



## ADVANTAGES OF MODERN COMMUNICATION IN LEADERSHIP ACTIVITIES OF SENIOR MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS

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### ABOUT ARTICLE

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**Abstract:** In the context of digital transformation in education, modern communication is becoming a key tool for effective leadership by university administrators. This article reveals the main advantages of modern communication technologies in managing educational institutions, including efficiency, transparency, expansion of interaction channels, and the formation of network leadership. The necessity of developing digital competence among managerial staff is substantiated, and examples of successful practices in higher education institutions are examined.

### INTRODUCTION

The modern higher education system is undergoing significant changes under the influence of global processes of digitalization, internationalization, and integration of educational standards. Higher education institutions (HEIs) are no longer closed structures operating autonomously - on the contrary, they are becoming active participants in the global educational space, where flexibility, innovation, and the ability to quickly adapt to changes are key success factors.

Under these conditions, the role of leadership in higher education institutions is also changing significantly. While previously, leaders were primarily required to possess administrative competence and the ability to organize internal processes, today, leadership qualities, strategic thinking, and a high level of communication skills are prioritized. A university leader must be not only a manager but also a visionary capable of inspiring the team, building partnerships, and effectively interacting with multi-level audiences - teachers, students, parents, employers, government agencies, and international organizations.

Modern digital technologies are becoming the most crucial tool for ensuring such multifaceted communication. They allow for a radical change in the ways of interaction within educational organizations, making management processes more transparent, inclusive, and operational. Digital

communication contributes to the development of a networked leadership format, where hierarchical barriers are reduced, and information flows become more accessible and open [1].

This need became especially acute during the COVID-19 pandemic, when the transition to remote and hybrid work formats forced university leaders to revise their management approaches. The new realities demanded not only technological preparation but also a high level of communicative flexibility, the ability to effectively coordinate digitally, the capacity to quickly respond to crisis situations, and maintain the psychological well-being of the staff remotely.

Thus, the implementation of modern communication solutions is becoming an integral part of leadership activities in higher education. This is not only a way to simplify administrative processes but also a strategic resource that shapes the image, sustainability, and competitiveness of the university in the new educational ecosystem. Research into the features and advantages of such communication in the context of managerial and leadership activities is becoming particularly relevant for forming an effective management model in the context of digital transformation.

### **1. Modern communication as the foundation of effective leadership**

In the modern educational space, the leadership activity of higher education institution leaders is increasingly based on the ability to effectively build communication processes. Digital communication technologies are becoming not just a supporting tool, but a full-fledged pillar of management practice, on which the efficiency, flexibility, and effectiveness of decisions depend. In a context where universities interact with numerous internal and external stakeholders, digital communication plays a connecting role, ensuring the integrity and synchronicity of processes at all levels of management.

Firstly, digital communication platforms facilitate the prompt adoption of management decisions. Learning Management Systems (LMS), cloud storage, corporate messengers, and analytical dashboards allow university administrators to access key performance indicators in real-time, organize online meetings, monitor, and manage processes remotely. This is especially important in crisis situations where the stability of the educational process and the institution's image depend on the speed of reaction [2].

Secondly, the use of modern digital channels contributes to increasing management transparency. Open forms of communication, such as corporate portals, internal newsletters, chats, and feedback platforms, allow faculty, staff, and students to stay informed about current changes and participate in decision-making processes. Such openness strengthens trust between the administration and the academic community, reduces conflict, and contributes to creating a unified information space for the university [3].

Thirdly, digital communication is becoming a crucial tool for maintaining employee motivation and engagement. The implementation of interactive platforms such as Microsoft Teams, Zoom, Slack, Trello, Notion, and others creates conditions for collaborative project activities, regular feedback, collective decision-making, and professional growth. The ability to participate in discussions, exchange ideas, and be heard strengthens the sense of belonging to the university community, increases employee initiative, and fosters the development of a collaborative culture [4].

Furthermore, modern communications extend far beyond local interaction, providing access to the global educational space. Digital tools make it possible to form network leadership - a new model of managerial activity in which university leaders not only coordinate internal processes but also actively participate in international projects, academic networks, consortia, and professional communities. This allows universities to become more open, integrate into the global scientific and educational community, and utilize best practices for their own development [5].

