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THE ROLE OF SPEECH CHARACTERISTICS IN THE COMMUNICATIVE COMPETENCE OF A LEADER

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ABSTRACT

The article examines the problem of communicative competence of the head of an educational institution. In particular, the results of the study of psychosemantic aspects of speech obtained using the Osgood semantic differential method are analyzed.

KEYWORDS

Communicative competence, speech characteristics, managerial communication, leadership skills, speech quality, intellectuality, expressiveness, speech activity, factor analysis.

INTRODUCTION

As it is known, managerial activity is one of the types of activities related to the "human-to-human" profession. Specialists involved in this type of activity must have highly developed communicative competence. A leader may be a master of their craft, thoroughly knowledgeable in their subject in all aspects, but they cannot effectively perform managerial functions if

they do not possess the ability to establish proper relationships with others, communicate, and understand each other. Therefore, studying the communicative competence of a leader is one of the pressing issues.

The problem of personal competence has been widely studied by several psychologists, and scientific



research in this area has been conducted. In particular, Y.N. Emelyanov, L.A. Petrovsky, Yu.M. Zhukov, V.G. Loos, G.A. Kovalev, N.V. Grishina, A.A. Kidron, Yu.F. Maysuradze, L.I. Berestova, A.V. Yevseev studied the socio-psychological characteristics of the competence of a teacher, while Y.V. Vardanyan, N.V. Kuzmina, E.V. Popova, A.K. Markova, M.I. Lukyanova, A.G. Asmolov, E.A. Klimov, L.A. Petrovskaya, L.M. Mitina, D.A. Leontiev conducted scientific research on the professional communicative competence of teachers [2].

Uzbek psychologist I. Makhmudov argued that "communication in the activities of a leader is the main link, during which the implementation of decisions made, organization, control, and encouragement of employee activity are carried out" [4].

Communicative competence is the ability of an individual to establish relationships with others and achieve mutual understanding [3]. Speech characteristics are of particular importance in mutual understanding. The communicative competence of management personnel is determined by the linguistic aspects and the level of influence of their speech. The factors determining the level of influence of speech include the perception of paralinguistic parameters. Paralinguistics studies the non-verbal factors of speech communication, which carry specific semantic content — extralinguistic information that participates in information exchange

Speech characteristics include a number of aspects. One of them is the pace of speech. This characteristic defines the speed of thought processes and is determined by the number of words spoken per unit of time (1 minute). The normal rate of speech is 60-100 words per minute, which was determined based on research on many mentally healthy people.

Pitch is the height of the voice. Speech pitch is the perception of differences in the physical strength of speech sounds, which is determined both subjectively and instrumentally. The normal pitch level is considered to be 50-80 dB (with a background noise of 10 dB).

It is also necessary to take into account the aspects of changes in the pitch of the voice (slow, sharp), which allow for determining the level of emotional control (conversion disorders, anxiety, neurosis), the intensity of emotional experiences, personality traits, the intensity of mental processes, asthenia, and attention during a conversation, as well as disturbances in the volitional sphere.

Pragmatics studies the relationship between users of a sign system and the subjects perceiving the system. Pragmatic research examines the speaker's relationship to reality, the content of information, and the audience.

A speech act is considered an important unit of communication, a key pragmatic category that



acquires practical significance. The theory of speech acts views communication through language as a purposeful action, meaning that statements are performative. To identify the actions performed during communication, it is necessary to determine the type and structure of the speech act.

The structure of a speech act consists of three components:

Illocution — the speaker's intention;

Locution — verbal expression;

Perlocution — the effect of speech on the listener.

The illocutionary function can be determined by which speech acts are preferred. A speech act is primarily determined by performative verbs that denote specific actions. The following categories of speech acts are distinguished:

Assertives: statements, information, rules, etc.

Directives: orders, requests, demands, prohibitions, permissions, advice, questions, etc.

Commitments: obligations, promises, persuasion, guarantees, vows, threats, etc.

Declarations: announcements, openings and closings, decisions, appointments, etc.

Expressives: gratitude, apologies, sympathy, congratulations, praise, complaints, etc.

Locution is defined by the semantic orientation of the statement and depends on lexical-semantic, prosodic, and psycholinguistic aspects.

Syntactic analysis of speech examines the syntactic structures of statements, studying syntactic units, connections, and relations. Syntactic analysis can be used for both written and oral speech. It is important to consider the following syntactic features of oral speech:

Contextuality: understanding the meaning of a specific situation, including context, visual-emotional basis, and private apperception;

Functional perspective of reasoning: placing the most important comment at the beginning of a sentence and the topic at the end;

Importance of formal-grammatical means in organizing discussion;

The semantic significance and functional role of paralinguistic aspects.

