

LINGUISTIC AND COMMUNICATIVE BASIS OF THE USE OF THE STATE LANGUAGE IN THE MANAGEMENT ACTIVITIES OF SCHOOL HEADS

Rasulova Malika Abdumannopovna

Principal of School No. 20, Tashkent Region, Tashkent District

Abstract

This article analyzes the linguistic and communicative foundations of the use of the state language in the management activities of school leaders in their inextricable connection with pedagogical management, speech competence and business processes. In the process of managing an educational organization, the leader's ability to understand regulatory and legal documents in the state language, correctly draw up official documents, clearly express orders and tasks, effectively communicate with the team and choose speech strategies appropriate to various communicative situations are considered as an important condition for management effectiveness. The study highlights the linguistic, communicative, cognitive, organizational and practical structural aspects of the competence of working in the state language, and pays special attention to the issues of compliance with literary language norms, terminological accuracy, formal and stylistic requirements, logical consistency, communicative expediency and speech ethics in the management speech of the school leader. Also, the possibilities of continuous professional development, practical exercises, situational assignments, working with documents, communicative training and the use of digital office tools in developing the competence of the leader in using the state language are indicated. The theoretical conclusions put forward in the article can serve as a methodological basis for pedagogical research aimed at improving the mechanism for developing the competence of school principals in using the state language.

Keywords: State language, school principal, director, management activities, office work, linguistic competence, communicative competence, management speech, formal style, speech culture, pedagogical management, documentation, office work in the state language, leadership competence.

Introduction

At the modern stage of development of the education system, the professional activity of a school principal is not limited to the performance of administrative tasks or the organizational coordination of the educational process. In the daily activities of the principal, many processes are carried out, such as working with documents, communicating with members of the pedagogical team, accepting and directing the implementation of assignments from higher organizations, organizing communicative contacts with parents and representatives of the public, analyzing information of various contents, preparing orders, orders, protocols, service letters, reference books and other official texts. Almost all of these activities are carried out through language. Therefore, the level of use of the state language by the school principal is not an external manifestation of his managerial competence, but one of the important mechanisms that transform this competence into practical activity. The document “Asosnoma Malika.doc” also indicates the improvement of communicative competence and the development of speech characteristic of managerial activity as one of the urgent tasks in the development of the professional competence of managerial personnel. If the school principal cannot express his opinion in the state language clearly, concisely, logically and legally correctly, his management decisions, even if they are correct in content, can be interpreted differently in the process of practical implementation. Thus, the function of language in management activities is not simply to convey information; language appears as a means of formulating a decision, expressing it legally, explaining it to executors, controlling it and evaluating the result. Especially in a multi-subject social environment such as an educational organization, the clarity and communicative effectiveness of the leader's speech are of particular importance. The school principal simultaneously acts as a teacher, manager, organizer, coordinator, negotiator and person in contact with the public. Each of these roles requires a certain communicative situation and an appropriate speech strategy. If in one situation the formal-command style is dominant, in another case explanatory, advisory, negotiation-based or motivational communication is necessary. From this point of view, it is methodologically insufficient to limit the competence in using the state language to knowledge of spelling or grammatical rules alone. It should also include the ability of the leader to select language units in accordance with the situation, purpose, audience and management task. The relevance of the topic is directly related to the processes of strengthening the social status of the

state language in Uzbekistan, improving the practice of conducting business in the state language, improving the quality of documents in educational management, and developing the professional competence of managerial personnel. The research charter notes that the laws “On the State Language”, “On Education”, “On Electronic Document Management”, “On Regulatory and Legal Documents” and regulatory documents related to the continuous professional development of educational personnel constitute the legal and methodological basis of the research. Based on this, the main purpose of this article is to scientifically and theoretically describe the linguistic and communicative foundations of the use of the state language in the management activities of school leaders and to identify the substantive areas for developing the competence of conducting business in the state language.

Methodology

The research methodology is based on the study of the competence of working in the state language at the intersection of pedagogical management, communicative competence, speech activity and formal-stylistic norms. It is considered appropriate to use competency-based, systematic, activity-oriented, communicative and contextual approaches in the study. The competency-based approach allows us to view the school head's ability to use the state language not as a set of separate knowledge, but as an integrated state of knowledge, skills, qualifications, experience and personal qualities in practical activities. The systematic approach requires interpreting the competence of working in the state language as a holistic pedagogical phenomenon consisting of interconnected components. In the activity-oriented approach, the manifestation of the head's competence in the state language in the process of performing real management tasks is taken as the main criterion. The communicative approach connects the speech activity of the leader not only with grammatically correct speaking or writing, but also with achieving a communicative goal, taking into account the status and needs of the interlocutor, determining the social distance in communication, conveying information in an understandable form, and organizing feedback. The contextual approach takes into account the fact that the same language unit can acquire different communicative values in different management situations. For example, the leader's use of units such as "task", "recommendation", "request", "requirement", "instruction" in addition to their lexical meaning also determines the nature of the management attitude. The theoretical basis

