TARGET CONTEXT IN THE JOINT WORK OF A LEADER WITH A TEACHER

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Abstract- In the 21st century, the topic of introducing new educational standards for the professional activity of the leader and teachers is relevant, primarily related to the teaching methods and means of managing the professional growth of teachers. Since it is the leader and teachers who are the main and main subjects called upon to solve the problems of the development of the training system, they can be a resource for improving the quality of education.
This article is aimed at pedagogical innovations to improve the effectiveness of upbringing and education: an introduction to the goals, content, organization of joint activities of the leader and teachers. Communication is at the heart of training and education: through communication, the leader organizes the behavior and activities of teachers, evaluates their work and actions, informs about events, causes appropriate feelings about mistakes in work, helps to overcome difficulties, not to lose faith in their capabilities.
In accordance with this, the need arose to look for new ways of developing the teacher's creative personality. **The purpose of the study** is to reveal the features of the leadership of the teaching staff. The article reveals pedagogical conditions that contribute to improving the efficiency of the joint work of the leader and teachers, discloses the essence of the manager's managerial activity in a modern school in the totality of its principles, forms and methods of working with teachers. **The scientific novelty** of the research lies in the development of an organizational and methodological system of joint work of a leader and a teacher. As a result of the study of the main characteristics of professional interaction, its technological stages are highlighted, which are aimed at the formation of creative self-expression of teachers in the process of joint activities.

Keywords: Head of an educational organization, teacher, joint research work, teaching staff, creative search.

I. INTRODUCTION

Currently, the education system is undergoing constant changes: the requirements for the organization of the pedagogical process are increasing; the complianceof the school graduate with the requirements of life is changing. In addition, the system of interactions between the school and other social institutions is changing. The requirements for both the teacher and the team as a whole are increasing. The authors agree with the opinion of V.V.Serikov that this is understood as "the acceptance of the adequate meaning of this activity (its goals and values), the mastery of its tentative basis and the experience of its implementation" [1, p. 116]. And the effectiveness of the activities of educational organizations is determined by how well the team of teachers is selected, how each individual teacher understands, accepts and copes with the tasks assigned to him by society.
Among the most significant characteristics of the joint work of a leader with a teacher are signs of like-minded relationships, which are visible in the coincidence of views, in a low level of disagreement, in consistency, in the effectiveness of work, in commitment to the idea of improving the quality of teaching also in the approach to the goals and objectives of joint work, the ability to be actualized and realized. "A provocateur of a response that generates a new logical "wave"and turns into a kind of "multipolar magnet", where interaction through one "pole"is possible due to the presence of all the others" [2, p. 76].
The search for signs of a collective of like-minded people was hampered by the search for analytical definitions, insufficient description of the conditions for creating such relationships, and the absence of a model for joint work of a leader with a teacher. "No modernization of it without active, creative, motivated participation of a critical mass of teachers is impossible" [3, p. 10].
The study of the issue seems to be relevant for the following reasons:
- It is difficult to unite teachers with a single goal due to some specificity of pedagogical activity: difference in the field of disciplines taught; attitude to business; different levels of professional skills; life experience. The teacher is responsible only for his own subject; the result of each teacher's work depends only on his personal special efforts, training, ability, professionalism, while not talking about the influence of the system of organizing the educational process due to the interaction of an individual teacher with the leadership of the educational organization. Yu.P. Povarenkov, Yu.N. Slepko, examining the problems of

satisfaction with professional pedagogical activity, teachers noted three basic criteria of professionalism: "the criterion of productivity, the criterion of professional maturity and the criterion of professional identity" [4].

- Attention is drawn to the need to combine theoretical and empirical material available in the arsenal of modern school science due to the fact that consideration of the conditions for the formation of the teaching staff determines a number of obstacles for the penetration of new methods to create and manage the teaching staff of like-minded people. Among them: the traditional character of the teacher; adherence to the familiar old pedagogical principles of team building; solid organizational structure standards; the constraint of the teacher in professional activities; well-established ideas about the methods of managing the teaching staff; lack of communication between education officials, innovators and teachers; artificiality of barriers between subject teachers and between academic subjects, as well as a decrease in the quality of teacher training in higher educational institutions "S.I. Grigorieva, 88% of experts believe that the quality of higher professional education in the 70s and 80s was much, or in the main, better than now, and only 3% of experts said that it had decreased"[5, p. 14].

