

Таким чином, комунікативну стратегію ми визначаємо як частину комунікативно-управлінської поведінки чи комунікативної взаємодії, в якій низка різних вербальних та невербальних засобів використовується завжди для досягнення певної комунікативної мети. Комунікативна стратегія охоплює всю сферу комунікативних взаємодій в організації, коли потрібно досягти ефективних результатів.

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MAIN MANAGEMENT ACTIVITIES OF TEACHING INSTITUTIONS IN DISTANCE LEARNING

The study emphasizes that although learners are in the ubiquitous learning environment where educational activities occur anytime and anywhere, they are still inseparable from school education. Because learning is not only a process of information input, but also a process of experience acquisition and reflection. For

hundreds of years, the development of various new technologies has always affected education, but there is no technology to replace the reality of the school conclusion also shows the importance of school education. This argument puts forward that the emphasis on the status of school education under the background of ubiquitous learning can provide theoretical support for the consolidation of school education system. Secondly, under the background that everyone is cheerful, febrile and even crazy about the educational reform brought about by the application of new technologies, it is predicted that artificial intelligence technology will replace schools in the future. It is realized that it is important to re-understand, examine and locate school education in the era of technology, and explore the development path of education supply for schools in the future.

Distance education management is a science that studies the process and laws of distance education management. According to the hierarchical structure of distance education management object, distance education management can be divided into macro theory and micro theory. The macro theory of distance education management takes the whole country's distance education system as the research object. It mainly studies the application of legislative, administrative and financial means by governments at all levels and their educational administrative departments to plan, organize, guide and control institutions of various types of distance education institutions at all levels, so that the limited distance education resources can be reasonably allocated to achieve the optimization of distance education management objectives. Therefore, the macroscopic theory of distance education management can also be called the national administration of distance education. The micro theory of distance education management takes the institutions of distance education as the research object. It mainly explores the relationship between distance education institutions and social environment, the organizational structure and function of distance education institutions, and the management of various administrative,

teaching and personnel (teachers and students) in order to ensure the normal operation of distance education and improve the quality and efficiency of distance education. Therefore, the micro-theory of distance education management can also be called distance education school management. The system analysis of distance education defines four main subsystems: curriculum, student, administration and logistics. The school management of distance education can also be divided into curriculum management, student management, administration and logistics management. Usually, the management of curriculum setting, curriculum resources development and student learning support services are called distance education teaching management, and the administrative management and logistics management is called school administration. In addition, the management of distance education teachers and students can be listed as personnel management.

The theoretical basis of distance education management is multiple, which is based on the integration and innovation of multidisciplinary theories. In addition to distance education, the main subject of education management theory; the theory of education management is based on the development of education science, psychology science, system science, behavior science and management science.

Distance education management is based on the integration and innovation of multidisciplinary theories. In addition to distance education, the main subject of education management theory; the theory of education management is based on the development of education science, psychology science, system science, behavior science and management science. We are living in a digital, intelligent era, artificial intelligence and other emerging technologies are gradually replacing many traditional job opportunities, they are empowered for education also opened the intelligent era of education. Looking at the school, although artificial intelligence will not replace teachers in a short time, nor will it become an important role in the management of schools, but if it cannot participate in school classroom teaching activities, schools

will miss the opportunity to follow the pace of the times. In recent years, reports and studies on intelligent education have continuously highlighted the profound impact of intelligent technology on education. In April 2018, the Ministry of Education issued the ‘ Education Informatization 2.0 Action Plan ‘, noting that the smart environment has not only changed the way teaching and learning are taught, but has begun to have a profound impact on educational philosophy, culture and ecology. In March 2019, the United Nations Educational, Scientific and Cultural Organization released ‘Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development’, noting that artificial intelligence has the capacity to improve learning and promote educational equity and foster future-oriented learners. In April 2019, the Learning Promotion Association of the American College Education Informatization Association issued the Horizon Report (2019 Higher Education Edition), which pointed out that artificial intelligence will become the key to promote the development of higher education in the next five years. Many intelligent technologies have spawned a new form of classroom teaching under the background of educational informatization. Artificial intelligence as the core representative of intelligent technology, its application form is flexible, and it has great possibilities in many teaching fields such as learning support services and personalized learning.

For example, dialogue robots can chat with learners and answer questions, or diagnose and intervene as soon as possible. Big data technology can provide support for personalized and intelligent classroom teaching, such as teachers master students classroom performance at any time with the help of big data analysis function of data platform, and carry out targeted teaching; educational data mining technology uses teaching platform data to perform learning analysis, deep learning and machine learning, and organizes educational data into personalized teaching and learning files, which can provide appropriate teaching and learning methods for teachers and learners. Mobile Internet and 5G technology create a high-speed communication

environment for intelligent classrooms, which can help build a new intelligent classroom teaching system. Rich realistic technologies such as virtual reality, augmented reality and mixed reality can create an immersive atmosphere, simulate the environment that is difficult to simulate in traditional classrooms, such as the surface of the moon or the interior of the volcano, realize the intuitive expression of knowledge, and help to form a new model of situational teaching. The educational application of intelligent technology is reflected in the realization of educational equity through open resources, individualized teaching through learning analysis, strengthening educational management and cultivating students ability to prepare for their future careers. Therefore, the types of classroom teaching methods should achieve intelligent leap on the basis of blackboard chalk, projector, screen and electronic whiteboard, and rationally use intelligent technical equipment to realize the intelligentization of teaching methods.

The management enlightenment of educational institutions:

– Develop adaptive learning system. The traditional learning management system usually presents the same curriculum for all learners without considering the individual characteristics, situations and needs of learners. This one-size-fits-all approach often leads to frustration, learning difficulties and high dropout rates. Adaptive learning system provides the possibility for exploring personalized and adaptive learning. Build resource push service mechanism, create adaptive learning system. Therefore, an adaptive learning system with resource push service is developed. The purpose of the system is to create a flexible and more friendly learning environment to support personalized learning according to the learner characteristics model.

– Construction of learning community. Firstly, construction of virtual learning community learning community, on the basis of providing resources upload and download services, construction of teaching environment for teachers and students to

jointly build and share resources. To create a co-construction and sharing module, teachers and students jointly provide high-quality digital education resources, and give encouragement and reward according to the usefulness and contribution of learners contribution resources. On the one hand, it can improve the enthusiasm of students ' learning, on the other hand, it can improve the quality and interaction of courses. Secondly, construct the offline learning community, play the role of learning community in learning, promote the formation of voluntary contractual learning behavior, and then promote the improvement of learning effect.

– Create microknowledge modules to create microknowledge modules. We found that fast food culture and micro-learning become the mainstream of online and offline blended learning. According to Mayer's multimedia learning theory and design principles, as well as cognitive load theory, it is recommended that curriculum developers establish a micro-learning module to push the adaptive knowledge points concisely and concisely to learners, fragmentize the curriculum knowledge points, and take 5–10 minutes or even shorter time as the unit of video or 50 – 200 words as the unit of text. Through WeChat, mobile phone text messages, learning eject boxes, email, Weibo and other forms, it provides learners with fragmented and mobile new online learning experience. Develop micro-courses for small modules, small topics and primary schools.

This study suggests that it is necessary to pay attention to different types of courses, different teaching methods and different online and offline blended learning groups, expand the research object and research environment, and conduct a confirmatory study of this study to obtain more persuasive conclusions.