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# FUNCTIONAL RESPONSIBILITIES OF ADMINISTRATIONS OF EDUCATIONAL INSTITUTIONS.

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**Abstract:** The article analyses the role and place of communication culture in the performance of the functional duties of the head of an academic lyceum, technical school, vocational school and vocational college.

**Key words:** academic lyceum, technical school, head of vocational school and vocational college, team building, communication culture.

## INTRODUCTION.

Communicative activity is a practical connection, interaction of individuals, through the organization of which mutual intimacy, psychological unity is determined. The role and place of the person, leader or leader who takes the initiative in successfully establishing interpersonal relationships in a particular group or team, achieving the intended goal in the communication process, achieving the expected results is invaluable.

The word "communication" is translated from Latin (from the Latin word "communico") and means "to connect". In the Annotated Dictionary of the Uzbek Language, the concept of "communicative" is defined as "exchange of ideas, communication" [1, 395]. "Psychology, The Concise Explanatory Dictionary emphasizes that the essence of the concept is more clearly expressed, that is, "communication (lat. Communico "- communication, reasoning, information) - information through language and other symbols" [3, 19].

Thus, it is understood that the communication that occurs between social subjects should be able to reflect such a feature as communication, thinking with each other, providing information on various events. In Uzbek, the concept of "communication" is used as an alternative to the concept of "communicative". Sources say that the interaction of two or more individuals is a "dialogue" based on the subjective-psychological process of exchanging information between individuals, developing a single way of interaction, perception and understanding of others [3, 24]. . Thus, it is clear from the definition of the concept of "communication" that communicative activity and the process of communication in essence represent the same psychological process.

### **THE MAIN PART.**

Psychologist A.A. Bodalev interprets the behavior of people, which is clearly reflected in the interaction of "direct or indirect communication", as the "communicative core of the individual." According to the author, the "communicative core of the individual":

- Information about the people involved in the communication process (memory, images and images);
- Individual or general experiences of the interlocutors;
- Verbal and practical actions [4].

In educational institutions, including academic lyceums, technical schools, vocational schools and vocational colleges, directors are the leading figures in the establishment of communicative relations between the participants of the educational process, the establishment of mutual professional dialogue.

The heads (directors) of academic lyceums, technical schools, vocational schools and vocational colleges are responsible persons who have the authority to directly manage the activities of the educational institution. Although principals are the leading directors of educational institutions, they rely on the activities of the Pedagogical Council in their activities. They take into account the views and

opinions of the teaching staff in addressing issues related to the activities of the educational institution. Heads of academic lyceums, technical schools, vocational schools and vocational colleges are accountable to higher authorities for the work carried out in educational institutions, the organization of educational and spiritual-enlightenment work, and the level of students' mastery of educational and special subjects, spiritual and moral maturity.

The sources indicate that the persons (directors) directly supervising the educational process and daily activities of the educational institution are assigned the following tasks:

- 1) Representation of interests of educational institution before the state and public organizations;
- 2) Ensuring the success of the educational process;
- 3) Control over the implementation of curricula, the quality and effectiveness of educational work, compliance with the requirements of child and labor protection, as well as the creation of the necessary conditions for the organization of spiritual work outside the educational institution;
- 4) Selection and placement of pedagogical and managerial staff, determination of their responsibilities, appointment of teachers, heads of cabinets and workshops, selection of class and group leaders, recruitment and dismissal of teachers and service staff;
- 5) Leading the commission on attestation of pedagogical staff of the educational institution;
- 6) Creation of conditions for creative work of pedagogical staff, application of advanced forms and methods of education in educational institution;
- 7) Accounting of financial resources, expenses allocated to the educational institution;
- 8) Ensuring the correct maintenance of regulatory documents of the educational institution;

9) Reporting on its activities to the pedagogical council of the educational institution, local authorities [5, 324].

So, what is the meaning of "communicative activity" organized by the leaders of academic lyceums, technical schools, vocational schools and vocational colleges? What conditions are required to comply with its effective implementation?

The communicative activity organized by the heads of academic lyceums, technical schools, vocational schools and vocational colleges should serve to create a healthy socio-psychological environment based on interaction between the staff of the educational institution. Successful work of leaders with the pedagogical and student team ensures the comprehensive development of the educational institution. Directors of educational institutions hire and fire teachers and support staff. Encourage teachers and support staff for their achievements in professional activities or impose penalties for their adherence to labor discipline, shortcomings in the organization of professional activities. In addition, the Ministry of Higher and Secondary Special Education, the regional department of secondary special vocational education awarded state awards to teachers for their selfless work, high professionalism and contribution to the development of the younger generation as a full-fledged human being of awards (certificates of honor).

Communicative activity, which is one of the most important areas of socio-professional activity of the leaders of academic lyceums, technical schools, vocational schools and vocational colleges, ensures the proper organization of interaction with the teaching staff (partners) and students. The communicative activity of the head of the educational institution is based on his administrative, managerial, organizational and pedagogical powers.

