# PEDAGOGICAL OPPORTUNITIES OF COMMUNICATIVE STRATEGIES FOR OPTIMIZING THE MANAGEMENT ENVIRONMENT

**Umarova Nilufar Khasanovna**

National Institute of pedagogical skills named after A.Avlani, Uzbekistan

## ABSTRACT

This article analyzes the significance of communicative strategies in the management activity of a school principal, as well as the pedagogical potential of approaches to implementing communicative policy in optimizing the management environment.

**KEYWORDS:** communicative strategy, communicative policy, communicative process, feedback, pedagogical management environment, interaction, cycle of applying communicative strategies, optimization of the management environment, pedagogical potential.

## INTRODUCTION

The modern management environment is a dynamic, multifactorial, and complex socio-psychological process in which the leader's communication culture, strategic thinking ability, and pedagogical approach play a significant role. Management effectiveness in schools largely depends on the school principal's knowledge of communicative strategies and the ability to apply them in the management process. Communicative strategies are considered one of the most important factors in optimizing the management environment.

A communicative strategy is a necessary tool for achieving the large-scale goals of general secondary education institutions. It is aimed at ensuring the success and competitiveness of the educational organization, through which the school's mission and strategic goals are realized. On the basis of communicative strategies, organizational communications develop, encompassing all communications within and outside the educational institution. Organizational communications involve the development of interactions among teaching staff, administrators, students' parents, partners, and other stakeholders. Well-developed communications ensure effective information exchange, understanding, and cooperation.

A communicative strategy is implemented on the basis of a clear and detailed plan, which includes step-by-step measures, clearly defined timelines, responsibilities, and methods for measuring results. A comprehensive plan enables the consistent and effective management of the communicative activities of an educational organization. A communicative strategy represents the comprehensive influence of an educational organization on both the internal and external environment in order to create favorable interactions between school principals and target audiences.

A communicative strategy is a detailed comprehensive plan aimed at developing organizational communications, ensuring the achievement of the organization's strategic goals, and supporting its overall direction.

Defining the objectives of a communicative strategy requires a comprehensive study of the communications of an educational organization and the factors influencing them. This process

NEXT SCIENTISTS CONFERENCES

is carried out through the following analyses: identifying policies for implementing the strategy; studying stakeholders' attitudes toward school policy; actor analysis (analysis of active parties); developing a stakeholder map; evaluating school communications; analyzing communication channels; and analyzing communicative culture.

Management is understood as a purposeful and regulatory influence exerted on an object. If we consider the main set of managerial actions related to communications, it includes the following:

- defining the objectives of communication;
- determining the ways to achieve these objectives;
- planning specific actions aimed at achieving the objectives, taking into account resources and specific situations;
- organizing the implementation of these plans;
- coordinating the interaction among the components of the communication process and the actions of direct performers;
- controlling the communication process through feedback;
- adjusting the communication process based on the results of feedback.

The set of the indicated management procedures and operations is integrated within the framework of communicative management, which, in a general sense, is defined as a professional activity aimed at achieving effective communication between the organization and its internal and external environment. This goal-oriented activity is expressed in the application of methods, techniques, procedures, and technologies that ensure effective informational and emotional interaction among groups and individuals at various levels, as well as between the organization and representatives of its environment.

If an educational organization sets ambitious communicative goals for itself (cooperation with various social groups and organizational structures, ensuring mutual understanding), then a specific approach is required to address such tasks. This approach is the communicative policy approach. Communicative policy represents a set of long-term, conscious, and systematic approaches to organizing information exchange, communication, and interaction in a school, and includes defining the goals of communication, determining the ways to achieve them, and planning the content of information disseminated to various audiences as well as feedback.

Identifying communication problems begins with collecting information related to the internal and external environment of the organization. Information about teaching staff, structure, technologies, goals, and objectives provides an understanding of the state of its internal environment. From the external environment, information is obtained about the economic, political, and socio-cultural situation, as well as the state of interaction with key contact audiences. All collected information is analyzed, and critical factors in the internal and external environment are identified. Based on the analysis, recommendations are developed, which form the basis of the school's communicative policy. This is because communicative policy is a system of strategic approaches aimed at planning, coordinating, and regulating internal and external communication and interaction processes in a school in order to ensure management effectiveness. The implementation of communication policy requires a communicative strategy, which is formed to ensure the mission of the team. Understanding the mission of the team forms the basis of all communication activities and influences the development of the pedagogical management environment both within and outside the school.

