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SCIENTIFIC ASPECTS OF COMMUNICATION OF PRESCHOOL EDUCATION MANAGERS

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ABOUT ARTICLE

Abstract: In modern pedagogical practice, there is no single approach to communication in the management of preschool educational institutions; managers feel the need to understand at a theoretical level the model of interaction with teachers and specialists of preschool educational institutions. In this regard, there is an objective need not only for the organization and implementation of competent communications between managers of preschool educational institutions, but also for its effective management. The manager must be competent in making management decisions that determine the program of the team's activities to resolve current problems based on knowledge of the objective laws of the functioning of the managed system and analysis of information about its condition. The objectives of this study are to determine the essence, principles, functions, structure of communication activities of managers of a preschool institution, which determine the specifics of managerial influence on it.

INTRODUCTION

The term "communication" comes from the Latin word "commucicatio", meaning connection, message. In the broad sense of the word, communication can have two meanings: the process of social interaction; information exchange. This understanding of communication allows us to consider it one of the types of universal communication. The specificity of communication "as a form of social interaction lies not so much in the possibility of transmitting information, but in the exchange of it. It is important to emphasize that social interaction is, in principle, impossible without this continuous

flow, since information continuously circulates in society and actively participates in the formation of public consciousness. Consequently, communication is responsible for the normal functioning of the entire social system" [31].

MATERIALS AND METHODS

Communication is considered by many researchers as "a prerequisite for decision-making and a way of existence and functioning of social systems) [2]. Veda is what ensures communication between people, accumulation and transmission of social experience, its enrichment, division of labor and exchange of its products, organization of joint activities, and transmission of culture. It is also considered as "a means of achieving sustainable interaction, modifying the behavior of workers (social groups), as an element of information transfer processes, systems of communication channels that ensure the exchange of information and mediate its content in the process of preparing and executing management decisions, as well as a source of distortion and interference and noise arising in the process of information transmission) [15].

Various sociological studies described in the works of scientists show that managers, in particular in preschool educational institutions, spend most of their working time on communications and interpersonal contacts - approximately 70 - 80% [3]. In the process of communication, managers receive the necessary information to make certain decisions. Therefore, communication is the main process in the implementation of management activities.

Currently, in Uzbekistan, communication is becoming increasingly important for the development of preschool educational institutions. Sociologists and psychologists view it as a process of transmitting emotional and intellectual content. According to the encyclopedic dictionary, communication is "communication, the transfer of information from person to person, it is the indirect and purposeful interaction of two subjects. In many sources, communication is considered as one of the forms of interaction between people in the process of communication) [3].

The communication needs of an organization may include the need for information, its own communication requests, as well as an interest in effective feedback. And since communication needs to be managed competently, interest in communication management arises. Its purpose as a system is "to form and use all types of capital of the economic system by organizing a communication space to create additional added value, which is the basis of economic growth and ensures the competitiveness of the economic system" [3].

At the present stage of economic development, communication management in preschool educational institutions becomes "an indicator of the value orientation of society, its desire for modernization, and the choice of criteria for the effectiveness of public policy in general and in the field of economics in particular" [12].

Communications in preschool educational institutions are a complex multi-level system of connections that cover both the organization itself, representing internal communication between its divisions, and its external environment - external communication (with other preschool educational institutions, parents, students, Administration, social institutions, etc.).

Internal communication exists in the form of information exchange between managers and teachers, teachers and children. It, in turn, is divided into vertical and horizontal. Vertical communication proceeds both downward (subordinates are informed from above about strategic and tactical goals and objectives) and upward (information is transmitted in the opposite direction, with the help of which the results of the implementation of decisions made, emerging obstacles to their implementation, and proposals for their resolution are communicated).

"Sociological research shows that two-thirds of a leader's communicative activity in preschool educational institutions is made up of downward communication, focused on communicating to subordinates the goals and objectives of their activities, highlighting their priorities; to transmit to them orders, guidelines, requirements; bringing to their attention the criteria for performance and its evaluation; achieving recognition and reward in order to motivate effective work, etc.) [11].