This was very convincingly shown by the all-Russian expert survey conducted at the end of 2009 under the guidance of a corresponding member of the Russian Academy of Education, Professor S.I. Grigoriev [5].

Based on the use of different methods, it was found that the overwhelming majority of experts in all cases note the destructive impact of commercialization on the quality and efficiency of higher education [5, p. 20].

- Increased and growing overload of teachers due to heavy workload in hours, due to low salaries, increased volume of paper reporting, which takes a lot of time from teachers, which is already catastrophically lacking. Participation by order in endless meetings, conferences, contests, shows to a minimum reduced the time not only for creativity, but also for working on oneself and even preparing for lessons. And as a consequence, the teacher's loss of interest in self-education due to fatigue and the inability to study it are observed. The imposition of the idea of strengthening the vertical of power by education officials, school leaders led not to the personal responsibility of teachers for the quality of students' knowledge, but to the exact execution of orders from above, orders and instructions. If it is connected only with education, you can somehow understand and justify, but often teachers have to be distracted by functions that are not peculiar to them. That led to a negative position of the teacher in everything, including work on oneself. In other words, if you (managers) do not need the quality of teaching, why I should be the only one who must take the rap, the teacher thinks.

The prominent Italian teacher U. Spirito wrote about the school reform as an acute social problem: "It is clear that the school is sick, but so far it has not been possible to find a doctor who can cure it" [7, p. 34-39] ...

The study of the proposed problem is not only of scientific importance, but today is also of serious norm-setting interest in changing intra-school management.

II. Methodology

The solution of research problems is based on the principle of historicism. Also, this work is based on both general scientific methods used in all humanities (dialectical, systemic, etc.) and research methods (retrospective, comparative, comparative, etc.). Thus, the dialectical method helped to identify and generalize the totality of pedagogical, historical factors that influenced the levels and development of the management education system, and to determine the types of management system. The systemic method made it possible to analyze the relationship between managers and teachers.Applying the comparison method, the author studied not only the problem of management, but also the problem of improving the methods of its implementation in educational organizations by the subjects of management activities, the formation of productive style characteristics of management activities of managers at various levels.

The results of comparative diagnostics make it possible to express a number of judgments: before the start of innovations, the team did not differ in unanimity, readiness for cooperation, determination to share the interests of others was poorly expressed, and persistence in achieving effective results was not shown, in other words, there was an internal psychological barrier. The stated judgments based on the analysis of the characteristics of a team of like-minded people confirm the need for the above diagnostics and research of the team.

The presented results of a multiple experiment to test the models of joint work of a leader and a teacher developed by the author, along with the theoretical significance, have shown their applied values in the field of pedagogical management of organizational forms of the educational system. Experimental verification of the developed models has shown that they have predictive abilities for the strategic planning of school leaders.

One very famous person called communication the greatest luxury in the world. But in one case it is "luxury", and in another it is a necessity for solving professional problems. After all, pedagogical work is a kind of activity that simply cannot take place outside of communication. The results in the work of the leader and the teacher completely depend on the correct construction of communication. "… interest, imitation, identification, etc.; building relationships with a partner based on subtle psychological instrumentation (attention, empathy, a sense of the new, creativity, gratitude, etc.)" [8].

All difficulties of the educational process are solved only through live and direct communication between a leader and a teacher, and a teacher with trainees. In pedagogical work, the main thing is the influence of the personality on the personality. "… Dialogue communication is based on the activity (subjectivity) of both parties participating in the process: "Acting, a person actualizes (expresses) his inner potential, due to which the sphere of his susceptibility to external conditions is expanded"[9, p. 14]…

All this happens only through passion for joint creative activity.

Claiming that the effectiveness of this style of relationship between leaders and teachers gives rise to pedagogical communication of the highest form – which is based on the passion for joint creative activity, it must be said that the passion for joint creative search with teachers is the result of not only the communicative activity of the leader, but, to an important extent, his personal attitude to pedagogical activity in general. "… a fruitful activity organized by a person, in which a multitude of meanings, relationships and connections are subjectively set, which are exceptional conditions for the development of the axiosphere of the subject of education" [8].