of the study was used scientific views on the issues of leadership and educational management, professional competence, communicative competence, work in the state language, and official style. "Asosnoma Malika.doc" lists a number of researchers who have studied the development of managerial competence of managerial personnel, management of educational quality, formation of communicative and leadership qualities, and conducting business in the state language in our country, among whom the works of such scientists as R.Djuraev, Sh.Kurbanov, U.Inoyatov, U.Begimkulov, J.Yo'ldoshev, S.Turgunov, M.Yuldashev, M.Mirsolieva, Z.Ernazarov, Q.Abdurakhimov, V.Sadiev, E.Alkarov, B.Usmonov, M.Innazarov, Sh.Yunusov, L.Umarov, G.Otamurodov, M.Matnazarova and A.Kho'jaev are noted. The educational and scientific works of such scientists as M.Aminov, A.Madaliyev, N.Mahkamov, N.Mahmudov, Yo.Odilov, I.Azimov are of particular methodological importance in the issues of conducting business in the state language. Also, in the development of the theory of competence, the views of D.C. McClelland, R. Boyatzis, F. Draganidis, P. Kearns, D. Ulrich and other foreign researchers are considered an important methodological basis. The methodological apparatus of the study can use the methods of theoretical analysis, comparative analysis, generalization, systematization, linguistic description and modeling of communicative situations. In this case, to assess the competence of the school principal in working in the state language, it is appropriate to distinguish such criteria as linguistic accuracy, quality of document preparation, use of terminology, compliance with the requirements of formal style, logicity of oral speech, achievement of communicative goals and speech ethics. These methodological foundations serve as a theoretical foundation for developing a model and an organizational and communicative mechanism for developing the competence of school principals in working in the state language in the subsequent stages of the study.

Results

The results of the study show that the competence of the school head in using the state language in management activities can be considered within the framework of at least five interconnected components: linguistic, communicative, documentary, cognitive and management-practical components. The linguistic component implies the head's knowledge of literary language norms, grammatical devices, semantic features of lexical units, terminological system, spelling and punctuation rules, and language

tools of the official style. However, the presence of this knowledge does not yet mean that competence is fully formed. The head must be able to apply this knowledge in a real management situation. For example, the subjective and ambiguous expression of thought in the text of the order can create problems in the implementation. Units of general content such as "as far as possible", "as soon as possible", "necessary measures should be taken" may not clearly define the task and deadline of the executor in some situations. Therefore, the subject, content, deadline and control mechanism of the action should be indicated as clearly as possible in the management text. The communicative component represents the leader's ability to effectively communicate with various social and professional groups in the state language. The school principal uses one communicative strategy in a conversation with teachers, another in a meeting with parents, and another in official correspondence with representatives of higher-ranking organizations. Thus, the main indicator of communicative competence is not "speaking a lot", but rather conveying the necessary information in the right form and at the right level, in accordance with the situation. The documentary component covers the practical mechanisms of conducting business in the state language. It includes knowledge and skills related to the types of documents, their requisites, text structure, rules for formalization, movement, execution and storage of documents. The cognitive component represents the leader's ability to analyze documents and information, distinguish primary and secondary information, formulate a management decision and express it conceptually clearly using language. The managerial-practical component is manifested in the ability to transform information received in the state language into a management decision, and the decision into an implementation process. The mutual harmony of these components allows us to characterize the school head's competence in the state language as a holistic system. Another important result of the study is that in the head's management speech, linguistic correctness should not be confused with communicative efficiency. Even a grammatically correct text can be communicatively ineffective. For example, overly complex syntactic devices, excessive formal expressions, or sentences that are repetitive in content make it difficult to understand the document. Therefore, clarity, conciseness, logic, consistency, standardization, and unambiguous legal content should be distinguished as the main requirements of the official management text. Compliance with the communicative purpose also plays a special role in the school head's speech. Each speech act of the head serves a specific management function:



informing, instructing, warning, explaining, persuading, encouraging, agreeing, solving a problem, or exercising control. In this regard, the pragmatic aspect of the head's speech is an integral part of the competence in the state language. The results show that the development of competence in the use of the state language should not be limited to theoretical lectures, but should be carried out through practical exercises based on modeling real management situations. Exercises that allow managers to perform tasks such as writing a service letter, preparing a draft order, drawing up a report, responding to an electronic appeal, communicating with parents in a problematic situation, giving a presentation at the pedagogical council, explaining the task of a higher organization to the team, etc. develop the practical component of competence. The charter document also identifies the clarification of the structure and components of the development of the competence of school principals in the state language, the development of a development model, the development of ways to improve the mechanism and its implementation in practice as expected scientific innovations. These areas are directly related to the linguistic and communicative components identified in the article.

