PARTNERSHIP PEDAGOGY: PRACTICAL EXPERIENCE OF THE EU COUNTRIES AND ISSUES OF IMPLEMENTATION IN UKRAINE

AUTHORSHIP

Kateryna Pavelkiv

Doctor of Pedagogic Sciences, Professor of Foreign Languages Department, Rivne State University of the Humanities, Faculty of Phylology, Department of Foreign Languages, Rivne State University of the Humanities.

ORCID:https://orcid.org/0000-0002-9112-2542
E-mail: pavelkiv.k@gmail.com

Valentina Fedyaeva

Doctor of pedagogical sciences, Professor, Department Pedagogics named Prof. E. Petukhova, Kherson State University.

ORCID: https://orcid.org/0000-0001-7427-9735
E-mail: Valentina.Fediaieva@gmail.com

Nataliia Butenko

Candidate of pedagogical Sciences, docent, Department Pedagogics named Prof. E. Petukhova, Kherson State University.

ORCID: https://orcid.org/0000-0003-3039-0946
E-mail: butenkoni@onlinebutenkoni.ua

Iraida Tombulatova

Candidate of Philological Sciences, Senior Lecturer/Docent, Faculty of Philology, the Department of General and Slavic Literature Studies, Odessa I.I. Mechnikov National University.

ORCID: https://orcid.org/0000-0002-2396-2902
E-mail: tombulatova@ukr.net

Iryna Borysiuk

PhD of pharmacy, Head of the department of drug technology, Department of drug technology, Odessa National Medical University.

ORCID: https://orcid.org/0000-0003-2824-9118
E-mail: borisyuk.kaynova@gmail.com

INTRODUCTION

Partnership pedagogy is the direction of pedagogy, focused on the education and training of students on the principles of humanism and a creative approach to personal development. The basis of partnership pedagogy is the interaction of teachers, students and parents. The practical experience of the EU countries in the context of the implementation of partnership pedagogy provides as follows:

• common understanding of the objectives, means and methods of implementing partnership pedagogy;

• the desire to implement in joint activities, a comprehensive approach to education, the competence of teachers and parents based on the conditions of social and family education;

• respect for the child's personality;

• mutual respect and mutual trust;

• studying the best practices of partnership;

• improving education;

• rapprochement based on awareness, mutual responsibility of parents and teachers for making decisions that can improve the quality of educational services;

• use of techniques that promote dialogue.

However, the issue of implementation of the European experience in implementing the pedagogy of partnership in Ukraine is faced with the differentiation of types of students. In this way the need to solve the problems of educational space is actualized not only with the help of methods of foreign experience, but also with the author's methods.

LITERATURE REVIEW

In Ukrainian educational science, pedagogical partnership has been considered quite widely. Its basic elements and the need for understanding relate to the program document on the New Ukrainian School (*New Ukrainian School: conceptual principles for the reform of the secondary school*). Pedagogical partnership, according to Reters, Mathias (2021) is a means of promoting democratic involvement, meaningful dialogue and cooperation within and outside the curriculum. In part, the partnership pedagogy is seen as the pedagogy of interdependence; such a change of name is justified. According to the viewpoint of Bates (2021), in an era of increasing modification of social relations, digital surveillance, environmental crisis and pandemics, the definition of pedagogy based on interdependence has become a moral imperative. The pedagogy of interdependence explores the concepts of negative and positive moral emotions through inclusiveness. Thus, recognizing the formation of "good" and "bad" results as a localized, complex and dynamic process that allows students to be free in the triangle of partnerships. The scientific work of Mayes (2021) concerns the implementation of educational partnerships based on reciprocity, respect and common concern for school issues.

Byhar, Pits, Oliinyk (2019) offer to listen to the practical significance of elements of innovative pedagogy, forasmuch as its main paradigm is the search for knowledge and acquisition of competencies for the student, the methodology of structuring the lesson, the development of teachers' needs. Authors Leahy, McCuaig, Burrows, Wright, Penney (2015) provide a critical

understanding of the principles and practices underlying approaches to educational services policy, curriculum, pedagogy in general, and assessment. The outlined approaches fit into the paradigm of partnership pedagogy as key to implementation.

In particular, the scientist Shevchuk (2019) relies on the vector of understanding the partnership pedagogy through the implementation of humanity, creative approach, recognition of priority values of the recipient and provider of educational services, personality-oriented approach, elements of harmonious development, integrated thinking. Yepikhina (2019) in her investigation provides an analysis of problematic issues in the development of educational systems in Finland, Poland and Canada. On this basis, we understand that the implementation of experience without making mental adjustments can completely offset the results of international experience. Therefore, it is necessary to clearly understand the feasibility of implementing the proposed educational elements in order to achieve the most successful pedagogical result.

Partnership pedagogy also involves understanding the intricacies of teaching children with special educational needs. An inclusive vector in education is now an integral part of the state educational policy of Ukraine (BUZHYNSKA, SUPRUN, 2019). Learning without coercion, free choice, the idea of support become the basic implementers of the inclusion of children in the educational space without complications. Ukrainian pedagogy is also special due to the fact that in some regions, for example, in Transcarpathia, it is necessary to consider the peculiarities of providing educational services to national minorities. Labosh (2020), in his scientific paper, considers the pedagogy of partnership in the educational environment of the Roma population as a way to reduce discrimination against the Roma national minority in the category of "education".

The participation of parents in the educational system of partnership pedagogy contributes to the success of students. De Bruïne, Willemse, D'Haem, Griswold, Vloeberghs, Van Eynde (2014) conducted research in the Netherlands, Belgium and the United States, analyzing the level of the relationship between parents and teachers in the success of students' education. An important aspect of the investigation was the understanding of the need for continuous dialogue between the three parties involved in the educational process. Prokopiv, Stynska (2019) study the experience of partnership pedagogy in a small-numbered schools in Germany and Israel. The European experience of this idea is based on new management, community cooperation, volunteer research, grant system, distance education. The Israeli school operates with the concept of working with teachers and students *(Pop). Their idea covers leadership, culture, working activities as medicine, the latest pedagogy*.