Horizontal communication, in contrast to vertical communication, is established between equal-level, equal employees and departments of the organization. As practice shows, the more rights management delegates to lower levels of the management hierarchy, the higher the effectiveness of horizontal communication.

There are other classifications of communication. There are formal and informal communications. Formal communications are a unidirectional act of transmitting information along the hierarchical vertical of a formal structure. Informal communications, unlike formal ones, arise spontaneously; they are based on personal and unregulated relationships.

Based on correspondence to a specific sphere of human activity, communicative spheres are also distinguished, which are understood as socially conditioned areas of communication behavior. They differ in the information field of discourse and functional orientation, "usually I distinguish the following areas: everyday life, business, scientific, artistic and creative, professional) [5].

In the process of sociological research of communication processes, various models of social communication have been developed. Linear has gained wide recognition and distribution! Model of communication, developed by the famous American sociologist G. Lasswell (1902-1978) and including five elements: - who? (transmits a message); - What? (transferred); - How? (transfer in progress); - and to whom? (message sent); - with what effect? In the Lasswellian model, the following components of the communication process are thus distinguished: - source of communication (communicator, i.e. sender of the message); - message (content side of communications); - channel

(method and means of transmitting a message); - audience (addressee, target); - efficiency (level of transmission and reception of intentions).

G. Lasswell identified three main functions of communication as an inherently managerial process:

- monitoring the environment to identify threats to the represented society and determine opportunities to influence the value orientations of this society and (or) its components;

- correlation of the ratio of the components of this society during its implementation on the "behavior" of the environment;

- transfer of social heritage from generation to generation.

The following communication functions are distinguished:

- informative, or instrumental, which manifests itself in the circulation of information and the ordering of information flows;

- integrative, expressed in ensuring communication between various types of human activity, organizing the exchange of activities between people and groups;

- destabilizing, aimed at creating conditions for social tension and conflict in society;

- culturological, manifested in ensuring the continuity of the development of material and spiritual culture, transmission of accumulated experience;

- expressive - arousal or change in the nature of emotional experiences;

- contact - establishing and maintaining communicative contact;

- regulatory - socialization and education, social control, implementation of social norms.

Many researchers note that the essence of communication management lies in its dual nature. On the one hand, communication management is a component of the theory of management of economic systems. "On the other hand, communication management is considered as an independent professional activity of subjects and objects of the economic system to implement a communication strategy, formed in accordance with the motives, attitudes, interests, relationships and specific goals of each) [13].

The formation of communication management, conditioned by specific historical conditions, is complex, contradictory, and requires significant intellectual, organizational and technical efforts. Further development of communication management will occur in the process of overcoming contradictions between: objective and subjective development factors; immediate solution to the organization's problems and requirements for strategic planning; principles of corporate governance and conditions of an open economy of a post-industrial society.

The effectiveness of communication management is subject to evaluation. The general assessment criterion can be considered the degree of economic development of the economic system and the dynamics of this development. Within the framework of communication management, a

preschool educational institution is able to implement the most important management functions, primarily those that contribute to the formation and use of its intellectual capital. The use of a communication resource in management is characterized by the effect of network interaction, which generates the increasing usefulness of the communication resource and its increasing marginal productivity.

Communication management is a set of principles, methods, means and "forms of influence of communicators on the content of flows of information interaction between people, their groups, public and political formations in the process of communication, accumulated in world practice in order to solve tactical and strategic problems in managing public relations" [4].

RESULTS AND DISCUSSION

Many works of researchers note that the peculiarity of communication management is that it does not consider the information process management system from the point of view of technology "source, message, transmitter, channels, interference, receiver, feedback, but focuses on the social aspect of management technology, where the determining component is the human factor" [6]. In addition, it is also noted that the main goal of this management is to influence the information impact of people, their groups and formations. And its main function is the management process.

