

The Relationship of the Level of Need for Communication with the Style Features of the Education Manager in Uzbekistan

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ABSTRACT---this paper is devoted to a common problem in the system of human interaction. The relationship between the level of need for communication with the style features of senior personnel has a high level and impact on the effectiveness of professional activities. In the following research, we proceeded from the fact that a change in the structure and content of training programs, management optimization involves a change in the structure of communication at different levels of managerial interaction. During the study, our attention was drawn to the search for psychological reserves that contribute to the optimization of business communication. In our opinion, a high level of need in communication is directly related to the style features of the leadership, and is one of the reserves for updating the communicative potential. The formative experiment was conducted to refute or confirm this assumption.

Key words: manager of education, leadership style, communication potential, need in communication.

I. INTRODUCTION

The stylistic features of the education manager play an important role in the management process, since leadership style is one of the leading factors influencing the effectiveness of management activities, creating a favorable social and psychological environment in the team, serves as a means of preventing, occurring and resolving conflicts, and helps optimize professional interaction in a system of interpersonal communications. In the following research, we proceeded from the fact that a change in the structure and content of training programs, management optimization involves a change in the structure of communication at different levels of managerial interaction. The transformation of these relationships is always mediated by the willingness of managers in education and other participants in the educational process to build their relationships without using “psychological violence”, which in our opinion has a negative impact on all effective programs and methods.

At the same time, they also relied on the fact that the leadership style of a higher manager also influences the formation of the leadership style of the education manager,

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since the style of managerial influence the style of the subordinate. Our attention was attracted by subjective factors that determine leadership style, namely: socio-psychological and personal qualities of an education manager; socio-psychological and personal characteristics of subordinates; socio-psychological characteristics of the environment.

All these factors are refracted through a specific managerial situation, which acts as an indicator of the formation of managerial skills and assessments of the suitability of a particular managerial style for use in real practice.

During the study, our attention was drawn to the search for psychological reserves that contribute to the optimization of business communication. In our opinion, a high level of need in communication is directly related to the style features of the leadership, and is one of the reserves for updating the communicative potential. The formative experiment was conducted to refute or confirm this assumption.

The program of the formative experiment was based on the following conceptual principles: one of the important functions of the managerial activity of the education manager - is the communication function, which is implemented at different hierarchical levels of social interaction; communication develops along two opposite lines of interpersonal dialogue and interpersonal monologue (dialogue in this case is the coexistence of equal personalities, the monologue accordingly displaces one of the participants in the interaction at the expense of the other, deprives communication of personal coloring, translating it into the rank of functional relations); authoritarian and democratic leadership styles are opposite in structure; authoritarian and democratic styles are distinguished by the consequences of influencing subordinates in the intellectual sphere and personality formation; the need for communication, communicative orientation are favorable at its core for the formation of a democratic leadership style.

The implementation of the experimental program was carried out in stages. At the first stage, a stating experiment was carried out in order to clarify the following questions: what is the level of need for communication among managers; for what purpose communication is carried out - on their own initiative, in connection with the need; the need for contacts with others, sociability in any situation, sociability in certain circumstances, the absence of an active

The Relationship of the Level of Need for Communication with the Style Features of the Education Manager in Uzbekistan

attempt to communicate, the need for loneliness; form of communication - a measure of inclusion in the process of the emotional, intellectual, volitional sphere of the education manager; the nature of communication - the desire for cooperation, rivalry, compromise, avoidance, adaptation, conflict in communication; communication tone - compliance, kindness, respect, aggressiveness, suspicion, neglect in communication - preference for individual or group of communication; association efficiency - enjoys authority among colleagues at work, applies dialogic communication with everyone; reaction to failures in communication - knows how to see one's faults, looks for the culprits in one's miscalculations, knows how to acknowledge one's faults, long experience failure in communication; what management style do education managers lean toward, what form of connection with colleagues do they prefer, what tactics of behavior are chosen in a conflict situation.

II. METHODS

The level of need in communication was determined according to the methodology "Need for communication" developed by Yu.L. Orlov, the leadership style by the methodology "Tendency to a certain leadership style" developed by E. Ilyin, other problems were diagnosed using the questionnaire for education managers .

