

ORIGINAL PAPER



DOI: 10.26794/2304-022X-2025-15-4-122-138
UDC 378.14(045)
JEL I25, P36

Features of Education Management for First Year and Graduate University Students

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ABSTRACT

This article explores the management of education at different stages of university training with the aim of attracting more applicants and preparing highly qualified professionals capable of adapting to the evolving labor market. The **relevance of the study** stems from the ongoing demand for specialists who can apply innovative approaches aligned with the development of the digital economy. Additionally, a growing trend has been observed: graduates increasingly work in fields unrelated to their university degrees. The primary **goal** of the study was to develop recommendations for university administrators to modernize educational programs in order to increase applicant numbers and enhance graduate employability. The main **research method** was an anonymous survey conducted among both first-year students and graduates of Moscow City University (MCU). The survey questions focused on the key factors influencing students' perception of the educational process. The collected responses helped identify the strengths and weaknesses of current academic programs. Based on the **results**, a set of recommendations was formulated for university administrators and academic program developers to improve the effectiveness of education and attract prospective students.

Keywords: higher education; first-year students; graduates; learning characteristics; education management; education; academic programs

For citation: Abramov R.A., Sagueva A.N., Gorbenko O.D., Gordeeva P.E. Features of education management for first year and graduate university students. *Upravlencheskie nauki = Management Sciences*. 2025;15(4):122-138. DOI: 10.26794/2304-022X-2025-15-4-122-138

INTRODUCTION

The contemporary higher education system in the Russian Federation is undergoing dynamic changes driven, among other factors, by the demands of the digital economy and the ongoing need to modernise educational programmes. A number of challenges have emerged, particularly with regard to staffing provision and the tendency of students to change their chosen field of study during the course of their education.

In 2024, an anonymous survey was conducted among first-year students and graduating bachelor's and master's students enrolled in socio-economic and pedagogical programmes at the Moscow City Pedagogical University. The survey aimed to examine students' perspectives on various aspects of the educational process. The respondents included young people aged 17–25 studying in such fields as law, public and municipal administration, human resource management, and teacher education. The relevance of the present study is determined by the need to develop scientifically grounded approaches to managing the educational process in order to enhance the effectiveness of professional training and specialist preparation.

The aim of this study was to formulate recommendations for improving academic curricula and managerial decision-making in the field of education.

SURVEY QUESTIONS AND RESULTS

The Influence of External Factors on Applicants' Choice of University and Educational Programme

The most significant factors influencing first-year students' decision to enrol at Moscow City Pedagogical University were: "the opportunity to combine work and study" (9%), "the high position of the university in national rankings" (8%), "a convenient class schedule" (7%), and "the geographical proximity of the institution to my place of residence or work" (5%). These findings suggest that when selecting a higher education institution, students are primarily guided by practical considerations and the university's reputation

rather than by personal interests or individual academic inclinations (*Fig. 1*). Based on this, it can be concluded that first-year students place substantial emphasis on convenience and institutional prestige when making decisions about university enrolment.

Modern higher education is experiencing a crisis largely due to the mismatch between the qualifications of university graduates and labour market requirements. This discrepancy encourages students to shift towards more flexible forms of study [1], such as part-time or distance education, which allows them to combine academic training with employment [2]. This tendency is further supported by the growing interest of young people in using tools such as chatbots and artificial intelligence (AI), which provide opportunities for personalised learning while also taking labour market trends into account [3]. The integration of these technologies into the educational process is currently being actively discussed and explored [4].

Such an orientation toward external factors may be associated with the dominance of the so-called consumerist model in higher education. This model assumes that the student acts as a consumer, while education itself is treated as a service that must meet certain predefined requirements. Supporters of this approach argue that learning should correspond to "declared quality standards," whereas critics claim that it may instead undermine educational quality [5].

Such attention to external factors when choosing an educational institution reflects a broader issue related to the need to improve the quality of specialist training across various sectors, including the development of both flexible intellectual potential and a more conscious approach to selecting a field of study.

For a more in-depth analysis, the responses of first-year students and graduating students should be compared (*Fig. 2*).

Based on the 2024 survey of graduating students, several key factors influencing their choice of university can be identified. The most significant factor, as in the case of first-year students,

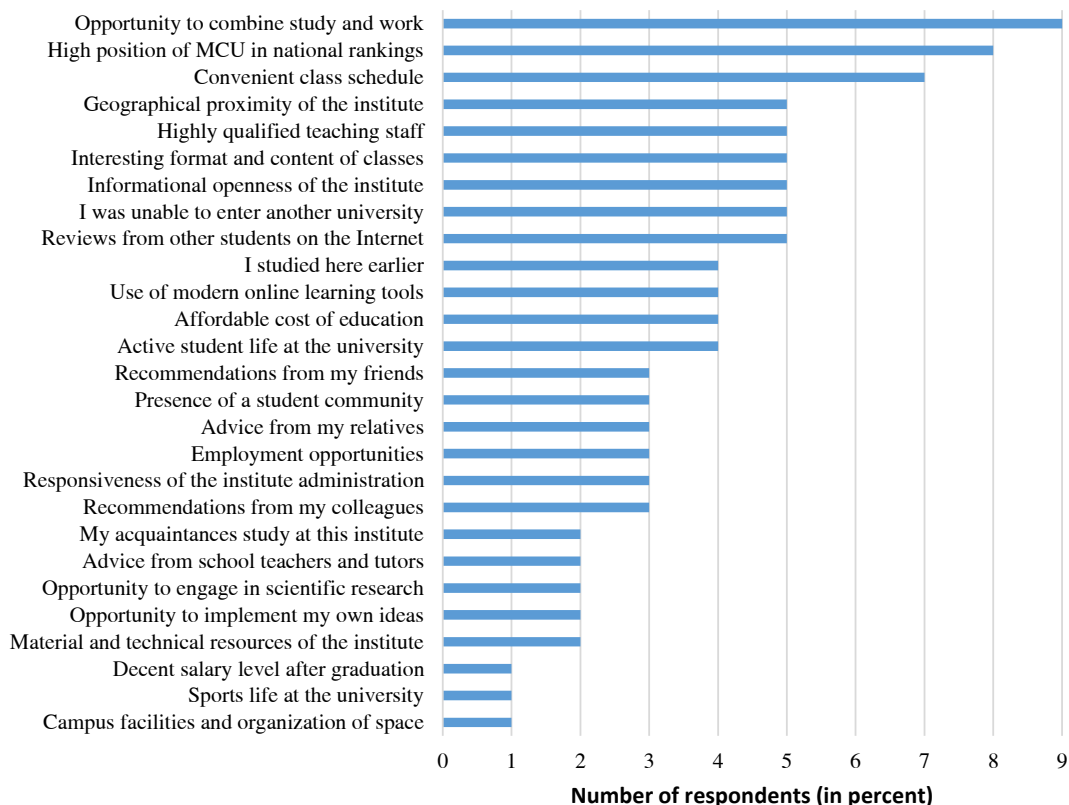


Fig. 1. Responses from first-year students to the question: “Why did you choose the Institute of Economics, Management and Law at Moscow City University as your place of higher education?”

Source: Compiled by the authors.

