

motivation of organizational members through influence, rather than relying solely on authority and system. The values, beliefs and behaviors of leaders have a subtle effect on subordinates.

2. Situational. Educational leadership is not a fixed model, but a dynamic process that is constantly adjusted according to situational and environmental factors. Leaders need to be good at identifying the needs of different situations and adopt appropriate strategies.

3. Morality. The practice of educational leadership cannot be separated from the guidance of morality and ethics. Leaders need to shape a healthy and inclusive educational environment based on fairness, integrity and responsibility.

Educational leadership is the key to educational management practice, and its characteristics and essence show rich connotations in theory. Future research should pay more attention to the practice of educational leadership in different cultural, technological and social contexts, and explore the combination of its theory and practice to promote the sustainable development and innovation of educational institutions. Through a deep understanding of its characteristics and essence, leaders can more effectively respond to challenges in educational management and promote educational equity and quality improvement.

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THE INFLUENCE OF EDUCATIONAL ENVIRONMENT ON THE FORMATION OF LEADERSHIP QUALITY

A good educational environment can not only promote the development of leadership quality, but also shape the core values and practical ability of leaders [1].

Educational leadership quality refers to the comprehensive ability and quality demonstrated by leaders in the process of educational management, including decision-making ability, communication ability, innovation ability, organizational coordination ability and moral quality. The formation of these qualities is affected by the combined effect of innate factors and acquired environment, and the educational environment plays a key role in shaping them. Constituent elements of educational environment:

1. Physical environment. The physical environment includes the infrastructure, teaching equipment and resource allocation of educational institutions. A good physical environment provides the basic conditions for the cultivation of leadership quality. For example, technologically advanced campus facilities can enhance the adaptability of leaders in the field of information technology [2].

2. Cultural environment. The cultural atmosphere of educational institutions, such as values, systems and behavioral norms, has a profound impact on the thinking and behavior patterns of leaders. The organizational culture theory proposed by Schein (1985) points out that the quality of leaders is inseparable from the culture of their organizations [3].

3. Social environment. The social environment includes factors such as education policy, community support, and socioeconomic conditions. These external conditions shape the work background and challenges of educational leaders and indirectly affect the improvement of their quality. For example, in a social context where educational equity is of concern, leaders need to cultivate a high sense of social responsibility.

4. Institutional environment. The institutional environment refers to the education management system, rules and regulations, and policy orientation. A scientific and reasonable institutional environment can provide leaders with a clear working framework and promote the development of their leadership qualities.

In conclusion, the educational environment consists of physical, cultural, social, and institutional components, each of which plays a crucial role in shaping leadership qualities. Together, these elements create conditions for the development of leadership, influencing the adaptability, social responsibility, and professional competence of educational leaders.

It is worth noting that the educational environment plays a pivotal role in shaping leadership qualities, influencing the mindset, behavior, and capabilities of emerging leaders. This environment subtly molds leaders through implicit cultural influences that shape their habits of thought and action. For instance, an educational setting emphasizing collaboration fosters team awareness and enhances communication skills, essential traits for effective leadership. Furthermore, the educational environment acts as a practice platform where individuals can display and refine their abilities. By confronting challenges in complex scenarios, leaders accumulate experience and improve their overall competencies, paving the way for comprehensive professional growth.

An equally significant aspect of the educational environment is its role in shaping leaders' values. The moral atmosphere and value orientation within educational institutions directly impact the ethical awareness and integrity of leaders.

Environments that prioritize fairness, inclusion, and mutual respect nurture a profound sense of social responsibility. This ethical grounding becomes a cornerstone for leaders, enabling them to make decisions that are not only effective but also morally sound. Additionally, an innovative educational environment encourages leaders to explore new ideas and methodologies. Such openness to creativity and adaptability is fostered by diverse cultural backgrounds and systems that stimulate original thinking, preparing leaders to navigate a rapidly changing world.

In specific contexts, the influence of the educational environment on leadership qualities becomes even more evident. For instance, in technologically advanced settings, leaders are required to possess high levels of digital literacy. Intelligent campuses, with their reliance on big data and advanced analytics, demand leaders who can integrate technology into their decision-making processes to optimize teaching and administrative functions. Similarly, in multicultural environments, the necessity for cross-cultural communication and sensitivity is paramount. These settings cultivate a global perspective and cultural tolerance, allowing leaders to work effectively within diverse teams and contexts.

Policy-driven educational environments present yet another layer of complexity. Leaders in these settings must demonstrate agility in responding to policy changes and strategic adjustments. For example, the «double reduction» policy, aimed at reducing students' excessive academic burden, challenges educational leaders to integrate resources effectively and manage stress while maintaining quality outcomes. Such contexts highlight the importance of adaptive leadership, where flexibility and innovation become critical tools for navigating systemic change.

To optimize the educational environment for the development of leadership qualities, several strategies can be employed. First, improving physical facilities and infrastructure is essential. Advanced technological resources and sufficient funding create an environment conducive to high-level learning and development. Second, fostering a positive cultural atmosphere within educational institutions can encourage collaboration, innovation, and fairness, all of which reinforce the guiding role of the environment in shaping leaders. Third, establishing supportive management systems ensures that leaders have the necessary resources and freedom to enhance their skills and qualities. Finally, strengthening external support from governments, communities, and private enterprises can create a synergistic interaction that further elevates the educational environment.

In conclusion, the educational environment is a dynamic force that shapes the qualities, values, and competencies of future leaders. By addressing physical, cultural, and systemic aspects of this environment, it is possible to foster a generation of leaders equipped to face modern challenges with innovation, adaptability, and ethical integrity. These leaders, nurtured in a well-designed educational ecosystem, have the potential to drive progress and positively impact society at large.

As an important external condition for the formation of educational leadership quality, the educational environment has a profound impact on the ability, quality and values of leaders. Optimizing the educational environment is not only a necessary way to improve leadership quality, but also a key measure to improve the level of educational management. Future research should further explore the specific impact

of different types of educational environments on the formation of leadership quality, in order to provide more comprehensive guidance for educational management theory and practice.

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TECHNOLOGIES OF PERSONALITY-ORIENTED EDUCATIONAL PROCESS

In contemporary educational settings, the focus on personality-oriented educational processes has increasingly gained significance due to the need for addressing the diverse cognitive, emotional, and developmental characteristics of individual learners. This abstract delves into the integration of technology in personality-oriented education and its impact on improving student engagement, motivation, and academic outcomes. The research presented evaluates the historical, philosophical, and practical foundations of personality-oriented education, exploring how modern tools – such as Artificial Intelligence, Virtual Reality, and Learning Analytics – can reshape individualized learning experiences.

Historically, personalized education finds its roots in the theories of philosophers like Jean-Jacques Rousseau, who argued for learner-centric methodologies to facilitate natural learning progression. John Dewey's contributions to pragmatism and the Progressive Education Movement have further bolstered the idea of tailoring education to individual student experiences. The works of humanistic psychologists such as Abraham Maslow and Carl Rogers underline the importance of addressing the learner's emotional well-being and fostering environments that support self-actualization and personal growth [1].

The theoretical framework of personality-oriented education is complemented by psychological principles, including Jean Piaget's cognitive development theory and Lev Vygotsky's concept of the Zone of Proximal Development (ZPD). These frameworks underscore the necessity of providing learning experiences that align with the student's current developmental stage, thereby fostering deeper engagement and meaningful comprehension [2].