Discussion

When discussing the issue of using the state language in the management activities of the school principal, it is necessary to first of all pay attention to the functional relationship between language and management. A management decision is essentially a communicative event aimed at organizing a social movement. The leader makes a decision, expresses the decision through language, conveys it to the executor and controls its implementation. Therefore, the effectiveness of the decision largely depends on how it is expressed. From this point of view, conducting business in the state language should be considered not as a simple technical skill of the leader, but as one of the substantive mechanisms of the management process. The speech of the school principal also reflects his management style. Excessively commanding speech can increase the psychological distance in the team, and excessively vague or soft expressions can negatively affect the discipline of performing the task. Therefore, in the communication of the leader, a balance between firmness and respect, formality and humanity, accuracy and flexibility is important. From a linguistic point of view, terminological accuracy is of particular importance in management speech. In the education system, terms such as “educational quality”, “learning outcome”,



“pedagogical council”, “training”, “monitoring”, “executive discipline”, “pedagogical load”, “methodological activity” are widely used. If the leader does not clearly understand the content of these terms or uses them in a way that does not correspond to the context, semantic ambiguity may arise in the content of the document and communication. Also, excessive use of units directly copied from other languages or not standardized can negatively affect the naturalness and understandability of the management text in the state language. However, in this matter, it is important not to deny all appropriations, but to ensure the normative, uniform and clear use of terms related to the field. From a communicative point of view, the communication of the school head in the state language should take into account the addressee factor. If communication with the teacher based on professional terms is appropriate, then in communication with parents, complex terms require explanation. In a document sent to a higher-level organization, standard forms of the official style prevail. This situation indicates the differential nature of management communication in the state language. The ability to listen in the communicative competence of the leader is also directly related to the language. Effective management requires not only giving instructions, but also listening to the opinions of employees, asking questions correctly, clarifying the problem, eliminating misunderstandings and establishing feedback. Therefore, in the programs for developing the competence of school leaders in the state language, it is necessary to give sufficient space not only to written documentation, but also to oral management communication. This aspect is consistent with the direction of developing communicative and leadership qualities noted in the “Foundation Malika.doc”. The speech culture of the leader also affects the communicative culture of the team. If the director keeps official documents in a literate, clear and normative form, he creates a practical example for demanding the same from employees. On the contrary, if the leader himself makes spelling, stylistic or terminological errors in the documents, it becomes difficult to organize the required level of work in the state language. Therefore, the personal speech model of the leader can be assessed as an important pedagogical condition for the development of competence in working in the state language. The system of continuous professional development has great potential in the formation of this competence. The charter indicates that it is planned to organize experimental work of school principals at the A. Avlani National Institute of Pedagogical Skills and the Center for Training and Advanced Training in the

Fundamentals of Working in the State Language. Within the framework of these institutions, creating a system of practical tasks that are close to the real work activities of leaders, analyzing existing documents, identifying errors, reworking documents and organizing training on communicative situations can be an effective methodological solution. At the same time, the digital transformation of working in the state language should not be ignored. In the conditions of electronic document management, electronic text can replace the paper form of a document, but the linguistic and communicative quality of the text does not lose its importance. On the contrary, due to the rapid dissemination of documents in the electronic environment and their use by multiple entities, language accuracy becomes even more important. Therefore, the mechanism for developing the competence of school leaders in working in the state language should include, in addition to traditional documentation, management communication through electronic documents, digital correspondence, and information and communication tools.

