

STRONG MORALS AND VALUES OF LEADERSHIP IN EDUCATION

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Having strong leadership in education is crucial to ensure that educational institutions produce people with strong morals and values. According to the relevant research results of China's educational leadership the basic concepts and characteristics of educational leadership are followings: providing satisfactory education for the people, accelerating the high quality development of schools, and promoting the healthy growth of students. All of this is extremely important for providing intellectual support for cultivating a large number of educators who speak politics, understand education and can manage.

For a long time, China's education system has its own development mode. However, in the current environment of enhanced global communication, education should not be complacent any more, but should clearly understand the trend of times and the development of the world. As a big country with a long history, China's education since ancient times has certain characteristics, mainly embodies in the following aspects, to train talents that meet the requirements of time who are necessarily adapt to the current society and help to conduct innovative research in reforming of the educational system.

Effective educational leaders possess a range of qualities that enable them to excel in their roles. These include strong communication skills, strategic thinking, problem-solving skills and a deep understanding of education.

The principal or rector are important leaders of the school or university reform, shouldering the major responsibility of leading the all-round development of students, the professional development of teachers and the development of the school. They are passionate about their work and pass on their enthusiasm to their colleagues and subordinates so that they can achieve their goals underpinned by empowerment and unleashing broader wisdom and power. The practical representation of building a shared and symbiotic educational ecosystem with the guidance of vision empowerment reflects the consistency of the practical representation of the development of principals' or rector's educational leadership and the path of leadership improvement. That is to say, through "self-empowerment - empowerment - vision empowerment", leadership becomes a resultant force that exerts continuous influence in the interactive process of organizational practice. Such influence is the key to promote the sustainable development of the organization and its members, and it is relatively comprehensive and sustainable.

References:

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