

References

1. State Council. Decision on Accelerating the Development of Modern Vocational Education, Guo Fa no. 19. 2014. P. 5–7.
2. Zhu Xinsheng et al. A research report on the Training System of "Double-qualified" Teachers in Secondary Vocational Schools. Fantasy. Beijing: Chinese Language and Culture Press, 2010. P. 270–281.

Hu Canyang,

1st year of master's degree student in 011 Educational,
pedagogical sciences, educational-professional program
«Management of educational institutions»,
West Ukrainian National University

Scientific adviser:

Viktor Kavetskyi,

PhD in Pedagogical Sciences
Associate Professor, Acting Head of the Department
of Pedagogy, Psychology and Inclusive Education of the
Ternopil Regional Municipal Institute of Postgraduate

THE INFLUENCE OF LEADERSHIP STYLE ON TEACHERS' PSYCHOLOGY AND TEACHING ATMOSPHERE

According to Bass et al., different leadership styles contain different components. Transformational leadership has four components: charisma, influence, intellectual stimulation, and human concern. Transactional leadership emphasizes exchange, a relationship of interest between the leader and lower-level employees. Laissez-faire leaders have low leadership willingness and do not have an overall plan. They prefer employees to give full play to their potential, discover problems and summarize experience by themselves.

The principal's leadership style embodies the principal's leadership philosophy, and to a large extent there are individualized colors. Because of this, there are many types of principal leadership styles. However, in practice, no one type of principal's leadership style is perfect. Different principal leadership styles have different effects on the school's own management effectiveness.

The influence of transformational principal's leadership style on school management effectiveness

Transformational leaders tend to care more about their subordinates. While relying on their legal authority to play a leadership role, this type of leader often pays more attention to personal charisma and humanistic care. They hope to create an atmosphere of kindness, tolerance and openness in the school, and provide a good external environment for their transformational practices, thereby improving the management efficiency of the school. Transformational principals generally have extraordinary abilities or personality attractiveness, and school members can be infected by this trait, emotionally attached to them, and then have trust and compliance. On the basis of this understanding, the principal, teachers and students will have a strong sense of identity, and both sides will meet the challenges in school management with a consistent stand, which will greatly improve the school management efficiency.

The transformational principal leadership style has all of the above advantages. But this leadership style still has its limitations. First, this leadership style is unsustainable. It often relies on the charisma and personal authority of the school leader. If the leader leaves the workplace for other reasons, then the management of the school may fall into a state of chaos and disorder, and the management efficiency of the school will be greatly reduced. Secondly, because the transformational principal has great authority in the school, in the absence of other external constraints, the principal often manages the school according to his own subjective wishes, which may have some negative effects on the school's management efficiency. Finally, the context in which transformational principal leadership styles are applicable is limited. It is more applicable to chaotic and unstable school environments, in which a transformational principal's leadership style can positively contribute to school

management effectiveness. In a more standardized and stable school environment, this style of principal leadership is less applicable.

Transactional leaders attach importance to the transaction process of mutual satisfaction with the leader, and attach importance to accomplishing organizational goals through incentives, thereby improving organizational management efficiency. Transactional leaders are often built on coercive foundations, and they focus more on the ends that can be achieved by the leadership behavior and on the results rather than the process. Compared with the above-mentioned transformational principal's leadership style with a strong humanistic concern, the transactional leadership style obviously pays more attention to performance and the pursuit of results. In schools led by transactional principals, there are often clear boundaries, orderliness, obedience to the system and absolute control. Under such a principal's leadership style, the organizational atmosphere of the entire campus may seem a bit rigid, lacking vitality and creativity. In such an organizational atmosphere, the school's management efficiency is difficult to give full play to.

Although the transactional principal's leadership style can effectively improve school management efficiency through incentives, such incentives are mainly achieved through material incentives, not achievements. This may lead to a short-sighted behavior that only focuses on short-term interests, while ignoring some longer-term goals, such as the construction of school culture. This cannot effectively improve the management efficiency of the school.

Under the leadership style of the laissez-faire principal, the grass-roots faculty and staff are independent, and there is no unified plan. The work efficiency of the faculty and staff is low, and the management of the school will inevitably shift the blame to each other. The individual abilities of school members cannot be developed, and group collaboration is difficult. Realization will inevitably lead to the decline of school management efficiency. In this organizational atmosphere formed under the

leadership of the principal, although the hope of the faculty and staff to participate in school management has been greatly satisfied, this is achieved at the expense of the overall efficiency of the organization. In the long run, it is not conducive to the school's develop.

Xu Yaping,

1st year of master's degree student in 011 Educational,
pedagogical sciences, educational-professional program
«Management of educational institutions»,
West Ukrainian National University

Scientific adviser:

Viktor Kavetskyi,

PhD in Pedagogical Sciences, Associate Professor,
Acting Head of the Department of Pedagogy, Psychology and Inclusive
Education of the Ternopil Regional Municipal Institute of Postgraduate

MANAGEMENT OF THE SYSTEM OF EDUCATIONAL WORK ON THE FORMATION OF A HEALTHY LIFESTYLE OF STUDENTS

Health education is a series of activities and processes carried out by means of communication, education and intervention to help individuals and groups to change unhealthy behaviors and establish healthy behaviors, and to promote health education. Through planned, organized and systematic social activities and educational activities, people are encouraged to consciously adopt healthy behaviors and lifestyles, eliminate or reduce risk factors affecting health, prevent diseases, promote health and improve the quality of life.

In order to disseminate health knowledge and skills and motivate people to improve their behaviour and lifestyle.