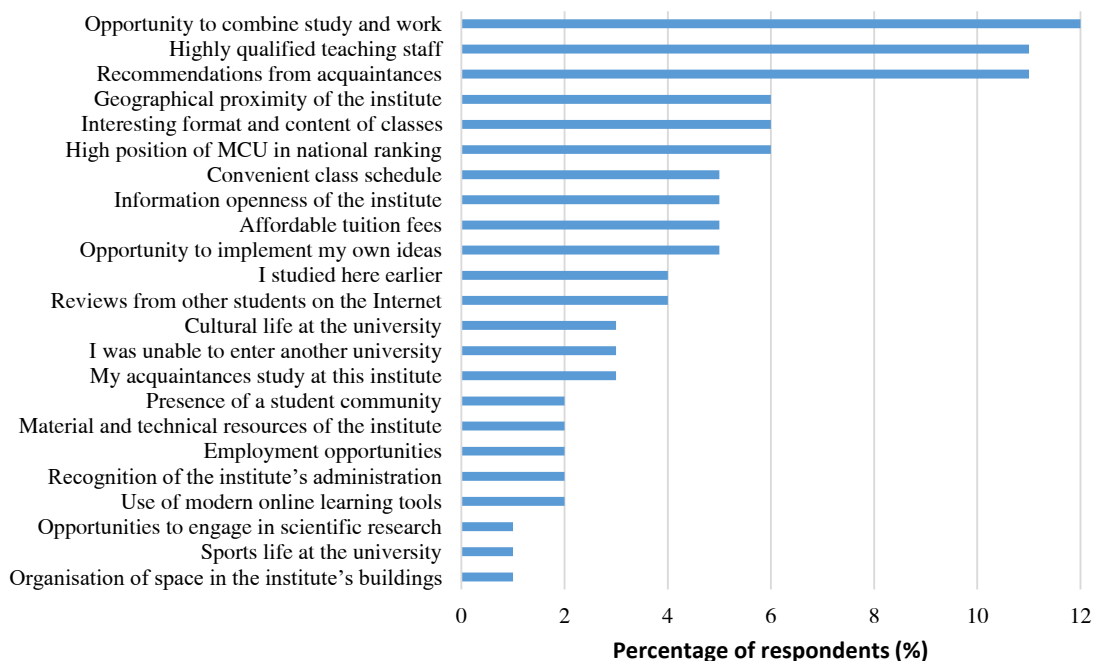


Fig. 2. Responses from graduates to the question: “Why did you choose the Institute of Economics, Management and Law at Moscow City University as your place of higher education?”

Source: Compiled by the authors.

was the opportunity to combine study and work (12% of respondents). This highlights the growing demand for flexible educational programmes that allow students to pursue higher education while simultaneously gaining practical experience. In the context of today's labour market, where the importance of professional skills continues to increase, such flexibility becomes an essential condition for successful learning.

The next most important factor was the high qualification of the university's teaching staff, as indicated by 11% of respondents. This demonstrates the importance of instructors' professionalism and competence in shaping the attractiveness of an educational institution, since they are able to provide knowledge and skills that meet contemporary requirements.

In addition, 11% of graduates noted that advice from supervisors, colleagues, friends, relatives, and teachers played a significant role in their decision. This points to the importance of social networks and the opinions of others in the university

selection process. Recommendations may serve as an important indicator of educational quality and institutional reputation, which underlines the need for universities to maintain active engagement with professional communities and alumni.

Other factors, such as the geographical proximity of the educational institution to the place of residence or work (6%) and a convenient class schedule (5%), are also relevant. However, their influence is less pronounced, which confirms that both graduates and first-year students are primarily guided by practical considerations. At the same time, applicants appear to approach the choice of university more consciously, taking into account not only convenience but also the quality of education.

The survey results confirm the need for a comprehensive approach to managing educational programmes, one that accounts for the required flexibility, the high qualifications of teaching staff, and the importance of recommendations.

Based on the diagram presented in *Fig. 3*, it is possible to draw conclusions about the goals students pursue in the process of obtaining higher education. Only 29% of respondents identified education itself, as well as the acquisition of knowledge, as the primary objective of their studies. Among other goals reported by participants was the desire to obtain a diploma (15%), which may indicate an emphasis among young people not so much on learning itself, but rather on the formal credential confirming their qualifications.

This is most likely related to social and economic factors, as possession of a diploma has become a necessary condition for employment rather than the result of a genuine pursuit of knowledge. At the same time, 51% of survey participants reported other objectives that are not directly connected with acquiring high-quality knowledge and are not focused on the educational process.

In order to develop an individual strategy for managing the learning process, it is necessary to take into account the real interests of consumers of educational services [1]. This is supported by the

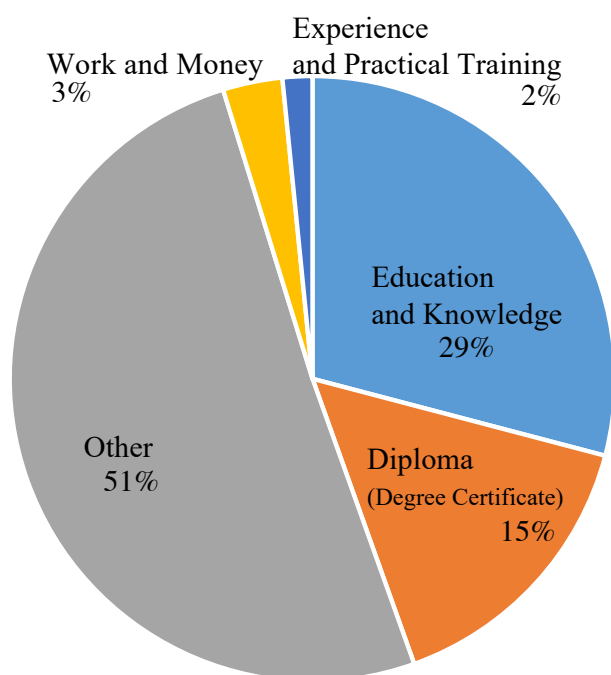


Fig. 3. Responses from first-year students to the question: "What is your goal, what do you hope to achieve by studying at the Institute of Economics, Management and Law of Moscow City University?"

Source: Compiled by the authors.

fact that students often experience financial difficulties and seek opportunities to combine work with study, which requires universities to demonstrate flexibility in organising the academic process [6].

It is important to create conditions that foster a conscious and engaged approach to learning among students, which may in turn improve the quality of education and support more successful integration of graduates into the labour market. Researchers examining students' motivations for pursuing higher professional education at different stages of study have found that bachelor's students are primarily driven by the desire to acquire knowledge and master a profession, whereas master's students are more often motivated by the intention to obtain a diploma [7]. This suggests that student engagement should be strengthened at the initial stage of university education, when interest in learning remains relatively high.

Academic literature also notes that recent secondary school graduates are often unprepared for the university style of teaching [6]. Therefore, at the early stage of study it is essential to adapt the educational process to students' expectations, gradually developing their independent learning skills.

Sources of information used by applicants to learn about university educational programmes

Based on the data presented in Fig. 4, the primary source of information is the official university website, which was cited by 33% of respondents. This indicates that the online resource fulfils its main function: attracting prospective students and providing up-to-date information about the educational programmes offered. However, attention should also be paid to other sources — for example, 19% of respondents obtain information through search queries in Yandex, Google, and other search engines. This suggests that young people seek additional data and compare it with the information already available.

In addition, 10% of respondents rely on online articles about university programmes, while 7% receive information from friends, acquaintances, or relatives who study at the institution. Thus, the importance of informal communication channels and personal recommendations in the process of choosing a place of study is confirmed.

For comparative purposes, the results of the graduate survey are presented in Fig. 5.