At the beginning of the experiment, the education managers of both groups were characterized by an average level of need in transmission, while for beginning managers, the level of need for communication is closer to low, which can be explained by the desire to focus on a specific business, mastery of managerial skills, and study of team members.

For education managers with work experience of more than 5 years, the level of communion needs correlates with a lower than average indicator, which is due to the completion of the adaptation process, the acquisition of certain work experience, the desire for self-expression, which can only be achieved through a team of like-minded people, the approval of authority among students, teachers through a variety of communicative influences. In general, regardless of the age and length of managerial activity, there is a tendency below the average level of need for communication, which indicates the relative social tension in the teams (the desire to retire, listen more than speak).

The data presented correlate with the indicators of a stating experiment in the general sample of education managers given in the previous chapter (average and lower than the average level of need for communication).

Using the methodology "Tendency to a certain leadership style" developed by E.P Ilyin we obtained data on the propensity for a particular leadership style (Fig. 1).

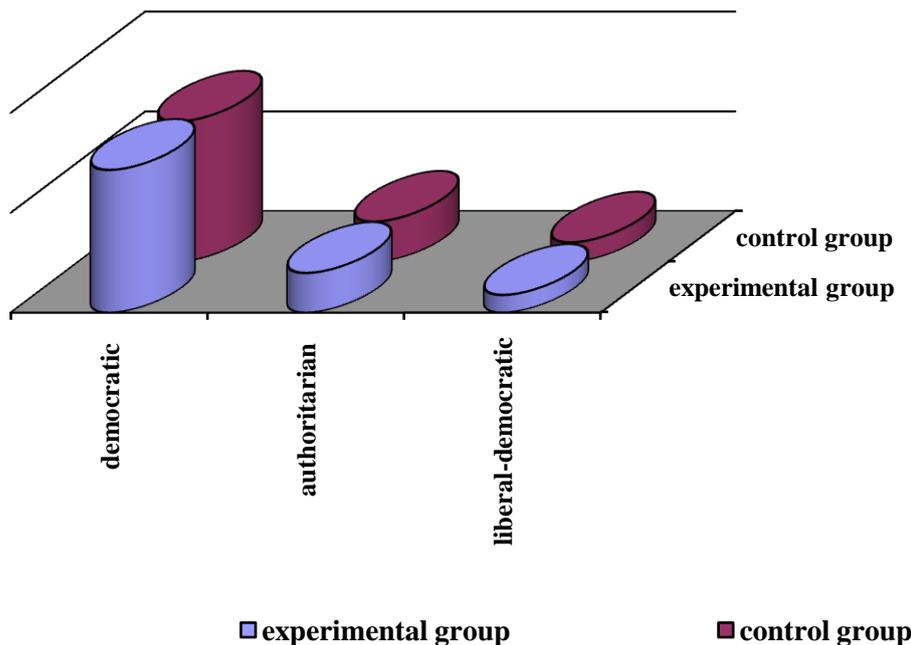


Fig. 1. The tendency of education managers to a certain style of leadership (self-esteem)

So, as the author of the methodology notes, managers are more likely to choose a democratic leadership style. This trend, in our opinion, is due to the trends of the time, the democratic foundations of the republic. Therefore, for

greater reliability, we proposed to competent experts (teachers) to evaluate the leadership style of education managers (Fig. 2).

