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H. S. Skovoroda Kharkiv National Pedagogical University**

THEORY AND PRACTICE OF FUTURE TEACHER'S TRAINING FOR WORK IN NEW UKRAINIAN SCHOOL

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The monograph is dedicated to substantiation of future teacher’s training for work in New Ukrainian school, which is an important problem of reforms in modern education in Ukraine. The study of the authors presents the theory, methods and generalized experience in teacher’s training on a new basis. The authors have generalized the new approaches to teacher’s training, ways, conditions and methods of introduction of them into practice of higher pedagogical education. They have revealed the new concepts, which are important for updating the content and methods of future teacher’s training, the new and improved methods of organizing the educational process on a new basis. The new experience in teacher’s training, which was experimentally verified and tested in the process of future teachers’ training, has been broadly generalized. The monograph is based on the Concept of the New Ukrainian School, current legislation on education, higher and general secondary education in Ukraine. It can be recommended for training teachers, students and applicants for bachelor’s and master’s degrees, post-graduate students, research and teaching staff of institutions of higher pedagogical education and for a wide range of scholars and teachers.

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1.16. PSYCHOLOGICAL AND PEDAGOGICAL DETERMINANTS OF PARTNERSHIP INTERACTION IN THE COURSE OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS

***Abstract.** The importance of the problem under study in the context of globalization and European integration processes in modern society is proved in the article. The relevance of partnership interaction in accordance with the requirements of current regulatory documents governing the educational process in Ukraine is substantiated. The interdisciplinary nature of partnership interaction in the context of philosophy, sociology, psychology and pedagogy is revealed. The sensitivity of the students' age in the context of acquiring teamwork skills, expressing their ideas, justifying their own viewpoint, and solving certain tasks in cooperation has been found out. The attention is focused on psychological and pedagogical determinants of partnership interaction; basic of them are reflection and personality subjectness. The purpose of the article is to analyze psychological and pedagogical determinants of partnership interaction between the participants in the course of education in higher education institutions. The novelty of the research is in interpretation of partnership interaction in two aspects, specifically, in terms of structure and activity, and by the spheres of interaction, which are communication, interaction, perception; in defining the determinants of partnership interaction, which include reflection and personality subjectness. The research methods, such as: scientific literature analysis, definitional analysis, synthesis, induction, deduction, comparative analysis, systematization, and generalization are used in the research. The nature of the concept "partnership interaction", which is fundamental to this study, is clarified. Two features (structural activity-based and sphere of interaction) are revealed. They define and characterize the structure of partnership interaction of the participants in the course of educational process in HEI, which includes motivational-value, cognitive, operational activity-based components, which in their turn contain communicative, interactive and perceptual elements. The types of reflection, its major characteristics as well as the constituents of personality subjectness are analyzed. Their determinative functions relating to the components of partnership interaction are proved in the course of the given study. A vital aspect of the problem which is connected with partnership interaction and conceptual realm of a person requires further research.*

***Key words:** partnership interaction, structure of partnership interaction, determinant, reflection, types of reflection, subjectness.*

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Problem statement. The globalization and European integration of modern society determine the need for specialists who are able to communicate, interact with others, solve certain problems in cooperation, and work as a team. Partnership in relations between people is the background for their fruitful interaction, one of the flexible ways to constructively solve problems, as well as a psychological indicator of the level of personal and professional growth. [12, p. 26]. It should be noticed that the phenomenon of partnership has interdisciplinary origins, and has been explored in philosophy, sociology, psychology and pedagogy. Additionally, interdisciplinary methodology acquires particular significance and interdisciplinary thinking becomes fundamental for scientific research due to the following four principal factors: 1) the inherent complexity of nature and society; 2) the need to explore problems and issues which do not belong to a single discipline; 3) the need to solve current problems of society; 4) the emergence of new technologies [11].

From this point of view, it is appropriate to consider the impact of the defined sciences and their major phenomena on partnership. In the given study, we shall focus our attention on psychological and pedagogical determinants of partnership, the principal of which we consider reflection and personality.

Relevance of the research. Rapid changes in the world clearly define the directions of modern higher education. One of the ways of its modernization is the introduction of partnership pedagogy ideas into the process of vocational training. At the beginning of the 21st century, communication and cooperation skills were included into the list of “21st century skills”. It should be noticed that among major skills which a prospective specialist will need in order to build a successful career in 2020, 5 out of 10 relate to communication with people, the ability to negotiate, to build relationships with other people [14]. In current state regulations, such as the Law of Ukraine “On Education” (2017), the Concept of New Ukrainian School (2017), these skills are considered in the context of a partnership pedagogy, which is focused on benevolence and positive attitude; respect for the individual; dialogue – interaction – mutual respect; trust in relationships, distributed leadership; principles of social partnership [6]. To be precise, the development of partnership skills of all participants of the educational process in higher education institutions (hereinafter referred to as HEI) becomes one of the strategic directions of modern higher education reforming. Considering such feature of student’s age as self-consciousness restructuring in the direction of self-perception, self-esteem, as well as other people perception and estimation, we should state the sensitivity of the given age to acquire teamwork skills, argue, express their ideas and give reasons for their own point of view, understand each other, work together to solve complicated problems.

Relation of the author’s study to important scientific and practical tasks. The given work was completed at the Chair of Theory and History of Pedagogy of Borys Grinchenko Kyiv University within the research project on “The Content and Technology of Quality Assurance of Continuous Pedagogical Education under Conditions of European Integration” (State Registration No. 0116U003295), and in the context of the research project on “The System of Training of Professionally Competent Specialists in Preschool and Elementary education” (State registration

No. 0104U005504) at the Chair of Preschool and Elementary Education of SI “Luhansk Taras Shevchenko National University”.

