

The Relationship Between the Effectiveness of the Managerial Activity of an Education Manager With the Peculiarities of the Manifestation of His Communicative Potential in Uzbek System

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Solving the problems of modern education, in particular higher education institutions, optimization of the educational process involves taking into account various factors - political, economic, legislative, social, etc. Along with this, a special place is occupied by socio-psychological factors associated with taking into account the individual psychological characteristics of people and the patterns of communication in social groups. They are especially significant in the management activities of the education manager. It is, first of all, about the development of those socio-psychological characteristics of an education manager that can ensure the effective implementation of all of his managerial functions. To date, the optimization of management activities should be considered as one of the main factors in improving modern education. As a rule, in order for an educational institution to achieve its goals, its tasks must be coordinated. In this regard, management activity is a very important and complex process for higher education institutions.

Keywords: education manager, needs, efficiency of professional activity, communicative potential, reflection, empathy, communication, leadership style, communicative training

INTRODUCTION

Today, the development of the communicative potential of leaders in the education system is an acute issue in the education system in Uzbekistan. Many problems affecting the effectiveness of the educational, scientific, educational process come from the low level of the communicative potential of leaders in the education system. In our research, we named leaders of various levels as education managers. Experimental work on identifying the main directions of optimization of the managerial activity of the education manager was aimed at solving the following problems: determining the conditionality of the effectiveness of the

education manager; determining the influence of the motivational-need-sphere on satisfaction with managerial interaction; study of the relationship between the level of need for communication with the style of leadership; search for the most successful forms, methods, ways of taking into account the socio-psychological characteristics of management in optimizing the management activities of the education manager. We proceeded from the fact that an important factor that actualizes the effectiveness of managerial activity is: personality activity; group activity; self-activity of a person in his interaction with a group.

This made it possible to consider the education manager not as a passive object that contemplatively perceives formative influences, but as an active subject, tuned in to cooperation, interaction, ready to take real steps on the path of self-development, self-improvement, to accept new needs that will become the driving forces of his development as a person. Consequently, the activity of an education manager is a generalized way of displaying, expressing and fulfilling her life needs, a typical personality for a person, a quality of a person that integrates and regulates in dynamics her entire personality structure (needs, abilities, will, consciousness). Activity, as a complex category, in the structure of the personality of an education manager is realized in the system of target attitudes, value relationships, value orientations that determine the motivational sphere of the individual, the direction of his interests, inclinations, the choice of methods of activity and communication.

One of the ways to increase the effectiveness of the managerial, activity of an education manager is his communicative training and the need to actualize the theoretical and informational component of socio-psychological education in the educational process. The experimental work took into account the fact that the managerial activity of an education manager is carried out in a real socio-psychological environment, which includes both personal properties caused by the activity of the person himself and the public space due to the influence of sociocultural and ethno-psychological factors on the manager. In our case, we considered a small group (a group of managers and its influence on the personality of an individual manager).

MATERIALS AND METHODS

Let us characterize the main directions of experimental work, which provided for both ascertaining and formative stages. The experiment involved two groups of participants - experimental (30 people) and control (29 people). The choice of subjects was carried out taking into account the existing social and psychological requirements for the experiment. The experimental group took part in the planned formative influences, the control group acted as a standard in identifying formative effects. Control sections were carried out both before and after the experiment in the control and experimental groups in order to objectively assess and reject the hypothesis that the differences seen between the experimental and control groups after the experiment were caused by the differences between them that existed before the experiment began. According to the developed model of managerial interaction, the analysis was carried out on the value orientations of the manager's personality, which are based on needs, motives and goals that express the state of the motivational sphere of the individual, determine the selectivity of the manager's perception of life, the socio-psychological reflection of managerial reality. Value orientations are the core that directs the personality structure to address many vital issues, makes purposeful and selective his consciousness and self-awareness, becomes the basis of personal value self-determination, along with choice and responsibility, they are the most important regulators of social behavior.

The features of value orientations of education managers were studied in order to take into account the relationship of value orientations with the effectiveness of management activities, to search for manifestations of the expression of a manager's attitude to objects that can satisfy his communicative needs, and to actualize them in business interaction.