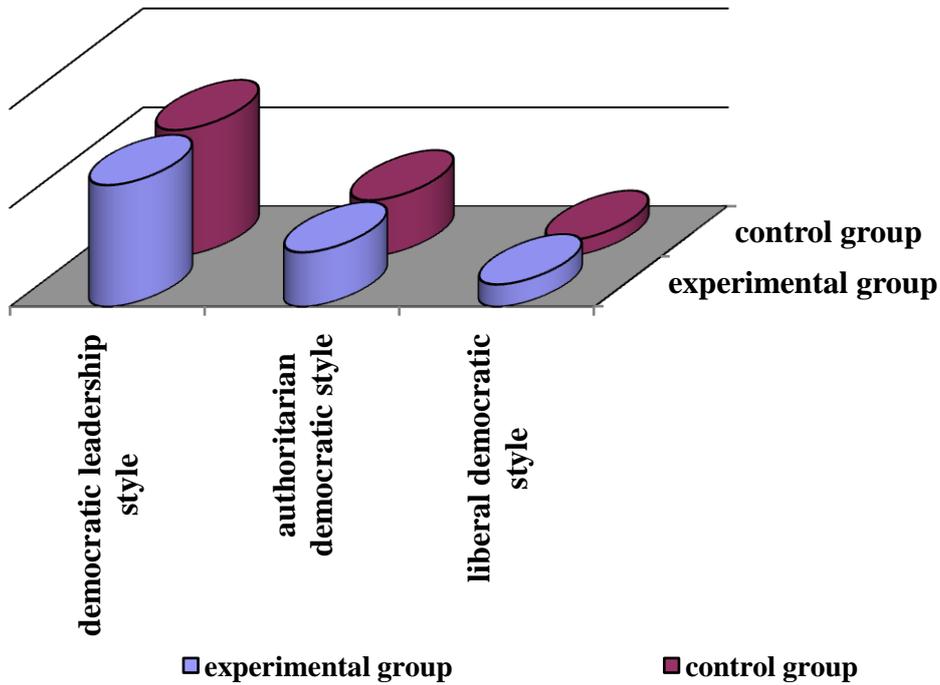


Fig. 2. The tendency of education managers to a certain leadership style (expert assessment)

In the assessment of experts and the self-esteem of education managers, there are noticeable differences in determining a predisposition to democratic and authoritarian-democratic leadership styles, which is due to the above trends (Table 1).

Table 1.

Comparative data on the assessment of the level of inclination of education managers to a certain leadership style (%)

Style Management	Self-assessment of education managers		Expert assessment of education managers		Difference	
	EG	CG	EG	CG	EG	CG
democratic leadership style	71,4	70,2	61,4	63,8	10	6,4
authoritarian democratic style	19,8	20,1	27,4	28,3	7,6	8,2
liberal democratic style	8,8	9,7	11,2	7,9	2,4	1,8

We were also interested in the answers to the questionnaire about what form of communication with colleagues the education managers prefer. So, 64.8% of managers of the experimental and 65.2% of the control group prefer the subordination form, and 35.2% of the respondents in the experimental group and 34.8% in the control group are in the service-friendly form.

Tactics of behavior in a conflict situation - to avoid, conformism, compromise are dominant for educational managers of the experimental and control groups, and tactics of a tendency to win, to find a solution acceptable to both parties, received fewer choices. Thus, the first stage of our experiment allows us to conclude that education managers

consciously overestimate the role of a democratic leadership style in the management process, as indicated by expert assessments, a low level of need in communication, the advantage of a subordinate form of communication with colleagues, the choice of avoidance tactics, and conformism in a conflict situation .

The experimental work at the stage of the experiment was aimed at increasing the level of need for communication, acquiring participants' business communication skills, and

The Relationship of the Level of Need for Communication with the Style Features of the Education Manager in Uzbekistan

developing an optimal leadership style. For the experimental group, the author's special course "Psychology of Education Management" was read.

During the practical classes, this form of work was used as a round table discussion, the purpose of which was to analyze the content and characteristics of managerial communication of education managers, and to actualize the need for communication. The plan for the round table provided for the following: a description of managerial communication; features of the manifestation of business communication; the role of managerial communication in ensuring management effectiveness.

Psychological exercises contributed to looseness, the creation of a favorable group atmosphere, a positive emotional background for mastering basic skills.

The most effective exercises were "Greetings", "Acquaintance", "Names of names", "Continuation of acquaintance", "Sense of time", "Listen and hear", etc. Role games in pairs were also productive, in which the following main situations were played: "The student's parents say that her daughter doesn't have to get to the school and that she doesn't need education"; "The parents of one student actually believe that a teacher of philosophy with whom his son has not developed a relationship will not allow him to

finish school successfully"; "An experienced teacher tells the education manager that he is retiring"; "An experienced teacher says that he wants to improve the financial situation of the family, found a job in a private company and therefore quits"; "The contractor reports that before the start of the school year, his workers do not have time to finish repairs in the training rooms", etc.

