

The Importance Of The School Principal's Communicative Strategies In The Communication System

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ABSTRACT

This article examines the importance of the school principal's communicative strategies within the school communication system as an approach to organizing effective communication in the processes of communication, communication barriers, and external, internal, horizontal, vertical, diagonal, formal, and informal communications.

Keywords: Communication, communication process, communication barriers, feedback, communication system, interaction, external communication, internal communication, horizontal communication, vertical communication, diagonal communication, formal communication, informal communication, communicative strategy, effective communication.

INTRODUCTION

Communication encompasses all aspects of a leader's activity; planning, conducting negotiations, and exerting managerial influence on subordinates are carried out through active participation in the communication system. It should be noted that along with the professional growth of a leader, the scope of his or her communication expands, resulting in the need to organize interactions at a new level. This is because, over time, communication acquires a remote and mediated (indirect) character.

A modern leader spends 48 minutes of every working hour communicating with subordinates, colleagues, and senior management. Eighty percent of his or her time is devoted to communication, and the more effective the communication is, the higher the overall effectiveness of the organization will be [2].

In order to increase the effectiveness of organizational management, it is necessary to study the role of communications within the organization; the communication process and its elements; and the set of communication flows of the organization, that is, the communication system, with particular attention paid to informational, technical-technological, organizational, and

socio-psychological aspects [3:15].

According to the views of Sh. Qurbonov and E. Seytxalilov [4:285], the main part of managerial work is related to the implementation of communication. The management staff of an educational institution and their deputies carry out many of their functions through interaction with people. The participation of a school leader in pedagogical council meetings, methodical association meetings, and public speaking activities all constitute communication processes.

The communication process is the process of transmitting a message from the sender to the receiver through various channels using different communicative means. The sender learns how the message has been received by the receiver through the "feedback" mechanism. It is precisely feedback that turns communication into a two-way process of information exchange. The presence of feedback enables both the sender and the receiver to constructively adjust goals, tasks, and actions in the communication process.

In our view, among the barriers that hinder communication, the most significant are organizational and individual barriers [5:672]. The following

organizational barriers can be identified:

- insufficient coordination of communications by management;
- employees having different levels of authority;
- diversity of needs among structural units;
- a system of formal and informal communications within the organization that does not correspond to the functions and structure of the management system.

To prevent the indicated organizational communication barriers, it is necessary to create an atmosphere of openness and trust within the organization and to improve interpersonal relations; particular attention should be paid to feedback. Taking into account the characteristics of organizational and corporate culture is also extremely important. Individual barriers mainly arise as a result of differences in employees' levels of knowledge and competence, as well as disparities in their income, age, and other socio-demographic indicators. Reducing the conflictual nature and negative impact of individual barriers can be achieved through the development of the subjects' communicative competence.

The effectiveness of personnel management is proportional to the effectiveness of communication processes within an organization. Communication is a two-way interaction in which the roles of the sender and the receiver are constantly exchanged. Communication differs according to its direction depending on who initiates the exchange of information.

All employees of an organization, being connected to one another and to the external environment through communication channels via communication flows, together form the organization's communication system (Figure 1). According to the interacting parties, communications are classified as follows: organizational communications: external (communication of the organization with the external environment), internal (between structural units and management levels), horizontal (between units belonging to the same management level); vertical (between management levels) - downward (from manager to executor), upward (from executor to manager); interpersonal communications: formal (official), informal (unofficial) [6:8].

According to Sh.Qurbonov and E.Seytxalilov, if information is transmitted from a higher level of management to a lower one, this refers to downward communication. Conversely, if information moves from a lower level to a higher one, it is referred to as upward communication. The exchange of information between units and officials at the same level is called horizontal communication [4:287].

Researcher Z.Azimova [7:64-66], studying communicative processes, analyzed communicative relations within a team, including formal and informal, vertical and horizontal relations, interpersonal practical relations, personal relations, interpersonal rational relations, emotional relations, relations built on the basis of core activities, and relations reflected in the content of activities.

In her studies, N.V.Brit [8:8, 11] emphasizes the complexity of the communicative process and addresses several of its classifications. In particular, she analyzes external and internal communications; trajectories of internal organizational communications such as top-down, bottom-up, horizontal, diagonal, interpersonal, informal, and non-linear; communication barriers including external and internal noise, verbal and nonverbal barriers, distance, and feedback; as well as everyday and business communications according to their purpose. Within business communications, she studies the structural components of communicative strategies and tactics - cognitive, verbal, and nonverbal; their groups - information strategies (efficiency, accuracy, and relevance), speech influence strategies (rational, emotional), pragmatic strategies (self-presentation, communicative sabotage, and speech provocations); as well as tasks such as overcoming psychological barriers, identifying common interests, and adapting to the interlocutor.

Zverentsev [9] notes that communication carried out for the purpose of transmitting managerial information is one of the most complex tasks of effective management, and, depending on the objects of professional communication and the issues being addressed, focuses on the analysis of horizontal, vertical, diagonal, and informal types of communication, as well as communication styles.

Based on the analysis of the studies conducted by the above-mentioned scholars, we present the communication system as follows.