Accordingly, the target indicator is professional skills, and the significant subjects of this process, i.e. their organized interaction to achieve the best results are the leaders and teachers of educational organizations. The description of the joint activities of these subjects seems to be the most relevant, since the joint efforts of leaders and teachers fill the goals not only with concrete meaning, but also bring them closer to the required result with certain purposeful actions "… pedagogical conditions, means and influences" (Tretyakov, 2001, p. 46), "purposeful interaction of the controlling and controlled subsystems to achieve a specific goal or planned result" (Shamova, 2001, p. 24)" [10].

At the beginning of the joint work of a leader with a teacher to achieve the goal, the predominant role is given to the teacher's motivation for organized joint activities aimed at mastering pedagogical skills and the corresponding skills. The main lever for the formation of the teacher's motivation is deliberately set and comprehensively agreed goals of joint work. In the psychological literature, interaction is understood as a process of direct or indirect influence or the influence of participants in this process on each other[11]. Only then the goals will become a source of motivation and will accelerate the teacher's self-organization processes. This means that common goals without motives are impossible. The presence of the skills of setting goals and pedagogical techniques for their implementation can be an indicator of the maturity of the teacher's motivational sphere as a subject of joint educational and professional activities.

"… Scientists have identified the main motives for the work of teachers in an innovative mode, namely: increasing work efficiency, satisfaction of society with the results of education, personal self-affirmation, material incentives" [Angelovsky, 1991, p. 34-37], [12]. This formulation of a goal has at least two forms: an independent determination of the goal in the course of activities and the determination of the goal based on the requirements and innovations recommended by the head, tasks. In this regard, the process of goal-setting as a mechanism for the formation of motivation, which forms the necessary conditions for encouraging teachers to professional activity, includes the following elements: the mechanism of the external purposeful, stimulating influence of the head on the teacher and the mechanism for realizing the internal psychological predisposition of the teacher himself to this activity. However, the teacher's motivation is a process of subject-subject interaction in the head → teacher logic. At the initial stage, it successfully ends with the acceptance of the goal by the teacher. The acceptance of the goal depends not only on the teacher's personal motives, but also on the leader's ability to actualize and stimulate their appearance.

Preferred qualities of a leader (according to teachers) are:
Human qualities – kindness, cheerfulness, responsibility, poise.
Organizational qualities– fairness, consistency, honesty, respect for others.
Business qualities– usefulness, democracy, ability to interest.
Appearance– well dressed, pleasant voice, general attractiveness of character.
Creative teachers called popular leaders those who deserve respect as teachers: they know how to present educational material visually, vividly, problematically.
Negative qualities of leaders:
• heshouts, cuts off, does not listen to the end;
• hesingles out individual teachers;
• he is picky, tries to punish for every offense;
• hetreats as lazy;

• heis disrespectful;
• hedoes not know how to keep a secret.

And this skill lies in the plane of both professional and pedagogical thinking, and the consciousness of a leader, the quality of his professional training... The essence of the pedagogical strategy "support" is defined by us on the basis of the scientific works of M.T. Gromkova [Gromkova, 2003], E.I. Kazakova [Kazakova, 2003, p. 7-13], G.N. Prozumentova[Management of professional development, 2002, p. 14-36], as a special type of activity aimed at supporting the activities of the subject ... [13].

The setting of a pedagogical goal in the joint work of a leader and a teacher involves the allocation of two of its aspects: an effective and procedural goal. An effective goal characterizes the educational result achieved by students. The procedural goal represents a characteristic of the educational process, the pedagogical conditions created and the teaching aids used to achieve the set goal, taking into account the characteristics and capabilities of students. In the context of this research on the joint work of a leader and a teacher, the content, criterion and result of interaction is a procedural goal. "A set of purposeful and interrelated actions of the control and controlled systems to coordinate the joint activities of people to achieve the set goals" [14, p. 17].

The formulation of a goal is a logical-constructive process, its essence is:

1. toselect, compare and summarize certain information;
2. tomake a choice of the most useful information;
3. toformulate a goalon its basis, i.e. determine the object of the goal, the object of the goal and the necessary specific actions;
4. tomake a decision to achieve the goal, implement the goal.

