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РЕДАКЦІЙНА КОЛЕГІЯ

Головний редактор:

Мілютіна О.К. – кандидат педагогічних наук, доцент, завідувач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка

Члени редколегії:

Бутова В.О. – кандидат педагогічних наук, старший викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Зайцева Н.Г. – кандидат педагогічних наук, старший викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Кушнірєва М.О. – кандидат філологічних наук, старший викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Чайка О. М. – кандидат педагогічних наук, старший викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Федченко К. С. – асистент кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Горох І.М. – старший лаборант кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

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CASE STUDY FOR FORMING LEADERSHIP OF FUTURE HIGHER SCHOOL TEACHERS

Educational institutions must be competitive, and the quality of education and the educational environment has become the subject of a careful choice of consumers of educational services. It is the teams of pedagogical leaders and the purposefulness and self-development of the teacher that can become a guarantee of the competitiveness of an educational institution. Therefore, one of the society and the state's requirements for training future specialists in higher education is forming leadership competencies and teamwork skills (McGill et al., 2020).

The leadership competence is the most significant and necessary for the future higher school teacher. It is confirmed in the OECD document, which lists leadership competence as one of the 15 skills and competencies of the future (OECD, 2019).

Pedagogical leadership today is considered as the teacher's ability to positively influence the personal and professional development of the students and colleagues and direct them to the constructive activities, productive task solving, and goal achievement, while maintaining a favourable psychological atmosphere of cooperation and co-creation.

The effectiveness of leadership in such conditions is determined by the teacher's ability to perceive and satisfy the specific needs of the group at each stage and to choose an appropriate style of influence, harmoniously combining individual and group needs with the provision of the necessary conditions for the performance of the task, to support consensus and unity of the staff of the educational organization on the basis of common goals and values, implement a specific approach to reveal the individual potential of the staff. Training a teacher-leader should be aimed at the development of his/her analytical abilities, forming projecting and modelling

competencies, stimulating the individual to possible problem solving in difficult and uncertain situations, the ability to react not only quickly, but also on the basis of various behavioural strategies.

The modernization of Ukrainian education today is focused not only on revising the content of education, but also on the implementation of different approaches to teaching methods, expanding the arsenal of methodological techniques.

Regarding forming leadership competence the case study has great potential.

Case study is a method of analyzing situations. Students are offered to think about a real life situation, the description of which at the same time reflects not only any practical problem, but also actualizes a certain set of knowledge that must be mastered when solving this problem. Case analysis is implemented as an independent work. The problem itself does not have unambiguous solutions.

The following stages in working with the case situations can be distinguished:

- students' familiarization with the text of the case;
- case analysis;
- organizing case discussions, presentations;
- evaluating the participants of the discussion;
- summarizing the results of the discussion.

The general scheme of working with the case can be as follows:

- first of all, you should identify the key problems of the case and understand which of the given data are important for the solution;
- enter the situational context of the case, determine who are its main actors, select the facts and concepts necessary for analysis, understand what difficulties can appear during solving the problem;
- offer an analysis of the presented case, solutions and recommendations.

A special place in organizing the discussion belongs to using the idea generation method, which is called "brain attack" or "brain storming" (these methods were proposed in the 30s of the XX century by A. Osborn as a group method of solving problems).

In the case-study method, brainstorming is used when the group has real difficulties in understanding the situation, it is a means of increasing the activity and creativity of students. The most important thing is your own analysis of the presented material, its appropriate interpretation and the suggestions made. Evaluation of the participants of the discussion involves evaluation not so much of a set of certain knowledge, but of the ability of students to analyze a specific situation, make decisions, and think logically. The ability to publicly present an intellectual product, to advertise it well, to show its advantages and possible areas of effective use, as well as to overcome criticism, is a very valuable integral quality of a modern specialist-leader. During the evaluation of the case analysis submitted by students, the following are taken into account:

- formulating and analysis of most of the problems present in the case;
- formulating one's own conclusions based on information about the case, which differ from the conclusions of other students;
- demonstrating adequate analytical methods for information processing;
- compliance of the arguments presented in the conclusion of the analysis with previously identified problems, conclusions drawn, assessments and analytical methods used.

Forming leadership competence of future higher school teachers is an urgent problem of modern education and needs to be paid much attention. A powerful tool of an interactive, personally-oriented strategy in the education of students is the case method, aimed at developing critical and conceptual thinking, communication skills and interpersonal communication skills.

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