Thus, modern digital communications not only optimize administrative processes but also facilitate the transition to a qualitatively new level of leadership based on flexibility, transparency, openness, and network interaction. A university leader with digital literacy and a developed communication culture is capable not only of effectively managing the organization but also of setting strategic guidelines for the entire academic environment.

## **2. Digital transformation and new forms of leadership**

Digital transformation in the higher education system has a fundamental impact on the style and content of leadership activities. In the era of digitalization, university leaders face not only the need to implement new technologies but also the need to rethink the very nature of leadership, adapt to changing management contexts, and adopt innovative forms of communication. In such conditions, not just technical literacy, but a more comprehensive quality - digital culture - becomes relevant.

A modern university leader must not only understand the principles of digital platforms but also have a strategic vision for their use to achieve organizational goals. This involves the ability to build effective digital communication, adapt leadership practices to the specifics of online interaction, and actively manage the university's digital reputation in the public space - through social networks, educational platforms, mass media, and international ranking systems [6].

A new leadership model is emerging, in which networked thinking, flexibility, and emotional intelligence are of particular importance. Unlike traditional hierarchical management models, digital leadership is built on the principles of openness, horizontal interaction, and joint decision-making. This involves transitioning from an authoritarian style to a facilitating and collaborative one, where the leader becomes a moderator, motivator, and coordinator of changes.

Among the new forms of communication actively used in management practice, we can highlight:

Virtual meetings and strategic sessions that allow uniting employees from different departments and branches, conducting brainstorming sessions, discussing key areas of university development, and developing coordinated solutions regardless of the physical presence of participants. These activities can be conducted using Zoom, Microsoft Teams, Google Meet, and other platforms with interactive capabilities.

Maintaining corporate blogs and social media pages through which leaders convey the university's mission, values, and news to a wide audience, fostering trust and strengthening the identity of the academic community. Personal posts, video messages, responses to comments - all of these become an important part of a leader's image as an open and accessible figure.

The use of messaging apps for managing micro-teams - Telegram, WhatsApp, Slack, Discord - allows for faster decision-making, ensures constant communication, facilitates task delegation, and coordinates the daily activities of the university in real-time.

Such practices not only improve management effectiveness but also strengthen trust within the team, ensure quick feedback, and develop emotional intelligence as a crucial component of modern leadership. An emotionally engaged leader, capable of reading the collective's mood, empathizing and supporting during difficult times, becomes a catalyst for organizational changes and creates a favorable psychological climate.

Thus, the digital transformation of the educational environment requires university leaders not only to implement new technologies but also to evolve management culture. This is a transition to flexible, adaptive, digitally literate forms of leadership capable of ensuring the sustainability, innovation, and competitiveness of higher education institutions in a rapidly changing world [7].

## **3. Examples of effective use of digital communications in university management**

The introduction of digital communication technologies into the management practices of higher education institutions is not an abstract strategy, but a concrete and measurable transformation capable of significantly increasing the effectiveness of interaction, employee satisfaction, and the quality of the academic environment. Global and regional experience demonstrates that the competent use of digital platforms and tools directly affects the level of organizational culture, the degree of engagement of participants in the educational process, and the effectiveness of management decisions. One striking example is University X's digital transformation program, which introduced a "single digital window" system for all internal and external communications. This system integrated administrative services, electronic document management, and platforms for interaction with teachers, students, and external partners. Thanks to this solution, the university was able to:

Reduce administrative costs by eliminating paperwork and duplicating functions;

Ensure rapid routing of information between departments and structural units;

Increase staff satisfaction through simplified access to necessary services and a clear feedback system;

Enhance the transparency of procedures such as accreditation, student admission, curriculum formation, etc.

The integration of such a system also contributed to the formation of a leader's digital profile, through which it is possible to track the dynamics of management decisions, the effectiveness of their implementation, and the reaction of the academic community.

Another successful case is the experience of University Y, where Microsoft Teams was chosen as the base platform for intra-university interaction. This solution allowed for the creation of a unified digital communication environment encompassing both administrative and academic contexts. The platform is actively used for:

Holding regular online meetings, working groups, and strategic sessions;

Collaborative work on documents, curricula, and projects;

Maintaining constant communication between departments, dean's offices, the rectorate, and the IT department;

Operational discussion of organizational matters between teachers and students.