The teacher makes the same mental path when he seeks to foresee the results of his work. The functions of managers are to participate in the procedure for setting goals, study and know the goals of each teacher, and contribute to the implementation of meaningful goals. The coincidence, interaction of the goals of the leader and teachers is one of the most important conditions for the success of the pedagogical process in the development of its participants. The goals of teachers should enter the pedagogical process on a par with the goals set by the leader (activity (degree of consciousness, responsibility), professional interests, professional orientation of the individual, professional learning, the presence of professionally significant personal qualities) [15].

Sometimes the goals of educators may or may not correspond to the overall goals. Interaction of goals arises in the pedagogical process. In these conditions, the leader will have to identify, together with the teacher, the contradiction of goals and not only find ways to bring them closer, but also if it is necessary to carry out explanatory work. Only in this case is an effective pedagogical process possible.

An obstacle that does not contribute to improving the effectiveness of the educational process is the contradiction between the teachers' understanding of the theoretical requirements for his activities and the unwillingness to comply with them in practice.Andrienko, who notes that "an important characteristic of true professionalism is the preservation of the creative aspect of pedagogical activity with constantly increasing requirements of normativity" [16 p. 20] In addition, as noted by E.A. Bychkova and T.A. Golovacheva, "The conditions for introducing new generation standards as a large system of innovation require teachers to quickly change their professional worldview" [17].

The activation of the professional development of the teacher is ensured by the formation of the need for professional self-development, stimulation of his search and creative activity.

As a result of the study of the main characteristics of joint professional interaction, its technological stages were identified:

1. mutual understanding, expressed in awareness of common needs, opportunities, interests;
2. interaction, when the leader, together with the teacher, formulate the goals and objectives of self-development, together they plan the teacher's work on himself, select means;
3. formation, as a result of which a new quality of the content and structure of activity arises. The process of mastering the research function by a teacher is considered as a sequential system of interrelated actions based on a creative approach to pedagogical phenomena, mastering the skills of heuristic search and methods of scientific and pedagogical research, analysis of their own experience and the experience of other teachers. In this case, the role of the leader consists in the implementation of a number of tasks: at the motivational stage – the involvement of the teacher in research activities; at the organizational stage – masteringthe research technology; at the summarizing stag – providing an opportunity for summarizing and translating the experience gained. According to M.M. Potashnik "every school should have a bank of ideas for the development of all teachers and educators. In addition to new ideas, scientific and methodological conditions include educational and methodological plans and programs for all types of studies (courses, seminars, games, etc.) conducted at school, as well as the presence of programs, plans, guidelines, descriptions borrowed or developed at school, progressive pedagogical experience and technologies for its development, books, periodicals. When the director and his deputies have nothing of the above to offer to teachers, then it makes no sense to expect anything from the teachers, let alone demand [18, p. 278].

Modeling the process of activating the teacher's professional self-development in the context of the organization of research work determined the identification of the main goals:
1. Organization of joint research activities between the leader and the teacher through the formation of the need for professional self-development
2. Organization of joint research activities to stimulate professional self-development.
3. Consolidation of professional self-development through the generalization of research experience and the transition of the teacher to continuous innovation.

IV. DISCUSSION

The current stage in the development of education, the establishment of market relations dictates the need for changes in the management of educational systems, characterized by the transition from command methods of management to democratic ones. This puts on the forefront not so much the problem of management as so much the problem of improving the methods of its implementation in educational organizations by participants in management activities, the formation of productive style characteristics of management activities of managers at different levels.

The authors find essential theoretical foundations for studying the problem of interaction between leaders and the teaching staff in the following directions:
- psychological research of personality (K.A. Abulkhanova, B.G. Ananiev, A.G. Asmolov, L.L.Bodalev, L.I.Bozhovich, L.S.Vygotsky, V.N. Myasishchev,K.K. Platonov and others);
- research of activity and its structure (A.V.Brushlinsky, V.V.Davydov, V.P.Zinchenko, A.N.Leontiev, S.L. Rubinstein, etc.);
- the tradition of researching the individual style of activity (E.A. Klimov, B.C. Merlin, V.D. Nebylitsyn, B.M. Teplov, etc.);
- works, studying the main provisions – an acmeological approach to management activities (O.S. Anisimov, A.A. Bodalev, A.A. Derkach, N.V. Kuzmina, V.G. Mikhailovsky, A.Yu. Panasyuk, I.N. Semenov, E.L. Yablokova and others).