The content side of values was revealed by the size of the rank received in one value or another, showing the importance of specific life goals and personality traits. All values, placed depending on the received ranks, formed a meaningful structure of value orientations of the education manager (tab. 1, 2).

TABLE 1
INSTRUMENTAL VALUES OF EDUCATION MANAGERS
(BEFORE THE START OF THE EXPERIMENT)

№	Values	No. Values Place by degree of importance			
		Experimental group		Control group	
		N of votes (in %)	Rang	N of votes (in %)	Rang
1	Accuracy	27,3	XIV	28,6	XIV
2	Cheerfulness	37,8	XI	30,2	XIII
3	Intransigence to one's own and other people's shortcomings	32,4	XII	36,5	XI
4	Responsibility	62,3	I	61,2	II
5	Self-control	51,6	V	59,4	III
6	Courage in defending one's own thoughts	48,2	VI	51,1	VI
7	Tolerance to others opinions	29,7	XIII	38,6	X
8	Integrity	39,5	X	34,3	XII
9	Education	40	IX	44,4	VIII
10	Conscientiousness in the execution of orders	47,4	VII	54,3	V
11	Ability to accept other decisions	59,4	II	57,5	IV
12	Industriousness	58,1	III	63,8	I
13	High requests	19,6	XVIII	21,2	XVI
14	Independence	21,3	XVII	22,6	XVII
15	Education	54,6	IV	48,6	VII
16	Firm will	43,1	VIII	41,2	IX
17	Latitude of views	22,4	XVI	18,4	XVIII
18	Sensitivity	25,8	XV	22,3	XV

Moreover, the values placed at the top of this structure determine the leading orientation of the individual. The values located at the bottom of this hierarchy characterize the orientation of the manager's personality, since they show insignificant values for the manager's personality. The values within the hierarchical structure are not very informative, since they do not indicate the general orientation of the manager. They are characterized by a change of place in the rank position, depending on the living conditions of the individual.

TABLE 2
TERMINAL VALUES OF EDUCATION MANAGERS
(BEFORE THE START OF THE EXPERIMENT)

№	Values	Place of importance			
		Experimental group		Control group	
		N of votes in %	Rang	N of votes in %	Rang
1	Active lifestyle	62,4	I	61,3	II
2	Health	48,6	VI	47,2	VII
3	The beauty of art and nature	19,2	XVI	19,0	XVII
4	Material supplies in life	61,2	II	63,1	I
5	Harmony in a country/world	60,0	III	60,1	III

6	Intellectual development	55,4	V	53,2	VI
7	Happy family life	31,6	X	30,0	XI
8	Self-confidence	27,6	XII	26,5	X
9	Life wisdom	25,4	XV	24,3	XIV
10	Interesting job	39,6	XI	39,2	IX
11	Love	47,4	IX	46,3	VIII
12	Having a good and loyal circle of friends	57,4	IV	58,3	IV
13	Social recognition	52,3	VII	51,3	V
14	Equality (rights)	41,3	VIII	42,4	XII
15	Freedom of actions	19,6	XVII	19,4	XVI
16	Creative activity	20,0	XIV	21,4	XIII
17	Independence from judgements and assessment	23,6	XIII	22,1	XV
18	Deriving pleasure	18,4	XVIII	18,6	XVIII

The survey of education managers did not show significant differences in values (both terminal and instrumental) in the views of the two groups, this is also confirmed statistically. So the result of the correlation analysis is 0.57 for instrumental values and 0.92 for terminal values with the probability of an acceptable error $p \leq 0.05$ (Spearman Rs).

At the top of the hierarchy of instrumental values are such values as: responsibility; hard work; rationalism; self-control; education; conscientiousness in carrying out their orders.

The predominant terminal values of education managers are: active life; material security of life; calmness in the country, peace; having loyal and good friends; cognition, intellectual development.

In the middle part of the hierarchical structure of values are located:

1. Terminal: health; public acceptance; equality (in opportunities), love; happy family life; interesting job; self-confidence.
2. Instrumental: courage in defending one's own opinion; conscientiousness in fulfilling orders; strong will; good breeding; honesty.

