



PEDAGOGICAL CONTENT OF COMMUNICATIVE COMPETENCIES OF MANAGERS IN TECHNICAL HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The rapid advancements in technology and globalization necessitate a reevaluation of leadership roles in technical higher education institutions. Effective management requires not only technical proficiency but also advanced communicative competencies to foster collaboration, innovation, and organizational growth. This article examines the pedagogical content necessary for developing communicative competencies in managers of technical higher education institutions. It explores the theoretical foundations, key competencies, and practical approaches to enhance leadership communication within the educational management context.

KEYWORDS: Communicative competencies, technical higher education, management, leadership, pedagogy, communication skills.

INTRODUCTION

Effective leadership in technical higher education institutions requires managers to possess robust communicative competencies to navigate the complexities of academic administration. Communicative competence encompasses not only the ability to convey information clearly but also to engage in meaningful interactions with various stakeholders—students, faculty, industry partners, and government bodies. Given the rapidly evolving demands of higher education, it is essential to explore the pedagogical approaches that can be utilized to develop these competencies in managers. This article investigates the pedagogical strategies, theoretical underpinnings, and practical applications that can enhance the communicative skills of managers in technical higher education institutions.

Theoretical Foundations of Communicative Competence

The concept of communicative competence, originally formulated by Dell Hymes (1972), has evolved to encompass a wide range of skills beyond linguistic proficiency. Communicative competence includes four key components:

- 1. Linguistic competence** – mastery of language structures;
- 2. Sociolinguistic competence** – the ability to use language appropriately in various social contexts;
- 3. Discourse competence** – the capacity to construct coherent messages;
- 4. Strategic competence** – the ability to overcome communication barriers.

In the context of educational leadership, these competencies extend to verbal, non-verbal, and digital communication skills. The growing reliance on digital platforms for administration and teaching further highlights the need for managerial proficiency in virtual communication tools and strategies.



Key Communicative Competencies for Managers in Technical Higher Education

To lead effectively in technical higher education institutions, managers must demonstrate several critical communicative competencies:

- 1. Interpersonal Communication** – The ability to establish trust, foster relationships, and manage conflicts within academic and administrative teams.
- 2. Public Speaking and Presentation Skills** – Proficiency in delivering clear, structured, and persuasive presentations to various audiences, including faculty, students, and external stakeholders.
- 3. Negotiation and Mediation** – Effective negotiation skills are necessary for managing resources, navigating institutional policies, and mediating disputes.
- 4. Digital Communication** – Competence in digital literacy is essential, including the use of online platforms, managing virtual meetings, and engaging in e-learning.
- 5. Cross-cultural Communication** – With the increasing diversity in higher education, managers must be adept at navigating cultural differences to promote inclusivity and international collaboration.

Pedagogical Approaches to Developing Communicative Competencies

The development of communicative competencies in educational managers can be approached through several pedagogical frameworks:

- 1. Experiential Learning** – Experiential learning opportunities such as role-playing, simulations, and case studies enable managers to practice communication skills in real-world contexts. This method emphasizes learning by doing, which is particularly effective for interpersonal and conflict management skills.
- 2. Collaborative Learning** – Group work and collaborative projects foster communication skills by engaging participants in dialogue, negotiation, and decision-making processes. This approach promotes peer learning and mutual feedback, which is beneficial for developing communicative leadership.
- 3. Problem-based Learning (PBL)** – PBL encourages managers to address real-life administrative challenges, enhancing their critical thinking and communicative strategies as they work toward solutions.
- 4. Blended Learning** – Incorporating both in-person and online communication training can enhance digital literacy while providing managers with the flexibility to develop their skills in diverse formats. This is particularly useful given the growing trend of remote administration and virtual learning environments in higher education.
- 5. Mentorship and Coaching** – Senior leaders can play a pivotal role in mentoring emerging managers. Through one-on-one mentorship, managers can refine their communicative skills by receiving personalized feedback and guidance.

Challenges in Developing Communicative Competencies

While there is a clear need for communicative competencies in technical higher education management, several challenges may arise in their development:

- 1. Resistance to Soft Skills Training** – Technical education traditionally emphasizes hard skills such as engineering and technology. There may be resistance to incorporating soft skills, like communication, into leadership training programs.
- 2. Lack of Resources and Institutional Support** – Effective communication training requires dedicated resources, including experienced trainers and access to digital tools. Institutions that



prioritize technical expertise over management skills may underfund or overlook the importance of communication development.

3. Cultural and Language Barriers – In increasingly international institutions, managers may face challenges in adapting their communication style to accommodate diverse linguistic and cultural backgrounds.

Practical Applications for Enhancing Communicative Competencies

To address these challenges, technical higher education institutions can adopt several practical strategies:

1. Workshops and Seminars – Regular workshops focusing on communication skills can be integrated into professional development programs for managers.

2. Communication Audits – Conducting regular audits of managerial communication practices can help identify areas for improvement and track progress over time.

3. Use of Technology – Leveraging communication platforms and tools, such as video conferencing software, social media, and learning management systems, can enhance digital communication competence.

4. Cross-disciplinary Collaboration – Encouraging collaboration between technical departments and communication experts can foster an interdisciplinary approach to leadership development.

5. Feedback Mechanisms – Regular feedback from peers, subordinates, and mentors is critical for continuous improvement in communication skills.

CONCLUSION

The development of communicative competencies is essential for the effective management of technical higher education institutions. As these institutions continue to expand their scope and influence, managers must possess the skills necessary to navigate complex communication challenges. By integrating experiential, collaborative, and problem-based learning approaches into leadership training programs, technical higher education institutions can better equip their managers with the communication skills needed to foster a positive, innovative, and inclusive academic environment.

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