In conclusion, in order to clarify the indicators of communicative competence, a group discussion was held (in the experimental and control groups) on the topic "What leadership style is most optimal for the education manager".

During the discussion, expert and discussion groups were formed. The responses of the participants in the discussion were evaluated by the following indicators: validity, persuasiveness of the arguments; clarity, sequence of presentation; accuracy in the formation of concepts; scientific value of comments; lack of categorical judgments; lack of offensive replica expressions; the ability to admit being wrong.

A group of experts summed up the individual style of each of the managers according to the characteristics of the three main leadership styles - democratic, authoritarian, liberal (Table 2)

Table 2.
Experimental communicative competency indicators

№	Indicators of communicative competence of education managers.	Experimental group.	Control group.
1	The level of need for communication in points	Above average - 3.8	Low - 1.4
2	Leadership style	Democratic (expert estimate) 72.4% Democratic (expert estimate) 63.8%	Democratic (expert estimate) 72.4% Democratic (expert estimate) 63.8%
3	Form of communication	Office and comradely 63.85%	Office and comradely 63.85%
4	Tactics of behavior in conflict situations	Striving for victory, finding the best solution, compromise	Avoidance, conformism, compromise

III. MAIN RESULTS

Thus, the author's special course made it possible to identify a system of requirements that ensure the effectiveness of the formation of the need for communication, as well as the communicative competence of education managers. The experimental work allowed us to outline the main directions of taking into account the socio-psychological characteristics of the education manager in the process of optimizing managerial activity. Pilot work has shown that the formulation of the problem of optimizing the managerial activity of the education manager is an urgent need of the time. Summarizing the results, we can conclude that the following main problems became the

subject of updating and further study: consideration of theoretical and methodological approaches to improve the socio-psychological training of education managers; humanization of managerial interaction of education managers in real practice; professional-acmeological training of educational managers on reflective-psychological foundations in the framework of continuing education; ethnopsychological training of education managers; search for the most optimal forms and methods of socio-psychological training for educational managers. Thus, the study is promising, inexhaustible, multifaceted, not only in Uzbekistan.

