SCHOOL LEADERS' COMPETENCE IN WORKING WITH INFORMATION

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Abstract: This article discusses the importance and methods of improving the competence of school leaders in working with information. School leaders must possess the ability to correctly receive, analyze, store, and use information to make strategic decisions to ensure effective management in the educational system. The article highlights the necessary competencies for school leaders and suggests practical methods for developing these skills.

Keywords: school leader, working with information, competence, information technology, digital literacy, information security, management, information culture, leadership staff, professional development.

Over the past fifteen years, information and communication technologies have significantly impacted society, causing noticeable changes in the development of pedagogical science and practice. The new information technologies that emerged worldwide have made it necessary for people to adapt to them. Therefore, the education system had to respond to the emerging demands of modern society.

There are three levels of working with information: logical level, storage level (structure), and physical level. At the logical level, they work with logical data structures that reflect the actual relationships between objects and their properties, i.e., how the data is presented to the system user. The information unit at this level is the logical record. Each object described by the corresponding logical record is characterized by certain attributes.

At the **storage level** (content level), they work with logical data structures and storage-representative structures in computer memory. The information unit at this level is also a logical record. The storage structure is maintained by software.

At the **physical layer**, data representations work within physical data structures. At this level, issues related to the direct implementation of the storage structure in the memory of a specific computer are addressed. The information unit at this level is the physical record, which is a part of mass storage media containing one or more logical records.

In developing data structures at all levels, the principle of data independence must be ensured. Physical data independence means that changes in the physical location of the data and the hardware of the system should not affect logical structures and application programs, i.e., they should not cause changes in them. Logical data independence means that changes in storage structures should not lead to changes in logical data structures or application programs.

Based on the levels mentioned above, it makes working with information more convenient in each organization. The **information level** expresses how a person or organization working in a particular information system learns, stores, and solves problems with information. These levels help people use information correctly and effectively, allowing them to maintain proper relationships with data.

In the process of mastering information handling skills, a person develops the ability to acquire effective knowledge in their professional activities and in life in general. Through continuous

professional development, the opportunities to search for, systematize, and utilize information via information and communication technologies expand even further.

Modern transformational processes are rapidly accelerating in the world, and their impact on the lives of young people is of increasingly important significance, contributing to the strengthening of the universality of media culture. Information spread via the internet has a negative impact on the moral development of youth, with videos and computer games causing a decline in their academic performance and deteriorating their attitudes toward life, the environment, and people. Violent computer games are poisoning the minds of young people. Therefore, it is necessary to develop the culture of computer use in educational processes for school leaders.

An **information society** is one in which the structure, technical base, and human society's knowledge are adapted to work with information resources, transitioning from passive forms (books, articles, patents, etc.) to active forms (models, algorithms, programs, projects) for development purposes. The value of information in society is growing, and it is becoming a vital need for societal development.

The highly changing nature of life today brings about several new aspects in the information society:

1.   Information and knowledge become the primary driving forces of society.
2.   The renewal of production and social technologies occurs every 3-5 years, surpassing the pace of generational change.
3.   Lifelong learning and acquiring new specialties become inseparable from maintaining a person's social status.
4.   The ability to find, receive, accept, and use necessary information in a timely and effective manner depends on each individual's capabilities.

Information Handling Skills in pedagogical activity help to:

- Create new educational resources based on new information.
- Critically analyze reforms in the education sector.
- Acquire new information about the environment.
- Express opinions on the pressing issues of societal development in public debates.
- Use media responsibly, with a sense of social responsibility.
- Support the development of the global information network.

Research on developing the **management competencies** of educational institution leaders is based on engaging them in practical activities and management tasks. Within this framework, future leaders directly master various management skills and methods for solving management tasks. The process of developing the **professional competencies** of future school managers involves identifying the organizational aspects of this process. In this context, we based our approach on the core principles of competency-based approaches, specifically:

- Strengthening the personal orientation of the management process, i.e., creating conditions for active learning based on the interests and needs of future leaders, which will energize the learning process.
- Teaching how to solve professional problems by developing new forms and methods of activity. In this regard, it is important to introduce future school managers to various methods of implementing management activities, engage in analysis, and provide self-assessment opportunities.
- Encouraging students toward self-development. Our main goal is to create an environment where future leaders can demonstrate independence and creativity in solving management tasks and have the opportunity to observe their own growth and achievements.

According to the theoretical principles of competency-based approaches, the core of education should be practical tasks (situations), which will lead to developing methods for implementing activities, forming skills, and fostering the professional competencies of future school managers in management activities. Ensuring effective resolution of professional management tasks is based on preparedness to perform school management functions, which is a key indicator of developing management competencies. Additionally, the practical experience in solving

problems and preparing for real management activities in educational institutions is critical.

The goal is to improve students' overall readiness (e.g., in educational psychology) by providing deep knowledge in the social, psychological, and leadership aspects of management, developing initiative and leadership qualities, as well as fostering logical thinking, making effective management decisions, and shaping management values.

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