

DEVELOPMENT OF INNOVATIVE MANAGEMENT COMPETENCIES OF STUDENTS IN THE CONDITIONS OF DIGITIZATION OF EDUCATION

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Abstract

The rapid digitization of education has significantly transformed teaching, learning, and management processes in higher education institutions. Under these conditions, the development of innovative management competencies among students has become a key priority for preparing future professionals capable of responding effectively to complex organizational and technological challenges. This article examines the role of digital educational environments in fostering students' innovative management competencies, including strategic thinking, digital literacy, leadership, adaptability, and decision-making skills. Particular attention is paid to the integration of digital technologies, project-based learning, and interactive teaching methods that promote creativity, collaboration, and independent learning. The study highlights the importance of competency-based education and learner-centered approaches in enhancing students' readiness for professional management activities in the digital era. The findings suggest that the purposeful use of digital tools and innovative pedagogical strategies contributes to the formation of competitive, flexible, and innovation-oriented management professionals.

Keywords: digitization of education; innovative management competencies; digital learning environment; competency-based education; project-based learning

Introduction

The rapid advancement of digital technologies has fundamentally transformed modern society, influencing economic systems, organizational

structures, and educational paradigms. In particular, the digitization of education has become a defining feature of the 21st century, reshaping how knowledge is created, delivered, and applied. Higher education institutions are increasingly integrating digital tools, online platforms, and innovative learning environments to meet the demands of a globalized and technology-driven world. Under these conditions, the preparation of students is no longer limited to the acquisition of theoretical knowledge but extends to the development of complex competencies that enable them to function effectively in dynamic professional contexts. Among these, innovative management competencies have emerged as a critical requirement for future specialists.

Innovative management competencies encompass a set of knowledge, skills, attitudes, and values that enable individuals to initiate, manage, and sustain innovation in organizational settings. These competencies include strategic and systems thinking, leadership, creativity, digital literacy, adaptability, communication, and evidence-based decision-making. In the context of digital transformation, managers are expected not only to understand technological processes but also to leverage digital tools to optimize workflows, enhance collaboration, and drive organizational change. Consequently, higher education faces the challenge of designing learning experiences that foster these competencies among students before they enter the labor market.

The digitization of education provides new opportunities for addressing this challenge. Digital learning environments, learning management systems, virtual collaboration tools, data-driven assessment methods, and online resources allow for more flexible, interactive, and personalized educational experiences. These tools support learner-centered approaches that emphasize active participation, problem-solving, and real-world application of knowledge. Unlike traditional education models, which often rely on passive knowledge transmission, digitized education encourages students to engage in experiential learning, collaborative projects, and reflective practice. Such approaches are particularly effective in

developing management competencies, as they mirror the complexity and uncertainty of real managerial tasks.

In recent years, competency-based education has gained prominence as a framework for aligning educational outcomes with labor market needs. This approach focuses on the development of measurable competencies rather than solely on content coverage or time-based learning. Within this framework, innovative management competencies are viewed as integrated outcomes that require interdisciplinary learning, continuous feedback, and practical application. Digitized educational environments facilitate competency-based education by enabling adaptive learning pathways, performance tracking, and formative assessment. As a result, students can progress at their own pace while developing both professional and transversal skills.

Project-based learning and problem-based learning have become key pedagogical strategies in the digitized educational context. These methods place students in active roles, requiring them to analyze complex problems, collaborate with peers, and propose innovative solutions using digital tools. In management education, such approaches are particularly valuable, as they simulate real organizational challenges and encourage the development of leadership, teamwork, and strategic thinking. Digital platforms further enhance these methods by supporting virtual teamwork, access to global resources, and communication across geographical boundaries. Through participation in digitally mediated projects, students gain experience in managing uncertainty, coordinating tasks, and making informed decisions—core elements of innovative management competence. Another important dimension of digitized education is the development of digital literacy and data competence. Modern managers are expected to work with digital systems, analyze data, and make decisions based on evidence generated through technological tools. Therefore, educational programs must integrate digital competencies with management training. This integration ensures that students not only understand management theories but also acquire practical skills in using digital technologies to support planning, monitoring, and evaluation processes. The

convergence of management education and digital literacy represents a key trend in contemporary higher education.

The role of educators also changes significantly under conditions of digitization. Teachers are no longer the sole source of knowledge but act as facilitators, mentors, and designers of learning experiences. Their task is to create digital learning environments that stimulate innovation, critical thinking, and self-directed learning. This shift requires educators to adopt new pedagogical roles and continuously develop their own digital and methodological competencies. Institutional support, professional development programs, and technological infrastructure are therefore essential for the successful implementation of digitized, competency-oriented education.

Despite the numerous advantages of digitization, challenges remain in the effective development of innovative management competencies. Unequal access to digital resources, varying levels of students' digital readiness, and resistance to pedagogical change can limit the effectiveness of digitized education. Furthermore, the rapid pace of technological change requires continuous curriculum обновление and alignment with evolving professional standards. Addressing these challenges requires a systematic approach that combines pedagogical innovation, institutional policy, and stakeholder collaboration.

From a broader perspective, the development of innovative management competencies through digitized education contributes to societal and economic development. Graduates equipped with such competencies are better prepared to lead organizations in conditions of uncertainty, promote innovation, and support sustainable development. As digital transformation continues to reshape industries, the demand for managers who can integrate technological, organizational, and human dimensions of work will only increase. Higher education institutions therefore play a crucial role in preparing a new generation of leaders capable of navigating the complexities of the digital age.

In this context, the present study focuses on the development of innovative management competencies of students under conditions of educational digitization.

The study aims to analyze the pedagogical potential of digital learning environments, identify effective teaching methods and tools, and examine their role in fostering key management competencies. By exploring the intersection of digitization, pedagogy, and competency development, this research seeks to contribute to the theoretical and practical understanding of modern management education. The findings are expected to provide insights for educators, curriculum designers, and policymakers striving to enhance the quality and relevance of higher education in the digital era.

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