The following principles of communication management are highlighted:

- it is necessary to express the interests of society and respect human dignity;

- to develop means and forms of communication which, by facilitating the free flow of necessary information, enable every member of the society in which he lives to feel fully informed and confident in his own participation and responsibility, as well as to feel his solidarity with other members society;

- behave under any circumstances in such a way as to earn and maintain the trust of those with whom you come into contact;

- contribute to the establishment of moral, psychological and intellectual conditions for dialogue in the true sense of the word.

At the present stage of development of society, the importance of communication management as a scientific discipline and theory is increasing. Communication management as a scientific discipline is represented and described by a number of methods of scientific knowledge, including systemic, phenomenological, cybernetic, activity-based, positivist, as well as the method of ascent from the abstract to the concrete. The status, structure, and functions of communication management as a scientific discipline give reason to consider it an integral scientific discipline of applied orientation, which considers not only individual elements of other established disciplines, but also their interaction.

The development of the theory of communication management occurs not only by simply adding new private ideas and provisions to existing knowledge, but also, first of all, by internal restructuring of the theory itself, regrouping and revising the forms of connection between the elements of the theoretical system. At the same time, the positive and true that is contained in other theories is not rejected. "A comparative analysis of the functions of a scientific discipline and theory shows that the foundation of the theory of communication management is a new idea, according to which many provisions of existing theories are being rethought today" [6].

An analysis of trends, patterns and contradictions in the development of the subject of communication management, as well as the features of the current state of preschool education, shows that effective communication management in the management of economic systems is in demand due to obvious factors in the development of society, namely:

• communication is considered as one of the main resources for updating the preschool educational institution;

• communication as a process of exchange of knowledge and information occupies an increasing share in the structure of preschool educational institutions.

The formation of communication management, "conditioned by specific historical conditions, is complex, contradictory, and requires significant intellectual, organizational and technical efforts" [6].

The effectiveness of communication management is manifested as a result of the high-quality filling of classical management functions with new content, as well as "as a result of the implementation of a number of specialized functions that are determined by the use of new management, marketing and information technologies, and the innovative activity of economic systems. The criteria for assessing the effectiveness of communication management can be the final process of formation, use and increment of all types of capital of the economic system" [6]. Successful implementation of communication management requires: appropriate resource support, which contributes to the development of effective innovative solutions; translation of innovations into products; use of intellectual assets of partners, implementation of joint technical, functional, industry expertise; saving resources by replicating once found solutions.

Increasing the efficiency and effectiveness of organizational structures that ensure communication in preschool educational institutions is impossible without revising existing approaches to the organization and management of these structures. Through new approaches: to the organization of communication, new organizational forms of communication activities, the path to achieving strategic goals is shortened, and the return on existing intangible assets increases. It is noted that "the development of a communication management system is closely related to knowledge management, which in turn creates conditions for obtaining new knowledge and introducing

innovations, contributes to the formation of an innovative climate, and support for specific innovative projects) [7].

Preschool educational institutions are focused on informing the internal and external environment of the organization, communication management is aimed at interaction and management. Communication management includes planning and managing communication processes, including "identifying target audiences, developing communication strategies, monitoring, assessing the effectiveness of communications, etc.; organization of information transfer and dialogue; formation of corporate philosophy; approval of correct communications in conflict situations; formation and strengthening of trust and sympathy) [7].

The objects of communication management are clients and consumers, organization personnel, authorities and local government structures. The following are the significant areas of theoretical and applied interests of communication management:

- social structures of society, as well as internal corporate structures;

- types of communications, as well as means, channels and levels of the communication process that ensure the transmission and perception of information [8].

Due to the inclination of the Uzbek character and mentality in the community, we need a generally accepted system of civic values, knowledge and observance of which could contribute to the unity of the nation, strict adherence to the generally accepted rules of economic development and democracy. V.S. Vernadsky drew attention to the value of the "idea of the unity of all humanity," which leads to the transformation of the biosphere into the noosphere, arising from the interaction of nature and society as a result of human creative activity, based on scientific thinking [10].