According to viewpoints of Willemse, Vloeberghs, de Bruïne, Van Eynde (2016), family - school partnerships are important for students' academic and social development. However, training of providers of educational services in the context of partnership is seen as a challenge. In order to study all teachers' training programs in Belgium (Flanders) and the Netherlands, an investigation was conducted to determine the level of such training. The results show that the most successful implementation of partnership pedagogy is the one, which is implemented in the educational time of children by parents. On this basis, state governments believe that the educator should maintain a partnership with the student at the same level as the parents.

Brady (2018) in his scientific work states that Spain tracks trends in partnerships in education based on language teaching technology in order to facilitate the perception of teaching materials by teachers from other countries. The investigations have revealed that collaboration between schools, teachers and families can affect students' achievement, social development and well-being at all levels of education. Some authors call for more attention to be paid to the professional development of teachers regarding the school's cooperation with families. Insufficient preparation of teachers to work in the field of partnership pedagogy is a problem of educational technologies (WILLEMSE, THOMPSON, VANDERLINDE, MUTTON, 2018). Meter, Bauman (2018) in this context talk about the indirect moral consequences connected with cyberbullying and parental monitoring. It has been stated that parental control in the context of partnership can prevent the learning process from being negative.

The authors Petko, Prasse, Cantieni (2018) are convinced that the integration of educational technologies depends on the readiness of individual teachers, which, in turn, is influenced by

readiness for school. Teacher's readiness to integrate educational technologies is based on perceived skills and beliefs. Aspects of school readiness include educational technology resources in the classroom, the perceived importance of technology integration, clarity of goals, support by the principal, as well as formal and informal exchange of experiences between teachers. Green (2016) believes that educational partnerships will be successful if cooperation between schools and community members is integrated. The professional involvement of teachers can be significantly improved as a result of partnerships in the field. Thus, the concept of "partnership pedagogy" and the practical experience of the EU countries in its implementation has been widely considered in Ukrainian and world science. However, its implementation in the Ukrainian school requires competent research for quality implementation in different types of schools.

AIMS

The purpose of the research: to study the pedagogy of partnership in the EU and to determine the implementation of Western experience in Ukraine on the basis of a sociological survey.

Research Objectives

Achieving a scientific purpose involves solving a system of problems, as follows:

- analysis of ways for implementing the concept of "partnership pedagogy" of Western countries;

- conducting a sociological survey among education workers in order to identify problems of implementing practical experience in pedagogy of the EU partnership in Ukraine;

- outlying the basic problems of partnership pedagogy implementation in Ukraine on the basis of a sociological survey;

- an attempt to provide ways in order to solve the problems of implementation of partnership pedagogy in different types of classes at secondary educational institutions.

METHODS AND METHODOLOGY OF THE RESEARCH

The methodological base is based on sociological and statistical methods of the research, as well as on a systematic analysis of comprehension of partnership pedagogy. Sociological methods (sociological survey, method of information analysis); statistical methods (ranking method, descriptive statistics) have made it possible to identify problems in the implementation of practical experience in pedagogy of the EU partnership in Ukraine. The study was conducted among primary (NUS, small-numbered) and secondary (national minorities, inclusion) schools from all regions of Ukraine on the Google-forms platform. The total sample of respondents amounted 400 people. Respondents were asked to answer different types of questions in order to identify problems in the implementation of partnership pedagogy in Ukraine.

RESULTS

400 teachers took part in the sociological survey. All respondents answered two types of specialized questions: one question referred to the content of partnership pedagogy as an educational category for each type of SEI in Ukraine (NUS, small-numbered school, inclusive educational program, national minority educational program (curriculum)). There were 100 respondents from each category. The first two questions were common to all 400 respondents. To the question "Do you consider the introduction of partnership pedagogy effective in the Ukrainian educational space?", 95% of respondents answered "yes", 5% of respondents answered "no". The results are presented in Figure 1.

Figure 1. Progress in partnership pedagogy in the cultural space of Ukraine.
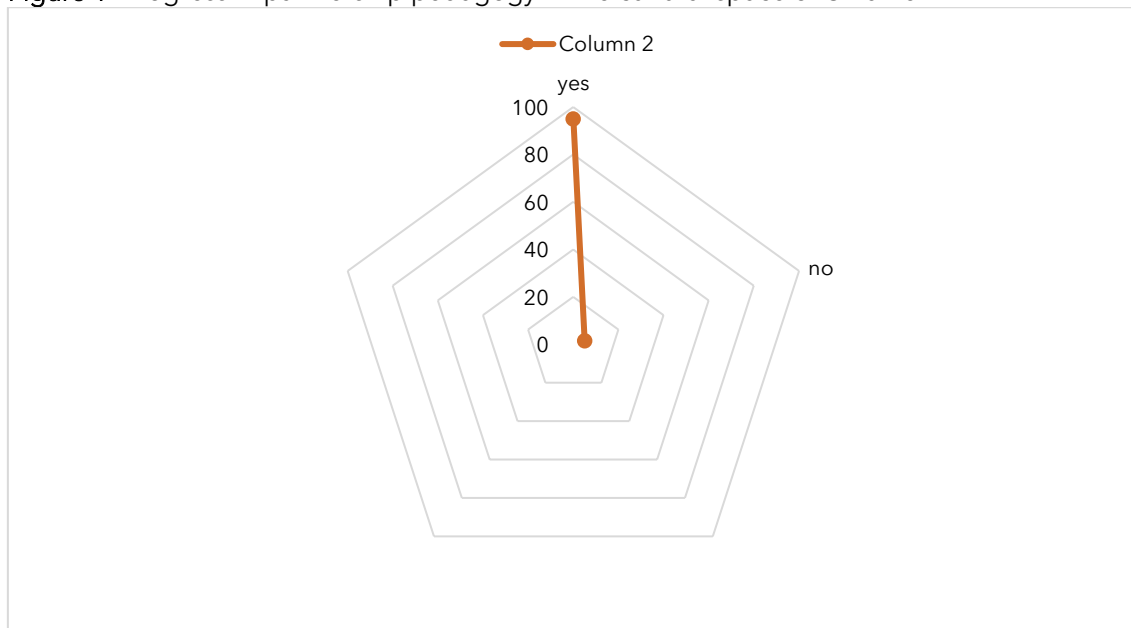
Source: search data.

