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**LIDERSHIP IN AESTHETIC EDUCATION**

Dynamics and variability of social and cultural environment mirror new challenges for further education, forms and methods of school education, the optimal conditions for the development of the creative personality and his (her) adaptation to modern life [1]. For that reason leadership in aesthetic education is considered to be a topical research problem.

Poltava regional center of aesthetic education of students of the Poltava Regional Council carries out an effective work. The leaders of creative groups follow the implementation schedule, working closely with the administration of the institution, teaching services, the parent committee and practicing new forms and methods, based on psychological suitability.

The aspect of extra-curricular activities of children are of great importance (L.K. Balyasnoyi, M.I. Kondakova, E.I. Monoszona, A.V. Mudryk). Analysis of the references led to a conclusion that the group leader should know how to motivate creative activity and collaboration, which exercises are appropriate for pupils. Aesthetic education of schoolchildren deals with understanding of their individual opportunities that affect the efficiency and skills development. In the process of creativity in art they should understand the requirements of a teacher.

Task manager is a guideline of possible ideas and suggestions for further transforming them into creative product. Chil-



dren should learn how and what can be done in a particular technology, such as tutorials, samples, etc.

The educational process is conducted according to the level of academic supplies of school educational institutions: at the initial level one can find clubs, associations, which are aimed at overall development of the participants, identify their skills and talents, inculcating interest to creative activity; the main level is represented by a mug, creative associations that develop interests of the children, provide knowledge, practical skills; higher level includes creative associations of interest for gifted participants who succeed in concerts, competitions, festivals, exhibitions.

The educational process at the Center is differentiated (according to age, individual abilities, interests, aptitudes, health status) using different organizational forms of work, for example, class, circle work, club work, lecture, individual sessions, conference, quiz, competitions, exhibitions, expeditions, repetition and recreation fees, tours, and so on.

The leaders of creative groups provide training and education of children. Open classes, educational events, concerts are held in the institution according to the schedule.

The most important task of the leaders of all extracurricular work with the children is their creative personal development, broadening and deepening their knowledge.

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### **БОЛОНСЬКИЙ ПРОЦЕС ТА ЄВРОПЕЙСЬКА ІНТЕГРАЦІЯ ВИЩОЇ ОСВІТИ**

Сучасною тенденцією розвитку світового суспільства є його глобалізація.

Важливою характеристикою процесу глобалізації є рух до міжнародної інтеграції, тобто до об'єднання людства у всесвітньому масштабі в єдиний соціальний організм.