

Key principles of CE include: design for durability and repair: products should be easy to disassemble, repair or upgrade; conservation and restoration of natural capital: efficient use of natural resources, reducing dependence on non-renewable resources, restoring ecosystems and supporting biodiversity; preserving the value of products and materials: waste is used as a resource for new processes (repair, reuse, recycling, composting); innovation and technology: using the latest technologies to create more efficient production processes and stimulate innovation that promotes circularity. [2].

The implementation of circular economy principles is strategically important for Ukraine, especially in the context of post-war reconstruction.

The circular economy stimulates economic growth by creating new opportunities for business and developing innovative technologies. It increases the economy's resilience to external factors and saves money for businesses. [3].

The circular economy promotes social progress and the creation of new jobs in green sectors (recycling, renewable energy sources). This contributes to the development of a skilled workforce.

The transition to circular practices stimulates innovation in production processes and business models [4].

The successful implementation of a circular economy requires comprehensive systemic restructuring, including: the development of a comprehensive legislative framework covering all stages of the product life cycle. Legislative measures need to be aligned with the principles of the circular economy for sustainable development and environmental protection; the creation of a state programme to support businesses transitioning to circular practices. This should include financial and tax incentives, technical support, and training initiatives. It is advisable to implement circular tenders to integrate environmental criteria into public procurement; strengthen cooperation with international organisations (e.g., the OECD) for knowledge sharing, technology transfer, and capacity building. European integration is a powerful driving force; conducting information and education programmes for businesses and the public to raise environmental awareness; digitisation of production processes, implementation of innovative ESG solutions and support for bioeconomic development. [5].

Thus, the successful integration of the circular economy into Ukraine's development strategy is critical to overcoming the consequences of war, ensuring economic growth and achieving environmental stability.

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BUSINESS SOCIAL RESPONSIBILITY IN ENSURING SUSTAINABLE DEVELOPMENT

Socially responsible business activities in modern conditions are a defining feature of the sustainable dynamics of the development of socio-economic systems. The implementation of social responsibility helps to ensure competitive advantages in the market. Those enterprises that care about society and the environment, act in accordance with the declared mission, have a better business reputation and public trust.

To ensure a long-term effect, companies need to implement the concept of social responsibility in their sustainable development strategy. Regular reporting on sustainable development based on ESG indicators will positively affect the business reputation of enterprises and increase their competitiveness in the international market.

Social responsibility of business helps to form a positive image, gain trust and increase the competitiveness of enterprises. The organizational and economic mechanism of business social responsibility should be aimed at organizing the interaction of business entities and the state for the development of social responsibility on the basis of state regulatory acts and at the initiative of business structures through the formation of partnership relations between the state, business, and society. The essential characteristics of business social responsibility allow us to consider it as a factor in increasing attractiveness and trust from society in terms of the development of ethical business principles of behavior of economic relations entities and tools for their observance.

International social responsibility standards unify approaches to assessing the social responsibility of business at the national and international levels. Adoption of the provisions of these standards is a voluntary initiative. The provisions of international social responsibility standards at the national level should be reflected in the adoption of regulatory legal acts, according to which each enterprise will form its own approaches to social responsibility of business. The development of its own internal, regulatory documents is a necessary condition for adapting the provisions of international social responsibility standards.

The principles of social responsibility are supported by the Global Organization for Standardization. The standard “ISO 26000. Guidance on social responsibility” helps in the implementation of effective practices of social responsibility, contributing to sustainable development [1].

The Principles for Responsible Investment (PRI) aim to analyze the investment consequences of environmental, social and governance (ESG) factors, as well as support an international network of investor signatories in the processes of making investment decisions and managing assets [2].

For enterprises that follow the principles of social responsibility, it is important to take into account the principles of environmentally friendly production. The main elements of environmental responsibility are: the introduction of a corporate environmental policy, which provides for compliance with environmental legislation, an open environmental policy, a system of environmental principles and standards; environmental audit, which helps to determine the priority areas of the organization's environmental policy; involvement of employees in environmental initiatives; environmental friendliness of suppliers; production of environmentally friendly goods.

An important legislative initiative to stimulate corporate social responsibility is the “Non-financial Reporting Directive”, according to which large companies must report on the management of social and environmental challenges. Due to the lack of standardized rules and requirements in the field of non-financial reporting, the Sustainability Reporting Directive was approved and the EU Corporate Sustainability Reporting Directive (CSRD) was introduced [3]. The CSRD Directive addresses social aspects such as the treatment of employees within the organization, the principles of inclusion, equality and fairness, and value chain management.

Social responsibility reporting is an important tool for monitoring, stimulating the achievement of sustainable development goals, and improving interaction between business, governments and the public. The implementation of the principles of social responsibility requires additional costs for business. The focus on social responsibility improves the results of activity and is an important condition for the functioning of modern enterprises. The activities of enterprises in

the direction of social responsibility will contribute to the stable development of modern socio-economic and environmental systems, the implementation of the concept of sustainable development.

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LEADERSHIP POTENTIAL OF A MODERN EDUCATOR IN THE CONDITIONS OF SUSTAINABLE DEVELOPMENT

In the conditions of modern modernization, socio-political and socio-cultural processes and European integration transformations, the epicenter of qualitative changes in the educational space has become the training of a specialist who must possess not only professional competencies but also operational adaptation capabilities, the ability to quickly and adequately respond to changes in society, make timely independent decisions, implement changes and innovations in their activities, organize teamwork and interpersonal interaction with others, dynamically apply professional knowledge and skills in uncertain situations. And this, in turn, requires the specialist to have leadership qualities.

The problem of leadership has become a subject of scientific interest and research by both domestic and foreign scholars, including P. Bray, M. Brundrett, G. Grace, B. Davies, V. S. Bazhaniuk, M. S. Bihun, O. I. Vasylova, N. T. Honcharuk, N. V. Marakhovska, V. O. Moliako, V. R. Miliayeva, N. V. Mukan, V. P. Nechyporenko, I. H. Sarai, and N. O. Semchenko. Their works reveal the essence of the concept of leadership, emphasize its interpretation, and focus on its organizational functions.

In Ukrainian academic literature, leadership is commonly viewed as a socio-psychological phenomenon (H. M. Honcharova) and as a relationship of dominance and subordination within the system of organizing interaction and managing a group (Ye. Solodovnikov). An analysis of the source base allows us to assert that a leader is an authoritative person to whom a group or team, under certain circumstances, grants the right to make important decisions that correspond to its interests and determine the direction and nature of joint activities.

Leadership in the context of the New Ukrainian School is a key component of an innovative educational model, which envisages the active participation of teachers, students, and all participants in the educational process in the formation and implementation of new ideas, approaches, and teaching methods. An important aspect of leadership in the New Ukrainian School is fostering a culture of cooperation and mutual assistance among participants in the educational process. This creates an atmosphere of mutual trust and support, which contributes to effective learning and the development of each member of the school community.

The leadership potential of a modern teacher presupposes the presence of a number of key competencies. First of all, these are communication skills that enable effective interaction with students, colleagues, and parents. A teacher who possesses these skills is able to create an atmosphere of openness and trust, which is a necessary condition for successful learning. Secondly, emotional intelligence is an important component of leadership. Teachers who understand and