Results and Discussion

As evidenced by the results, the described hierarchical structure of values of education managers is natural, since it reflects the inclusion of the manager's personality in the system of social relations, the personal assimilation of professional role experience.

If terminal values are conventionally divided into three groups: material, spiritual, and personal development, then before the start of the experiment material values prevail among education managers after 35 and more than 50 years (68.4%). Among education managers under 35, along with material values (53.8%), the value of personal development (48.4%) is gaining importance. Indicators on the instrumental values of education managers in both groups show that their values also do not contain significant differences. Education managers give preference to such values as: responsibility; rationalism; hard work; self-control; conscientiousness in the execution of orders.

To test the assumption that value orientations are subject to pedagogical practice, we conducted special classes with the aim of increasing communicative competence, acquiring and expanding the theoretical worldview, socio-psychological reflection and perception by education managers of the realities of management.

The actualization of the cognitive activity of education managers, their intellectual-motivational and cognitive-creative abilities was achieved by improving the content aspect of theoretical training at a special seminar, on the one hand, and on the other, by involving managers, seminar participants, to independently search for answers to problematic questions during material messages. At the same time, the improvement

of the content of the theoretical part of special classes was built taking into account the results of the ascertaining experiment.

Within the framework of the discussed problems during the classes, the following main questions were included: Value determination of the managerial activity of the education manager"; "The role of the education manager in the formation of the national consciousness of youth"; "Conditionality of the educational manager's value orientations by the influence of the socio-psychological environment"; "Age determination of value orientations of education managers"; "Ethno-psychological features of value orientations of education managers"; "The emotional basis of interpersonal relationships"; "The influence of the individual personality traits of an education manager on the structure of his value orientations."

The developed questions were based on actual problems, the solution of which helps the education manager to penetrate deeper into the essence of the phenomenon being studied. However, given the factor that value orientations are stable formations of the personality and for change and correction they require taking into account many socio-psychological factors, the forming influences were carried out for a relatively long time. In addition, creative tasks were widely practiced, modeling of managerial situations as close as possible to managerial practice. Educational managers were offered exercises aimed at developing group cohesion, establishing group compatibility, and accepting group values and norms.

So, the exercise "Look closely" contributed to the formation of observation among the group members, taught to feel and notice each other's mood. The exercise "Naming names" developed the group members' observation in relation to each other, contributed to the cohesion of the group, the formation of positive interpersonal relations.

In our opinion, the proposed exercises are very positive for the practical activities of education managers, since in communication where the subordinate form prevails, an appeal to you is used, the name and patronymic of a subordinate are used. At the same time, as practice shows, some education managers, demonstrating their superiority in social status, violate subordination norms in communication with the repaired. Quite often, there are cases when education managers in communication operate only with the name of a subordinate. In fact, ignoring a person's name contributes to the formation of a tense atmosphere in a team, neglect of a person as a personality.

The development of the ability to understand the states, values, properties, qualities and relationships of people was facilitated by the exercises "Helpline", "Life credo", "Psychological portrait". Thus, the exercise "Helpline" helped to clarify the problems of the group members, to get answers to pressing questions. Discussion of collective problems, i.e. "Strangers" contributed to a better awareness of their own problems by education managers. Exercise "Life credo" helped the participants develop an understanding of other people, their aspirations, principles, character. Exercise "Psychological portrait" developed the participants' ability to understand people, to give them psychological characteristics.

The group environment had a positive effect on the activities of education managers, smoothed out unnecessary stress, helped to feel the inner state of the interlocutor, and contributed to the development of a unified value structure of the group. The above allows us to see the influence of the socio-psychological environment on the effectiveness of formative influences in real practice and leads to the idea that without taking into account the problems of society, the subtle system of interactions in it, the result of influencing the personality of an education manager is ineffective.

