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MODERN SCIENCE AND PRACTICE

9.	Oktysyuk Y., Avakov V., Cherepiuk O. SALIVA ALKALINE PHOSPHATASE AND ACID PHOSPHATASE ACTIVITY IN YOUNG CHILDREN WITH DENTAL CARIES	35
10.	Pavlova A.Prykaziuk N., Pohribna N., Motashko T. PRACTICAL STAGES OF FORMATION OF MARKETING STRATEGY OF HOTEL ENTERPRISES	37
11.	Prykaziuk N., Pohribna N., Motashko T. PROSPECTS OF CYBER INSURANCE IN UKRAINE	39
12.	Redka I. METHODS FOR EEG ARTIFACTS REJECTION BASED ON BLIND SOURCE SEPARATION	44
13.	Shkriba Y., Karabiniuk M. STRUCTURAL ANALYSIS OF THE NATURAL RESOURCES POTENTIAL OF THE TRANSCARPATHIA REGION	47
14.	Solovey Y. PROFESSIONAL DEVELOPMENT OF PRESCHOOL DIRECTOR	50
15.	Trembus I., Semenenko N., Tinytska Y. MICROSCOPIC INVESTIGATION OF OXIDATIVE-ORGANOSOLVENT STRAW CELLULOSE	53
16.	Turukina O., Ovcharenko L. METHODOLOGICAL APPROACHES TO ARTISTIC AND AESTHETIC EDUCATION OF THE FUTURE TEACHERS OF ART CULTURE AND FUTURE MUSIC TEACHERS	56
17.	Ulyanova V. ЯКІСТЬ ХУДОЖНЬО-ЕСТЕТИЧНОГО ВИХОВАННЯ МАЙБУТНІХ ВЧИТЕЛІВ МУЗИЧНОГО МИСТЕЦТВА ЯК ПРЕДМЕТ ПЕДАГОГІЧНОГО ДОСЛІДЖЕННЯ	58

PROFESSIONAL DEVELOPMENT OF PRESCHOOL DIRECTOR

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Education reform in Ukraine is a part of the process of updating educational systems associated with recognizing the importance of knowledge as a driving force of social progress and universal well-being. The world and national experiences show that any fundamental changes in the educational system are practically unrealizable as long as there is no change in the quality of a teacher's professional activity. Changes in the educational system of professional development of pedagogical workers concern the creation of new educational standards, revision and updating of curricula, the content of educational and methodical textbooks, forms and methods of teaching.

At the new stage of its modernization, the educational system of professional development is characterized with clear, variable structure promoting the implementation of the individual strategies of the formation and development of a teacher's personality and confirming its important role [1, p. 4].

The professional development of a preschool director is important for the educational institution support, for the improvement of its image and its progressive and dynamic development.

The professional development of a teacher, in our case, a preschool director, is the professional growth achieved by systematic improvement of practical skills acquiring and accumulating both his own and professional experience.

Different aspects of professional development of preschool education institutions are considered in the researches of V. Bondar, R. Vdovychenko, A. Havryliuk, L. Danylenko, S. Kalashnikova, B. Karlof, A. Kytov, S. Krysiuk, M. Lahunova, V. Luhovy, V. Maslov, N. Nyzhnyk, V. Oliinyk, L. Pashko, I. Rezakovych, T. Sorochan, L. Turishcheva, V. Urhukin, S. Frolov, V. Shatun, N. Shmeliov, et. al [2, p. 142].

Professional development of a personality involves formal experience (i.e., attending workshops and professional meetings, mentoring, professional development at postgraduate pedagogical institutes, participation in the Ukrainian, regional and district events, internship, attestation, etc.) and informal experience (reading professional publications, watching documentaries associated with management of preschool educational institution, etc.)

Considering the issue of the professional development of a preschool director, we should study the content of the experience and the processes in which professional development occurs. In our opinion, the structural components of the professional development of the director at PEI are:

- knowledge component;
- information-knowledge component;

- activity component;
- culture component;
- motivation component.

It should be noted that the traditional way of a director's professional development is pedagogical institutes of postgraduate education where there is a systematic study of pedagogical staff.

In the context of educational informatization, information technologies that allow unlimited access to information and diversify learning tools, etc. are important for the professional development and improvement of the management competence of a preschool director. These technologies involve computers, the Internet, communication technologies (broadcasting) etc. Recently, scientists have been taking a lot of interest in how computers and the Internet can be used to increase the efficiency and professional development of education managers, both in formal and informal settings.

Therefore, the participation in webinars, correspondence discussion panels, net communities, the use of distance learning platforms (EdEra, Prometheus, Osvitoria (Edutoria), Vseosvita (All-Education), Na urok (To a Lesson)) with further certification, processing special courses, social networks, messaging and video conferencing, wiki-platforms and other services of the Internet contribute to the formation of key competencies and professional development of the preschool director.

It is worth noting that one of the main areas of professional development at the level of a preschool director's professional competence is purposeful self-education.

Director's self-education can be considered as a separate direction of increasing his/her level of competence, pedagogical and managerial skills, and as a result, continuous self-development and professional pedagogical self-realization.

In addition, we consider it appropriate to determine the directions of self-development for a preschool director that contribute to enhancing the personal qualities being necessary for successful management activities:

- the development of positive self-perception (the formation of positive thinking, etc.);
- the formation of motivational and self-stimulating skills;
- the development of the qualities necessary for self-praise in the process of professional activity;
- the development of professionally significant qualities;
- the development of the ability to enjoy the process and results of management activities [3, p. 19].

Thus, the professional development of a preschool director is a pressing issue of today that requires further scientific development. The key component of the preschool director's professional development is his/her professionalism being a complex system formation. Professional and personal development of a preschool director contributes to the institution's competitiveness. We consider the professional and personal development to be the primary task of every manager in conducting effective institution activity.

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