Syntactic analysis of speech requires the study of the text itself and its main syntactic units — sentences. The analysis presented above shows the breadth of the speaker's influence on the recipients of information. Communicative competence serves as the sum of all these elements.



Therefore, studying the psychosemantic structure of speech, its linguistic, and paralinguistic aspects is one of the main and significant components of the communicative competence of a leader.

In our research, the study of the psychosemantic aspects of speech was conducted using Osgood's semantic differential method [1]. Heads of departments working in higher educational institutions participated in the study.

Results of the Semantic Differential Method

Table 1

Speech Characteristics	N	Mean	Standard deviation	Variance
Quality	20	11.1500	2.46566	6.079
Activity	20	5.6500	1.42415	2.028
Expressiveness	20	8.2750	3.32039	11.025
Intellectuality	20	10.8750	1.36227	1.856

Based on the obtained data, the mean value for the speech characteristic "Quality" is 11.5, with a standard deviation of 2.46. The results for the "Activity" parameter showed that the mean value is 5.65, with a standard deviation of 1.42. The mean value for the "Expressiveness" parameter of speech is 8.27, with a standard deviation of 3.32. It was also noted that the mean value for the "Intellectuality" coefficient of speech is 10.87, with a standard deviation of 1.36.

Based on the above data, it can be concluded that the main aspects of the communicative competence of a leader are the speech characteristics "Quality" and "Intellectuality." The "Activity" of speech represents the lowest level.

The raw scores obtained were processed using factor analysis. The results are reflected in the table below.

Results of Factor Analysis of the Semantic Differential Method

Table 2



Speech Characteristics	Components	
	1	2
Quality	.942	
Activity	-.786	
Expressiveness		.945
Intellectuality	.472	-.608

The results of the factor analysis indicate that the assessment of the leader's speech qualities consists of two components. The first component of the semantic richness of speech includes speech quality (0.942), speech expression (-0.786), and the intellectual aspect of speech (0.472). In other words, increasing the "quality" and "intellectual" components of speech requires reducing the "expressive" aspect of the speaker's speech. That is, the speaker's expressiveness indicates low quality of speech and intellectual deficiency.

The second factor of semantic analysis of speech includes "Expressiveness" at 0.945 and "Intellectuality" at -0.608.

Thus, a decrease in the intellectual factor of speech leads to an increase in the "Activity" parameter of the speaker's speech. In other words, when assessing speech parameters, speech activity is perceived by listeners as a sign of a low intellectual level of the speaker's speech.

The second factor of semantic analysis of speech includes the characteristics "Activity" at 0.945 and "Intellectuality."

Based on the obtained data, it can be concluded that a decrease in the intellectual factor of speech leads to an increase in the "Activity" parameter of the speaker's speech. In other words, when assessing speech parameters, speech activity is perceived by listeners as a sign of a low intellectual level of the speaker's speech. Therefore, in order to increase the effectiveness of their speech's impact, leaders need to take into account the audience's perception of speech. These aspects determine the level of the leader's communicative competence.

Therefore, communicative competence in managerial activity serves as a factor that organizes and coordinates the activities of an educational institution, plans the future, and controls the execution of decisions and orders by staff.



The role of the leader's communicative competence in solving these issues is incomparable. In this regard, diagnosing and developing the leader's communicative competence has become one of the most pressing issues.

Although the factors determining the quality of a leader's communicative competence are varied, the primary importance lies in their oratory skills and speech qualities. The leader's speech ensures clear and complete communication of the organization's goals to subordinates.

CONCLUSIONS

Based on the results of the study, the following conclusions can be drawn:

- The speech characteristics and abilities of a leader help perceive communicative competence as an integral process.
- The Osgood method, which facilitates the semantic analysis of speech used in the study, provides new opportunities for a leader to improve their oratory skills, check how their speech is perceived by employees, and expand the sphere of influence.
- For the effective organization of the pedagogical process, the leader should correctly and purposefully develop a strategic plan in their work, effectively utilize the opportunities of communicative

competence in organizing the educational process, and adhere to the basic principles of communication.

- Since the spiritual maturity of a leader is expressed in their speech, it is necessary to develop speech skills and eloquence in order to communicate with others on a professional level.
- To create a healthy, creative, and socio-psychological environment in educational institutions, it is necessary to improve the psychological literacy of leaders.

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