

## Article

# The Director's Communicative Strategies in Increasing The Effectiveness of Interaction in The Educational Process - The Synergetic Effect

Umarova Nilufar Xasanovna

1. National Institute of pedagogical skills named after A.Avlani, Uzbekistan
- \* Correspondence: [umarova.nilufar1983@gmail.com](mailto:umarova.nilufar1983@gmail.com)

**Abstract:** This article explores the communicative strategies employed by school principals as an essential tool for managing interaction effectiveness within the educational process, emphasizing their potential to generate a synergistic effect. The study highlights the role of the principal's communicative competence in fostering collaborative relationships among teachers, students, and parents, thereby enhancing the overall educational environment. Drawing upon a synergetic approach, the research delves into how these strategies align with systemic principles, enabling the coordination of diverse elements within the school community. Particular attention is given to the principal's ability to balance authority and empathy, adapt communication styles to varying situations, and address potential conflicts constructively. Furthermore, the article examines how strategic communication contributes to achieving harmony, efficiency, and innovation in education management. By integrating theoretical insights and practical applications, the study provides valuable recommendations for optimizing communicative practices among school leaders. The findings underscore the importance of strategic communication in promoting a unified, goal-oriented, and dynamic educational system.

**Keywords:** Communication, Strategy, Communicative Strategy, Synergistic Approach, Synergistic Effect, Interaction, Comprehensive Impact, Effective Communication, Cooperation

**Citation:** Xasanovna, U. N. The Director's Communicative Strategies in Increasing The Effectiveness of Interaction in The Educational Process - The Synergetic Effect. American Journal of Science and Learning for Development 2025, 4(1), 47-53.

Received: 4<sup>th</sup> Dec 2024  
Revised: 11<sup>th</sup> Dec 2024  
Accepted: 28<sup>th</sup> Dec 2024  
Published: 21<sup>th</sup> Jan 2025



**Copyright:** © 2024 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

## 1. Introduction

The innovative development of social and educational spheres worldwide has further intensified the demand for managerial personnel with leadership potential and managerial qualities. The development and enhancement of school education quality largely depend on the effectiveness of interaction among participants in the educational and upbringing process. Similarly, the healthy environment in the school is positively correlated with the director's communication effectiveness [2]. Improving the effectiveness of interaction in the educational process requires strategic approaches in the director's management activities. In this regard, the director's communicative strategies take precedence and are of crucial importance as the main driving force of interaction.

Strengthening the interaction among participants in the educational process aims to maximize the benefits of mutual cooperation. The effectiveness of this interaction serves as the foundation for a synergistic effect, which represents a unique approach for school principals in improving the quality of education. The synergistic management approach of school principals serves to ensure effective organization of education and maintain coherence with the organizational culture [3]. Therefore, based on the principle of

synergistic effect in enhancing educational interactions, the importance of the principal's communicative strategies in managing the comprehensive interaction of participants in the educational process remains crucial. This approach focuses on increasing the complex interplay among all those involved in the teaching and learning process.

## 2. Materials and Methods

Effective organization of interaction in the educational process, as an integral part of the school principal's managerial activities, lays the foundation for the overall success of the educational institution. Quality and effectiveness in education are achieved by strengthening the interaction among participants in the educational process, namely students, their parents or other legal representatives, teaching staff, state and non-state organizations, mahalla, and public organizations.

Interaction refers to the mutual influence of objects, their interdependence, and the processes by which one object brings another into existence. Interaction is an objective and universal form of action and development, determining the existence and structured order of any material system [1].

Interaction, especially in the educational process, enhances the effectiveness of the education system through interconnection and mutual influence, helping each participant (student, teacher, parent, state or non-state organizations) perform their tasks efficiently. This strengthens trust, motivation, and effectiveness in the education system by influencing each other's activities through the exchange of ideas, advice, suggestions, and recommendations. Ultimately, this contributes to improving the quality of education, fostering effective student participation in the learning process, and helping all participants achieve their goals.

The main objective of interaction and collaboration among participants in the educational process is to provide learners with high-quality education and support their personal and social development. To achieve this goal, it is crucial for the director to select an appropriate communicative strategy and implement it effectively in practice.

The concept of communicative strategy is a relatively new notion in management, and its constituent concepts convey the following meanings.

In the "Social Psychology Dictionary" volume of the "Psychological Lexicon," "communication" (Latin *communico* - to make common) is also interpreted as a "meaningful aspect of social interaction". "Any individual action is carried out in the context of direct or indirect relationships with other people; therefore, it also has a communicative aspect" [2]. According to R.Sh. Akhldinov, a leading scholar in the field of educational management in our country, "As people manage their tasks in the management process, they exchange information with one another. Some individuals prepare a message and transmit it using various means, while others receive the message, contemplate it, and respond in some form. The process by which people exchange information in this manner is called communication" [3]. A.V. Zakharova, on the other hand, defines communication as the process and result of a subject's influence on an object, informing it, and altering its behavior and consciousness [4]. The origin of the concept "strategy" is related to the military sphere, literally translating from Greek as "the art of command" [5] and was initially understood as the art of waging war. Over time, "strategy" has evolved into a concept that denotes a master plan of action in any field of activity [5].

