

Where T_{Aj} is a tolerance of j , i.e. one of the elements of dimensional chain of moveable blade's attaching unit, m.

Further calculations showed that newly-designed blade doesn't require any additional measures to provide adequate tension between moveable and fixed blade. Reliable thread cutting is provided only by the blade's design layout.

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LEADERSHIP STYLES IN EDUCATION

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A leadership style is a leader's style of providing direction, implementing plans, and motivating people [1].

There are different styles of leadership in education. Leadership styles in education have different effects on the overall learning process. They affect the leader i.e. the principal, their followers, i.e. the teachers, and those who are addressed, i.e. the students.

As the competitiveness in the world of education increases, the implementation of these styles becomes more and more important. The role of every individual starting from the principal, teachers to the students is important, and the ultimate goal remains the enhancement and upkeep of the teaching-learning relationship. The job of every individual in this process is to create the necessary conditions for teachers to develop and execute their own teaching styles and methods, in a manner that is simple and most effective for students. Also, the development of other aspects of the educational framework, such as association with external groups that facilitate better teaching and learning, the care of the infrastructure, etc., all come under the purview of educational leadership. In education, the different leadership styles that are known to be most effective have been mentioned here. Ultimately, however, the type that will be most effective is one that suits the personality of the leader, i.e. the principal, and the openness of the group members, i.e. teachers, to the types that are implemented within the educational framework.

Instructional Leadership

It is also known as hierarchical leadership. Here, the principal is at the top of the ladder, where the decisions taken and actions delegated intend to promote student growth and learning. Thus, goal-setting, provision of essential resources for goal achievement, supervision of teachers, and coordination of the tasks necessary to achieve the goal come under the purview of the principal. For this method to be successful, the principal must continually seek the betterment of entire educational system, and possess a personality that will help in the implementation of the aforementioned requirements of instructional leadership. This is one of the rarely practiced styles in education, because in present days and time, a principal is expected to perform more managerial tasks than the instructional. Also, this method

has not proven very effective as it focuses only on the growth of the students, not the teachers. In education, leadership styles are meant to focus on collective growth that involves all members of the framework [2].

Visionary Leadership

In the educational framework, visionary leadership plays an important role. It is defined as the creation of a vision by the leader (principal), the implementation of which is then carried out by the members of the group (teachers). The vision here may or may not be shared, in that, it may generate solely in the mind of the principal for the teachers to follow and implement, or created and developed as a group. Whatever the case, the involvement of the group at all levels is essential, so that it is effectively executed. Ultimately, it is the teachers who have to execute it, thus involving them at the stages of planning itself is necessary. Furthermore, while the principal may have adapted to a new way of thinking, waiting till the teachers begin to adapt themselves to this vision is important. Not everyone is ready for a change, so providing enough time to respond and adhere to it matters. In order for this method to be successful, encouragement, planning, analysis, assessment, and development of the plan is essential. Simply by dreaming of a positive change that brings the educational framework into a new light, one cannot hope to realize the change. Here, it is the job of the principal to encourage this vision and ensure that it translates into a concrete reality at the grass-root level, i.e., the classroom. One may also consider this style to be a form of transformational leadership [3].

Facilitative Leadership

Contrary to the methods of instructional leadership that are traditional, the facilitative or participative leadership style, as the name suggests, refers to the involvement of the leader as well as the staff members in the process of decision-making and implementation. While the hierarchical structure remains the same, it is the involvement of every member in the decision-making process that makes it different from the other styles. Here, however, there is an issue of accountability, which does not lie in one hand, but may shift from person to person depending on the intensity and the outcome of the decision taken. Even if it is a group decision, one would consider the principal to be accountable as the leader of the educational organization. In such a case, first understanding the system, and preparing colleagues and staff members for the purpose of facilitative administration is essential. Depending on the personality and decision-making abilities of every individual, this style can be embraced over time. It can definitely enhance the performance of the teachers and prepare them for future administrative roles [4].

Ideally, everyone does possess some leadership skills that are then modified to suit the requirements of the framework and organization. Thus, for any of these methods to be effective, bringing those inherent leadership qualities to the fore will make the necessary difference, and bring about the required change. The development of a vision, and its execution based on planning and management is what will ultimately fulfill the necessities of educational leadership, and facilitate the relationship between teaching and learning.

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OPTIMIZATION OF STRUCTURE OF TERRY FABRIC*Neuskikh V., docent, c.t.s., Kviatkousky D.**Vitebsk State Technological University, Vitebsk, the Republic of Belarus*

The purpose of the work is definition of optimum structure of terry fabric for decrease in consumption of the loop warp and quality improvement. The studies were performed in the design of towels "Assol", produced from cotton yarn 25 tex × 2 in the warp and 29 tex in the weft in a production environment of company «Rechitsa textil».

To form hinge-weave yarns in any complexity based systems two threads are used - looped and ground that may be located in the tissue at a predetermined ratio – 1:1, 1:2, 2:2. Loopy fabric consists of two weaves – a weave of a ground warp with weft and an weave of a loopy warp with the same weft.

In modern terry fabrics with bilateral loopy effect on one of the parties the effect of the pile at the expense of cutting loops is created. Height of a loop is formed by the size gauss – distance from a fabric edge to the first laid the weft thread after surf through which both are nailed to the edge of the weft yarn forming element weave. We investigated influence of a type of the fixing weave and ratio of warp threads on formation of cutting loopy effect and structural parameters of fabric.

For formation of a uniform loopy surface it is necessary to have as often as possible loopy tufts (cutting loops) that semi-rep on a warp 1/2 is provided with fixing of a loopy warp in ground fabric on a weave. Use of an arrangement of threads of a warp at the ratio 1:1 (one ground, one loopy) promotes the best fixing of pile.

On the basis of theoretical design of loopy effect in terry fabric, according to schemes of structural fixing of a loopy thread, analytical expressions for determination of length of threads of the ground and loopy fabric going for formation