Studies of the activities of leaders, organizational and management structures (S.A. Anisimov, T.Yu.Bazarov, V.M., Gerasimov, A.S. Guseva, Yu.N.Emelyanov, E.S. Zharikov, A.L. Zhuravlev , E.A. Klimov, A.G. Kovalev, R.L. Krichensky, E.S. Kuzmin, L.G. Laptev, A.L. Sventsitsky, A.V. Filippov, R.Kh. Shakurov, V.M.Shepel, M. Argyle, R.D. Board, G.S.Odiome, E. Schein, R.W. Taylor, G.A.Yukl, A. Zander and others).

The most famous in the study of management are approaches aimed at studying, first of all, standard behavioral structures. In search of improving the productivity of teaching staff management, the largest number of studies is directed to the analysis of leadership style. This is quite justified and leads to the possibility of analyzing many approaches, tactics and strategies that are used in the study of leadership style.

Researchers distinguish three approaches in the interaction of leaders and teaching staff. So, BazarovT.Yu.MesconM.Kh. and others indicate the presence of:
- a personal approach, showing the connection between successful activities and the personal characteristics of the leader;
- behavioral, describing the level of the manager's performance by the characteristics of his behavior;
- a systematic approach that links such components as the characteristics of the leader, subordinates (team), situations of activity (tasks).

An analysis of the definitions of the interaction between the leader and the teaching staff of a number of authors also indicates a wide range of different approaches to its interpretation.

"Interaction" as a concept is described in different ways by social psychologists. So A.L. Zhuravlev interprets the interaction as "individual-typical features of an integral relatively stable system of methods, methods, techniques for influencing the team with the aim of efficient and high-quality performance of management functions".

The interaction of R.Kh. Shakurov. From his point of view, "in a broad sense, interaction is a holistic specific system of stably recurring features of a leader's activity (motives and goals, content, methods), which has internal harmony and is developed for the effective implementation of management functions in certain conditions. In the narrow sense, interaction is a specific system of methods of activity (including the methods of appeal)'.

But the opinion of N.V. Revenko is that "interaction is also an integrative characteristic of the leader's activity, which reflects the personal qualities of the leader, relationships with subordinates and the characteristics of the activity".

A somewhat different definition of interaction from the above is suggested by A.L.Rusalinova, who believes that "among the characteristics of interaction can be attributed only to those that directly reflect the features of the manager's interaction both with the entire team as a whole and with individual employees". On this basis, the relationship between the administration and the teaching staff is defined as "stable features of the interaction of the leader with the team, which are formed under the influence of

both objective and subjective management conditions and the individual psychological characteristics of the leader's personality".

E.S. Kuzmin and V.E. Semenov define interaction as a system of managerial influences on subordinates, due to the specifics of the task assigned to the team, the relationship between the manager and his subordinates and the volume of his official powers, the personal characteristics of all team members, the timeliness and appropriateness of the use of certain managerial tools.

In the context of management, interaction is the day-to-day behavior of a leader towards subordinates in order to influence them and lead them to the achievement of organizational goals.

Analyzing the development of views on the problem of studying interaction, M. Mescon, M. Albert, F. Khedouri distinguish three stages in the development of the study of the problem of interaction between leaders and the teaching staff: the first stage is a personal approach; the second stage is a behavioral approach; the third stage is a situational approach.

In their opinion, none of the listed models is completely ideal, and all of them have received valid criticism in a number of foreign and domestic works. At the same time, if we are talking about situational models, then their main drawback is the reproach for the latter's excessive focus on adapting to existing conditions. At the same time, the most effective is the style of interaction that at a given moment in time is optimally addressed to the existing reality.

Researchers usually agree that in the process of team development, the leadership style should change towards democratization.

Recently, such a term has appeared in management as an innovative management style. It is based on the freedom of employees and thinking outside the box. The use of an innovative management style presupposes the presence in the organization of conditions and opportunities for self-realization of employees. The structure of innovative management technology also includes the development of new projects, the implementation of the transition from vertical to horizontal management method. This helps to attract the right number of employees to implement new ideas. A new social class has appeared – creatively working teachers who have always wanted to participate in school management, stand indifferently on the sidelines or be executors of someone else's will because of their creativity, they cannot.