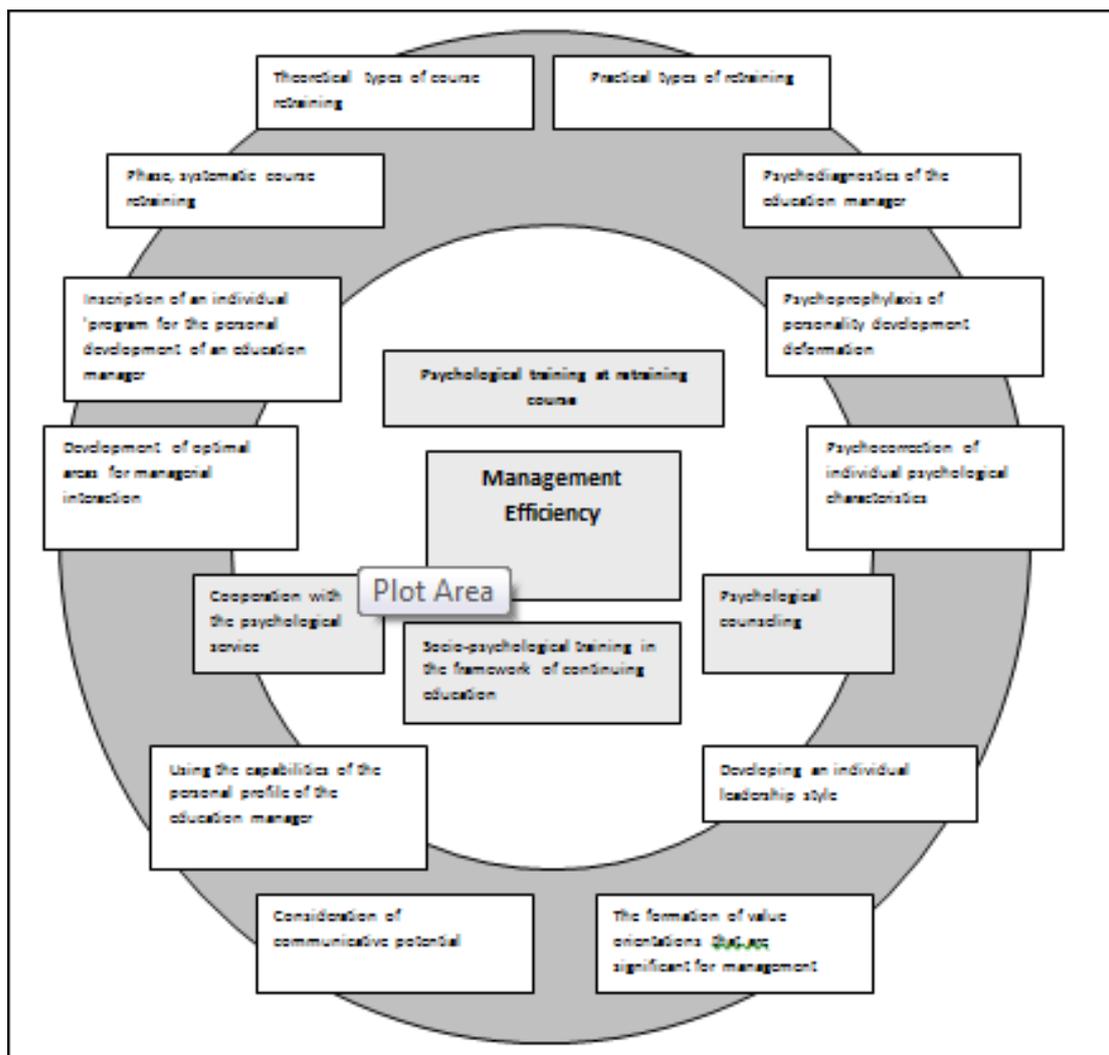


Fig. 3. Directions for taking into account the socio-psychological properties of the personality profile of the education manager in optimizing his managerial activities

The experimental work allowed us to outline the main directions of taking into account the socio-psychological characteristics of management in optimizing the managerial activities of the education manager (Fig. 3).

As can be seen from the figure, the effectiveness of the managerial activity of the education manager is achieved, first of all, through the use of course socio-psychological training.

It is the course preparation that must meet the modern requirements of the managerial activity of education managers. From the point of view of social psychology, on the basis of an analysis of managerial practice, one can identify general principles that should be implemented on course training: the psychological justification of the system of socio-psychological training and the formation of management personnel, which is considered in conjunction with economic, technological, informational, sociocultural and other areas; course preparation focuses on the general laws of development of the education system and the individual characteristics of a specialist;

- methodological and socio-psychological assistance in the design and modeling of the managerial path in the

management system; outline of general principles and individual continuing education programs for the personality of a particular education manager; feedback; training in activities, developing learning; teaching elements of professional deformation, regressive managerial development; special socio-psychological training of methodologists of retraining and advanced training institutes.

The listed principles are fundamental in optimizing the process of psychological training in the course training of educational managers and can be implemented through the use of psychological tools such as: creating a system of the latest training courses, programs, manuals for the social and psychological training of educational managers; the use of active forms and teaching methods to form the personal profile of the education manager, his communicative potential; specification of the content, selection and justification of the most appropriate organizational forms

The Relationship of the Level of Need for Communication with the Style Features of the Education Manager in Uzbekistan

and socio-psychological conditions of preparation.

Real practice of working in groups with education managers in continuing education courses has shown that students learn not all skills, but only those that do not contradict the value orientations of the personality structure, become the property of their motivational-need sphere. An indicator of the successful mastery of knowledge and skills by educational managers, the determinants of communicative development, is the transition of external influences into internal behavioral regulators, the signs of which are: psychological orientation towards success in managerial activity; result orientation; high level of need for communication; satisfaction with managerial interaction at various hierarchical levels; correction and development of an individual leadership style, etc.

Important indicators of the effectiveness of the managerial activity of the education manager is not a quantitative indicator of certain communicative knowledge, skills, qualities, but beliefs, significant properties and abilities formed on their basis. However, our study revealed a number of gaps in the training of education managers (low indicators of managerial activity in the control and experimental groups before the experiment and in the control after the experiment).

