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Ostafiychuk Olena

PROACTIVE TEACHER LEADERSHIP

*Petro Mohyla Black Sea National University,
Mykolaiv, Ukraine*

Abstract. *Importance of teacher leadership is crucial nowadays. It is a key element for modern teachers who want to be up-to-date and are ready to accept challenges and changes. The world is changing and global issues make people reconsider their view on the process of learning and teaching. Teachers have to prove they are true professionals who can adapt to changing circumstances. They have to change for the benefit of their students and their own benefit. New perspective changes the way of teaching and representing the information.*

Keywords: *leadership, teaching, proactive, initiative, leadership crisis, teacher's responsibility.*

State standards of education in the 21st century put forward new requirements for teaching foreign languages. These requirements arise under conditions of globalization, i.e. the global process of integration and unification in the fields of economy, politics and culture, which covers all aspects of society, people living in different countries and on different continents.

The modern world offers a lot of opportunities for teachers to find new ways to realize their potential. This allows them to travel, to broaden their views and gain experience.

Literature overview. Teacher professional development has changed recently. [1] It goes far beyond simple workshops and has turned into a system of continuing education. If teachers want to advance in their careers, they have to think about and seek for various opportunities to develop themselves that will meet the standards and their own needs.

The main issue of development in all spheres is lack of motivation. For some it is about material side, for others it is absence of any desire completely. Nobody seems to be interested in the development. Teachers are certain examples for us, in other words, they are our leaders. Being a good example of a good leader they motivate others to reach their level of excellence. Teachers claim that their lack of motivation is based on the system of education where professional development does not interest the authority.

As Simon Quattlebaum states in his article “Why Professional Development for Teachers is Critical” it is obviously essential to work on your both personal and professional growth for every teacher but we should not forget that after obtaining some experience we have to share it with our colleagues, students and other stakeholders if necessary. There should be “a focus on teacher application of learned material.” [8]

The subject of the research is pedagogical activity and conditions of a modern teacher and the ways to improve them according to the changing situation in the sphere of leaning and teaching.

The object is teacher activity on the way of improvement the professional skills for better teaching and, as a result, satisfying the students’ needs.

The purpose of the research is to clarify theoretical requirements and fundamentals of teacher professional development and, namely, leadership in the modern teaching world.

According to the purpose certain tasks are defined. They are as follows:

- leadership as an essential phenomenon in modern teaching;
- types of a teacher-leader;
- proactive perspective in teaching.

Leadership is one of the topics that is being discussed nowadays. It is quite relevant in all spheres of human life. According to the information given in many researches, there is a phenomenon of leadership crisis.

On the one hand, people become more aware of the opportunities they can use being a leader. On the other hand, though, they still are too lazy to implement the ideas of leadership in their own lives. That is the stage where they stuck and complain.

The first step is to start doing, i.e. to implement, to try, and not to be afraid. One of the leadership habits defined by Stephen Covey is to be proactive and it will be your own victory. Being proactive can help not only you to change the life of others, but first of all to change your own life. This habit is very beneficial for those who want to develop themselves and bring positive changes both to their lives and others'. Only having experienced something you become stronger, smarter and you are ready to share that. [10]

Making own choice a teacher should remember that there is nobody and nothing to blame for some failures. There will be a lot of them as a teacher takes a big responsibility for his/her decisions, choices and ideas.

If a teacher chooses the way to be proactive, it means that s/he has to be initiative. S/he is already an example for his/her students.

The main characteristic is to be ready and do something as it is your own decision and you want/prefer/can and will definitely do something to bring positive changes to the situations.

While teaching there are some problems because, on the one hand, we have the course already designed and which we have to follow and, on the other hand, the students are always different and their needs change from year to year, at least. We have to choose a certain topic and give activities to students and some other tasks. And if something goes wrong a teacher blames the course design for his/her failures. It means that a teacher is reactive. But lately teachers have been trying to change the situations because it leads to nowhere. Creative tasks are always more vivid and easy to remember.

It goes without saying that in real life students need speaking skills to be developed very well. First of all, they should not be afraid of talking to foreigners and, secondly, they have to be ready to express their thoughts and ideas, that is, to know how to build sentences.

That is why sometimes it is necessary to make them talk and discuss things. This means to be proactive because a teacher is ready to change and it is teacher's own initiative to help them to meet their needs.

Speaking about the circle of influence teachers are influenced a lot by the system and the curriculum. It is thought that sometimes being influenced and limited is very comfortable. In other words, it means no responsibility.

