

TIVE_TECHNOLOGICAL_DEVELOPMENTS_AND_AI_WITH_EDUCATION_F OR_AN_ADAPTIVE_LEARNING_PEDAGOGY

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NURTURING TOMORROW'S LEADERS: STRATEGIES FOR DEVELOPING LEADERSHIP COMPETENCE IN PRESCHOOL EDUCATION SPECIALISTS

In today's rapidly changing educational landscape, there is a clear need to train specialists who can demonstrate leadership qualities, make responsible decisions, and effectively interact with other participants in the educational process. Leadership competence, as an essential characteristic of an individual, takes on particular significance in the context of preschool education. Here, the teacher not only serves as an educator but also plays a crucial role in fostering basic skills of cooperation, communication, and social integration in children.

The development of leadership competence in preschool education specialists necessitates a specialized approach, as this process entails the concurrent enhancement of professional, social, and personal qualities. Leadership competence, as defined by scientific literature, encompasses the ability to organize teamwork, make informed decisions, communicate effectively, and take responsibility for achieving established goals. In the realm of preschool education, these skills hold particular significance, as the teacher serves not only as a mentor but also as a role model for children, shaping their initial perceptions of leadership.

To achieve this goal, it is necessary to implement effective pedagogical strategies that would contribute to the development of leadership skills. One of the most promising approaches is the integration of active learning methods, such as role-playing games, team projects and simulations of real situations. These methods allow students of pedagogical educational institutions to master the basic principles of leadership in practice, develop interaction and critical thinking skills. In particular, role-playing games provide the opportunity to train communication skills, make decisions in difficult conditions and analyze the consequences of their actions.

At the same time, an important component of the formation of leadership competence is mentoring. Support from experienced teachers and mentors creates a favorable environment for the development of students, helping them overcome difficulties and build confidence in their abilities. Mentoring ensures the transfer of not only knowledge, but also values, which are the basis of professional leadership.

Modern digital technologies also open up new opportunities for the development of leadership competence. In particular, online leadership courses available on platforms such as Coursera or Udemy allow you to gain additional

knowledge and skills that can be integrated into the educational process. The use of gamification, i.e. game elements in learning, stimulates student interest and contributes to the formation of such qualities as teamwork, strategic thinking and adaptability.

In addition, the introduction of virtual reality (VR) into the educational process creates unique opportunities for modeling real-life situations in which students can practice leadership skills. For example, creating team management or conflict resolution scenarios allows participants to gain experience in a safe environment, which contributes to the development of self-confidence.

Practice proves that the development of leadership competence has a positive impact on the professional activities of teachers. Specialists who have undergone appropriate training demonstrate a better ability to organize the educational process, effective interaction with colleagues and parents, as well as high adaptability to changes in the professional environment. It is especially important that leadership competencies contribute to improving the quality of education, stimulating teachers to introduce innovations and search for new approaches to learning. In general, the formation of leadership competencies in preschool education specialists is a complex but necessary process. It is important to ensure the integration of innovative technologies, active learning methods and mentoring into the educational process to train future leaders in the educational sphere. In the future, it is advisable to continue research in this area, focusing on improving curricula and studying the long-term consequences of introducing leadership practices into the professional training of teachers. Thus, it is possible to achieve the training of highly qualified specialists who are able to initiate changes, introduce innovations and ensure sustainable development of education.

References

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INFORMATION AND COMMUNICATION TECHNOLOGIES OF LEARNING AND THEIR APPLICATION IN THE MODERN EDUCATIONAL PROCESS

The integration of Information and Communication Technologies (ICTs) into education represents a pivotal shift in the methodologies and practices of teaching and learning in the 21st century. The paper «Information and Communication Technologies of Learning and their Application in the Modern Educational Process»