The most significant source of information, cited by 34% of respondents, was the official website

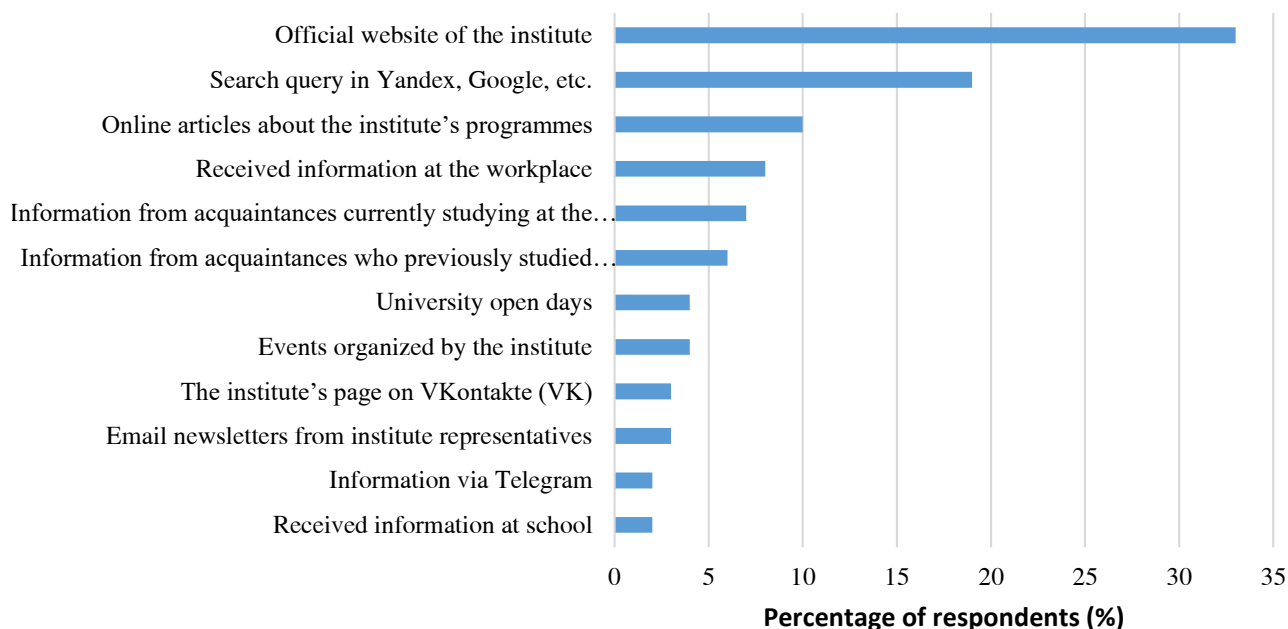


Fig. 4. Responses from first-year students to the question: "How did you learn about the educational programs of the Institute of Economics, Management and Law of Moscow City University?"

Source: Compiled by the authors.

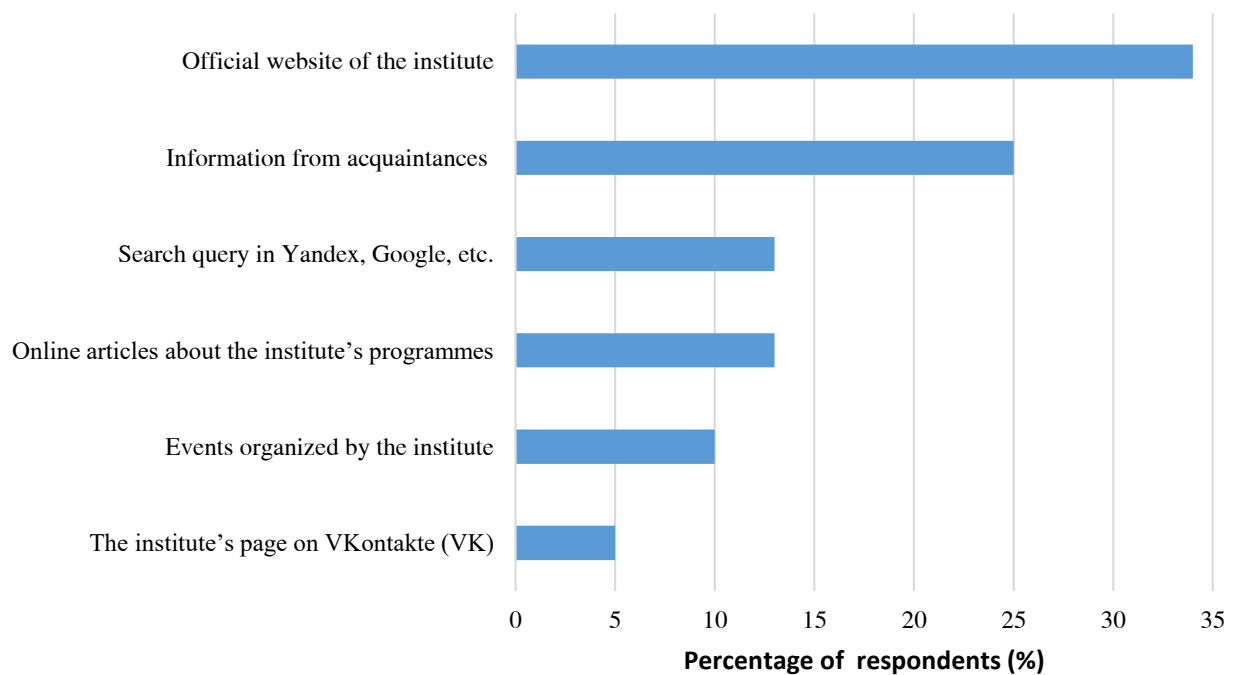


Fig. 5. Responses from graduates to the question: "How did you learn about the educational programs of the Institute of Economics, Management and Law of Moscow City University?"

Source: Compiled by the authors.

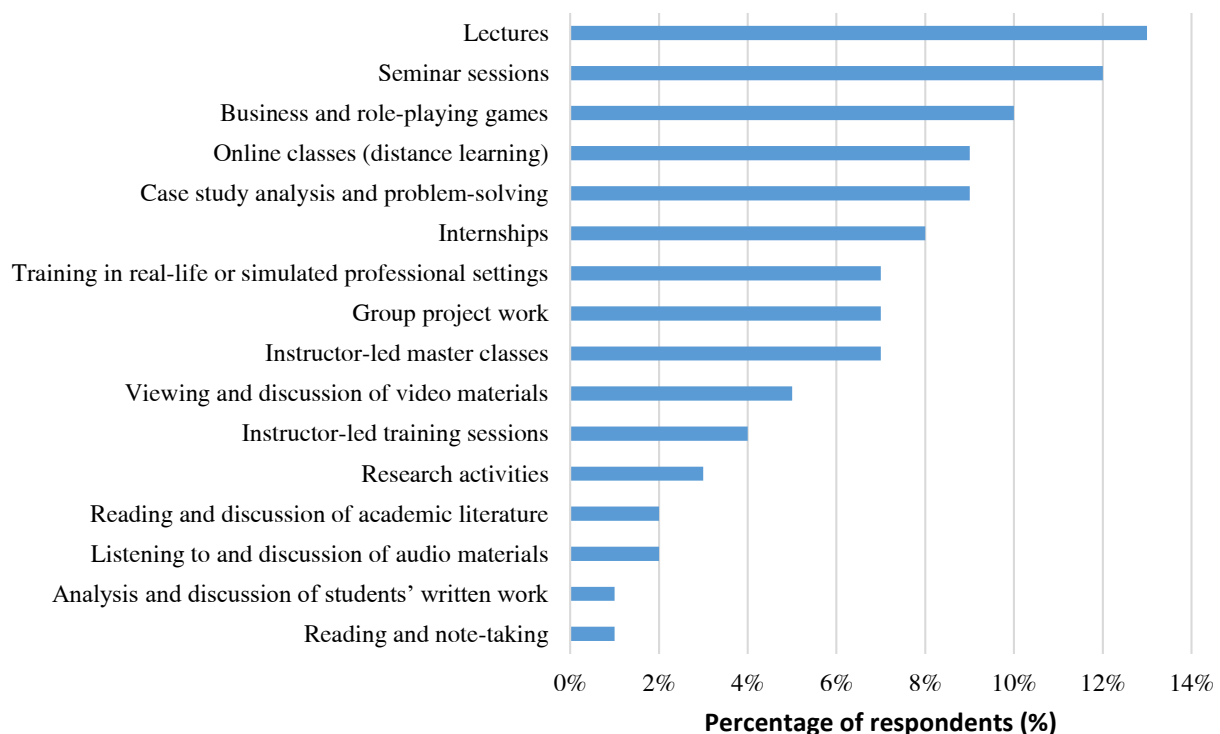


Fig. 6. Responses from first-year students to the question: "Please indicate which format of study you find most appealing and beneficial?"

