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PEDAGOGICAL CHARACTERISTICS OF MODERN SCHOOL LEADERSHIP

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The concept of leadership is very difficult to be mentioned with a simple definition, because in modern literature there are too many definitions and not one generally accepted. According to G. A. Yukl any definition of leadership put forward by a writer is subjective because it represents that particular author. Leadership today is one of the key factors that make a decisive contribution to the success or failure of an organization [6, p. 12].

The term school leadership has recently become relevant because of the need for better-run schools and better performance of teachers and students with innovative achievements and ongoing reform initiatives. To date, management in every educational organization is achieved through design, management, organization, staff recruitment and performance testing with measurement standards and continuous corrective action [4, p. 33].

The leadership of a school unit is the core of the education system. Administrative training and guidance processes performed during leadership processes are not individual and independent actions of the teaching system, but are characterized by delegated actions and actions that obey the philosophy of everyone. So if the framework changes, leadership will also be different. According to B. Mulford school leaders are called upon daily to make and implement decisions, but also to exercise leadership trying to balance the strong and conflicting forces [5, p. 6]. Managerial decisions must be in line with both the legal and institutional framework of the school

as a public or private body, and act interdependently with a range of stakeholders within the school (teachers, administrators and technical staff) but outside with educational institutions, parents, students, stakeholders, and immediate stakeholders to avoid unnecessary conflicts.

On the basis of all of the above, successful school / educational leadership can be achieved, since of course, other people such as teachers, pupils and parents are included and assisted in work so that through the process of accumulating and guiding the talents and actions to achieve the common educational goals of the school. The new data requires a school adapted to the information society, new technologies, multiculturalism, globalization, it is creative and flexible to redefine its role and become a carrier of change so that it responds to new challenges in its modern way of managing and achieving its goals better [2, p. 21].

So, the school manager today does not have to perform a simple one-dimensional administrative role, but rather a complex and difficult task, and therefore must possess certain characteristics, mainly he should respond to the development of a multi-dimensional managerial-leadership role [2, p. 27].

Leadership is a process of influence that leads to achieving the desired goals. Successful leaders develop a vision for their schools based on their personal and professional values. At every opportunity, they refer to their vision and influence their staff and each stakeholder to share that vision. The philosophy, structures and activities of the school are geared towards achieving this common vision [1, p. 4].

At a time when social and economic developments are changing at a dizzying pace and technological human achievements are rapid, the new dynamics created by the internationalization of economy require both at school and in every educational institution, to evolve to adapt to social changes to meet the training and learning needs of society [3, p. 221].

Thus, organization ideas and recipes, high level of knowledge, qualifications and innovation are decisive measures of educational quality and effectiveness that impose charismatic school leadership, as is the case with businesses that place a high value on human resources, always seeking competent executives with many qualifications and talents to be entrusted with the management of the business. School leadership today acquires new features elements and interests very different from those of the designated principal who are looking for innovative organizational and administrative school models, the introduction of new learning methods, the promotion of school collaboration and the development of a genius indoor and outdoor environment. Therefore, new schools need new school organization models, new learning cultures and excellent educational leaders who must be adequately educated and prepared prior to being appointed to management positions.

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ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ІНТЕРНЕТ-ТЕХНОЛОГІЙ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

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Модернізація української освіти визначає соціальні вимоги до системи шкільної освіти. Суспільству, що розвивається, потрібні освічені, етичні, завзяті люди, які можуть самостійно приймати відповідальні рішення в ситуації вибору, прогножуючи можливі наслідки.

Сьогодні в центрі уваги – учень. Тому основне завдання сучасного вчителя – вибрати методи і форми організації учбової діяльності учнів, які оптимально відповідають поставленій меті розвитку особи. Останнім часом все частіше піднімається питання про вживання нових інформаційних Інтернет-технологій в школі. Це не лише нові технічні засоби, але і нові форми і методи викладання, новий підхід до процесу навчання.

Основною метою вивчення іноземної мови є формування і розвиток комунікативної культури школярів, навчання практичному опануванню іноземної мови. Завдання вчителя полягає в тому, щоб створити умови практичного опанування мови для кожного учня, вибрати такі методи навчання, які б дозволили кожному учневі проявити свою активність, свою творчість, активізувати пізнавальну діяльність учня в процесі вивчення іноземної мови. Сучасні педагогічні технології такі, як навчання у співпраці, проєктна методика, використання нових інформаційних технологій, Інтернет-ресурсів допомагають реалізувати особово-орієнтований підхід у навчанні, забезпечують