The results of a survey of education managers after conducting special classes in the control group remained basically at the same level, and in the experimental group they had a slightly different picture, which is also confirmed statistically (Table 3)

TABLE 3
DYNAMICS OF CHANGES IN INSTRUMENTAL AND TERMINAL VALUES AFTER
COMPLETION OF THE EXPERIMENT IN THE EXPERIMENTAL GROUP

№	Instrumental values	Place of importance		Terminal values	Place of importance	
		N of votes in %	Rang		N of votes in %	Rang
1	Accuracy	37,2	XVII	Active lifestyle	62,4	I
2	Cherfulness	46,3	IX	Health	31,3	XV
3	Непримиримость к своим и чужим недостаткам	35,3	XVI	Beauty of art and nature	29,3	XVI
4	Responsibility	43,0	X	Material supplies	59,6	III
5	Self-control	48,6	VIII	Спокойствие в стране, мир	47,4	IX
6	Courage to defend one's views and thoughts	62,0	II	Intellectual development	60,0	II
7	Tolerance to other views	60,1	III	Happy family life	43,2	X
8	loyalty	31,2	XV	Self-confidence	49,2	VIII
9	Manners	29,4	XIV	Life wisdom	34,4	XIV
10	Conscientiousness in fulfilling one's desires	39,2	XI	Interesting job	50,1	VII
11	Ability to make wise decisions	51,3	VII	Love	27,8	XVII
12	Hard work	20,1	XII	Having a good and loyal circle of friends	36,2	XIII
13	High requests	38,3	XVIII	Social recognition	52,1	VI
14	Independence	54,6	VI	Equality (rights)	38,2	XII
15	Education	59,7	IV	Freedom of actions	57,3	IV
16	Firm will	63,1	I	Creative activity	40,1	XI
17	Latitude of views	57,4	V	Independence from judgements and assessment	55,3	V
18	Sensitivity	23,2	XIII	Deriving pleasure	25,3	XVIII

Thus, among education managers under 35, the terminal value of intellectual development has shifted from position 5 to position 2, self-confidence from position 12 to position 8, creative activity from position 14 to 11, interesting work from position 11 to position 7. Among the instrumental values among education managers under 35, strong will, tolerance for the opinions of others, the ability to make deliberate decisions, and responsibility became dominant.

Educational managers from 35 to 50 years old, in addition to material values, had personal development values, such as cognition, intellectual development, social recognition, and creative activity. Among the instrumental values - breadth of views, education, courage in defending their own thoughts.

After 50 years of age, education managers were dominated by such values as being active in life, materially secure life, tranquility in the country, peace, health, self-control, hard work, and rationalism.

Analysis of the participation of education managers in managerial situations made it possible to outline such trends in the dynamics of value orientations as:

1. For managers under 35, the role of gaining social experience, professional skills, personal improvement, and development is growing. Such education managers are more amenable to pedagogical practice, actively master new forms and methods of teaching, are tuned in to dialogue in interaction, feedback.
2. Managers under 50 after formative influences emphasized the importance of knowledge, education, self-confidence.
3. For managers after 50 years, changes, both among terminal and among instrumental values, have generally not occurred, which indicates stereotyped thinking, a high degree of rigidity, and conservatism.

Thus, on the basis of the research carried out on the value determination of the management activities of education managers, we can draw the following preliminary conclusions:

- the managerial activity of education managers is one of the forms of personality activity, which is determined by value determination;
- the value orientations of the education manager are personality traits that determine its structure and focus and serve as the basis for the effectiveness of managerial interaction;
- the value orientations of the personality of an education manager is a variable phenomenon, depending on age, the influence of the environment (both society as a whole and a small special group), as well as its institutions, therefore, we can talk about the dynamics of value orientations of managers;
- the management staff in the education system requires rejuvenation, which makes the work on management reserves actual.

The effectiveness of the managerial activity of an education manager is determined not only by his theoretical and practical training. An important role in this process, as our study shows, is played by the optimal motivational and need-based sphere of the education manager, which affects the satisfaction of his managerial interaction. The inclusion of the category "satisfaction" in the structure of personality activity is very productive from the point of view of studying further growth or decline in activity, and promising, since it allows us to identify a number of reasons for the decline or growth in the activity of the personality of an education manager.

Satisfaction with the managerial interaction of the education manager is an important basis for the formation of a favorable socio-psychological environment in the team, which, in turn, contributes to the emergence of satisfaction with the work of subordinates, and hence the positive impact on the subject of activity - the student's personality.