Source: Compiled by the authors.

of the Institute of Economics, Management, and Law, which highlights a high level of trust in the information published there. Search queries in Yandex, Google, and other search engines were also important (13% of respondents). This indicates that prospective students actively use the internet to obtain information about educational institutions, making the optimisation of the institute's online presence particularly necessary.

In addition, 13% of respondents noted that they obtained information about the university's programmes from online articles, while 25% reported receiving such information from friends, relatives, colleagues, and teachers. These findings underscore the importance of social connections in informing applicants.

Based on the results presented, it can be concluded that the channels through which graduates and students obtain information are almost identical.

Nevertheless, although the official university website remains the primary source of information, there is a need to further develop other

dissemination methods in order to strengthen the university's positive image within the educational environment. Potential approaches include more active promotion of academic programmes through social media, participation in educational exhibitions and career fairs, and the creation of content that is engaging and useful for prospective students.

Demand for different learning formats among first-year and graduating students

Based on the diagram presented in *Fig. 6*, it is possible to draw conclusions about students' preferences regarding learning formats. Lectures and seminar sessions received approximately similar proportions of responses—13% and 12%, respectively. This indicates that, despite current trends toward the digitalisation of education and the introduction of new technologies, young people continue to favour traditional methods of instruction. These findings highlight the continuing importance of classical formats. Lectures, which involve a structured and substantive presenta-

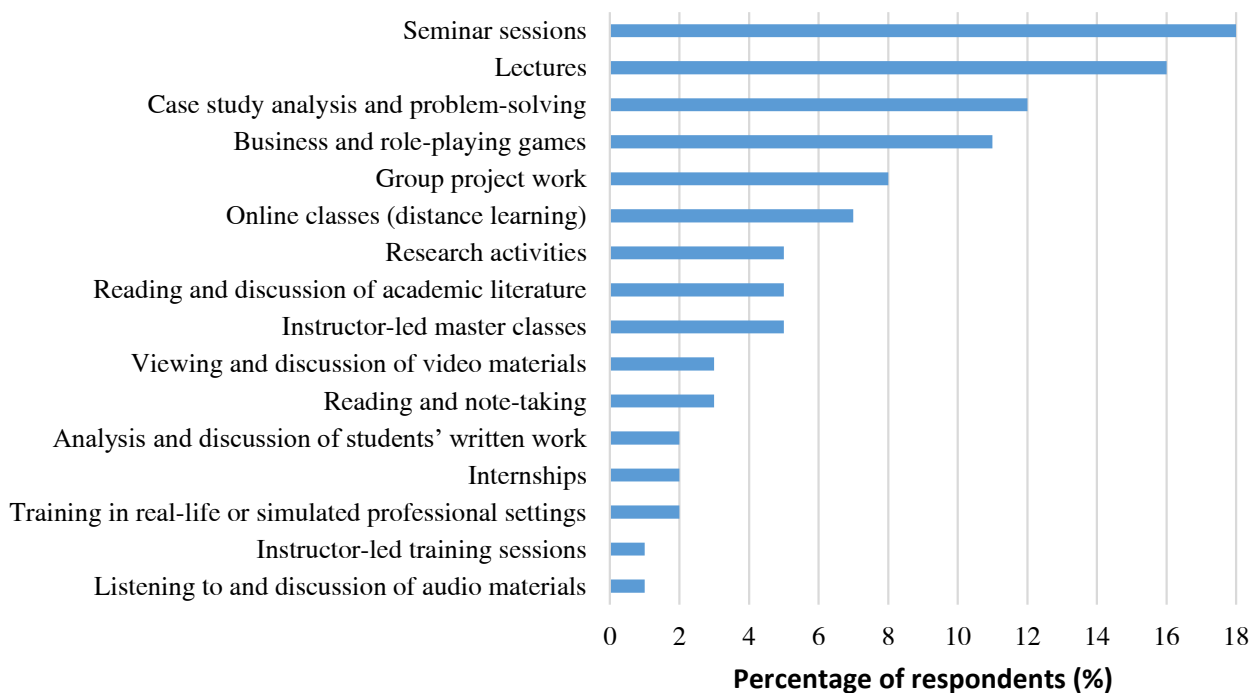


Fig. 7. Responses from graduates to the question: "Which format of study was most useful for you?"

Source: Compiled by the authors.

tion by the instructor, enable students to acquire systematised knowledge and a coherent understanding of the subject. Seminar sessions, in turn, promote active student engagement by allowing learners to present, discuss, and analyse course material, which is also a key aspect of developing critical thinking and communication skills.

Nevertheless, 9% of respondents preferred online classes conducted via MS Teams, while 10% favoured business and role-playing games. This points to the growing popularity of newer learning formats characterised by greater interactivity and practice-oriented approaches.

It is therefore important to focus on improving the quality of lectures and seminar sessions. In this context, the traditional instructionist approach, in which the teacher serves as the primary source of knowledge, should be reconsidered, and elements of constructivism should be introduced by involving students in active discussion and critical analysis of the material [5].

The need to use modern technologies in the educational process is particularly relevant in the context of digitalisation, which has affected all

spheres of life. At present, such skills are required by almost all students, regardless of their field of study. The advantages of digital technologies include the presentation of academic materials in an accessible format, enhanced interaction between students and teachers, reduced educational costs, and improved quality, flexibility, and accessibility of learning [8].

It is therefore worth considering the integration of online formats and role-playing activities into traditional classroom instruction in order to promote deeper understanding of the material and increase student engagement in learning [1].