To the question "How long have you adapted to the implementation of partnership pedagogy in your teaching methodology?", 63% of respondents answered "less than a year", 28% answered "within two years", 9% answered "I have been still adapting". The results are presented in Figure 2.
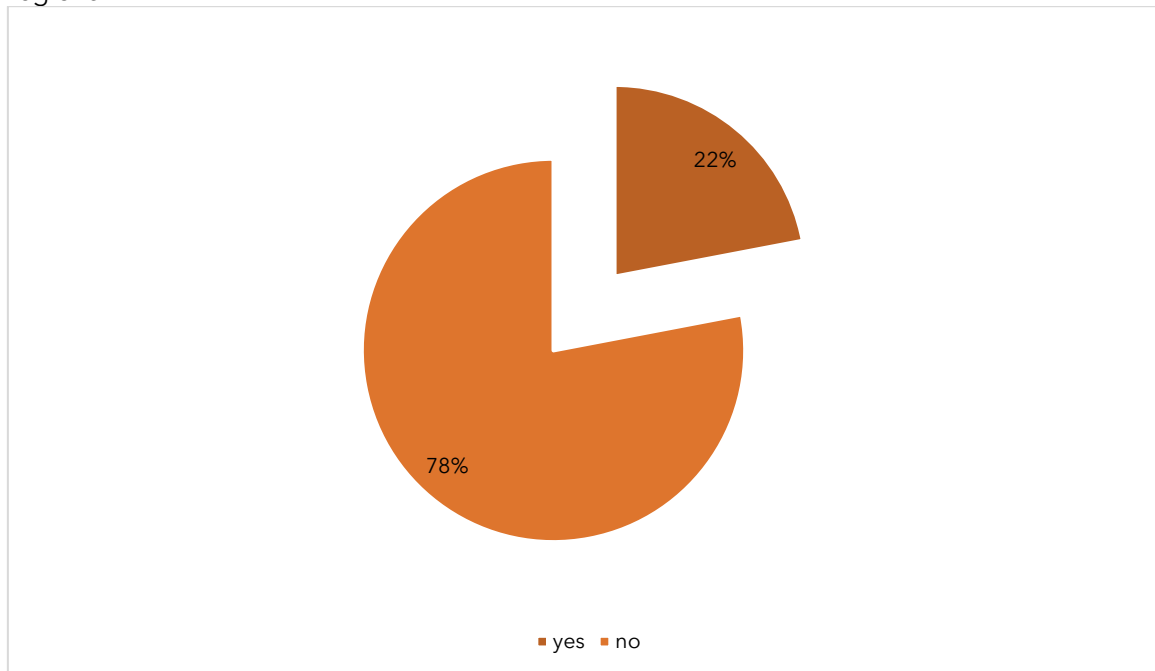
Figure 2. Time limits of adaptation to the introduction of partnership pedagogy in the methodology of teaching subjects.
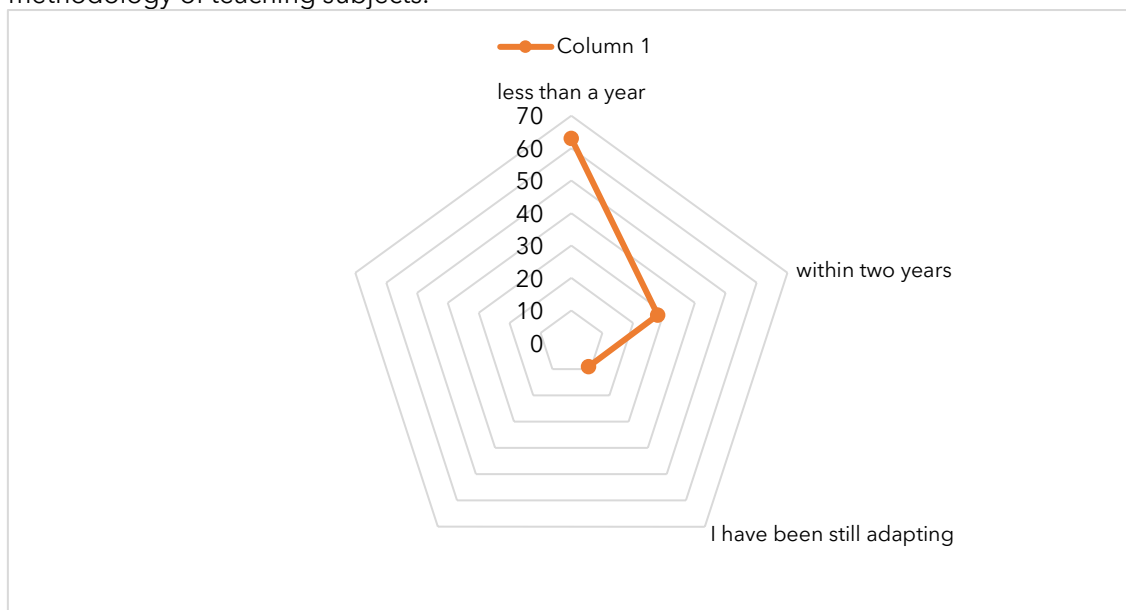
Source: search data.

To the question "Is it difficult to implement elements of partnership pedagogy in your region?", respondents – teachers of small-numbered schools (100 people) answered "yes" (22%), "no" (78%). The results are presented in Figure 3.

Kateryna Pavelkiv; Valentina Fedyaeva; Nataliia Butenko; Iraida Tombulatova; Iryna Borysiuk

Figure 3. The complexity of implementing the elements of partnership pedagogy in the regions.

Source: search data.

The second question for these respondents referred to the ranking of the most difficult ways of implementing partnership pedagogy in small-numbered schools. Respondents divided the following methods into the category "from highest to lowest": "the introduction of new approaches in school management" was put in the first place with a result of 26%, the partnership between teachers and students (22 %) - in second place; solving school and community issues (15%) is on the third place, 14% received the category - "the need to participate in volunteering", 13% belongs to the search for grants in order to attract young teachers who are able to work in remote areas, 10% account for distance education. The results are presented in Figure 4.

