

THE CONCEPT OF COMMUNICATIVE COMPETENCE AND ITS IMPORTANCE IN SCHOOL MANAGEMENT

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Annotation: This article analyzes the theoretical content of the concept of communicative competence and its role in modern school management. It also highlights the necessity of developing communicative competence in the context of digital transformation. The results of the study show that communicative competence serves as a crucial factor in improving the effectiveness of school management.

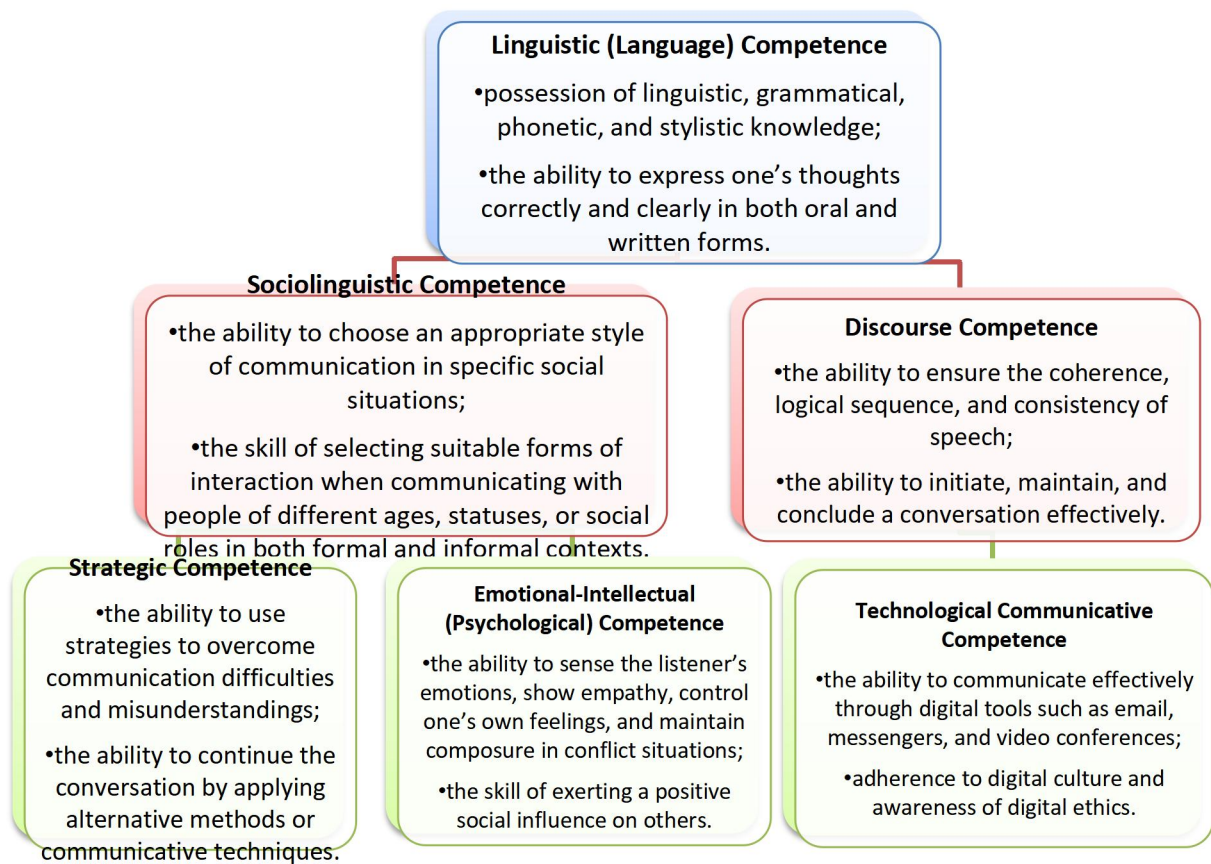
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In modern society, the rapid development of globalization and informatization processes is shaping the ability to communicate effectively as an essential social competence in all areas of human activity. Particularly in the education system, a high level of communication culture and communication skills has become essential for managerial staff. Today, in school management, the communicative competence of the leader manifests itself as a key factor in ensuring effective interaction with the team, coordinating relationships between teachers and students, creating a positive psychological environment, and making collective decisions. Therefore, studying this concept scientifically and determining its place in school management is a highly relevant issue.

The term “**communicative competence**” was first introduced into scientific use by the linguist **Dell Hymes**, who emphasized the importance of considering not only linguistic rules but also the socio-cultural context in the process of communication.