The study and analysis of management practice shows that the motivational-need sphere of the personality of an education manager changes under the influence of the economic, political situation of the development of society, new motives appear in its structure, old ones are transformed, the personality acquires new qualities. Our research has shown that the more a manager of education has a variety of motives, needs and goals, the more developed his motivational sphere, and the more monotonous the education manager acts in different situations, the more his behavior is conditioned by the action of personal factors.

So, at the beginning of the experiment, education managers were characterized by a utilitarian pragmatic orientation - the motivational sphere. For example, when playing the situation "Let's picture a problem", education managers with pantomimic movements reproduced such problems as loss of money, property, personal illnesses, etc.

When reproducing the situation "Understand the other", describing the desire, mood, state of another person, education managers involuntarily described their emotions and experiences. When modeling the "Guess the other's wish" teaching technique, education managers subconsciously named their needs. For example, "I think Olim wants to go on vacation," "Zukhra wants to make a lot of money," "Iroda wants to buy a new washing machine," etc.

These tendencies in the views of education managers, in our opinion, were due to the following reasons: the relatively low level of socio-psychological training of education managers (many have heard of this form of work for the first time); objective reasons associated with the economic crisis in the world, the

echoes of which are felt by education; conservatism of many education managers, stereotyped thinking, life experience inhibits the emergence of new needs, motives of personal development; conflicting emotional feelings of not looking funny; unwillingness to appear funny in the eyes of other education managers.

The consistency of classes at the stage of the experiment, the gradual nature of information, the accumulation of communicative experience, skills and abilities to control one's motivational-need state contributed to the emergence of new motives and needs of education managers. In the motivational-need-related sphere, motives for job growth, personal development, obtaining new information, the need for self-determination and professional improvement appeared. In general, the experimental work at the stage of the experiment was aimed at clarifying the influence of the motivational-need sphere on the satisfaction of educational managers with managerial interaction.

In order to diagnose the level of development of this indicator of the effectiveness of management activities, we used the methodology "Diagnostics of the style of the structure of motives" developed by T.L. Badoev, which is aimed at identifying overall job satisfaction. At the beginning of the experiment, education managers in both the control and experimental groups were characterized by a low level of job satisfaction (over 70% of the respondents). Education managers of both groups indicated that they were dissatisfied with the size of wages, the prestige of the profession, sanitary and hygienic conditions, the organization of work, the attitude of the administration to the rest and everyday life of workers.

Educational managers are dissatisfied with the existing opportunity for the manifestation of creativity in the process of managerial interaction, the realization of the need for the manifestation of individual characteristics, the possibility of displaying communicative abilities in the process of activity and communication. An average level of satisfaction with the opportunity to improve qualifications, relationships with colleagues, the type of work activity, the importance of the profession was found.

Analysis of the behavior of education managers in managerial situations showed that it is important to focus the manager's motivation on success, on the result of activity. This is due to the strategic thinking of the education manager in the implementation of such management functions as planning and communication.

The motivation of education managers and the nature of its focus on success or failure was studied according to the methodology "Motivation for success and fear of failure" developed by A.A. Rean, on the result of activity or its process according to the methodology "Diagnosis of social and psychological attitudes of the individual in the motivational-need-related sphere" developed by V.F. Potemkina

At the initial stage of the experiment, the data of the survey of the control and experimental groups were as follows: 36.7% in the experimental and 37.5% in the control groups inclined towards the motivation of failure; the motivational pole is not expressed in 38.6% in the experimental and 36.7% in the control groups; success motivation is diagnosed in 24.5% of education managers in the experimental group and 25.6% in the control group; 48.5% of education managers in the experimental and 47.9% of the control groups were characterized by an attitude towards the result of their activity, and for 51.5% and 52.1% of the respondents, respectively, the process of managerial interaction is important.

Among a certain structure of motives of education managers, both managerial and pedagogical motives became dominant (51.6% and 52.7% in both groups). Social motives are also significant (36.7% and 37.5%), while the motives of the external attractiveness of managerial activity (6.7% and 5.4%) and personal development (5.0% and 4.4%) remained weak. pronounced.

The managerial activity of an education manager is realized at different levels of interaction: "manager - subordinate"; "Manager - administration"; "Manager is a trainee", etc.

The study of trends in the behavior of education managers in a real group was carried out according to the method "Q - sorting: diagnostics of the main trends in behavior in a real group" developed by V.

