

**DEVELOPING COMMUNICATIVE COMPETENCE IN SCHOOL PRINCIPALS:
ANALYSIS OF INTERNATIONAL EXPERIENCE***Tojimirzayeva Buzulayxo Maxammadjon kizi**Master's student in Management (Educational Management) at the A. Avloniy National
Institute of Pedagogical Excellence.
zulayxotojimirzaeva@gmail.com*

Abstract: This article analyzes advanced international practices related to the development and enhancement of school principals' communicative competence within the modern education system. The experiences of countries such as the United States, Germany, Finland, and Singapore are examined, and recommendations are proposed for adapting these practices to the education system of Uzbekistan.

Keywords: communicative competence, school principal, international experience, leadership, quality of education

Introduction

One of the key tasks of a modern school leader is the effective organization and management of the educational process. The successful execution of this task is directly dependent on the leader's communicative competence. In international practice, the school principal is viewed not merely as an administrator, but as a leader, strategist, and model of communication culture. Therefore, countries around the world are paying special attention to the development of this competence.

In the global educational landscape, communication skills have emerged as a key to success in nearly every area of human activity. Particularly in education, this competence has become a criterion not only for teachers but also for school leaders, defining their professional advantage. Accordingly, developed countries have created diverse approaches in this area and implemented them into practice. This section analyzes the essence of such approaches, their differences, and their potential adaptation to Uzbekistan's educational policies.

In contemporary education, the demand for democratized governance, inclusive, and personalized approaches is growing. This necessitates a high level of communicative competence among school leaders, especially principals. Organizations like UNESCO and the OECD identify communication skills as one of the priority competencies in education leadership.

Theoretical Foundation of Communicative Competence

The concept of "communicative competence" emerged in the 1960s from American linguist Noam Chomsky's notion of "linguistic competence." Later, D. Hymes redefined it within a social context as the ability to communicate effectively and purposefully. In 1980, M. Canale and M. Swain expanded the concept by introducing a multi-component model, including grammatical, sociolinguistic, strategic, and discourse components. This model still serves as a theoretical foundation in the educational policies of many countries today.

Experience of the United States

In the U.S., communicative competence is considered a core professional standard for both teachers and school leaders. The Professional Standards for Educational Leaders (PSEL) outline

specific criteria for principals: establishing effective communication, fostering open and constructive dialogue, and diplomatically handling conflicts.

Importantly, in the U.S., the concept of communicative competence extends beyond teaching or language instruction. It includes emotional intelligence, public speaking skills, and respect for social justice principles. Communication that accounts for cultural diversity is especially vital in multilingual or migratory regions.

Before being appointed as a school principal, candidates must pass various assessments of their leadership and communication skills, often aligned with frameworks developed by NAESP (National Association of Elementary School Principals) and ISLLC (Interstate School Leaders Licensure Consortium). These standards emphasize communication roles such as engaging with the public, inspiring staff, and managing crises.

Experience of Finland

In Scandinavian countries, particularly Finland, communicative competence is approached from a humanistic and emotional angle. Here, the school leader is not only a head of the organization but also a collaborator, listener, and mentor. According to Pasi Sahlberg's education model, specialized communication training is offered to principals, emphasizing empathy, active listening, and multi-directional dialogue.

Leadership in Finland is manifested through horizontal cooperation rather than vertical control. Consequently, open and sincere communication among staff and students promotes social stability and high-quality education.

Experience of Singapore

In Singapore, communicative competence is closely linked to strategic thinking in school leadership. The "Leadership in Communication" module trains principals in diverse communication styles suitable for contentious situations, crises, and culturally sensitive interactions. Principals regularly participate in analytical discussions and reflective practice sessions, enriching their communication culture.

Each principal is required to develop a personal "communication map," outlining how they interact with their team, convey information, and manage feedback processes.

Experience of Germany and the EU

The 2006 European Commission's "Key Competences for Lifelong Learning" identified communicative competence as one of the eight key competencies. It is expected to be demonstrated not only in the native language but also in foreign languages, digital media, and intercultural communication.

In Germany, special training programs for school principals—called "Schulleitungstraining"—are offered to develop leadership and communication skills. These programs are typically accredited by universities and include:

- Education management principles
- Social communication skills
- Conflict resolution
- Team leadership
- Strategic planning and quality control
- Public and parental engagement

In Germany, passing the "Schulleitungstraining" is mandatory to become a school leader, with written and oral communication exams being part of the selection process.

Context of Uzbekistan

In recent years, Uzbekistan has introduced reforms in education management. For example, communication skills modules have been added to principal training programs. Resolution No. 610 (25 October 2020) by the Cabinet of Ministers identifies “team management and effective communication” as key evaluation criteria.

However, compared to international practices, Uzbekistan’s approach remains somewhat formal and administrative, with limited focus on emotional, mentoring, and conflict resolution aspects. Hence, integrating innovative practices—particularly those from Finland and Singapore—can significantly enhance the model.

Conclusion

International practices show that communicative competence is not merely the ability to speak or listen. For school leaders, it encompasses motivation, teamwork, cultural sensitivity, and emotional intelligence. Each country develops its approach based on its unique social, political, and educational context. For Uzbekistan, it is essential to deepen its approach and construct a national model by effectively integrating international experience.

References:

1. Hymes, D. (1972). On Communicative Competence. *Sociolinguistics*.
2. Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches. *Applied Linguistics*.
3. CCSSO. (2015). Professional Standards for Educational Leaders.
4. ISLLC. (2015). Professional Standards for Educational Leaders.
5. Sahlberg, P. (2015). *Finnish Lessons 2.0*.
6. Tan, C. & Koh, E. (2014). *Teacher Mentoring in Singapore Schools*.
7. European Commission. (2006). *Key Competences for Lifelong Learning*.
8. Beutel, D. (2016). School Leadership Development in Germany. *Educational Management & Leadership*, 44(2), 139–150.
9. Cabinet of Ministers of Uzbekistan, Resolution No. 610 (2020).
10. Azizov, O. (2024). Recommendations for Developing Communicative Competence through Training. *Educational Research in Universal Sciences*.
<https://erus.uz/index.php/er/article/view/4956>
11. Sharofiddinova, M. (2023). Development of Communicative Management Competencies in Teachers. *Educational Research in Universal Sciences*.
12. <https://erus.uz/index.php/er/article/view/4804>