This fact confirms that the use in the course preparation of the traditional approach of knowledge submission and assimilation by managers of education skills at the present stage of development of the education system is relatively ineffective.

The understanding by education managers of the importance of the communicative and motivational functions of managerial activity, the recognition of the importance of the role of communication in this process as an integral quality, actualizes the role of communicative potential in a new personality profile.

As our experimental work has shown, the structural components of the personality profile of the education manager are not static, but dynamic, the qualities and properties of the manager's personality can be corrected, transformed under the influence of various factors (in this case, under the influence of formative shifts of purposeful and systematically organized training). Consequently, the course socio-psychological retraining of education managers contains powerful reserves of professional development and improving the effectiveness of management personnel in education.

The results of the experimental work indicate that education managers unequally assimilate theoretical material, in our opinion this is due to the different level of formation of the value attitude to the knowledge gained. Education managers in the learning process, as a rule, differ in the following levels of knowledge: active, effective; conformal; passively.

An active-effective level provides for a conscious understanding of information, its acceptance, coordination with its own system of values, attitudes acting as regulators of the communicative program of a person's behavior as a whole, readiness for active actions to implement the information received.

The conformal level is expressed in an adaptive position, information is perceived selectively and does not always go

into the category of internal motivations and values. The passive-contemplative level is manifested in indifference, disagreement, passivity.

Regarding the assimilation of the acquired communicative knowledge during the course preparation, it turned out to be productive to use active methods and forms of training in practice, and to implement acquired skills in practical classes. Education managers had the opportunity to be in the role of experts, from a different angle to assess the socio-psychological situation that has developed. In general, the effectiveness of the proposed forms and methods is confirmed by statistical indicators and figures.

One of the ways to increase the effectiveness of managerial interaction between education managers have to work with psychologists in the education system. Conversations with education managers showed that 56% believe that psychologists work very little in an educational institution, 32.4% never contacted them with any questions. In general, on the basis of these conversations and the data of other researchers, we concluded that practical psychologists are not sufficiently involved in the psychological support of the managerial process in educational institutions. So, many researchers identify the following factors that cause this situation and are associated with the development of professional activities of psychologists in the educational system: low status of psychologists, insufficient understanding by educational managers of their purpose and capabilities; the specifics of the managerial activity of education managers (overloading most of them by solving organizational, managerial and material-economic problems, focusing on established, often conservative methods of leadership); features of the training of practical psychologists on the problems of management psychology (the presence of mainly theoretical training); the inability of psychologists to present the possibilities of their activities; the nature of the interaction between education managers and practical psychologists (the presence of negative attitudes towards each other, inability to establish psychological contact and find productive forms of interaction) [1, 6].

Psychological consulting of management personnel provides for the provision of assistance in the assimilation of innovative forms and methods of management, effective technologies for making managerial decisions, and the formation of readiness for changing the content of activities. Education managers most often turned to a counseling psychologist with the following questions: "How to avoid excitement when speaking?"; "How to ensure that subordinates respect you and obey?"; "How to get rid of bad habits and parasite words?"; "How to restrain your emotions?"; "How to establish a favorable socio-psychological climate in the team?"; "How to make a remark to a subordinate without offending him at the same time?" And others.

Psychological counseling, along with educational work, performs such important functions as psychoprophylactic and psychocorrectional.

In particular, in the experimental work, the emotional-volitional, motivational sphere of the personality was subjected to correction. Education managers independently comprehended their actions and actions, showed changes in the structure of their values and needs, realized psychological phenomenon that reduce the effectiveness of managerial communication. This concerned the following communicative barriers: character and temperament, vocabulary, inability to listen to the interlocutor; effects of social perception - halo, attribution of indulgence, etc.

Psychological counseling of education managers has shown that areas of work aimed at identifying the mechanisms of personal activity in communication, in expanding and enriching social ties and relationships are effective. It also made it possible to adjust the emotional sphere of managers, since emotional loads negatively affect the effectiveness of the manifestation of the managerial communicative potential properties, the achievement of managerial communication effectiveness, and therefore the activity in general.