Today, the word "strategy" is widely used in various contexts, including guiding any activity, managing the operations of enterprises or institutions, forecasting future prospects, planning activities in advance, determining the direction of tasks to be performed, as well as predicting and monitoring results in achieving goals [6].

The concept of communicative strategy, formed by combining the terms communication and strategy, is analyzed in cognitive, pragmalinguistic, and communicative research in various aspects such as communicative interaction, conducting communicative acts, communicative behaviors, communicative roles, interpretation of

meaning, and perception of discourse. For instance, T. Levandowski emphasizes that communicative strategy is understood as a part of communicative interaction or communicative behavior, defining it as "a method of applying certain communicative rules" [7].

M.A. Kraves defines communicative (communication) strategy as establishing the main principles, types of communicative interactions, key messages, and the boundaries of communication with key stakeholders [8]. R.A. Fathutdinov describes it as a prospective plan for any social interaction aimed at achieving specific results in the communication environment [9]. Meanwhile, P. Smith, K. Berry, and A. Pulford define communication strategy as a comprehensive approach to create favorable interactions with target audiences in both the internal and external environments of a company [10].

M.A. Kraves's definition of communicative strategy addresses a systematic and planned approach to communication, its targeted directions, and the specific boundaries of communication management. According to this definition, a communication strategy involves not only delivering messages but also planning the principles and boundaries within which relationships should be established when communicating with the target audience.

R.A. Fatkhutdinov's definition emphasizes a promising plan for social interaction in the communication environment. It presents a communicative strategy as a system of actions and decisions implemented with the aim of achieving specific results. The goal-oriented nature of communication is highlighted, as well as how it should be carried out to attain planned outcomes. This approach indicates that communication involves not only the organization of short-term relationships but also long-term strategic planning. The approaches of P. Smith, K. Berry, and A. Pulford to the concept of communication strategy emphasize the necessity of establishing effective communication in two directions - internal and external - as well as with the target audience. This highlights a strategic approach to creating communicative interaction, taking into account multiple factors (environment, audience, and types of communication).

Based on the above definitions, the school principal's communicative strategy is a system of planned actions implemented to achieve specific educational goals. This strategy is founded on core management principles and various types of communication, aiming to establish effective interactions with the target audience (students, teachers, parents, local community, and other stakeholders). It involves delivering essential messages, defining boundaries of interaction, and developing a forward-looking plan to enhance the quality of education in the school. The ultimate objective is to exert a comprehensive influence on both the internal and external environment of the educational institution.

The school principal employs various approaches and methods to implement communicative strategies as a means of enhancing and managing the interaction process. These strategies serve not only to ensure successful learning for students but also to strengthen connections among teachers, parents, and other participants in the educational process [11]. Furthermore, they increase the effectiveness of interaction between participants in the teaching and learning process, creating a synergistic effect.

Synergetics (from Greek "syn" - "together," "in cooperation" and "ergos" - "action") means "energy of joint action" [12], indicating that parts interact and align to form a unified structure. The West German physicist G. Haken, uncovering new features of self-organizing systems, concludes that "synergetics is the doctrine of the interaction of many elements within a single system..." [13]. Synergetics represents a form of collaborative work and combined actions... Any complex dynamic system strives to achieve maximum efficiency through its integrity. This process results in a positive outcome arising from the interaction of multiple factors, which is commonly referred to as the synergistic effect [14]. There is no single approach to defining the synergistic effect. For example:

- a. I. Adizes defines the synergistic effect as the result of increasing efficiency through the application of various financial instruments, interaction, and interconnectedness in the innovative activities of organizations;
- b. L.Z. Abdokova views the synergistic effect as the result obtained when elements combine into a unified system, leading to the emergence of new qualities [15];
- c. According to Ch. Barnard's concept, synergetics describes the combined effect of two or more factors, wherein this effect is significantly greater than the impact of the individual components taken separately [16];
- d. Gupta O. and Rus D. consider the synergistic effect to be the result of the interaction between intellectual resources [17].

In general, synergy refers to cooperation, interconnected and coordinated actions that manifest in the form of strategic partnerships, mutually beneficial collaborations, integration, and cooperative interactions [18], [19].

### 3. Results

Communicative strategies aimed at unifying the interaction of participants in the educational process at a single focal point contribute to increasing the effectiveness of participants' activities, strengthening collaboration, and improving educational outcomes. As a result, the overall outcome of interaction based on the director's communicative strategies manifests as a synergistic effect.