Figure 4. Problem ways for implementing partnership pedagogy in small schools.
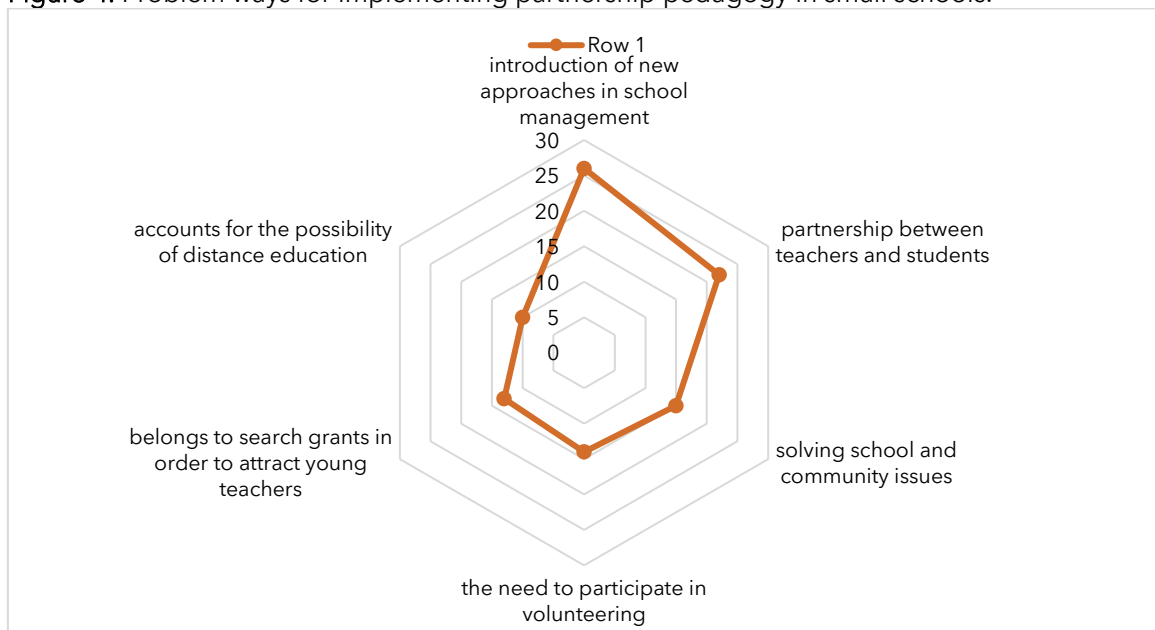
Source: search data.

Respondents – inclusive practitioners (100 people) in their answers had to rank the problematic principles of implementing partnership pedagogy in an inclusive space. Thus, respect for the individual - 48 answers; friendliness and positive attitude - 25 answers; trust - 9 answers; dialogue - interaction - mutual respect - 8 answers; distributed leadership and principles of social partnership received 5 responses each. The results are presented in Figure 5.

Figure 5. Problem principles of introduction of partnership pedagogy in inclusive space.
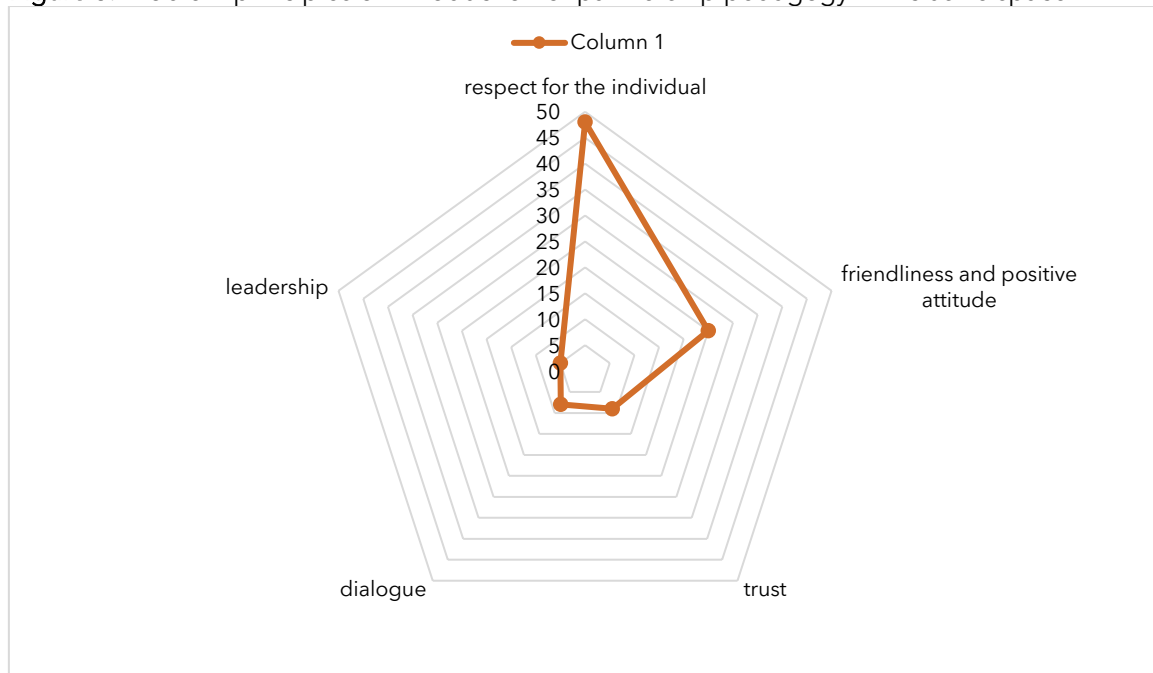
Source: search data.

The second question of respondents – inclusive practitioners involved ranking the complexities of aspects of implementing pedagogy of partnership in an inclusive space. The following answers were obtained, namely: communication in a "triangle" - 71%, the common goal of learning - 15%, deep school initiative - 10%, replacement of authoritarian communication - 4%. The results are presented in Figure 6.

Figure 6. Problematic aspects of implementing pedagogy of partnership in an inclusive space.

Source: search data.