The balance of mutual responsibility and dependence, rights and obligations creates a stable, dynamic system of power relations that ensure freedom and respect for the rights of everyone in conditions of freedom for all. All this is possible subject to the following basic rules:

1. Submission for collective discussion of all important issues of activity and management. Providing the opportunity for everyone to express their opinion on them.

2. Accountability of leaders to the teaching staff. Absence of "zones outside criticism".

3. Timely and full awareness of teachers about the decisions made, free access to publicly and personally significant information.

Relationships in the team are determined by the goals, content, organization and other aspects of this activity. Conscious discipline and collaboration is characteristic of teamwork.

In contrast, mental properties represent separate facets of the personality. They are less dependent on activity, more difficult to consciously regulate.

The functions of the head of the management of an educational institution can be conditionally divided into two types: special-professional and social-psychological.

Special professional functions are performed by the head of his production duties. Here he acts as a professional specialist. Management necessarily presupposes the presence of social and psychological functions in activities. These functions are performed in a certain system of communication between the head and the teaching staff of the educational institution.

In the socio-psychological functions in the work of the head there are four main ones: informational; organizational; socializing; decision making function.

The information function consists in collecting, storing, processing and communicating various information; it is used to regulate joint group processes. The manager is the bearer of the basic information supplied to the institution.

Organizational function. To solve this problem, the organization of the activities of the team is required. This work is the most important and essential function of the leader. It consists of several stages or operations: planning and distribution of orders between employees; control over the results of the pedagogical process; advising members of the teaching staff; controlling the activities of employees, the manager has the opportunity to provide them with timely assistance, since he is always aware of everyone's work; authorizing, it consists in rewarding and punishing employees for the results of their work.

Only the complete and accurate performance by the leader of all his social and psychological functions gives him the opportunity to improve relationships in the teaching staff.

For the first time, consideration of the interaction between the administration and the teaching staff refers to the experiments of Kurt Lewin, in which the same teacher applied different types of interaction to

different groups of students. Subsequently, scientists proposed various typologies of interactions, but even there, in most cases, specialists distinguish two polar types of interaction: authoritarian and liberal, between which there are intermediate options. The most widespread and lasting was the typology developed by K. Levin.

The styles identified by K. Levin depend on what methods, individual or collective, management functions are carried out. On this basis, a democrat and an autocrat occupy absolutely opposite positions. In a democratic style, the leader widely uses democratic (collectivist and collegial) methods in his work, while the autocrat uses only one-man methods.

The style of interaction is an important component of the managerial work of the head of an educational organization; it is mediated by the individual properties of the manager.

Interaction style is a typical system of techniques used in working with people. The style of interaction is visible in the way the leader speaks, listens or does not listen to other people, and in the way he prepares, makes and implements decisions. One can also judge about him by what kind of personal workplace of the leader and how the work of the teaching staff headed by him is organized.

Since the creative style is the subject of this study, it seems necessary to dwell on its description in more detail. The authors highlight the main features of the interaction style of an educational institution.

- The need for information. The style is characterized by activity in familiarization with the state of affairs in all divisions of the team; detailed acquaintance with the documentation defining the positions of individual elements of the organizational structure of the educational organization. In other words, the leader cares about everything related to the organization and improvement of the quality of educational processes.

- Encouraging the initiative of teachers, without which it is impossible to lead an educational organization.

- The main role in the interaction between the management and the teaching staff of the educational organization is played by the system of training teachers for innovative activities.

V. Conclusion

Thus, the authors come to the conclusion that it is advisable to propose the following organizational and managerial recommendations in order to increase the effectiveness of the process of mastering by teachers jointly with the head of the research function:

- The goal of the managerial work of the head of an educational organization should be considered the organization of optimal management of the learning process with the best disclosure and development of the creative capabilities and abilities of each teacher. Russian scientists A.P. Ogurtsov and V.V. Platonov note that at present the philosophy of education is becoming "the reflection, in which not only are realized, but also a new field of research, and new approaches, and new methods of joint activity are being constructed" [19, p.5].