The communicative strategy of a school principal, with all its aspects, generates a synergistic effect. A synergistic effect is the increase in the overall efficiency of the entire system and the emergence of new qualities as a result of the interaction between system components. The school principal's communicative strategy can be analyzed from a synergetic perspective as follows:

<b>A process that generates a synergistic effect</b>	<b>Result of the synergistic effect</b>
The communicative strategy, based on fundamental principles (openness, trust, respect, and support) and the adaptation of various communication types, facilitates the establishment of effective interactions among all participants in the educational process.	Adapting these principles based on interactions and organizing successful communication with all audiences will enhance the overall effectiveness of the system;
The communicative strategy is aimed at establishing effective relationships with the audience, with communication methods and approaches tailored to the needs and goals of each participant. The school principal fosters interaction by uniting teachers, students, and parents, which creates a synergistic effect. Through the interaction of each participant, new opportunities and resources emerge within the system.	This strengthens interaction, helping all participants to work together to achieve their goals, thereby achieving the school's overall success;
The communicative strategy includes planning activities such as conveying pedagogical innovations to teachers, providing students with important information about the educational process, and discussing with parents their children's participation in the learning journey.	The timely and accurate delivery of messages optimizes the interaction among all participants in the system;
The school principal establishes clear boundaries with stakeholders in the communication process and ensures positive influence across these boundaries. For example, defining specific responsibilities between parents and the school, as well as establishing effective communication in involving	The effective organization of these interactions intensifies the synergistic effect, as in such cases, all elements of the system work together, and the pool of

students in the educational process, strengthens mutual trust within the system.

resources expands to achieve common goals.

A communicative strategy involves directing all participants in the system towards the goal by developing a prospective plan and acting in accordance with it. This strategy is updated every quarter and year with new goals and objectives.

This creates opportunities for continuous development and improvement within the system. The synergistic effect in this process is that the planning phase encourages all participants to work collaboratively, resulting in effective management to achieve a common goal.

The communicative strategy aims to exert a comprehensive influence on both the internal (teachers, students) and external (parents, local community, public organizations) environments. Each participant interacts with others to fulfill their needs and achieve their goals. Effective interaction within the internal and external environments contributes to the establishment of a high-quality educational process in the school.

This complex interaction integrates the goals and objectives of all participants, enhancing the effectiveness of the school system.

**4. Discussion**

The theory of synergetics is characterized by the development of a system as a whole, the intensification of interactions, and, consequently, its elevation to a new qualitative level. In Yu.V. Korechkov's research, the synergistic effect is defined as the process of enhancing the effectiveness of innovative activity in a system formed by combining separate components. The synergistic effect is viewed as synonymous with the impact of integration and operational cooperation. This systemic effect describes common properties that exceed the sum of the individual parts of the system.

Yu.V. Korechkov also characterizes synergetic approaches in organizations as follows:

- a. Wave-like expansion with new types of innovative activities;
- b. Utilization of various financial instruments;
- c. Increase in the volume and speed of information transmission and processing;
- d. Application of innovative approaches in the management system;
- e. Interaction among different subjects within the integrated space [14].

Agreeing with this approach, we present an analysis of the school principal's communicative strategies based on synergistic characteristics in the following table:

Approaches of synergetic methodology	Organizing a synergetic process	A process that generates a synergistic effect	The result of a synergistic effect
Expansion through waves of new types of innovative activities	The school principal enhances effective communication with teachers and students by implementing new pedagogical technologies and interactive methods in the management process.	Innovative activities, such as online meetings, sessions, and problem-solving gatherings, help enhance management effectiveness.	These activities will elevate the exchange of information in the management system to a new level.



Utilization of various financial instruments	Synergetics aims to achieve high results through the harmonization of various resources.	The school principal improves the educational environment through the use of various financial tools in their communication strategies, such as grant programs, sponsorship funds, or attracting additional resources.	These resources facilitate communication with teachers, enabling the discussion and support of meaningful projects.
Increase in the volume and speed of information transmission and processing	In today's world, the flow of information is changing at an incredibly rapid pace. It is crucial for school principals to implement mechanisms for swift information exchange and effective processing in their communication strategies.	Electronic platforms, remote monitoring, and analytical tools	Timely communication with teachers and parents helps enhance the quality of the educational process.
Applying innovative approaches in the management system	The application of innovative approaches plays a crucial role in forming a synergistic system. The school principal employs modern leadership methods to create a coordinated environment in their managerial communication.	These methods include mutual feedback, anti-crisis planning, and ensuring socio-emotional stability.	Innovative approaches, such as motivational interviews or group training sessions, strengthen the team's alignment towards the common goal.
Interaction between various subjects within an integrated space	In school management, the director's communicative strategy should establish an active dialogue mechanism among various stakeholders - teachers, students, parents, and community organizations. Synergetics serves to enhance the educational process by reinforcing harmonious relationships between these entities.	Regular consultations with teachers and open dialogue with parents	It increases mutual trust and leads to a high level of education quality.