Kateryna Pavelkiv; Valentina Fedyaeva; Nataliia Butenko; Iraida Tombulatova; Iryna Borysiuk
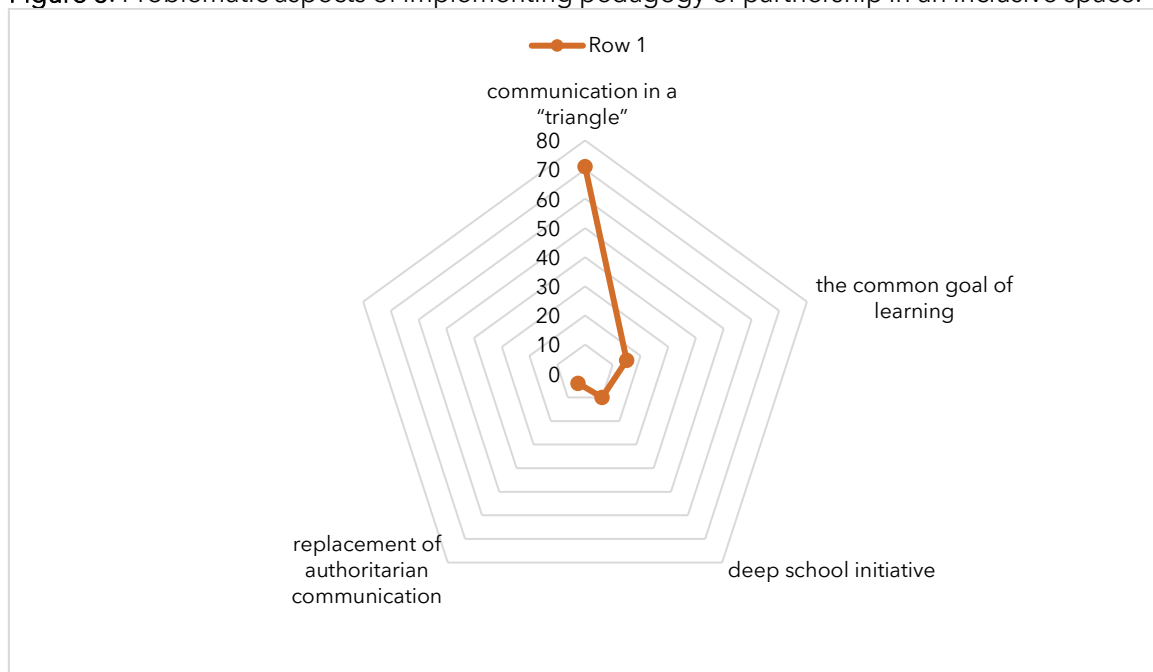
Respondents, teachers of national minority classes, received the task to rank the problematic aspects of the implementation of partnership pedagogy in classes with representatives of different national and ethnic groups. The most difficult aspect was "prejudice against the minority" - 80%, insufficient willingness of parents to help the educational process took the 2nd place with a result of 14%, children's reluctance to communicate – the 3rd place (6%). The results are presented in Figure 7.

Figure 7. Problematic aspects of introduction of partnership pedagogy in classes with representatives of national minorities.
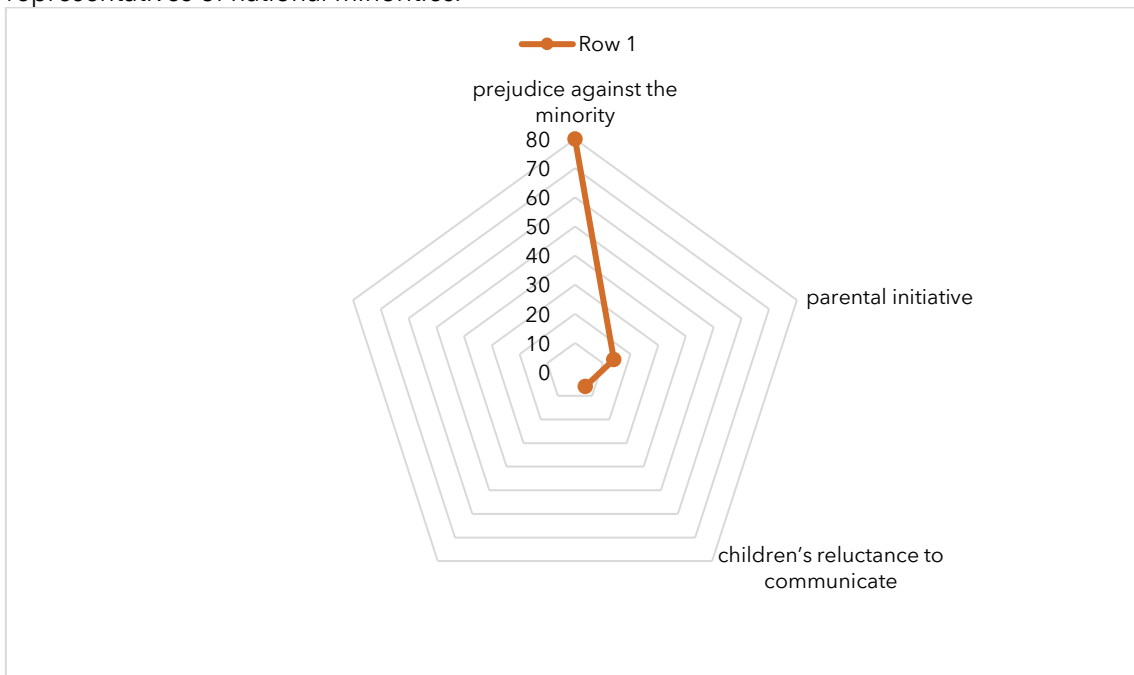
Source: search data.