The process of communicative activity is a multifaceted process that requires collaboration to establish interpersonal communication. In this process, its participants think about each other, share their inner experiences, and express their thoughts about the concerns and difficulties that are bothering them. In

interpersonal communication, participants move physically, exchange products and labor results. Communication is a convenient process for the exchange of impressions, perceptions and opinions of subjects on specific events. At the same time, the opinions expressed during the conversation enrich the person's consciousness and outlook, expand his thinking.

In the performance of official duties by the heads of educational institutions: the organization of normal, domestic relations; superficial, unfounded thinking about life situations; they are not allowed to make ill-considered comments on the solutions of certain issues.

Finding acceptable speech and attitudes, gestures, facial expressions, sincerity, correctness of conversation for different situations are important conditions of the communicative activity of the leader. It is the expression of the leader's communicative culture, as well as his manners, which expresses his feelings.

The relationship of the leader with the pedagogical team is perceived as an opportunity for educational and pedagogical activities, professional communication, mutual understanding, interaction and self-expression. He establishes certain emotional-moral connections with his subordinates; share ideas on how to achieve educational goals; has an educational impact on students and young teachers.

Ethical and psychological interactions play an important role in the structure of relations. The importance of communication between students and the young teacher is important in the emotional-moral educational impact on them.

The communicative skills of the leader in the management of the pedagogical team ensure its effectiveness. However, the leader must keep in mind the following:

- Communication cannot be one-sided;
- It is not necessary to increase control in the process of communication, but to be able to keep it in moderation;

- It is necessary to pay attention to the fact that the teaching staff and students follow the internal procedures of the educational institution, pay attention to the establishment of discipline;
- It is important that the analysis of each behavior of members of the teaching staff is not the main goal, but, most importantly, the extent to which they organize their professional activities and perform their duties;
- Supervise the entry of young teachers into the teaching staff;
- It is necessary to assess the content of the dialogue between the manager and employees and their effective organization.

Heads of educational institutions can be divided into the following groups according to the direction of communicative activity:

- 1) Communicative activity organized with the pedagogical team, including young specialists-teachers;
- 2) Communicative activity organized with a group of students;
- 3) Communicative activity organized with employees of the educational institution (kitchen, power supply and security service, as well as persons responsible for the sanitary condition of the premises and territory of the educational institution);
- 4) Communicative activities organized with parents;
- 5) Communicative activity organized with partners (sponsoring organizations, individuals), governing bodies and residents of the area where the educational institution is located, including activists and leaders of makhalla citizens' assemblies.

The following features are reflected in the communicative activities of the heads of academic lyceums, technical schools, vocational schools and vocational colleges - participants in the educational process - teachers, staff and students, parents, sponsors, as well as the general public:

- Socio-pedagogical features;
- High communicative, pedagogical qualities;

- The correct choice of methods that contribute to the effective organization of communicative activities, the effectiveness of the tone of speech;
- The ability to understand the psychological characteristics of students;
- The use of creative methods in communicative activities.

Like the heads of any organization, the heads of educational institutions must strictly adhere to the following principles in the organization of communicative activities from a professional point of view:

- 1) Purposefulness of the communication process;
- 2) The priority of democratic and humane ideas in the communication process;
- 3) Taking into account the situation;
- 4) Responsible approach;
- 5) Friendly and sincere organization of the communication process;
- 6) Mutual understanding and support of each other;
- 7) Respect for the person who is the object of communicative activity and adequate assessment of their capabilities;
- 8) Mutual trust;
- 9) Strict adherence to social ethics in the process of communication.

### **CONCLUSION.**

In communication with pedagogical and student communities, heads of educational institutions should adhere to the following:

- Not to deviate from the norms of morality, to be polite;
- Respect for the interlocutor, his abilities and interests (politeness, behavior);
- Be able to establish certain rules (units of time) in the course of the conversation within the framework of etiquette;
- Be humane and friendly to the interlocutor in the process of communication;
- Prompt response to changes in the mood of the interlocutor;
- Use a variety of provocative, exciting, persuasive, coercive and persuasive influences;

- Not to pay attention to trivial, accidental, insignificant situations, not to be upset by trivial situations, not to allow himself to be in a bad mood;
- Be patient, but not overly kind, not flattering;
- It is important not to be serious, but very formal and naive;
- Quickly communicate with people of different categories and ages, as well as with different positions, worldviews, life approaches, thinking, to behave freely and naturally in the process of communication.

In the organization of communicative activities, the leaders of academic lyceums, technical schools, vocational schools and vocational colleges should be able to demonstrate certain psychological and physical characteristics. These are:

- Have a pleasant, calm voice;
- To master the culture of speech;
- Possession of pleasant facial expressions;
- be able to demonstrate calm but expressive pantomime;
- Coherence and organization of actions;
- To be able to use the mobility of facial muscles and facial expressions (eyes, eyebrows, mouth and head movements) specific to the actors.

High pedagogical skills and professional training, creative thinking, strong memory, logical thinking ability, stable attention and emotional influence of the heads of educational institutions prevent the emergence of disagreements, various contradictions and excessive arguments in the management of the team.

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