AI-based chatbots, as one example of modern educational technologies, have the potential to automate administrative tasks, provide immediate feedback, improve communication between learners and instructors, and offer personalised student support, thereby contributing to greater effectiveness of the educational process [3, 4]. When designing educational programmes, it is important to take students' own perspectives into account, as their participation can significantly enhance both the relevance of these programmes

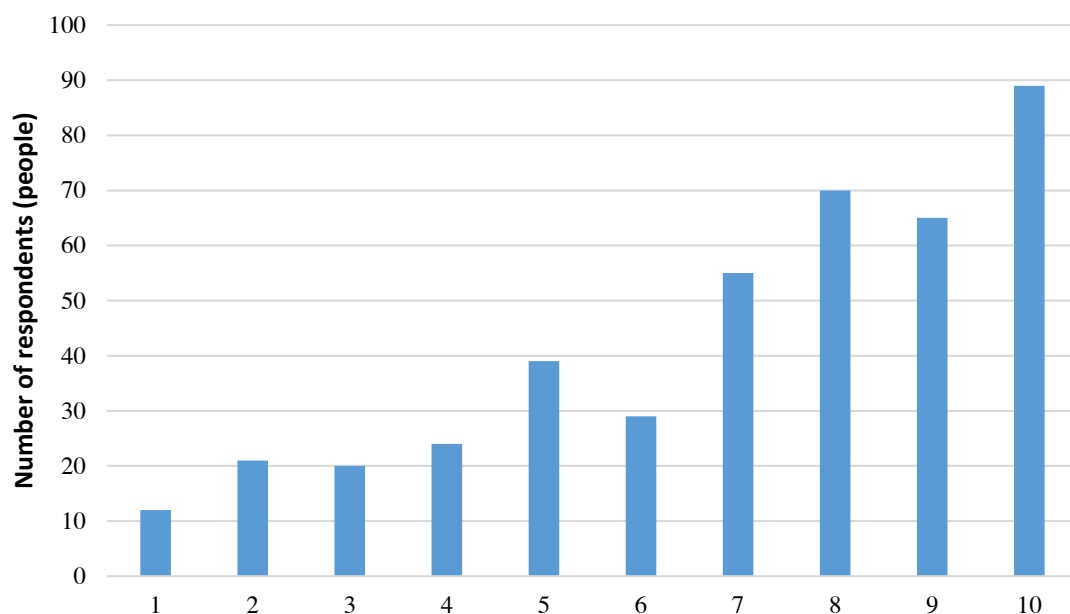


Fig. 8. Responses from first-year students to the question:
“On a scale of 1 to 10, how satisfied are you with the format and content of the classes at the Institute of Economics, Management and Law at of the Moscow City University?”

Source: Compiled by the authors.

and their alignment with labour market requirements [9]. In addition, it should be recognised that the expectations of students and teachers regarding the learning process may differ substantially, making regular surveys and consultations with all stakeholders essential [6].

The diagram presented in *Fig. 7* illustrates young people's preferences regarding learning formats. Seminar sessions proved to be the most popular option, selected by 18% of respondents. This indicates that students value interactive and practice-oriented forms of education that promote deeper understanding of the material and the development of critical thinking skills. Lectures ranked second (16% of votes), suggesting that they are not the preferred format for the majority of students, who are more interested in active and engaging methods of learning through seminars and practical classes. Case-based problem solving received 12% of responses, further confirming students' desire to examine real-life situations they may encounter in their professional careers.

The survey results demonstrate the importance of placing greater emphasis on seminars and practical case studies, which may serve as a foundation for the continued development and improvement of academic courses, contribute to more effective management of the educational process, and better satisfy students' needs.

The analysis of differences between the opinions of first-year and graduating students allows the following conclusions to be drawn:

- Increasing value of seminars and case studies. Over time, students begin to attach greater importance to active learning formats such as seminars, case studies, independent reading followed by classroom discussion, and participation in research activities. This suggests that during the learning process they become more aware of the importance of practical skills and critical thinking.
- Declining attractiveness of passive formats. Students gradually lose interest in lectures, master classes, and in-class video viewing both at the initial and final stages of study.

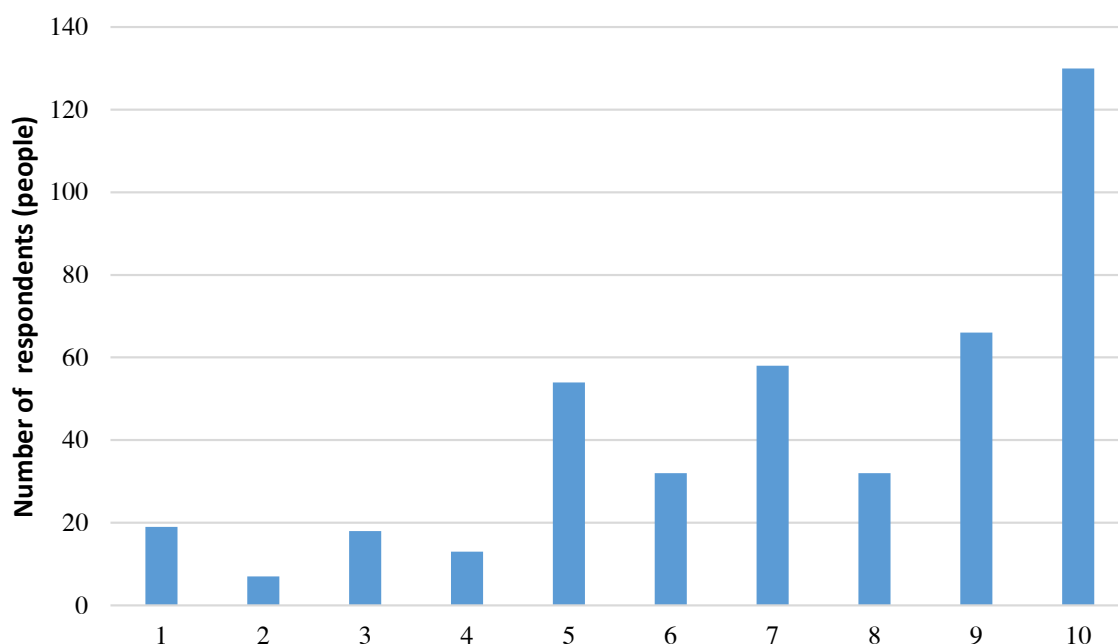


Fig. 9. Responses from first-year students to the question: "On a scale of 1 to 10, how satisfied are you with the opportunities to implement your own ideas and projects during your studies at the Institute of Economics, Management and Law of Moscow City University?"

Source: Compiled by the authors.

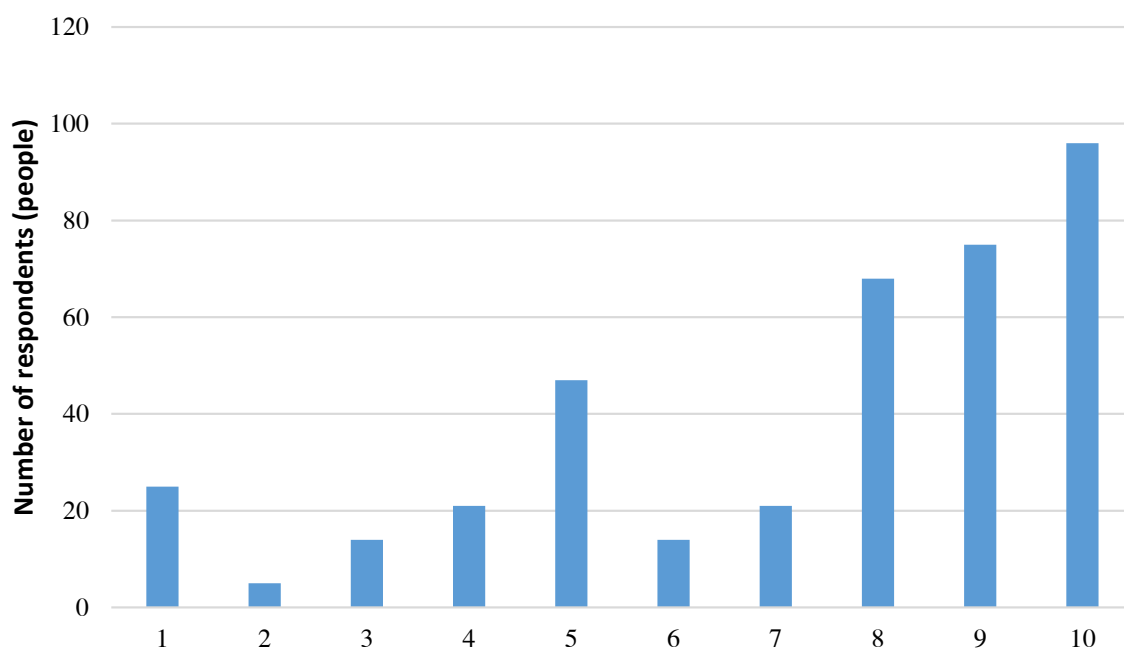


Fig. 10. Responses from first-year students to the question: “On a scale of 1 to 10, how satisfied are you with the opportunities for employment in your field of study and with your career prospects after graduating from the Institute of Economics, Management and Law of the Moscow City University?”