The second question of respondents - teachers of national minorities provided for the ranking of influential parties in the implementation of partnership pedagogy. The following answers were received, namely: the influence of the church - 51%, minority leaders - 25%, charitable foundations - 14%, foreign patronage -10%. The results are presented in Figure 8.
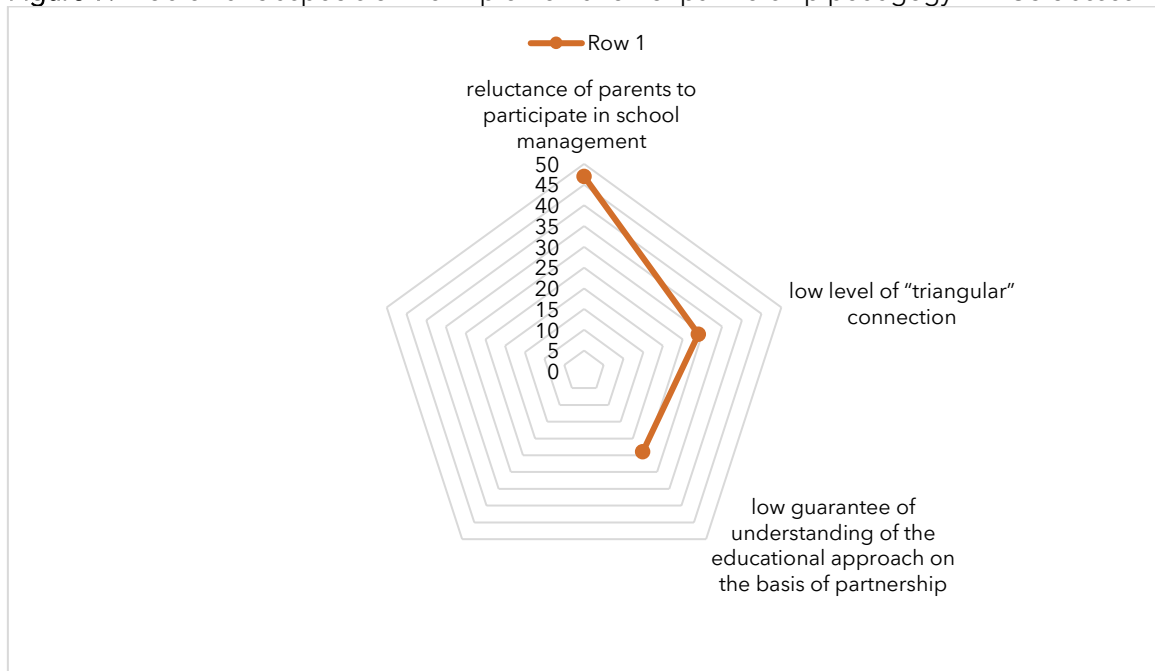
Figure 8. Influential aspects of the implementation of partnership pedagogy in classes with representatives of national minorities.
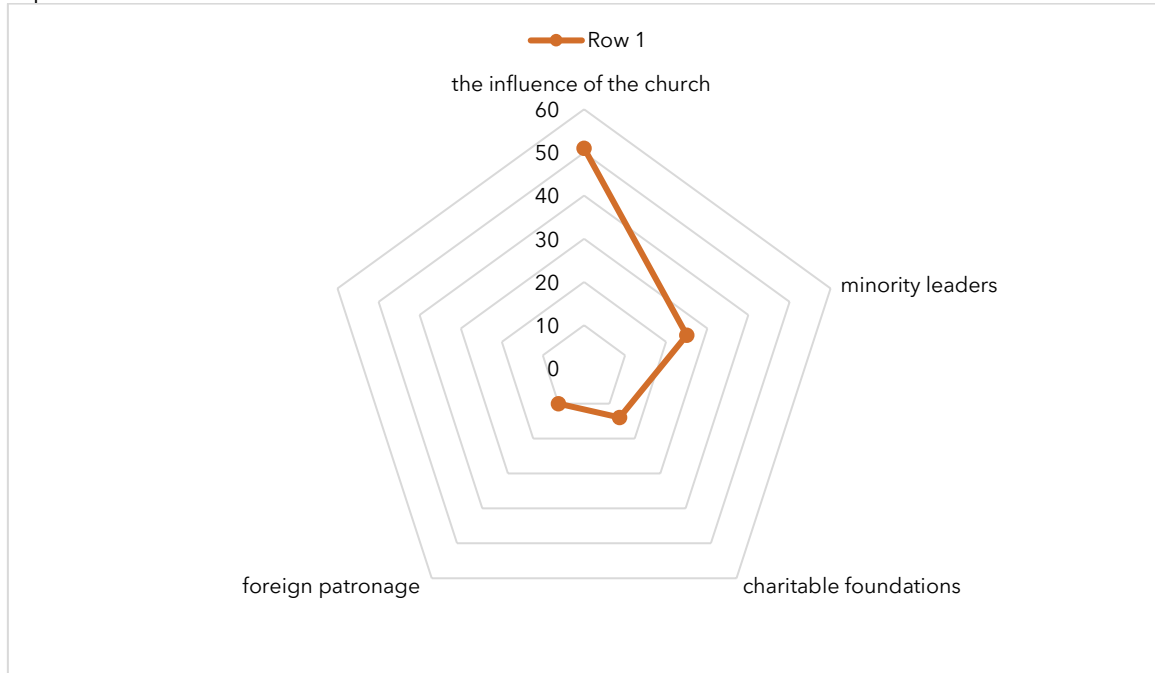
Source: search data.

Respondents - teachers of NUS classes were given the task to rank the problematic aspects of the implementation of partnership pedagogy in NUS classes. Among the basic ones, the following are outlined, namely: reluctance of parents to participate in school management - 47%, low level of "triangular" connection - 29%, low guarantee of understanding of the educational approach on the basis of partnership - 24%. The results are presented in Figure 9.

Figure 9. Problematic aspects of the implementation of partnership pedagogy in NUS classes.

Source: search data.

Kateryna Pavelkiv; Valentina Fedyaeva; Nataliia Butenko; Iraida Tombulatova; Iryna Borysiuk

DISCUSSION

On the basis of a great number of investigations devoted to the issue under discussion, world and domestic science is based on the basic provisions as follows:

1. JOHNSTON, STEWART (2020) argue that a successful educational partnership should also be based on the concept of "assistance".

2. Among the ways of introducing international experience into Ukrainian pedagogy by foreign scientists, the following ones should be outlined:

- the introduction of partnership pedagogy can be implemented through the creation of projects based on the principles of interaction, which are now guided by partnership work (PETERS, MATHIAS, 2021);

- the application of an integrated blended method, including experimental learning, online tools, independent guided learning, as well as peer assessment and self-assessment will achieve significant results in partnership pedagogy (Ng, 2021);

- introduction of a scientific and research project with the participation of secondary school teachers in England, Finland and Sweden, which should explore the possibilities of pedagogical ethics in the classroom. The project should consist of the following stages, namely:

- development and holding of a workshop for teachers based on the synthesis of theoretical work in the field of critical education and implementation of the HEADSUP tool;
- visits of classrooms and reflective interviews with teachers, where the workshop material will be applied and adapted;
- developing, reviewing, piloting, and publishing a resource online in order to support teachers' practical activities. The results show that teachers are inspired and committed to interacting with deep ethical pedagogical approaches to global issues (PASHBY, DA COSTA, SUND, CORCORAN, 2021).