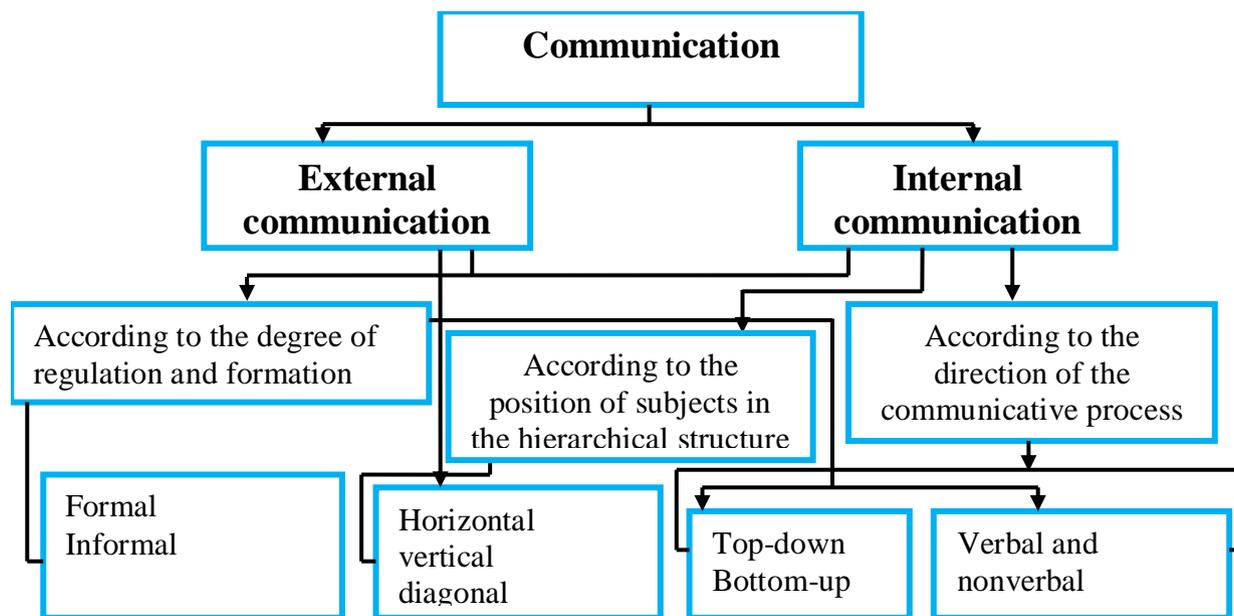


Figure 1. Communication system

External communications are communications carried out by a school (or its representatives) with subjects of the external environment who are not part of the school’s structure, but who may influence the results of its activities and determine the possibilities of achieving its set goals. Internal communications are the process of information exchange carried out within the internal environment of the school, within its organizational boundaries. Such communications serve to form a unified information space among members of the school community -administration and staff. The effectiveness of internal communications is directly related to the school’s management system, the quality of information flows, and the level of corporate culture.

Within the internal environment of a general secondary education school, the communication system is aimed at solving the following scientific and practical tasks:

- eliminating communication gaps - reducing the distance between different levels of management and ensuring free exchange of information;
- forming a positive internal image - increasing the loyalty and motivation of teaching staff toward the school;
- developing corporate communication norms -

strengthening corporate culture through the formation of a unified communication culture and standards of behavior;

- involving employees in the process of developing management decisions - improving the quality of decisions through discussion and analysis mechanisms.

The internal communication system serves as an important factor ensuring the sustainable development of the school, cohesion within the labor collective, and mutual trust.

Horizontal communications refer to the process of information exchange and message sharing among specialists or school departments and methodological associations located at the same level of management. Vertical communications occur between different levels of the hierarchical structure and often include the transmission of orders and reporting information. Diagonal communications are a modern form of communication that arises at the intersection of hierarchical levels and functional departments and enhances the effectiveness of operational management. They ensure coordinated functioning of the school’s scientific-pedagogical and organizational management systems and are characterized by flexibility, efficiency, and functionality of the communication process.

In schools, horizontal message flows occur more

frequently than vertical flows. This is due to the fact that employees tend to engage in freer and more open communication with colleagues at the same level who have equal rights, responsibilities, and views; as a result, horizontal information exchange is subject to fewer distortions. In addition, the content of horizontal messages is mainly coordinative in nature, whereas vertical messages, that is, those directed from top to bottom, are of a directive nature. Messages directed from bottom to top mainly contain feedback information related to official activities.

School structures, as a rule, hinder horizontal information flows between representatives of different divisions and methodological associations. Typically, messages pass through hierarchical levels and are delivered to the general manager, after which they are directed downward. Naturally, this slows down the speed of horizontal messages.

In order to achieve quality and efficiency in education, a school principal establishes communication with various subjects, such as consumers of educational services (students), stakeholders (parents), representatives of the public, sponsors, and various governmental and non-governmental organizations. Each of these communication subjects plays a specific role in the implementation of the school's mission and in organizing a quality educational environment. Therefore, the successful activity of a school principal largely depends on well-designed communicative strategies.

Just as any organization cannot develop in its activities without communicative relations with other organizations, a school, in order to be an educational institution capable of meeting modern requirements, must necessarily establish purposeful relations with other educational subjects and, alongside defining and implementing development strategies, develop communicative strategies. Improving the quality of education depends not only on successful and effective interactions between students and teachers, but also on the school principal's correctly chosen communicative strategies in relations with all participants of the educational process-learners, parents or other legal representatives of underage learners, teaching staff and their representatives [1], various governmental and non-governmental organizations, sponsors, and representatives of the public. This, in turn, requires school principals to possess a broad worldview, strategic thinking, the ability to forecast results in advance, and practical experience in

communicative relations with all participants of the educational process.

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