The pedagogical management environment is a set of social, psychological, and organizational conditions formed within an educational institution among teachers, students, parents, and other stakeholders. In order for this environment to be effective, the leader's communicative strategies perform the following functions:
-        strengthening mutual trust within the team;
-        conveying goals clearly and understandably;
-        ensuring transparency in the decision-making process;
-        resolving conflicts constructively;
-        managing information flows.

International experience shows that special programs aimed at developing communicative strategies for school leaders are highly effective in optimizing the management environment. In Finland, the "open doors" policy in pedagogical management, in the United States, the "Educational Leadership Standards" model, and in Singapore, the "Principals' Academy" system are used to enhance the communicative capacity of leaders.

The application of communicative strategies is based on a specific sequence, and this cycle consists of five interrelated stages (Figure 1).
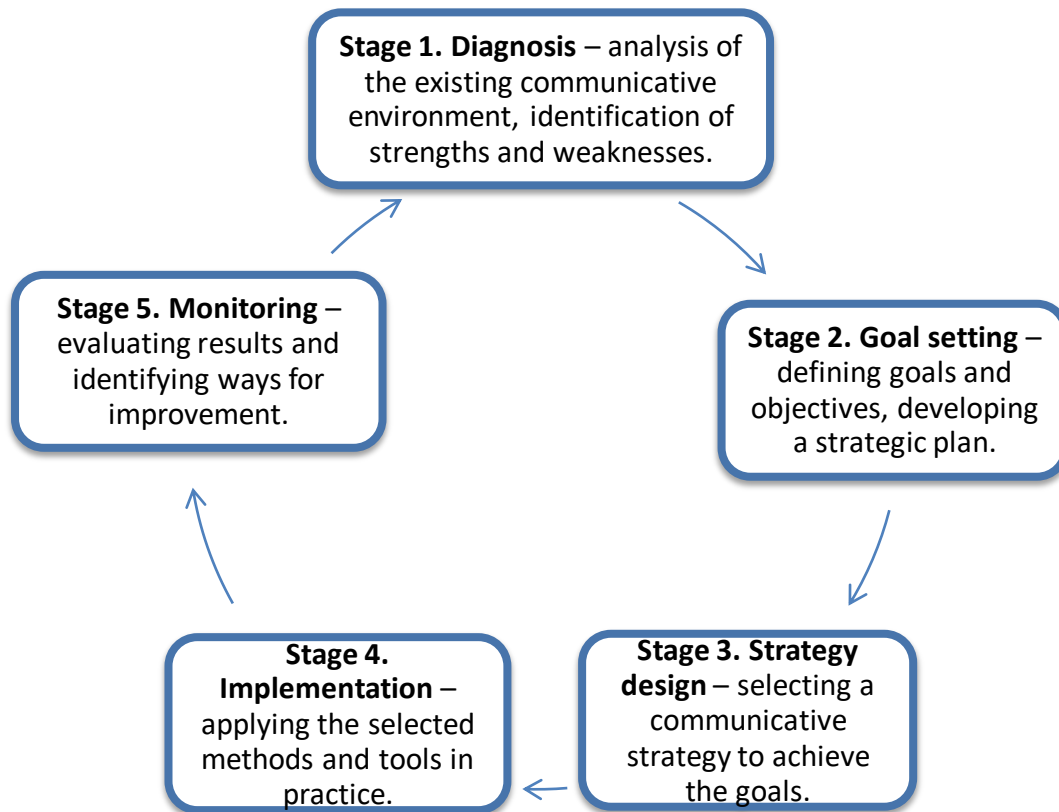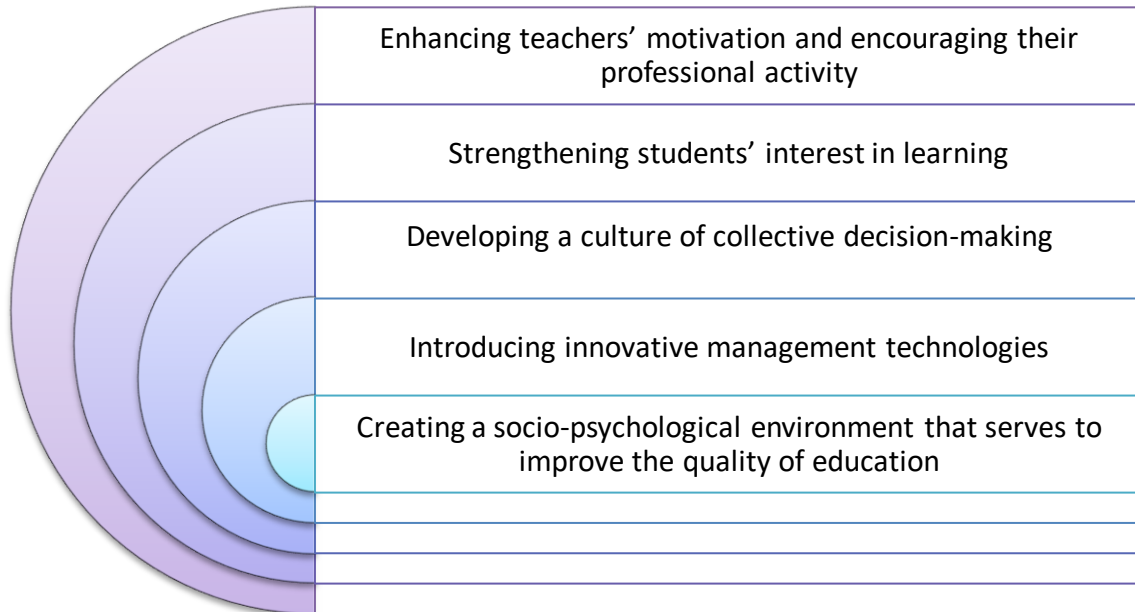
**Stage 1. Diagnosis** – analysis of the existing communicative environment, identification of strengths and weaknesses.