3. International cooperation in the field of partnership pedagogy is illustrative of the example of Poland and West Germany. In the context of Europeanization, these countries hold international meetings with the implementation of innovative work focused on multinational integration, intercultural learning, gifted education, creativity and leadership skills. Such methods combine the German adaptation of the HighScope model with the Polish philosophy of meetings typical of the scout tradition, the pedagogy of Janusz Korczak and the humanistic psychology of Karl Rogers (TOCZYSKI, BROECHER, PAINTER, 2021).

CONCLUSIONS

Thus, as a result of the research conducted by types of classes for the introduction of foreign experience of partnership pedagogy in the Ukrainian educational space, the results presented in Table 1 are indicative.

Table 1

SEI – type of class	The main problem	Problem-solving proposal	
		Foreign experience	Author's proposal
NUS	Reluctance of parents to participate in school management	Volunteering in various school projects	Spending one day a month with a child at school in order to understand how to manage the learning process
Inclusion	Communication by "triangle"	Introduction of informal communication	Leveling of authoritarianism in communication
Small-numbered school	Introduction of new approaches in school management	Compiling one's own management programs	Change of place of work for a certain period of time (heads of SEIs change positions for two weeks and go to work in each other's workplaces)
National minorities	Teachers' prejudicial view against nationality	Joining thematic tolerance courses	Interacting with the work of a psychologist, social educator and class teacher in order to study the social status of the student (his cultural needs, communication, etc.)

Source: search data.

An important area of further research is the search for new solutions to the problems of implementation of foreign elements in the Ukrainian educational space, aimed at implementing the pedagogy of partnership. The practical significance of the research was highlighting key problems and provision of two options for their solutions.

REFERENCES

NOVA UKRAINSKA SHKOLA: kontseptualni zasady reformuvannia serednoi shkoly [New Ukrainian School: conceptual principles for the reform of the secondary school], 2018. Available at: fromhttps://www.kmu.gov.ua/storage/app/media/reforms/ukrainska-shkola-compressed.pdf [in Ukrainian]. Access: Oct. 05, 2018.

BATES, A. A pedagogy of interdependence. Moral emotions and human interdependence in character education, 2021, p.186-200. https://doi.org/10.4324/9781003049500-10. Access: May 01, 2021.

BRADY, J. Once again 'on the threshold': innovative scholarship in Hispania in the twenty-first century invests in pedagogy and partnerships. *Hispania*, 2018, 101(4), p. 489-495. Available at: https://doi.org/10.1353/hpn.2018.0171. Access: May 01, 2021.

BUZHYNSKA, S.; SUPRUN, D. Psychological and pedagogical analysis of pedagogy of partnership and peculiarities of its implementation in intellectual space. *Theory and practice of modern psychology*, 2019, 4(2), p. 2663-6034. Available at: https://doi.org/10.32840/2663-6026.2019.4-2.3. Access: May 01, 2021.

BYHAR, н.; PITS, I.; OLIINYK, O. Building a conceptual model for pedagogy of partnership in the New Ukrainian School. *SGWR 2018*, 2019, 15, p. 307-320. Available at: https://doi.org/10.5604/01.3001.0014.0490. Access: May 01, 2021.

DE BRUÏNE, E.J.; WILLEMSE, M.; D'HAEM, J.; GRISWOLD, P.; VLOEBERGHS, L.; VAN EYNDE, S. Preparing teacher candidates for family–school partnerships. *European Journal of Teacher Education,* 2014, 37 (4), p. 409-425. Available at: https://doi.org/10.1080/02619768.2014.912628. Access: May 01, 2021.

GREEN, M. M. Preparing pre-service teachers for professional engagement through place/community pedagogies and partnerships. *Australian Journal of Teacher Education,* 2016, *41*(11). Available at: http://dx.doi.org/10.14221/ajte.2016v41n11.4. Access: May 01, 2021.

JOHNSTON, S.; STEWART, B. The open page: A case study of partnership as open pedagogy. *International Journal for Students as Partners*, 2020, *4*(2), p. 81-89. Available at: https://doi.org/10.15173/ijsap.v4i2.4182. Access: May 01, 2021.

LABOSH, K. Pedagogy of partnership in the educational environment of the Roma population. *International scientific journal "Education and science"*, 2020, 1 (28), p. 90-97. Available at: https://doi.org/10.31339/2617-0833-2020-1(28)-90-97. Access: May 01, 2021.

LEAHY, D.; MCCUAIG, L.; BURROWS, L.; WRIGHT, J.; PENNEY, D. School health education in changing times: *Curriculum, pedagogies and partnerships*, 2015, (1st ed.). Routledge. Available at: https://doi.org/10.4324/9781315887449. Access: May 01, 2021.

MAYES, E. Politics of Solidarity in Educational Partnerships. In: Peters M.A. (eds) *Encyclopedia of Teacher Education*. Springer, Singapore, 2021. Available at: https://doi.org/10.1007/978-981-13-1179-6_428-1. Access: May 01, 2021.

METER, D. J.; BAUMAN, S. Moral disengagement about cyberbullying and parental monitoring: effects on traditional bullying and victimization via cyberbullying involvement.*The Journal of Early Adolescence,* 2018, 38 (3), p. 303-326. Available at: https://doi.org/10.1177/0272431616670752. Access: May 01, 2021.

Kateryna Pavelkiv; Valentina Fedyaeva; Nataliia Butenko; Iraida Tombulatova; Iryna Borysiuk

NG, F. P. Innovating Teaching pedagogy through teacher-learner partnership: the case of research methods. In NAIR, P.; KEPPELL, M.; LIM, C.; MARI, T.; HASSAN, N. (Eds.), *Transforming Curriculum Through Teacher-Learner Partnership,s* 2021, p. 225-242. IGI Global. Available at: https://doi.org/10.4018/978-1-7998-6445-5.ch012. Access: May 01, 2021.