The technique provides for determining the behavior of a person in a real group according to the following scales: dependence - independence; sociability - non-sociability; acceptance of the "fight" - avoiding the "fight".

Addiction tendency is defined as a person's inner drive to accept group standards and values. The tendency towards sociability, testifies to contact, the desire to create emotional connections, both in one's own group and outside it. The tendency to "fight" means the active desire of a person to participate in group

life, to achieve a higher status in the system of interpersonal relationships. Tendencies towards independence, non-communication, avoidance of "struggle" indicate a tendency to avoid interaction, to remain neutral in disputes and conflicts.

The ranking of these tendencies showed that education managers of both groups prefer "dependence", "non-communication", avoidance of "struggle", and "independence" "sociability", acceptance of "struggle" complete this series.

Thus, the initial stage of the experiment made it possible to identify the following problems in the managerial activity of education managers that exist in the real practice of managerial interaction: the level of satisfaction of managers with managerial interaction is low for its effectiveness, ways out of the current situation are possible due to the allocation of socio-psychological factors associated with the motivational-need sphere that determine the process of satisfaction with managerial interaction; The survey showed that success motivation is diagnosed only in 24.5% of managers in the experimental group and in 25.6% of the control group.

The given data indicate the presence of negative trends in managerial motivation, relatively low indicators are observed in such aspects as: inability to see the future of one's activities, personal development, professional improvement. These data correlate with a low level of job satisfaction, low indicators of motives for personal development, with tendencies in the manifestation of behavior in a real group, the attitude of the individual to the process of activity.

Taking into account the problems identified in real practice, we built the experimental part of the formative stage, taking into account innovative methods and forms of training management personnel on the basis of the identified achievements of scientists on this issue, relying on the activity of the personality of the education manager, which contributes to the emergence of new needs, motives that lead to contradictions in the structure of the personality and become the driving forces of its development, as well as the development of values that would not contradict the value structure of the personality of the education manager.

As part of the formative experiment, we tried to organize the experimental part in such a way that it would affect the cognitive, motivational-need-related sphere of the personality of the education manager, taking into account his individual properties and communicative capabilities.

Experimental work was carried out by improving the theoretical component of the communicative training of education managers through the new content of programs, thematic and special courses on management problems (organization and application of active forms and methods of teaching, taking into account the components of the personal profile, the communicative potential of managers, preparation of reports by managers - messages, abstracts on the problems of managerial interaction, directions for further work in continuous independent education).

The process of mastering theoretical knowledge of management psychology and social psychology by the leaders was built taking into account the actualization and stimulation of the cognitive activity of listeners, their intellectual-motivational and cognitive-creative abilities, which, in our opinion, contributed to the emergence of new needs that lead to the emergence of new motives and attitudes in the structure of the personality. The content side of theoretical communication training is supplemented by problematic situations from real practice of managerial interaction, open questions with the aim of attracting education managers to forms of group work, stimulating their own activity. For the experimental group of education managers, the socio-psychological cycle was supplemented with the following lecture topics: "Essential characteristics of the managerial interaction of the education manager"; "The motivational sphere of the personality of an education manager and its influence on managerial interaction"; "Personal profile of education manager"; "Socio-psychological factors of the education manager's satisfaction with managerial interaction"; "Objective and subjective factors of the effectiveness of management interaction"; "Conditionality of the effectiveness of the managerial activity of an education manager by the peculiarities of the manifestation of his communicative potential"; "Psychology of Business Communication"; "Ethno-psychological characteristics of the participants in managerial interaction." The lectures developed and delivered by specialists were based on the problems identified during the ascertaining stage of the experiment. Observation of the assimilation of theoretical material by education managers made it possible

to see that the desired effect is achieved when the solution of a question, task, situation allows satisfying the needs of the individual, does not cause internal discomfort, does not contradict the values that have developed in the personal structure, contributes to the formation of skills of practical group interaction, in the mood for managerial interaction. The strengthening of theoretical training was facilitated by such a form of work as the participation of education managers in special seminars. Educational managers prepared reports on such problems as: "Communicative competence of participants in the management process from the point of view of an education manager"; "Realization of the status of an education manager in a certain role position"; "Motivation for success in managerial interaction"; "Leadership and leadership as social and psychological phenomena."