**Stage 5. Monitoring** – evaluating results and identifying ways for improvement.

**Stage 2. Goal setting** – defining goals and objectives, developing a strategic plan.

**Stage 4. Implementation** – applying the selected methods and tools in practice.

**Stage 3. Strategy design** – selecting a communicative strategy to achieve the goals.

**Figure 1. Cycle of applying communicative strategies**

Each stage creates the necessary conditions for the effective organization of the management process in a school. Integrating communicative strategies into the management environment begins with diagnosis - studying the current state and the managed environment. Goal setting involves defining objectives, identifying strategic and tactical tasks, and developing a strategic plan. Design consists of selecting a communicative strategy to achieve the goal and determining the tools - trainings, seminars, and platforms. Implementation refers to the practical application

of strategies. Monitoring and analysis are carried out on the basis of evaluating effectiveness and making adjustments.

Communicative strategies provide the following pedagogical opportunities for optimizing the management environment (Figure 2):

Enhancing teachers' motivation and encouraging their professional activity

Strengthening students' interest in learning

Developing a culture of collective decision-making

Introducing innovative management technologies

Creating a socio-psychological environment that serves to improve the quality of education

**Figure 2. Pedagogical opportunities of communicative strategies in optimizing the management environment**

### Conclusion

In conclusion, communicative strategies constitute one of the fundamental tools for optimizing the management environment of general secondary education institutions. Their effective implementation contributes to the formation of a healthy pedagogical climate, enhances mutual trust and cooperation within the teaching staff, and ensures the efficient organization of decision-making processes. Consequently, the systematic development of communicative strategies among school principals has a direct and significant impact on improving the overall quality of education.

### References

1. Boshqaruv psixologiyasi [Matn]: darslik / O.E.Hayitov. – Toshkent: "Istiqlol" nashriyoti, 2021, - 236 b.
2. Р.Х.Джураев С.Т.Турғунов. Таълим менежменти. Умумий ўрта таълим муассасалари директорлари учун қўлланма. Тошкент. «Ворис – Нашриёт» - 2006. 264 б.
3. В.В.Тулупов, Коммуникативные стратегии в российской журналистике нового времени // Вестник ВГУ. Серия «Филология. Журналистика». – 2005. – № 1. – С. 197-211.
4. Дацюк С. Коммуникативные стратегии//Центр гуманитарных технологий [Электрон, ресурс], 2006. URL: http://gtmarket.ru/laboratory/expertize/2006/2751

**NEXT SCIENTISTS CONFERENCES**

**5.** Аҳлидинов Р.Ш. Мактабни бошқариш санъати. Монография. Ўзбекистон Республикаси ФА "Фан" нашриёти, 2006. 79-бет, 304 бет.

**6.** О.В.Асташина Коммуникативные стратегии в организации // Вестник науки и образования [Электронный ресурс], 2015. № 4. URL: http://vestnik-nauki.ru/wpcontent/uploads/2015/11/2015.

NEXT SCIENTISTS CONFERENCES