As a result of this approach, a trusting and transparent atmosphere has developed at the university, where every participant in the educational process feels their importance and can contribute to the university's development. The level of academic mobility and cross-disciplinary interaction has increased, the quality of communication between departments has improved, and the sense of involvement in the strategic tasks of the university has also intensified.

We can also note examples of using digital reputation management tools - maintaining official channels on social networks, conducting online forums, providing feedback through chatbots, and sending personalized mailings. All this becomes part of a unified digital university ecosystem, where communication is inextricably linked with image, internal culture, and the quality of education.

Thus, the practice of leading universities shows that the successful application of digital communications is possible provided that there is:

a clear digitalization strategy;

technical support and training of personnel;

a leadership position of a leader ready to openly implement innovations and encourage digital initiative.

These examples serve as a benchmark for other educational institutions seeking to enhance management effectiveness, improve the quality of interaction with participants in the educational process, and secure a stable position in the global academic space.

### **Experience of Universities in Uzbekistan**

In recent years, Uzbekistan has been actively promoting the digitalization of higher education. One successful example is the Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, where an internal electronic document management platform integrated with Zoom and Microsoft Teams systems has been implemented. This has significantly reduced paperwork, optimized interaction between faculties, and increased the speed of decision-making.

Additionally, the university actively uses Telegram channels to promptly inform students and faculty, which has significantly improved transparency and engagement within the academic community.

### **CIS Experience (Examples from Kazakhstan and Russia)**

Nazarbayev University (Kazakhstan) is implementing the "smart campus" concept, where all administrative and educational processes are integrated into a single digital system. They use Microsoft Teams, Canvas LMS, and the NU Intranet corporate portal. Universities implement feedback analytics, and students and teachers participate through digital channels in shaping curricula and internal decisions. This increases the sense of responsibility and motivates cooperation.

The Higher School of Economics (Russia) operates the "Smart LMS" electronic environment, which combines the functions of a distance learning platform and a communication environment. The university's management conducts strategic online meetings with teachers and students, and thanks to active presence on social networks (Facebook, Telegram, VK), the university maintains an open dialogue with all stakeholders.

### **European Experience**

The University of Helsinki (Finland) has created an innovative university management system based on the HUPnet platform, uniting teachers, students, administrative staff, and external partners. The project includes regular digital forums and hackathons, where solutions for improving the university environment are developed. Here, special emphasis is placed on student participation in management, which is part of the collaborative leadership model.

In addition, the University of Linz (Austria) actively uses Slack and Trello as platforms for organizing micro-teams within scientific and organizational projects. This achieves a high degree of coordination between departments, especially in international research initiatives.

### **CONCLUSION**

In the context of rapid socio-technological changes, the role of communication in the leadership activities of higher education institution leaders is increasing exponentially. Modern digital technologies are transforming not only management tools but also the very philosophy of leadership. Unlike traditional vertical models, where communication was predominantly directive, today a new paradigm of networked, adaptive, and inclusive leadership is forming, in which the leader becomes not only an administrator but also a facilitator, mediator, and digital visionary.

Effective use of modern communications allows:

creating an open and trusting atmosphere within the collective;

forming stable relationships with external stakeholders (employers, applicants, parents, government bodies);

ensuring prompt management decisions and transparent administrative procedures;

involving the academic community in strategic planning processes and implementation of the university's mission.

All of this combined contributes not only to increasing the competitiveness of a specific university but also to developing a culture of corporate responsibility and participation, which is especially relevant in the era of digital transformation in education.

However, realizing these opportunities requires a new professional identity from managers. A modern leader needs:

a high level of digital literacy;

understanding of the specifics of communication in the online environment (from ethics to security);

readiness for continuous learning and acceptance of innovations;

development of emotional intelligence that allows maintaining effective feedback in remote and hybrid work environments.

Thus, we can conclude that modern communications are becoming an integral resource for the strategic development of higher education institutions. They form the foundation for sustainable and adaptable university leadership capable of successfully functioning in the context of global digitalization, network interaction, and new expectations from society and students.

Supporting and developing a digital communication culture is a crucial task for both the leaders themselves and the entire higher education system if it strives for innovation, openness, and leadership at the national and international levels

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