Source: Compiled by the authors.

The analysis of the obtained data provides valuable insights into students’ preferences and needs at different stages of higher education. Using these findings to improve educational programmes and managerial decision-making can contribute to enhancing both the quality of specialist training and graduates’ competitiveness in the labour market.

Student Satisfaction with Various Aspects of the Educational Process

Based on the diagram presented in Fig. 8, conclusions can be drawn regarding the level of student satisfaction with the format and content of classes. The results indicate that most respondents assess the quality of the educational process positively; however, it is important to note the substantial number of ratings in the range of 4–6, which may point to certain issues requiring attention and improvement. One possible direction for development is the introduction of a value co-creation model, which involves active collaboration between students and instructors

in designing and implementing educational programmes, updating their content, and enhancing the competitiveness of the academic staff [1].

According to another study, students demonstrate a need to develop critical thinking, emotional intelligence, creativity, and communication skills. Respondents suggested such forms of informal education as master classes, training sessions, business games, and round-table discussions. Thus, at present, greater emphasis should be placed on interdisciplinary knowledge and the comprehensive development of the individual [10].

Possible recommendations for improvement in this area may include:

1. Curriculum adaptation — regular revision and updating of study plans to reflect current trends in education and labour market demands. This may also involve introducing new subjects, modernising the content of existing courses, monitoring the relevance of programme components, and removing those that no longer correspond to contemporary developments or fail to provide practically useful knowledge.

2. Development of interactive teaching methods — such as group projects, case-based learning, and role-playing activities to increase student engagement and make the learning process more motivating and dynamic. One potential approach is the implementation of AI-based chatbots, which can not only improve academic performance and communication between teachers and students, but also enhance student motivation through personalised learning and the automation of routine processes [3, 11].

Based on the diagram presented in *Fig. 9*, conclusions can be drawn regarding the degree of student satisfaction with the opportunities to implement their own ideas and projects during the learning process. A considerable number of young people rated their opportunities at the highest level of 10; however, many respondents selected scores of 5 and 7, which may indicate the presence of obstacles preventing them from actively pursuing their ideas. Lower ratings — such as 5 and 6 — most likely point to a lack of the necessary resources and platforms for project implementation. In this regard, it is important to establish more effective communication between students and instructors, for example through regular meetings where ideas can be presented and feedback provided. It may also be worthwhile to consider the creation of mentoring programmes in which senior students or faculty members could support newcomers in developing and implementing their initiatives.

Thus, the survey results confirm the need for active measures aimed at improving the conditions for student project development. This would not only increase students' satisfaction with the educational process but also foster the skills required for their future professional success.

These objectives may be achieved through the introduction of a co-production model, in which learners are viewed as partners in the educational process and actively participate in shaping it [5].

The data presented in *Fig. 10* make it possible to draw conclusions about the level of student satisfaction with opportunities for employment in

their field of study and with career prospects after graduation. Although most ratings fall within the range of 7–10, the question arises as to how objectively students can assess these opportunities at the early stage of their education. They do not yet possess sufficient experience or information about the actual conditions of employment and career development in their professional domain, and their opinions are therefore based on expectations rather than on practical experience.

In this regard, the university should consider organising activities such as career fairs, master classes, and meetings with employers to help students better understand labour market requirements and prepare for their future professional careers. This approach aligns with the principles of the student engagement model, in which the university actively works to create conditions that support graduates' successful career development [5].

The Impact of Internships and Practical Training on Graduate Employment and Professional Outcomes

At the final stage of their studies, future specialists are expected to have a clear understanding and awareness of their professional prospects. This research question can be further examined through a series of practice-related issues, since practical training plays a crucial linking role between education and career development.

The diagram presented in *Fig. 11* shows students' assessment of the importance of the practical training they completed during their university studies. The results indicate that 72% of respondents consider it important, which reflects a strong recognition of the role of practical experience within the educational process. Nevertheless, 28% of participants expressed a different view, which may point to the need for further development and improvement of practical training activities. This also highlights the importance of continuous evaluation and adaptation of educational programmes to labour market requirements and student expectations.

It should be noted that, despite the large number of positive evaluations, the university should

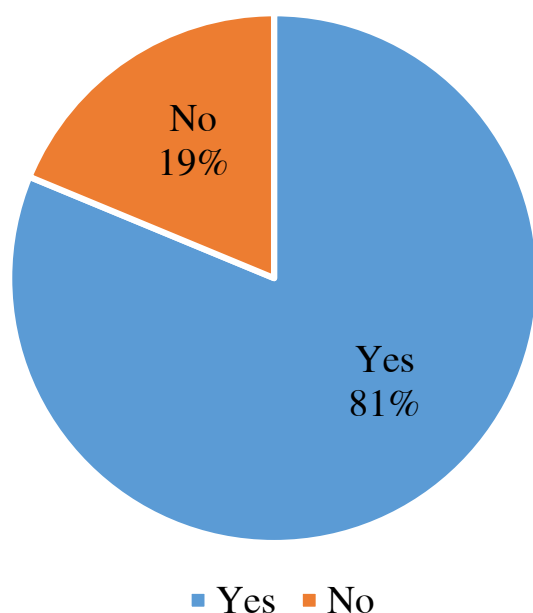


Fig. 11. Responses from graduates to the question: "How important was your internship during your studies at the Institute for your future career in your chosen field: did it help you assess the scope of your theoretical knowledge?"

Source: compiled by the authors.

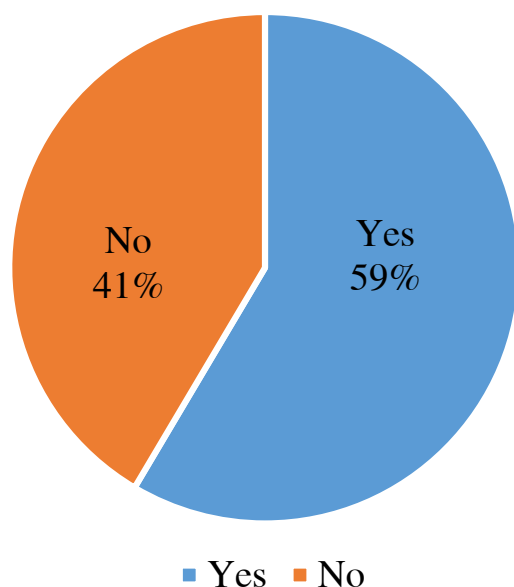


Fig. 12. Responses from graduates to the question: "How important was your internship during your studies at the Institute for your future career in your chosen field: did it reveal real-world production issues you are likely to encounter?"

Source: compiled by the authors.

continue its efforts in this area in order not only to enhance the quality of education, but also to strengthen students' preparedness for the challenges they may encounter in their professional careers.