When conducting the study, we encountered the following difficulties experienced by education managers in implementing the latest technologies: the presence of stereotypes of life experience and managerial practice; unwillingness to learn and learn new behaviors, as this is associated with some difficulties; deficiencies in communication (inability to resist psychological barriers, to show their communicative knowledge in practice, to build a communicative behavior program); fear and insecurity - the so-called "narrowly possessive interest" idea that self-esteem, feelings of emotional discomfort in the learning process will decrease.

From this perspective, we have outlined the following areas of work: creating an atmosphere of trust and openness; general analysis of typical mistakes and their elimination opportunities in communication; preparation of an individual adjusted program to eliminate communication deficiencies, monitoring the effectiveness and efficiency of this program.

Course training of management personnel and the measures taken within its framework are extremely effective for improving the efficiency of management activities, however, it has one significant drawback - time limitations and therefore is designed for a high level of consciousness and a powerful personality of the education manager, his willingness to continue to work independently to increase efficiency their management activities.

One more important way to optimize managerial activity is discussed - continuing education of managers. Analyzing the work of scientists on this problem, it can be noted that a key aspect of lifelong education is a personality-oriented emphasis, the need to create an enabling environment for the personal and creative growth of managers' skill [2, 3, 4, 5].

No less important is the study of the ways, means of socio-cultural design and the organizational and pedagogical deployment of continuing education in relevant areas. Continuing education of managers, as shown by the data of our study, should be implemented in the following areas: taking into account the socio-psychological characteristics of managerial activity; using the features of the manifestation of the communicative potential of the

personality profile of the education manager in optimizing managerial activities; the direction of value orientations, attitudes, the motivational-need sphere to satisfaction with managerial interaction; increasing the level of need for communication and developing an effective leadership style.

In general, the study allowed us to outline the main directions of taking into account the socio-psychological characteristics of management in optimizing the managerial activities of the education manager in combination with the theoretical and methodological part with applied socio-psychological research.

IV. CONCLUSION

An empirical study of the analysis of the socio-psychological characteristics of education managers at the stage of the experiment gives reason to draw the following conclusions. We see further study of the problem of managerial activity of education managers in the use of the communicative capabilities of the managerial reserve and active socio-psychological training in this direction.

The managerial activity of the education manager is determined by its value determination. The value orientations of education managers change under the influence of the social environment and socio-psychological factors. The most significant values for education managers are: intellectual development; creative activity; interesting job; firm will; tolerance of the opinions of others; ability to make informed decisions; responsibility.

Pilot work allowed us to outline the dynamics of the value orientations of the education manager. So, for managers under 35 years old, the role of gaining social experience, professional skills, personal improvement, development, they are more easily amenable to teaching practice, actively master new forms and methods of work, and are tuned for dialogue in interaction. Managers up to 50 years old - the importance of knowledge, education, self-confidence. Managers after 50 years of change, both among terminal and among instrumental values, did not mainly occur, which indicates stereotypic thinking, a high degree of rigidity, conservatism.

The identification of the influence of the motivational-demanding sphere of the individual on satisfaction with the managerial interaction of the manager showed the existence of interdependence between these variables. The study highlighted the socio-psychological factors affecting the high level of satisfaction with managerial interaction. Among the socio-psychological factors affecting the interaction, the following can be distinguished: communicative competence of participants in the managerial process; communicative competence of the education manager; democratic leadership style; use of communicative potential as guides and a regulator of managerial interaction; dialogue interaction.

The indicators in the motivational-need sphere are: the use of the motivational component of the manager's personal profile; interaction setting; motivation to achieve success in the interaction.

The Relationship of the Level of Need for Communication with the Style Features of the Education Manager in Uzbekistan

Factors affecting satisfaction: high level of interpersonal business relationships; realization of the status of an education manager in a certain role position; rapid passage of the formation phases in the group; interaction motivation; setting on the result of the interaction.

A democratic leadership style plays an important role in the process of establishing optimal interaction between the members of the educational process, which means that it serves as an indicator of the effectiveness of managerial activity in general. It has been experimentally proved that the formation of a tendency towards a democratic leadership style is influenced by the level of need for communication, the official and comradely form of communication, dialogue, and tactics of behavior in conflict situations, such as the desire for victory, the search for the optimal solution, and a compromise.

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