- The change in the educational paradigm lies in the fact that the logic of relations between the supervisor and the subordinate in pedagogy is replaced by the logic of assistance, cooperation, when a teacher and a leader do not oppose each other, but form a system of relations, where each acts as an assistant, methodologist and advisor for the other for its development and formation. In other words, the leader should not stand above the teacher and be an outside observer or overseer, but be close, actively participating, in their joint work to improve the quality of education. One of the innovative approaches to improve the quality of education and ensure that the training of specialists meets the requirements of the labor market is the development of the institution of social partnership [20].

- The activities carried out by the teacher need to be supplemented by the work of thought to solve the educational problem, since joint work is inherently pragmatic and involves not only finding ways to solve the problem, but also the practical implementation of the results obtained in the product created by joint work. V.S. Bibler, revealing the essence of dialogue, noted: "... culture as a dialogue presupposes an inextricable conjugation of two poles: the pole of dialogic consciousness ... and the pole of dialogic thinking, logic" [21, p. 300].

- To establish the methodological goal of the collective activity as the education of teachers who are able to actively develop professionally;

- to create a positive environment for teacher motivation for mastering the research function of pedagogical work.

- to stimulate the joint work of teachers and leaders on the basis of interaction and support at all stages of mastering the research function in their professional activities;

- to involve the teacher in managing the development of the school on the basis of complicity, participation and partnership.

The analysis of the styles of interaction between the administration and the teaching staff and their content characteristics allows the authors us to draw the following conclusions.

Style is an important component of interaction between the administration and the teaching staff and is mediated by the individual qualities of the leader. None of the described styles can claim superiority,

applicability in any conditions. Therefore, an important quality of a leader of a particularly innovative educational organization is the possession of different styles and their flexible use depending on the situation should be familiar. When choosing a particular style, leaders must consider a number of specific circumstances.

The goal itself dictates the management style, not vice versa. The awareness that the team is doing a common responsible business minimizes the personal management style. When choosing a particular interaction style, at least three factors should be taken into account:

- Situations (stressful, calm, uncertain). So, for example, in a situation of lack of time or in the formation of a team, when uniform values and relations have not yet been formed, an authoritarian style will be justified.

- Tasks (how clearly they are structured). It is necessary to involve experts in solving complex problems in order to take into account different opinions to organize a discussion on how to do without a democratic style.

- Characteristics of groups; by gender, age, time of existence. For a close-knit pedagogical team interested in solving a problem, a democratic and even (in creative teams, in solving creative problems) a liberal style of management and leadership are adequate.In other words, with skillful use, all these styles bring positive results.

Recently, in the functioning of various systems of interaction between the administration and the teaching staff, more and more attention has been paid to another concept – the human factor. "...there are three factors that determine the value, significance, competitiveness of a person: this, first, his knowledge; secondly, access to technology that connects him with those who have the necessary knowledge, and, thirdly, the environment that motivates a person to develop ..."[22].

The organization of scientific and methodological work on the basis of purposeful joint work enables the leaders of educational institutions:

- improve the quality of teaching;

- develop independent, convenient educational methods of teaching and directions for the teacher's self-education;

- fill training sessions and practical developments with scientific content;

- develop a creative approach to professional activities. "... the processes of globalization, informatization, automation, innovative economy, which fundamentally change the role of man in production, and at the same time change the role of the educational and scientific sphere in the life of society" [23].

If teachers in educational activities do not know how to work together and do not know the techniques and methods of self-development and self-improvement, then the development of the teaching staff is impossible. "...Giving joy both from the process itself and from its result; from education based on social methods of coercion and punishment, to the education of free citizens with high personal motivation" [24]. "Imagination as the ability to put oneself in the place of another person; upbringing of emotional experiences and feelings of those communicating; skills to choose the appropriate behavior, regulate their behavior, etc." [25].

The need and readiness for self-realization and self-development not only manifested itself among teachers in life and in professional activity, but it is very important that it permeates all pedagogical activities and translates to the level of students' activities. It is important for leaders to understand how work with teachers, and therefore teachers themselves, will be transformed when the school has a program for the future of this unusual, new for them joint work with a teacher to improve the quality of education.

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