The next diagram (Fig. 12) presents students' evaluation of the importance of the practical training undertaken during their studies for their future careers. While 59% of respondents consider such training important, 41% disagree with this statement and do not perceive it as beneficial to their education. This distribution of opinions suggests that practical training does not always correspond to real workplace challenges that graduates may face in their professional lives. Therefore, the programmes included in practical training should be revised in order to place greater emphasis on real working situations, as well as on the current challenges and tasks confronting future specialists.

Further improvement of practical training requires not only moving away from a teacher-centred model, in which practice is treated as a formal supplement to theory, but also progressing toward a value co-creation model, where students, instructors, and industry representatives actively participate in shaping both the content and format of practical training [5].

The diagram presented in Fig. 13 illustrates students' assessment of the importance of the practical training they completed for their future careers in their chosen field. According to the results, 48% of respondents believe that the internship helped them make a final decision regarding their future workplace, whereas 52% disagree with this statement. This indicates that practical training does not fully fulfil one of its key functions — preparing students for professional employment.

It is therefore important to establish stronger cooperation with companies and organisations so that future graduates can complete internships in conditions that are as close as possible to real professional environments and face fewer difficulties when choosing a place of employment.

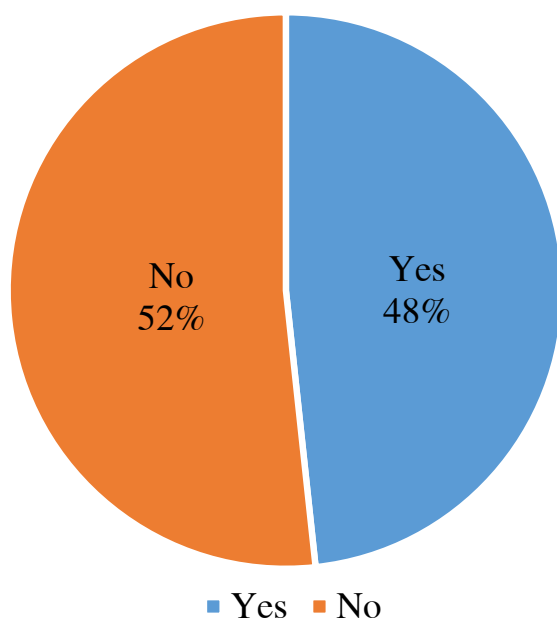


Fig. 13. Responses from graduates to the question: "How important was your internship during your studies at the Institute for your future career in your chosen field: did it help you make a final decision about your place of employment?"

Source: compiled by the authors.

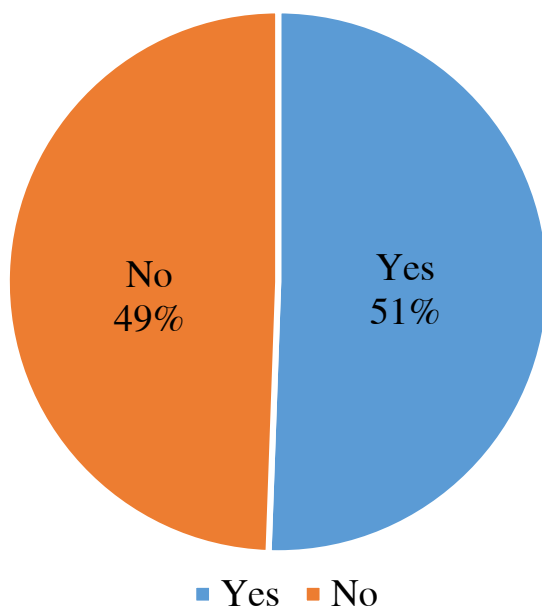


Fig. 14. Responses from graduates to the question: "How important was your internship during your studies at the Institute for your future career in your chosen field: did it allow you to demonstrate your professionalism and secure a future job offer?"

Source: compiled by the authors.

In addition, the university may consider organising master classes and seminars involving industry experts. This would allow students not only to gain a more comprehensive understanding of their future profession and the current challenges they may encounter, but also to improve their employment opportunities.

The diagram presented in Fig. 14 illustrates students' evaluation of the importance of practical training for their future careers. According to the results, 51% of respondents believe that the internship gave them an opportunity to demonstrate themselves as professionals and thereby secure a future workplace. However, 49% disagreed with this statement, meaning that nearly half of the participants did not perceive practical training as providing real value for their professional preparation.

The findings of this section highlight the need to reconsider current approaches to internship organisation in order to increase its effectiveness and better align it with student expectations. This, in turn, would improve graduates' chances of successful employment.

Development of skills and competencies among university graduates and the applied orientation of educational activity

The diagram presented in Fig. 15 shows the development of various competencies among students throughout their studies, with communication, analytical, and project-related skills being the most highly developed. This indicates that the educational programmes are effective in fostering key abilities required for professional activity. However, attention should be paid to the relatively weaker development of foreign language, economic, and managerial competencies, which are critically important for students in socio-economic fields. Insufficient proficiency in these areas may negatively affect graduates' competitiveness in the labour market.

Fig. 16 presents data on whether the topic and content of graduates' thesis projects were related to the tasks they were expected to address

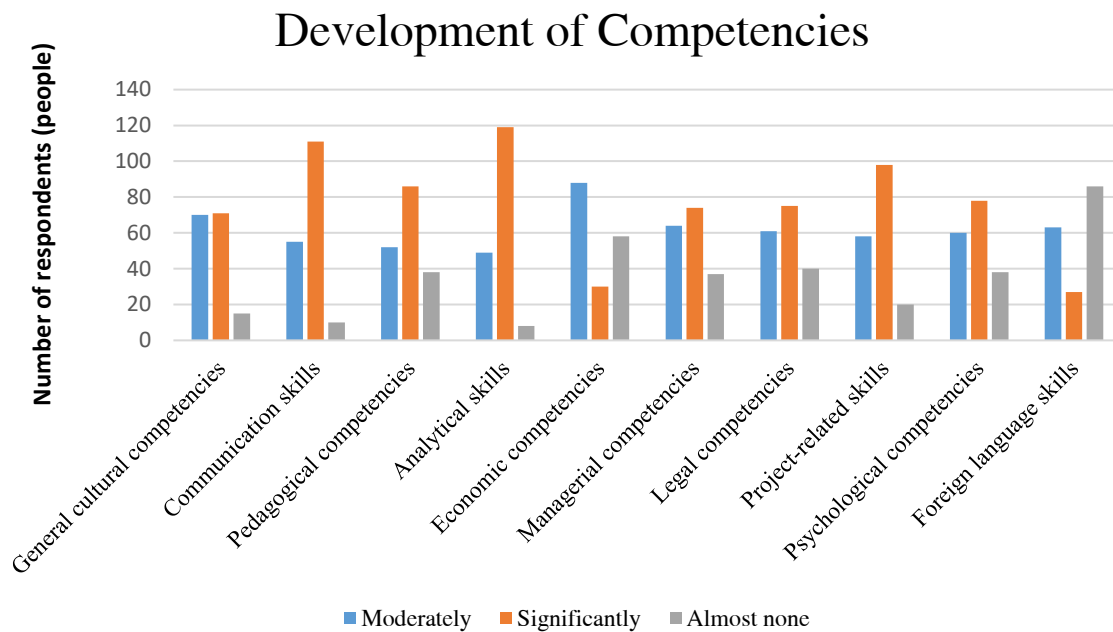


Fig. 15. Responses from graduates to the question: “Which competencies were you able to develop during your studies at the Institute?”