Pedagogical interpretation of the results

The issue of pedagogical development of school leaders' competence in using the state language should be focused on qualitatively changing the leader's speech and documentary actions in real professional activities, rather than expanding their existing knowledge. From this point of view, the process of developing competence can be organized through motivational-value, cognitive, active and reflexive stages. At the motivational-value stage, the leader forms a view that working in the state language is not only a legal obligation, but also a component of effective management, the national communicative environment and professional image. At the cognitive stage, the leader enriches his knowledge of the norms of the state language, official style, types of documents, management terminology and communicative strategies. At the active stage, this knowledge is strengthened through practical tasks. At the reflexive stage, the leader analyzes his written and oral speech, identifies his mistakes, evaluates the effectiveness of communication and develops an individual improvement strategy for further activities. This approach allows us to interpret the leader's competence in working in the state language not as a static, but as a dynamic pedagogical phenomenon. The criteria for competence are also determined accordingly. At a high level, a leader independently and qualitatively prepares documents in the state language, correctly chooses a speech strategy in various

communicative situations, uses terminology accurately, is able to systematize complex information, and regularly improves his or her speech. At an average level, he or she can compose basic documents, but may make some methodological, terminological, or communicative shortcomings. At a low level, the leader feels a high need for external assistance in preparing documents, has difficulty choosing language tools appropriate to the speech situation, and cannot consistently apply formal and stylistic norms in practice. Such criteria make it possible to determine the dynamics of competence development in experimental and testing work. The charter also defines the issues of organizing experimental and testing work, statistical analysis of the results, and implementing the mechanism for developing competence in the state language in practice as a separate component of the study. Thus, in the article, theoretically based linguistic and communicative components can be measured with diagnostic tools at the next experimental and testing stage. For this purpose, document writing tasks, communicative situations, tests, observation sheets, expert assessment, self-assessment and practical portfolios can be used. In particular, the portfolio approach allows for the analysis of the real products of the leader's activity. It collects prepared orders, service letters, protocols, references, information letters and other documents, and their linguistic and communicative quality is systematically assessed. Thus, the development of competence in working in the state language is determined not only by the final result of the training course, but also by changes in real professional activity. Another important pedagogical issue is the correspondence of the educational content to the real needs of the leader. Providing a large amount of theoretical information on general linguistics may not fully satisfy the practical needs of the leader. Therefore, it is advisable to organize the educational content in the sequence "knowledge - application - analysis - improvement". For example, it is more effective to assign a task to identify methodological shortcomings in the current document and re-edit it, rather than limiting it to a lecture on the features of the official style. Such an approach reduces the gap between theory and practice. The organizational and communicative mechanism for developing the school head's competence in conducting business in the state language should also be built on this basis. This mechanism interlinks the goal, content, method, means, subject, organizational conditions and assessment components. Its main goal is to develop the head's ability to carry out effective management communication in the state language. The content covers documentation, official style, speech culture, terminology,

communicative strategies and digital business. The methods used can be cases, situational exercises, problem tasks, projects, training, editing, expert assessment and reflection. As a result, the process of developing competence in conducting business in the state language becomes not only language teaching, but also a means of improving the professional management activities of the head.

Conclusion

The study of the linguistic and communicative foundations of the use of the state language in the management activities of school leaders shows that the competence of working in the state language is one of the important components that make up the professional competence of a modern school leader. This competence cannot be limited only to knowledge of the grammatical, lexical or spelling norms of the state language. It also includes the ability of the leader to select language units in accordance with the management task, type of document, communicative situation, nature of the addressee and the expected result. Therefore, it is necessary to study the linguistic and communicative foundations of the competence of working in the state language as an interconnected system. While the linguistic component is related to the norms of the literary language, formal style, terminological accuracy, syntactic and lexical norms, the communicative component covers the abilities to determine the purpose of communication, select speech means appropriate to the addressee, convey information intelligibly, organize feedback and prevent communicative conflicts. The documentation component provides a practical expression of this knowledge and skills in working with official documents. The cognitive component provides for the analysis of information and the clear expression of the management decision through language, and the management-practical component provides for the implementation of the decision through documents and communication. In this regard, it is appropriate to assess the competence of the school head in the state language as an integral professional competence. As stated in the research charter, clarifying the structure and components of the competence in this area, developing a development model, improving the mechanism and developing ways to implement it in practice are scientifically promising tasks. In the processes of advanced training and continuous professional development organized for school heads, linking the content of education in the state language with real management situations, practical work on documents, conducting communicative training, modeling speech situations, working with

electronic documents, and using reflexive assessment mechanisms can be considered effective areas of competence development. In particular, since the personal speech model of the head directly affects the culture of working in the state language of the pedagogical team, it is important for the director to regularly develop his or her own speech and documentation competence. The quality of management communication in the state language can affect the accuracy of management decisions in the school, ensuring executive discipline, cooperation with the team, relations with parents and the public, and the professional image of the organization. Therefore, it is necessary to evaluate working in the state language not as a secondary technical process in school management, but as a strategic resource that ensures management efficiency. In general, the development of the school head's competence in using the state language can give sustainable results only if it is organized based on the integration of pedagogical management, linguistics, communicative pragmatics, and documentation. This conclusion can serve as one of the theoretical foundations for the development of a model and organizational and communicative mechanism for developing working competence in the state language, which is envisaged in the dissertation research of Rasulova Malika Abdumannopovna.

