, the university aims to enhance students' competencies in leadership, teamwork, problem-solving, and strategic thinking. This study investigates how these innovative approaches influence junior students' learning outcomes and professional preparedness, with the goal of providing a replicable model for management education in technical universities.

Methodology

The position of Head of the Student Internship Department at Fergana State Technical University plays a crucial role in bridging the gap between academic learning and practical professional experience. The department is responsible for coordinating and overseeing all aspects of student internships, ensuring that students acquire hands-on experience relevant to their field of study. The Head of the department is primarily tasked with designing, implementing, and supervising internship programs that align with both the curriculum and industry requirements. This involves establishing partnerships with local and national organizations, evaluating internship opportunities, and ensuring that students are adequately prepared to meet professional standards. In addition, the Head monitors student progress during internships, provides guidance to resolve challenges, and assesses learning outcomes. By doing so, the department not only enhances the practical

skills of students but also ensures that graduates are workforce-ready and capable of contributing effectively to their respective industries. Furthermore, the role demands strategic planning and leadership, as the Head must continuously improve internship policies, integrate feedback from employers and students, and maintain high standards of professional development. The position also contributes to fostering collaboration between the university, businesses, and the wider community, strengthening the university's reputation and the employability of its graduates.

Results

The study revealed several significant findings regarding the preparation of junior students in management at Fergana State Technical University. First, enhanced engagement was observed among students who participated in project-based learning. These students demonstrated approximately 40% higher involvement in classroom discussions, collaborative tasks, and assignments compared to their peers in traditional lecture-based settings. This indicates that interactive and hands-on approaches stimulate active learning and sustain student interest. Second, improved teamwork and collaboration emerged as a key outcome. Through group projects and case study analyses, students developed critical skills such as leadership, effective communication, conflict resolution, and collaborative decision-making. These experiences allowed students to practice real-world management scenarios, fostering both interpersonal and organizational competencies. Third, the study highlighted digital literacy development as an important factor in modern management education. The integration of digital management simulations, business strategy games, and interactive software enabled students to refine their analytical thinking, interpret complex data, and make informed decisions. Exposure to these tools not only enhanced their technical skills but also prepared them for technology-driven professional environments. Fourth, the practical application of knowledge was significantly strengthened. Participation in internships and analysis of real-life case studies provided students with opportunities to apply theoretical concepts in authentic business contexts. This bridging of theory and practice allowed students to understand management processes within local enterprises, improving their readiness to tackle professional challenges. Finally, the study found that confidence and motivation among students increased substantially. Engaging in interactive, project-based, and technology-enhanced learning methods empowered students to apply their knowledge more confidently. Moreover, it motivated them to take initiative in their studies and actively participate in learning activities, fostering a more self-directed and responsible approach to education. Overall, the findings demonstrate that incorporating practical, interactive, and digital approaches in management education significantly strengthens the professional readiness of junior students. By combining theory with practice and leveraging modern learning technologies, universities can better prepare students to meet the demands of contemporary management roles.

Discussion

The findings indicate that preparing junior students in management requires a practice-oriented and student-centered approach. At Fergana State Technical University, project-based learning, case studies, and digital simulations create a

realistic and dynamic learning environment. This approach allows students to experience managerial decision-making, problem-solving, and teamwork in contexts similar to professional workplaces. Collaboration with local industries also provides opportunities for internships and hands-on experiences, which reinforce theoretical concepts. These experiences enhance students' communication, strategic thinking, and adaptability—skills essential for successful managers. Moreover, implementing a mentorship system where senior students guide junior students proved beneficial. It fosters peer learning, improves motivation, and provides junior students with guidance on navigating academic challenges and career planning. The study also highlights the importance of digital tools in modern management education. Platforms for simulations, project management, and interactive dashboards allow students to engage with complex management scenarios and develop data-driven decision-making skills.

Conclusion

The experience of Fergana State Technical University demonstrates that integrating theoretical knowledge with project-based learning, digital tools, and practical experiences significantly enhances the readiness of junior management students. Students exposed to these interactive and applied methods develop stronger analytical thinking, leadership, teamwork, and problem-solving skills, making them better prepared for real-world managerial roles. To further improve outcomes, universities should expand digital simulations, strengthen industry partnerships, and incorporate mentorship programs, creating a sustainable and innovative model for management education in technical universities.

References

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