From a pedagogical point of view, communicative competence is the ability of an individual to participate in communication purposefully, ethically, and effectively. It includes the following components:

- **Linguistic competence** – the ability to use language tools correctly and meaningfully;
- **Socio-cultural competence** – the ability to take into account national and cultural characteristics in communication;
- **Interactive competence** – the ability to understand the interlocutor and express one’s thoughts clearly;
- **Emotional-intellectual competence** – the ability to regulate emotional states and show empathy.



According to the Russian psychologist **L. S. Vygotsky**, the development of speech and thinking in an individual occurs through social communication. His concept of the “zone of proximal development” states that people acquire knowledge and skills through interaction with others. From this, it follows that communicative competence is a key factor in intellectual development, and the effectiveness of teacher–student communication determines the quality of education.

Communicative competence is not only about knowing a language, but also about using it appropriately in social and cultural contexts, as well as establishing effective interpersonal communication. Below are theories proposed by various pedagogical and psychological scholars on this concept.

The American linguist **D. Hymes**, who first introduced the term *communicative competence*, expanded Noam Chomsky’s concept of *linguistic competence* by emphasizing the importance of social context, cultural norms, and communicative situations. The core idea is that knowing a language alone is not sufficient—one must also be able to use it appropriately in social settings.

Developing Hymes’ ideas, **Canale and Swain** divided communicative competence into four key components:

1. **Grammatical competence** – knowledge of the language system (lexis, syntax, phonetics);
2. **Sociolinguistic competence** – the ability to use language appropriately depending on who, where, and when one is speaking;

3. **Discourse competence** – the ability to construct coherent and logical texts or speech;
4. **Strategic competence** – the ability to use communication strategies to overcome difficulties in interaction.

This model is one of the most widely used theoretical frameworks in pedagogy and language teaching.

The Uzbek psychologist **V. Karimova**, in her work *The Psychology of Communication*, interprets communicative competence as a form of socio-psychological adaptation. She highlights emotional-intellectual competence—emotional regulation, empathy, active listening, and constructive dialogue—as core criteria for leaders and educators. Similarly, **Professor J. Hasanboev** identifies communicative competence as one of the main components of a teacher’s professional mastery, emphasizing the importance of communication culture, speech technique, pedagogical ethics, and teamwork skills for both leaders and teachers.

The theories of pedagogical and psychological scholars indicate that communicative competence is a multifaceted phenomenon that integrates language, thought, social environment, and culture. It is an integral part of professional maturity for educational leaders and teachers.

School management represents a system of social relationships among individuals. In this process, the communicative competence of the leader plays a crucial role in the following areas:

1. **Creating a team environment** – through open communication and trustful relationships, a positive psychological climate is established;
2. **Conflict management** – constructive dialogue helps resolve conflicts effectively;
3. **Motivation** – effective communication inspires teachers and stimulates professional growth;
4. **Collaboration with parents and the community** – reliable communication strengthens the school’s positive image.

In the education system, especially for those in principal positions, communication is not merely the transfer of information but a key tool of effective management. If a school principal cannot establish efficient communication with staff, parents, students, and higher authorities, a positive management environment cannot be achieved. Therefore, communication is one of the core competencies that determine a principal’s managerial potential. Communication should be seen not only as a tool of interaction but also as a means of ensuring social stability, trust among individuals, and a healthy atmosphere between the director and staff.

In the context of **digital transformation**, communicative competence is taking on new forms. Online communication, remote meetings, and digital management systems require not only proficiency in information and communication technologies but also adherence to digital ethics and media literacy. However, in practice, factors such as time constraints, bureaucratic pressure, and stress negatively affect the effectiveness of communication. Therefore, it is essential to implement specialized training and professional development programs to enhance communicative competence among managerial staff.

Communicative competence is an indicator of both the personal and professional maturity of modern educational leaders. It contributes to building positive relationships within the team,

ensuring the effectiveness of the educational process, and enhancing the school's social reputation. Thus, systematic development of communicative competence is necessary for successful leadership in school management.

Communicative competence in school management leads to the following outcomes:

- a) ensures openness and transparency in management;
- b) fosters a climate of trust among staff;
- c) enables clear and accessible presentation of innovations to the team;
- d) strengthens social partnership among students, parents, and the education system.

Analyzing the above aspects, it can be concluded that communicative competence directly determines the effectiveness of leadership activities in school management. In particular, the establishment of openness and trust ensures socio-psychological stability within the organization, while delivering innovations clearly and logically reduces internal resistance to change. Therefore, communicative competence is one of the essential professional criteria for school leaders.

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