Source: Compiled by the authors.

in their future employment. Forty-four percent of respondents answered positively, indicating that the institute’s educational programmes are aligned with labour market requirements. However, 30% reported that their thesis work was not related to their future professional activity, while 23% noted that the connection was only indirect. These findings point to the need to strengthen the link between the academic process and real workplace tasks.

Therefore, educational programmes should be further improved in order to more accurately reflect current labour market demands and the challenges graduates face in their professional careers.

Let us consider students’ responses to the question of where they would enrol if they were given a second opportunity to choose a university (Fig. 17). A total of 53.9% of respondents confirmed their original decision, 33% indicated that they would choose a different specialisation at the same university, and 13% stated that they would prefer a different field of study at another educational institution.

Thus, nearly half of the respondents (46%) consider the possibility of changing their career

direction. This result may indicate the presence of certain problems within the educational process.

In this regard, attention should be paid, first, to the need for career guidance activities (such as meetings with professionals from various fields,

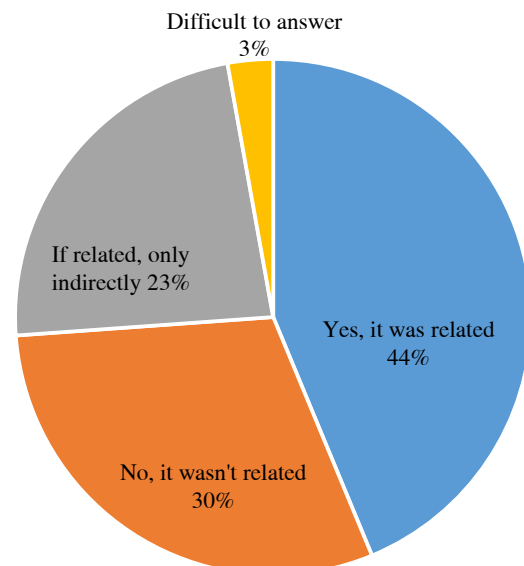


Fig. 16. Responses from graduates to the question: “Was the topic and content of your thesis related to the tasks you faced in your future job?”

Source: Compiled by the authors.

master classes, and seminars) that can help students better understand their interests and opportunities, and second, to improving the quality of educational programmes. Universities should actively engage with students and take their needs into account.

Fig. 18 presents the results of graduates' responses to the question of whether they are employed in the field of specialisation obtained at Moscow City University. The findings show that only 48% of respondents work in their professional area. This is a relatively low indicator, pointing to the need to strengthen the connection between the educational process and labour market requirements. Among the challenges are insufficient preparation of students for real working conditions, a lack of practical experience, and limited information about career opportunities in their field.

RECOMMENDATIONS

To improve the management of education at different stages of student training, the following measures may be proposed:

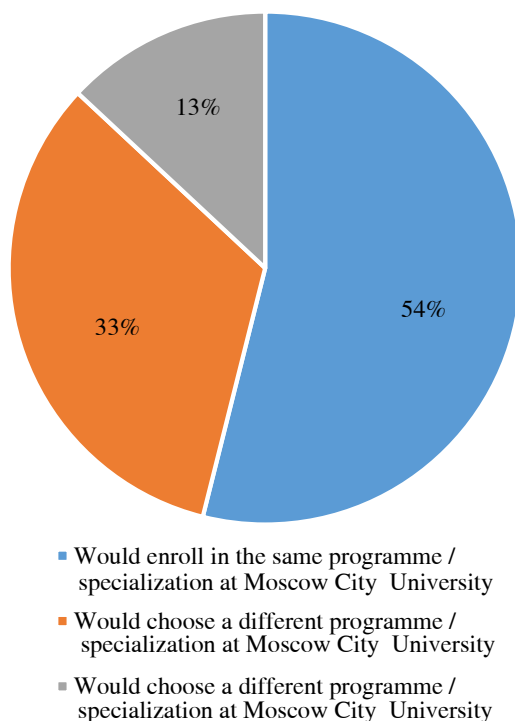


Fig. 17. Responses from graduates to the question: "If you were to apply to university again... (most popular responses)"

Source: Compiled by the authors.

1. Strengthening practical training: incorporating more applied coursework, internships, and project-based activities into curricula in order to provide students with real professional experience. It is important to assess external labour market influences, competitive conditions, and relevant economic and legal factors [5].

2. Career guidance activities: organising regular meetings with industry representatives, career fairs, and seminars where students can learn about employment opportunities and employer expectations.

3. Introduction of mentoring systems: establishing mentoring programmes in which experienced professionals help young specialists adapt to the workplace environment and develop essential skills.

4. Curriculum adaptation: regularly revising and updating academic programmes in response to changes in labour market demand and employer needs, ensuring the relevance of acquired knowledge and competencies.

5. Cooperation with employers: building partnerships with companies to create internship and placement programmes aligned with real professional tasks and requirements.

6. Implementation of interactive teaching methods: integrating group projects, case-based learn-

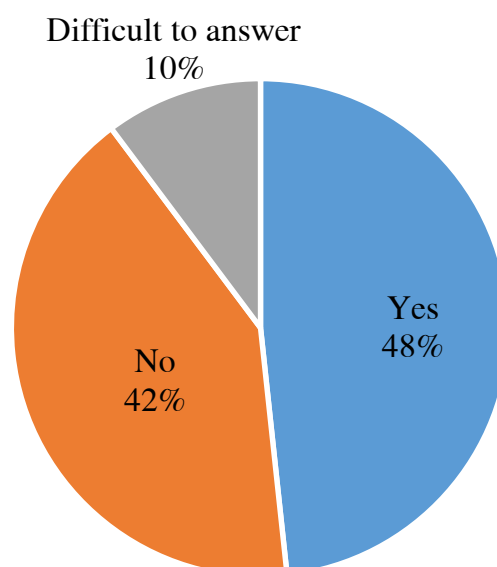


Fig. 18. Responses from graduates to the question: "Are you currently working in the field of your degree from Moscow City University?"

Source: Compiled by the authors.

ing, and role-playing activities into the educational process, as well as using AI-based chatbots that enhance student motivation and support personalised learning.

CONCLUSION

The analysis of the data obtained in this study made it possible to identify the factors influencing graduates' professional choices, as well as the reasons why students change their educational trajectories during the course of their studies. This information may be used to optimise the learning process and attract prospective applicants. The proposed recommendations aim to increase the attractiveness of educational programmes for students, ensure high-quality assimilation of academic material, and improve graduate employability.

The study revealed several key characteristics of education management at different stages of the learning process. The analysis of such factors

as university choice, learning objectives, information sources, preferred instructional formats, and satisfaction with various aspects of educational activity demonstrates significant differences in perception between first-year students and graduates.

The findings indicate the need for a differentiated approach to managing the educational process, taking into account students' needs and expectations at various stages of study. As practical tools for achieving these objectives, the authors propose strengthening career guidance activities, enhancing the applied orientation of educational programmes, introducing interactive teaching methods, and expanding cooperation with employers in order to increase graduates' employment opportunities. Particular attention should be paid to fostering a conscious approach to choosing a field of study and to developing competencies that are in demand in the labour market.

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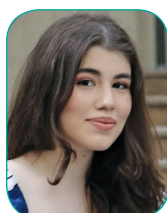


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O.D. Gorbenko — analysis of questionnaires, selection of sources, theoretical framework analysis.

P.E. Gordeeva — systematization of the data obtained, development of the analytical section, interpretation of the results obtained.

Conflicts of Interest Statement: The authors have no conflicts of interest to declare.

The article was submitted on 01.04.2025; revised on 11.04.2025 and accepted for publication on 19.06.2025. The authors read and approved the final version of the manuscript.