It is necessary to promote a system of universal human values among people - morality, personal freedom, health, comfort of communication, environmental safety. Without modern means of communication and high information technologies, such a problem cannot be solved.

In recent years, the issue of creating a common communication space within which information can be exchanged without hindrance has been increasingly discussed.

For leaders of preschool educational institutions of any type, each element of the communication process is important. Many management practitioners and theorists believe that "the forms in which communications occur depend on what is known about the recipient(s) of the information. This means that the manager must focus on the recipient of information, and not on its source. When a manager is the source of information, he must be sure not only that he speaks the same language as the recipient of information, but also that his assessment of the situation does not contradict the assessment of the recipient. That is, it is important that the manager correctly evaluates the process of decoding and obtaining information, as well as the value of feedback) [14].

Communication specialists believe that the most important factor that breaks "commonality" in communications between the source and recipient of information is the changes that occur in its encoding and decoding. The most effective communications are established when the processes of encoding and decoding information are uniform. When these processes become heterogeneous, communications are destroyed [13].

Downward direction - The flow of communication that moves from one level in a group or organization to another, lower level is downward. It is used by group leaders to set tasks, describe work, inform about procedures in order to highlight problems that require attention, and offer options for feedback on the results of work. Moreover, the more levels information passes through, the less likely it is that it will not be distorted. The most typical example is the communication of a boss with his subordinates.

Upward direction - Upward information in organizations moves from lower to higher levels. It is used to provide feedback from subordinates to management to inform them about performance results and current problems. Serves as a means of bringing to the attention of managers the opinions of employees. Managers rely on this information to analyze how to improve the organization's performance. In some organizations, bottom-up information is used by lower-level managers to inform middle and senior management (eg, preparing reports), in discussions where employees are given the opportunity to address issues with their manager or with representatives of senior management. Horizontal direction - when communication occurs between members of the same group or work group of the same level, between managers or executive staff of the same level, then such a communication process is called horizontal. This process is necessary because it saves time and ensures coordination of actions. In some cases, such communication is formal and obligatory, in others it occurs spontaneously. In organizations, the source of communication is usually employees with their ideas, intentions, information and purpose of communication.

Coding is "the translation of the ideas of a source of communication into a systematic set of symbols, into a language expressing its purposes. The function of encoding is to provide a form in which ideas and goals can be expressed as the transmission of signals" [9].

Signal transmission - the purpose of a communication source is expressed as a signal, the shape of which depends largely on the channel used. Channels refer to the transmission mechanisms from the source of communication to the recipient of information. In preschool educational institutions, this can be oral communication to each other, telephone conversations, informal communications, group meetings, etc. In order for the communication process to be completed, it is necessary that the signal be decrypted - decryption-reception. Each recipient of information interprets (deciphers) the signal using experience and suggested recommendations. The closer the encoded signal is to the target set by the source, the more effective the communication is.

CONCLUSION

Thus, the communication source hopes that its signal will have a high degree of accuracy. Since signal accuracy is rarely perfect, it is desirable to provide feedback in the communication process. One-way communication is faster than two-way communication. However, two-way communication is much more accurate. The feedback loop provides a channel for the recipient of the information to respond, allowing the source of the communication to determine whether the signal has been received. With the help of feedback, a manager can evaluate how effectively he communicates and also improve the accuracy of signals in future communications.

Interferences and barriers that disrupt signal quality in an organization's activities include:

- distractions; - incorrect interpretation on the part of the recipient or source of information;

- different meanings given to the same words by different people (semantic problems);

- status difference between managers and subordinates in the perception of organizational distance, as a result of which the communication gap between them widens;

- the recipient of information hears only what he wants to hear (value assessment). You can also add cases when the cipher is not understood; when the recipient does not connect the information with the position of the person sending it; when so-called noise is detected during transmission.

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