## 5. Conclusion

Based on the above analysis, it can be concluded that the communicative strategy of a school principal creates a synergetic effect, as this strategy enhances the overall efficiency of the system by effectively engaging all participants (teachers, students, parents, community, and other organizations) in communication and harmonizing the system elements with each other. The influence of each participant reinforces one another and creates new qualities, which leads to an increase in the quality of education at the school. The principal's strategic and effective communication creates synergetic processes in the system, while innovative forms of communication, rapid management of information flow, and cooperation between various participants strengthen the positive synergetic effect in the school management system. As a result, the effectiveness of education increases.

## REFERENCES

- [1] O'zbekiston Milliy Ensiklopediyasi, "O' Harfi," Davlat Milliy Nashriyoti, Tashkent, p. 3, 2010.
- [2] I. Halawah, "The relationship between effective communication of high school principal and school climate," *Education*, vol. 126, no. 2, pp. 334–346, 2005.
- [3] I. Balci and I. B. Arabaci, "The Impact of High School Teachers' Perceptions of Synergistic Management on Organizational Culture and Organizational Learning Perceptions," *Shanlax International Journal of Education*, vol. 12, pp. 116–125, 2024.
- [4] V. V. Abramenkova, M. Y. Kondratyev, and A. A. Brudny, *Social Psychology: Dictionary*, A. V. Petrovsky, Ed. Moscow: PER SE, 2005, p. 171.

- [5] R. Sh. Akholidinov, *The Art of School Management*, Monograph, Uzbekistan Academy of Sciences, "Fan" Publishing House, 2006, pp. 79, 304.
- [6] A. V. Zakharova, "The communication strategy of universities as a means of increasing competitiveness in the modern stage of higher education development," *Professional Education. Siberian Pedagogical Journal*, no. 1, pp. 110–115, 2014.
- [7] S. V. Shishlo and Y. N. Androsik, *Strategic Marketing: Lecture Notes for Master Students in Marketing Specialization*, Minsk: BSTU, 2017, p. 174.
- [8] R. Kh. Dzhuraev and S. T. Turgunov, *Education Management: A Manual for General Secondary School Directors*, Tashkent: "Voriz - Nashriyot," 2006, p. 264.
- [9] G. G. Matveeva, A. V. Lenets, and E. I. Petrova, *Fundamentals of Pragmalinguistics* [Electronic resource], Monograph. Moscow: FLINTA, 2013, p. 232.
- [10] M. A. Kravets, "The development strategy of organizational communications," *Bulletin of Voronezh State University: Economics and Management Series*, no. 4, pp. 140–145, 2014.
- [11] O. V. Tretyakov, "Development strategy of a company's communication system in the service sector," *Economics: Yesterday, Today, Tomorrow*, vol. 12, no. 9A, pp. 534–550, 2022, DOI: 10.34670/AR.2022.49.83.040.
- [12] P. Smith, K. Berry, and A. Pulford, *Strategic Marketing Communications*. S.: Unity Dana, 2001, p. 415.
- [13] N. X. Umarova, "Director's communication strategies as a management tool to enhance interaction processes in schools," *Pedagogical Skills: Scientific-Theoretical and Methodological Journal*, no. 9, pp. 75–78, Sep. 2024.
- [14] I. L. Bakhtina, A. A. Lobut, and L. N. Martyushov, *Methodology and Methods of Scientific Knowledge*, Textbook, Ural State Pedagogical University, Ekaterinburg, 2016, p. 119.
- [15] G. Haken, *Secrets of Nature. Synergetics: The Doctrine of Interaction*. Moscow-Izhevsk: Institute of Computer Technologies, 2003, p. 320.
- [16] Y. V. Korechkov and O. V. Dzhioev, "Synergistic effects of integration processes and investment multiplication in integrated organizations," *Internet Journal "Naukovedenie,"* vol. 7, no. 2, 2015. [Online]. Available: <http://naukovedenie.ru/PDF/44EVN215.pdf>
- [17] I. V. Androsova, "Synergistic effect in business integration: Conceptual provisions and evaluation approaches," *Region: Systems, Economy, Management*, no. 3, pp. 111–115, 2022.
- [18] Ch. Barnard, *Functions of the Executive: Power, Incentives, and Values in Organization*. Moscow: Socium, IRISM, 2009, p. 28.
- [19] O. Gupta and G. Roos, "Mergers and acquisitions through an intellectual capital perspective," *Journal of Intellectual Capital*, vol. 2, no. 3, pp. 297–309, 2001.