In addition, education managers to test practical skills were invited to take part in the business game "Management steps". The goal of the game is to model the managerial path of the manager's personality according to the adaptation - individualization - integration scheme, assimilate status-role positions at each stage, and develop a communicative program of behavior in management. The business game is mobile and includes a series of tasks for each stage. The task changed depending on the situation, the level of communicative readiness, etc. Here is one of the options:

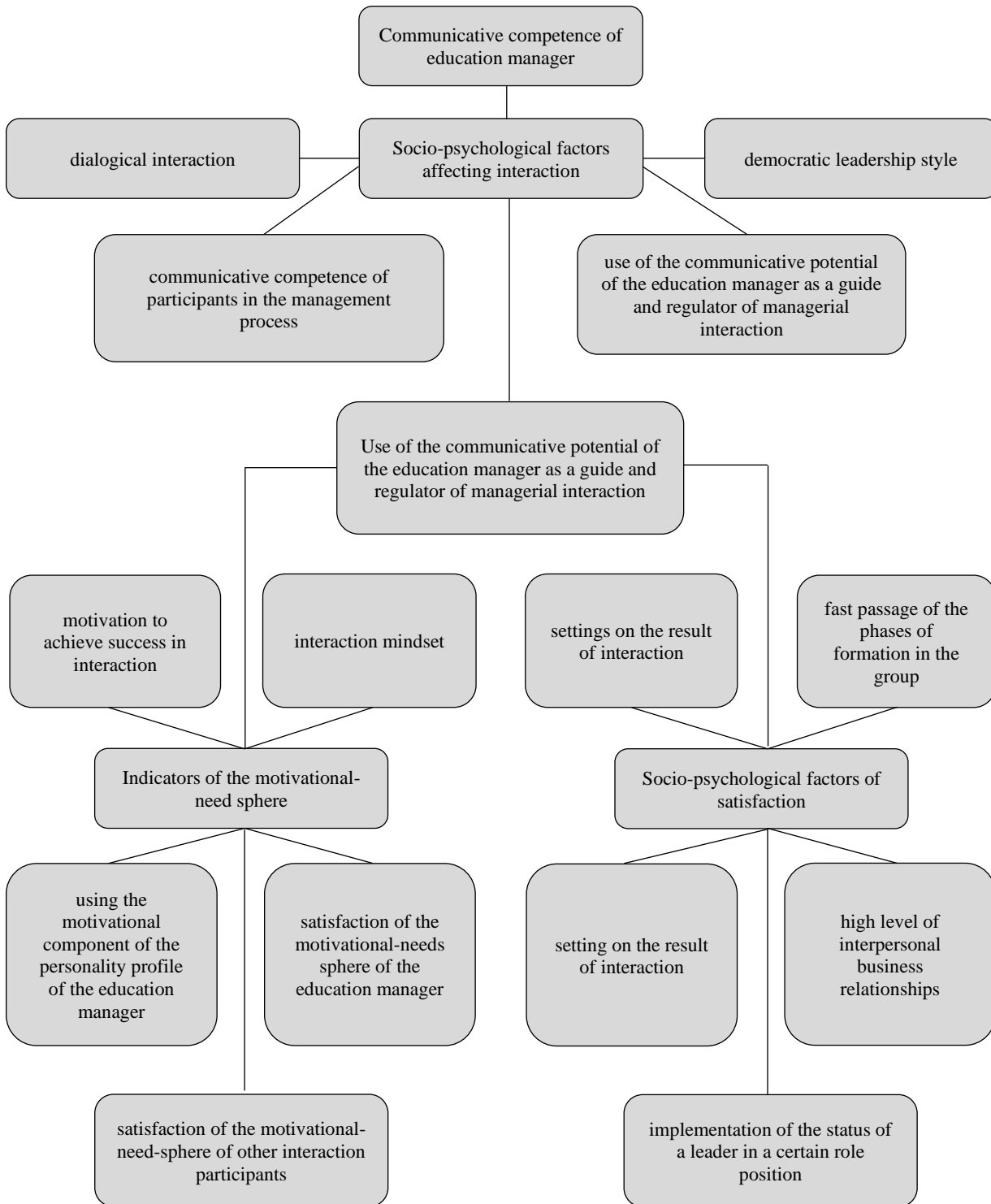
- 1-stage** . You are a young education manager. You need to host an extended meeting (meeting, etc.). Before the very beginning of the meeting, you notice that your speech has disappeared somewhere. What are your actions? Give a detailed rationale for your strategy of behavior. After individual suggestions, the optimal line of behavior is selected.
- 2 - stage.** You are working for the first year in a position, you are 30 years old, you are an attractive young man or woman, besides that you teach a foreign language. After the lessons you have found on your desk a note of a student or student who confesses her love to you. What will you do in this situation?
- 3 - stage.** Your student hasn't attended school much due to illness, but she has the highest grades. Outraged students raised the issue in general meetings. What are your actions in this situation?
- 4 - stage.** You have organized a conference. The keynote speakers on whom you planned to assign key topics did not arrive due to a sudden illness. Your actions?
- 5 - stage.** Your computers were stolen from the school overnight. What are your actions?
- 6 - stage.** A conflict situation is ripe in the teaching staff: in connection with the expansion of the contingent of students, a new position has appeared, for which two teachers are applying. One - the teacher is a good specialist, but for family reasons (for example, a single mother) cannot stay at work overtime. The second teacher is a mid-level specialist, but can fully devote himself to work. How should an education manager act in this situation?
- 7 - stage.** Builders and technical workers do not have time to complete the repair and cleaning of the premises of the educational institution (where you directly work) before the start of the school year, referring to the large amount of work. What should an education manager do in this situation?
- 8 - stage.** Your educational institution has undergone a reorganization of the states, in this regard, two teachers should be fired. Your actions?
- 9 - stage.** Teachers of retirement age do not want to retire and require hours of study, while young teachers in the same specialty remain part-time. How should an education manager act in such a situation?

