

STRATEGIES FOR DEVELOPING COMMUNICATIVE COMPETENCE IN EDUCATIONAL MANAGEMENT

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Abstract: The article examines the importance of communicative competence in educational management and analyzes effective strategies for its development in modern educational institutions. Communicative competence is considered one of the key professional qualities of educational managers because it directly influences leadership effectiveness, organizational climate, teacher motivation, and institutional success. The study investigates the theoretical foundations of communication in educational administration and identifies the primary components of communicative competence, including verbal communication, active listening, emotional intelligence, intercultural interaction, conflict resolution, and digital communication literacy.

Keywords: communicative competence, educational management, leadership, communication strategies.

Introduction. Modern educational systems are experiencing significant transformations due to globalization, technological advancement, social change, and educational reforms. These changes have increased the complexity of educational management and expanded the responsibilities of educational leaders. In this context, communicative competence has become one of the most important professional qualities required for effective educational management. Communication serves as the foundation for cooperation, decision-making, conflict resolution, organizational development, and institutional leadership.

Educational managers constantly interact with teachers, students, parents, government authorities, and community representatives. Therefore, the effectiveness of educational administration largely depends on the manager's ability to communicate clearly, respectfully, and strategically. Strong communication skills enable managers to establish trust, maintain organizational stability, and encourage professional collaboration among staff members. Conversely, ineffective communication may result in misunderstandings, organizational conflicts, low staff motivation, and reduced institutional performance.

Communicative competence includes not only verbal and written communication skills but also emotional intelligence, active listening, intercultural understanding, negotiation abilities, and digital literacy. In contemporary educational environments, communication increasingly occurs through digital technologies, online platforms, and virtual interactions. As a result, educational managers must adapt to new forms of communication while maintaining effective interpersonal relationships.

Methods. The study employed a mixed-methods research design combining qualitative and quantitative approaches to investigate communicative competence in educational management. This methodological approach enabled a comprehensive analysis of communication strategies, managerial practices, and institutional experiences.

Results. The findings of the study demonstrated that communicative competence plays

a decisive role in improving the effectiveness of educational management. The collected data from educational administrators, teachers, and institutional staff revealed that communication skills directly influence leadership quality, organizational climate, decision-making processes, and conflict resolution within educational institutions. The results also indicated that managers who possess strong communicative competence are more successful in establishing cooperation, motivating staff, and ensuring institutional stability.

One of the primary results of the research was the identification of the most essential components of communicative competence in educational management. These components include verbal communication skills, active listening, emotional intelligence, intercultural communication, negotiation abilities, digital communication literacy, and feedback management. Among these, active listening and emotional intelligence were considered the most influential competencies by respondents. Educational managers who demonstrated empathy and understanding toward staff members created a more supportive and productive working environment.

Another important result concerned the role of professional development programs in enhancing communicative competence. The study found that regular training seminars, workshops, and leadership coaching programs positively influenced administrators' communication abilities. Educational managers who participated in communication-focused professional development activities demonstrated higher confidence in public speaking, conflict management, and interpersonal interaction. In contrast, administrators who lacked systematic training often faced challenges in managing team dynamics and institutional communication processes.

The integration of digital technologies into educational management also emerged as a significant factor influencing communicative competence. Modern educational institutions increasingly rely on digital communication platforms such as email systems, online meetings, educational management software, and social networking tools. The findings showed that managers with strong digital communication skills were better equipped to coordinate institutional activities, maintain effective communication during remote learning conditions, and provide timely feedback to teachers and students. Particularly after the global transition toward online and blended education models, digital communicative competence became an indispensable managerial skill.

The comparative analysis of different educational institutions demonstrated that communicative competence varies according to institutional culture and leadership style. Democratic and participatory leadership approaches were associated with higher levels of communication effectiveness, while authoritarian management styles often reduced collaboration and employee satisfaction. Educational institutions characterized by trust, openness, and teamwork tended to foster stronger communication networks among all stakeholders.

Moreover, the results indicated that communicative competence contributes substantially to conflict prevention and resolution. Managers with developed interpersonal communication skills were more capable of identifying tensions at early stages and resolving disputes through dialogue and mediation. Effective communication reduced misunderstandings among teachers, students, and parents, thereby strengthening institutional harmony and organizational efficiency.

Finally, the study confirmed that communicative competence should be considered a core professional competency for educational managers in the modern educational system. As

educational institutions continue to face rapid technological, social, and organizational transformations, the ability to communicate effectively becomes increasingly important for sustainable institutional development and educational quality improvement.

Discussion. The findings of this study emphasize the growing importance of communicative competence in educational management within contemporary educational systems. Communication is no longer viewed merely as a supportive managerial function; rather, it has become a strategic leadership instrument that shapes institutional culture, organizational effectiveness, and educational outcomes. The results align with modern educational leadership theories, which argue that successful management largely depends on the quality of interpersonal and organizational communication.

One of the central issues highlighted by the study is the relationship between communicative competence and leadership effectiveness. Educational managers who possess strong communication abilities are more capable of building trust, encouraging collaboration, and motivating staff members. This finding supports transformational leadership theory, which emphasizes the role of inspirational communication in promoting institutional development and professional engagement. Effective leaders are not only decision-makers but also communicators who can articulate institutional visions, address concerns, and inspire collective responsibility.

The discussion of emotional intelligence and active listening as critical components of communicative competence is particularly significant. Educational environments involve continuous interaction among individuals with diverse professional experiences, personalities, and expectations. In such contexts, managers who demonstrate empathy, patience, and emotional awareness are better able to maintain positive relationships and reduce organizational tensions. Emotional intelligence enables administrators to understand staff needs, recognize emotional responses, and respond appropriately during stressful situations. Consequently, communicative competence extends beyond technical speaking skills and includes psychological and social dimensions of leadership.

Another important aspect revealed by the study concerns the influence of communication on teacher motivation and institutional climate. Teachers working under communicatively competent administrators reported greater professional satisfaction and stronger institutional commitment. This result indicates that communication significantly affects workplace morale and organizational identity. Open dialogue and participatory communication create a sense of inclusion and professional respect among teachers, which positively influences educational quality. In contrast, ineffective communication often leads to misunderstandings, professional isolation, and reduced motivation.

Conclusion. Communicative competence has become one of the most essential professional qualities in educational management. The study demonstrated that effective communication significantly influences leadership effectiveness, institutional climate, teacher motivation, conflict resolution, and organizational development. Educational managers with advanced communicative competence are better equipped to manage institutional challenges, encourage collaboration, and implement educational reforms successfully. The research identified several key components of communicative competence, including active listening, emotional intelligence, intercultural communication, digital literacy, and conflict management skills. These competencies contribute to stronger professional relationships and more effective institutional leadership.

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