It is necessary to share concerns with colleagues. It can help them as well to do something to change the situation in their teaching career. We are all

interested in the circle of influence. If we keep accepting everything as it is, we will never develop ourselves and our students. So, we should not be afraid of the circumstances and other outside factors. We should face them as challenges and influence the difficulties. That is our initiative and our way to positive changes and outcomes.

Results. Colleagues have to share their considerations concerning own experience with this circle of influence as they can apply it to their teaching experience and analyze it. Teachers are often influenced by the methods of teaching they were taught to use. These methods did not imply using some extra creativity or initiative because of the curriculum and limited course hours. The students are bored and do not want (or it is better to say, are not motivated enough) to learn and do anything. Then she decided to bring some changes into the process of learning. It is worth asking students what they want and how they see the lesson. They have to discuss it in English.

It is a small step because especially a novice teacher is sometimes afraid to use his/her own initiative. Students nowadays need this freedom to feel comfortable.

Teachers should assume leadership roles to be able to create the situations of success in students at schools and universities.

It is done to stimulate all stakeholders to have a dialogue to define what skills, competences and knowledge teachers have to acquire to be leaders.

Stakeholders have to define what kind of needs a teacher should meet – students', school's or own professional ones. Of course, all of them are essential in the process of teaching, but at the same time, it is necessary to define those of top priority to start with. Changes will be made if there is a proper start.

There is a formal and an informal teacher leadership. They both are interchangeable if a teacher is skilful enough. S/he can demonstrate all the professional and personal skills to interest all the sides.

All teachers are specialists. The stakeholders argue that teachers as people are different. They can be professionals being instructors, mentors, facilitators, curriculum specialists, and team leaders. [6]

Leader has always been associated with a governing role, to be a person who tells other what to do and gives orders to other teachers and students. [7]

We can see that there are three main types of leadership where a teacher can be proactive. These roles are not limited strictly, though. They are as follows:

- a teacher as a leader in a team. S/he is able to provide colleagues with everything they know and can do. They are proactive in their desire to share and make their contribution to the development to reach one common result;
- a teacher as a leader in administration work. S/he is able to regulate all theoretical issues, to clarify everything from the point of view of rules and strict orders. They can be proactive as well, though. They are limited in their innovative ideas because they respect the system very much;

- a teacher as a part of a collective leadership. In this case a teacher works with the students where they are equal partners. They cwork and discuss various ideas, listen to each other and create certain requirements. They understand that each side has responsibilities to follow. Students learn to be proactive as well.

All these will lead to proactive participation from both teachers' and students' sides.

This will make work more productive and all stakeholders will have achievements.

Teacher leaders believe that all students can succeed. They also believe that all teachers need collaborative support to help their students realize the goal of success. [6]

Conclusions. All the stakeholders should not forget about the responsibilities. Proactive perspective is essential in the 21st century where everybody is seeking for new opportunities to develop themselves, to realize own ideas and to share them with the rest.

Leadership is a process. It is long, hard, full of difficulties to face. Leaders have followers and it is worth being a leader. Teachers can do wonders when their students see that their teachers believe in them. It is the main value of leadership, i.e. to bring about changes.

First, the teacher collaborates with students and then, already being aware of their needs and making conclusions about shifts in teachers' work, s/he collaborates with other teachers. This is the way the teacher can contribute to his/her own professional development and other teachers' as well. proactive teachers with their own initiative are able to meet their own and their students' needs. These teachers are strong leaders who are highly motivated and have a goal and an idea of the outcome at the end.

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Pohorielova Olena

INFORMATION MEDIUM IN ORGANIZING STUDENTS' SELF-GUIDED WORK IN THE SYSTEM OF HIGHER PROFESSIONAL EDUCATION

*South Ukrainian National Pedagogical University named after K.D. Ushynsky,
Odesa, Ukraine*

Abstract. *The article is devoted to the problem of students' self-guided work in the system of higher professional education and approaches to its organization. The forms, methods, tools and guidance conditions provided by the teachers that will contribute to a high quality organization of students' self-guided work during their study at university are considered. The possibilities of the information medium in the organization of students' self-guided work are revealed.*

Keywords: *self-guided work, students, higher professional education, information medium.*

Higher education is one of the key factors influencing the professional formation of a person. Therefore, the quality of the offered higher education directly affects the success of an individual and overall positive development of