PASHBY, K.; DA COSTA, M.; SUND, L., CORCORAN, S. L. Resourcing an Ethical Global Issues Pedagogy With Secondary Teachers in Northern Europe. In SAÚDE, S.; RAPOSO, M.; PEREIRA, N.; RODRIGUES, A. (Ed.), *Teaching and Learning Practices That Promote Sustainable Development and Active Citizenship,* 2021, p. 47-66. IGI Global. Available at: http://doi:10.4018/978-1-7998-4402-0.ch003. Access: May 01, 2021.

PETERS, J.; MATHIAS, L. The Pedagogy of Partnership. *Hopeful Pedagogies in Higher Education*, 2021, p. 59-73. Available at: https://doi.org/10.5040/9781350116566.0013. Access: May 01, 2021.

PETERS, J.; MATHIAS, L. Very much a democratic thing: enacting the pedagogy of partnership. *Hopeful pedagogies in higher education*, 2021, p. 128-136. Available at: https://doi.org/10.5040/9781350116566.0021. Access: May 01, 2021.

PETKO, D.; PRASSE, D.; CANTIENI, A. The interplay of school readiness and teacher readiness for educational technology integration: a structural equation model. *Computers in the Schools,* 2018, p. 1–18. Available at: https://doi.org/10.1080/07380569.2018.1428007. Access: May 01, 2021.

PROKOPIV, L.; STYNSKA, V. Development strategies of pedagogy of partnership in the educational process of small schools in Ukraine and abroad: a comparative aspect. *Anthropological studies. Pedagogy Series*, 2019, 8 (40), 116-130. Available at: https://doi.org/10.24919/2413-2039.8/40.164440. Access: May 01, 2021.

SHEVCHUK, H. Pedagogy of partnership in Ukraine: establishment and development. *Scientific journal of National Pedagogical Dragomanov University*, 2019, 71, p. 274-277. Available at: https://doi.org/10.31392/NPU-nc.series5.2019.71.62. Access: May 01, 2021.

TOCZYSKI, P.; BROECHER, J.; PAINTER, J. *Pioneers of German-Polish inclusive exchange: Jaczewski's and Kluge's Europeanization in education despite the Iron Curtain*. Prospects. 2019. Available at: https://doi.org/10.1007/s11125-021-09545-x. Access: May 01, 2021.

WILLEMSE, M.; THOMPSON, I.; VANDERLINDE, R.; MUTTON, T. Family-school partnerships: a challenge for teacher education. *Journal of Education for Teaching,* 2018, 44 (3), 252–257. Available at: https://doi.org/10.1080/02607476.2018.1465545. Access: May 01, 2021.

WILLEMSE, T. M.; VLOEBERGHS.; DE BRUÏNE, E. J.; VAN EYNDE, S. Preparing teachers for family-school partnerships: a dutch and belgian perspective. *Teaching Education,* 2016, 27 (2), p. 212–228. Available at: https://doi.org/10.1080/10476210.2015.1069264. Access: May 01, 2021.

YEPIKHINA, M. Pedagogy of Partnership: Analysis of foreign experience. *Bulletin of Taras Shevchenko Lviv National University*, 2019, 1 (324), 2 (2019), p. 226-234. Available at: https://doi.org/10.12958/2227-2844-2019-1(324)-2-226-234. Access: May 01, 2021.

Partnership pedagogy: practical experience of the EU countries and issues of implementation in Ukraine

Pedagogia de parceria: experiência prática dos países da UE e questões de implementação na Ucrânia

Pedagogía de la asociación: experiencia práctica de los países de la UE y cuestiones de aplicación en Ucrania

Resumo

O objetivo da investigação é estudar o conceito de pedagogia de parceria na UE e determinar a implementação da experiência ocidental na Ucrânia com base em uma pesquisa sociológica. A pesquisa sociológica foi realizada entre 400 professores - praticantes representando diferentes tipos de aulas (membros do NUS, profissionais inclusivos, escolas de pequeno porte, minorias nacionais). Estabeleceu-se que as principais questões para a implementação da pedagogia de parceria para as aulas de NUS são a relutância dos pais em participar da gestão escolar; baixo nível de conexão "triangular"; baixa garantia de compreensão da abordagem educacional baseada em parceria. Os entrevistados-professores de classes minoritárias nacionais identificaram os seguintes problemas, a ver: preconceito contra a minoria; disposição insuficiente dos pais para ajudar no processo educacional; relutância das crianças para se comunicar. O trabalho acadêmico indica a falta de pesquisas abrangentes no campo relevante.

Abstract

The purpose of the investigation is to study the concept of pedagogy of partnership in the EU and determine the implementation of Western experience in Ukraine on the basis of a sociological survey. The sociological survey was conducted among 400 teachers - practitioners representing different types of classes (NUS members, inclusive practitioners, small-numbered schools, national minorities). It has been established that the key issues for the implementation of partnership pedagogy for NUS classes are the reluctance of parents to participate in school management; low level of "triangular" connection; low guarantee of understanding of the partnership-based educational approach. Respondents-teachers of national minority classes have identified the following problems, namely: prejudice against the minority; insufficient willingness of parents to help the educational process; reluctance of children to communicate. The academic paper indicates the lack of comprehensive research in the relevant field.

Resumen

El objetivo de la investigación es estudiar el concepto de pedagogía de la asociación en la UE y determinar la aplicación de la experiencia occidental en Ucrania sobre la base de un estudio sociológico. La encuesta sociológica se llevó a cabo entre 400 maestros, profesionales que representaban a diferentes tipos de clases (miembros de la NUS, profesionales inclusivos, escuelas con números reducidos, minorías nacionales). Se ha establecido que las cuestiones fundamentales para la aplicación de la pedagogía de las asociaciones para las clases de la NUS son la renuencia de los padres a participar en la gestión de las escuelas; bajo nivel de conexión "triangular"; baja garantía de comprensión del enfoque educativo basado en la asociación. Los encuestados-maestros de las clases de minorías nacionales han identificado los siguientes problemas, a saber: prejuicio contra la minoría; la insuficiente disposición de los padres a ayudar en el proceso educativo; renuencia de los niños a comunicarse. El trabajo académico indica la falta de investigación exhaustiva en el campo relevante.