TABLE 4
INFLUENCE OF THE MOTIVATIONAL-NEED-SPHERE OF AN EDUCATION MANAGER
ON SATISFACTION WITH MANAGERIAL INTERACTION

№	Indicators of satisfaction	Before experiment		After experiment	
		Ex. groups	Con. groups	Ex. groups	Con. groups
1	Desire to manage	31,4	30,3	59,4	31,2
2	Motivation to achieve a success in cooperation	24,5	25,68	38,72	26,33
3	Setting on result during cooperation	48,54	47,84	63,81	47,84
4	Motives in personal development	5,0	4,4	7,3	4,4

As you can see, the tasks were of a practical nature and had the following goals: to help the education manager in acquiring practical skills, awareness of their needs, motives, functional-role positions at each stage; to understand the presence of difficulties of a socio-psychological nature that hinder the effectiveness of managerial interaction and do not contribute to satisfaction with it.

FIGURE 1
INTERDEPENDENCE OF SATISFACTION WITH MANAGERIAL INTERACTION ON THE
MOTIVATIONAL-NEED-SPHERE OF THE EDUCATION MANAGER



CONCLUSION

Observation of education managers showed that at the first stages of a business game, they are heavily involved in group work, the inert ones block information, and activate defense mechanisms. This made us accept elements of social and psychological training in a business game and apply them at the initial so-called warm-up. For this, we used the exercises "Who am I", "Toy", "Acquaintance", "Draw a problem", etc. [14].

Among the socio-psychological factors affecting interaction and satisfaction with it, the first places were taken by: communicative competence of the participants in the management process; high level of interpersonal business relationships; democratic leadership style; motivation for interaction etc. (fig. 3.1.)

The data presented indicate the presence of a correlation ($R_s = 0.548$ with the probability of an acceptable error $p \leq 0.05$) between the satisfaction with the managerial interaction and the formation of the motivational-needs sphere of the personality of the education manager.

In general, the experimental work confirmed our assumption about the connection between the motivational-need sphere of an education manager and the level of satisfaction with managerial interaction.

The understanding by education managers of the importance of the communicative and motivational functions of management activities, the awareness of the importance of the role of communication in this process as an integral quality, actualizes the role of the communicative potential in the new personal profile.

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