References

1. O'zbekiston Respublikasining "Davlat tili haqida"gi Qonuni.
2. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni.
3. O'zbekiston Respublikasining "Elektron hujjat aylanishi to'g'risida"gi Qonuni.
4. O'zbekiston Respublikasining "Normativ-huquqiy hujjatlar to'g'risida"gi Qonuni.
5. O'zbekiston Respublikasi Prezidentining 2016-yil 13-maydagi PF-4797-son "Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetini tashkil etish to'g'risida"gi Farmoni.
6. O'zbekiston Respublikasi Vazirlar Mahkamasining 2019-yil 12-dekabrda 984-son "Davlat tilini rivojlantirish departamenti to'g'risidagi Nizomni tasdiqlash haqida"gi qarori.
7. O'zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 17-yanvardagi 25-son "Xalq ta'limi xodimlarini uzluksiz kasbiy rivojlantirish tizimini tashkil etish tartibi to'g'risidagi nizomni tasdiqlash haqida"gi qarori.

8. Aminov M., Madaliyev A., Mahkamov N., Mahmudov N., Odilov Yo., Azimov I. Davlat tilida ish yuritish. – Toshkent.
9. Djuraev R.X. Organizacionno-pedagogicheskie osnovy intensivatsii sistemy professionalnoy podgotovki v uchebnyx zavedeniyax professionalnogo obrazovaniya: avtoref. diss. ... dokt. ped. nauk. – Tashkent, 1995. – 43 s.
10. Qurbonov Sh.E., Seytxalilov E.A. Upravlenie kachestvom obrazovaniya. – T.: Sharq, 2004. – 552 s.
11. Begimqulov U.Sh. Pedagogik ta'lim jarayonlarini axborotlashtirishni tashkil etish va boshqarish nazariyasi va amaliyoti: pedagogika fanlari doktori ... diss. – Toshkent, 2007. – 305 b.
12. Yo'ldoshev J.G'. Ta'lim yangilanish yo'lida. – T.: O'qituvchi, 2000. – 207 b.
13. Inoyatov U.I. Teoreticheskie i organizatsionno-metodicheskie osnovy upravleniya kontrolya kachestva obrazovaniya v professionalnom kolledje: diss. ... dokt. ped. nauk. – Tashkent, 2003. – 327 s.
14. Turg'unov S.T. Teoreticheskie osnovy upravlencheskoy deyatelnosti direktora srednix obshcheobrazovatelnyx uchrejdeniy: avtoref. diss. ... dokt. ped. nauk. – Tashkent, 2007. – 43 s.
15. Yuldashev M.A. Xalq ta'limi xodimlarining malakasini oshirishda ta'lim sifati menejmentini takomillashtirish: pedagogika fanlari doktori ... diss. avtoref. – Toshkent, 2016. – 93 b.
16. Mirsolieva M.T. Oliy ta'lim muassasalari rahbar va pedagog kadrlarining kasbiy kompetentligini rivojlantirish mexanizmlarini takomillashtirish: pedagogika fanlari doktori (DSc) ... diss. avtoref. – Toshkent, 2019. – 68 b.
17. Ernazarov Z.N. Oliy ta'lim muassasalarida ta'lim sifatini ierarxik boshqarish: pedagogika fanlari bo'yicha falsafa doktori (PhD) diss. avtoref. – Qarshi, 2022. – 50 b.
18. Abduraximov Q.S. Oliy ta'lim muassasalari rahbar kadrlarining axborotlar bilan ishlash kompetentligini rivojlantirish texnologiyalarini takomillashtirish: pedagogika fanlari bo'yicha falsafa doktori (PhD) diss. avtoref. – Toshkent, 2022. – 46 b.
19. Alkarov E.M. Axborot-kommunikatsiya texnologiyalari asosida pedagog kadrlar uzluksiz kasbiy rivojlanishini boshqarish samaradorligini oshirish: pedagogika fanlari bo'yicha falsafa doktori (PhD) diss. avtoref. – Toshkent, 2021. – 54 b.



20. Usmonov B.Sh. Oliy ta'lim, fan va ishlab chiqarish integratsiyasini klasterli yondashuvlar asosida innovatsion rivojlantirish: pedagogika fanlari doktori (DSc) diss. avtoref. – Toshkent, 2020. – 75 b.