Analysis of recent studies. The problem of partnership interaction and its semantic constituents is sufficiently represented in scientific literature in the context of the following studies: interaction as a form of a particular activity of people (G. Andreyeva) [1]; matters of educational interaction productivity (V. Liaudis) [9]; communicative aspect of interaction (O. Leontyev) [8]; partner professional-pedagogical position of teacher (A. Chernyavskaya) [15]; psychological features of developing the capacity for partnership interaction of prospective teachers (O. Kokhanova) [7]; the problem of readiness for partnership interaction (V. Molochenko, N. Poviakel) [10], [12]; model of interaction between educational institution and students' family (V. Kyrychenko) [5]; substantiation of reflection types (S. Stepanov) [13]; development of reflection types taxonomy (V. Zhelanova) [3]; subjective phenomena of personality (V. Yamnytskyi) [16].

Identifying of previously unresolved aspects of the general problem. It should be noticed that in spite of great interest to various aspects of partnership interaction, reflective and subjective issues, the problems related to psychological and pedagogical determination of partnership interaction is still poorly researched by the scholars. We should point out that in the context of our research such fundamental determinants are reflection and subjectness of the individual.

The purpose of the article is to reveal the fundamental nature and structure of partnership interaction between the participants of the educational process in HEI and to find out its psychological and pedagogical determinants.

The novelty of the research is the interpretation of partnership interaction in two aspects, specifically, in terms of structure and activity and according to the spheres of interaction, which are communication, interaction, perception; in discovering the determinants of partnership interaction, the major of which are reflection and subjectness of an individual.

The research methods. The research methods, such as: scientific literature analysis, definitional analysis, synthesis, induction, deduction, comparative analysis, systematization, and generalization are used in the course of writing the given study.

The result and discussion. Let us clarify the nature and structure of the concept “partnership interaction”, which is fundamental to this study. The definitional analysis of the outlined phenomenon made it possible to distinguish the following definitions:

- a form of direct influence of autonomous, equal individuals, oriented towards mutual satisfaction of the common interests, characterized by voluntary involvement, mutual recognition and trust, mutual responsibility and commitment to achieve certain goals (V. Molochenko) [10];
- the basis of organization of subject-subject interaction and pedagogical communication, which effectiveness influences not only the success in the joint activity of the teacher and the students, but also their mutual personal development (A. Chernyavskaya) [15];

– the type of social relationships which ensures the restructuring of all components of cognitive activity structure by creating a unity of purpose, ways to achieve results and the development of activity self-regulation on the basis of cooperation of the participants in the learning process (V. Liaudis) [9];

– a joint activity, built on mutual understanding and spiritual integrity, and which has a joint analysis of the course and results of joint activities (S. Ivanova) [4].

Consequently, taking into account the given definitions of the “partnership interaction” phenomenon, we should outline its following *features*: equality of the participants, unanimity of motives and interests, focus on common purposes, consistency of means of their achievement, joint activity, subject-subject nature of the interaction strategy and tactics of partners’ behavior, mutual recognition and trust, mutual responsibility, mutual understanding and spiritual integrity, joint analysis of the results of joint activities.

The features of partnership interaction can be considered as the following: a limited number of participants: the actions of a person or a group of persons should lead to certain actions of other people, and the actions of the latter, in turn, cause corresponding actions of the first group of individuals; joint actions to achieve a common goal; differentiation of responsibilities between the members of the group [10]. The partnership in education is based on the principles of respect for the individual; benevolence and positive attitude; trust in relationships, dialogue – □ interaction – mutual respect; distributed leadership; social partnership, voluntary basis, longevity and mutual responsibility [5, 7].

Thus, in our opinion, *partnership interaction* is a process of constructive and effective interaction between equal partners who share common interests and are focused on achieving common goals in a collaborative way and analyzing its results, as well as empathy-based perception and communication, mutual recognition, trust, responsibility, understanding, spiritual integrity.

The author’s understanding of the structure of partnership interaction between the participants of the educational process in HEI is based on two points. The first one is based on *structural and activity feature*, which is originated from psychological structure of activity, substantiated by O. Leontyev and defined as unity and interaction of need, purpose, motives, and actions (operations) categories [8].

In this aspect, the structure of partnership interaction is represented by *motivational-value, cognitive, operational activity-based* components.

Taking into consideration the multifunctional nature and diversity of partnership interaction, the foundation for the second point structure is *communicative, interactive and perceptual components*. However, G. Andreyeva interprets them as the parties of communication [1].

Taking the studies of G. Andreyeva as the background, we understand *communicative component* of partnership interaction as a type of personal communication, when information, thoughts, outlook, knowledge, skills, feelings between partners are exchanged. It correlates with the information type of exchange, which reflects the specific character of educational activity content, coordinates joint activities, promotes the activity of the participants, their mutual influence [1, p. 63].

Interpretation of interactive component of partnership interaction is a form of subject-subject interaction between the individuals as an exchange of actions and joint activities, and correlates with a business type of exchange which defines a set of normative actions and interactions in the course of interactive symbols (plans, projects, instructions, etc.) mastering, promotes the common goal, develops the partners' responsibility for the common educational outcome, controls the positions of the teacher and the students, and is a way to settle relationships, contacts and intentions [2, p. 86].

Interpretation of *perceptual component* of partnership interaction is related to its definition as perception and cognition of each other through the phenomena of identification, empathy, and reflection, through the value-aesthetic comprehension of others, oneself and educational communication [2, p. 89].

The *structure of partnership interaction*, substantiated in the given research, is a synthesis of the above-mentioned scientific viewpoints, that is, its motivational-value, cognitive, and operational activity-based components incorporate communicative, interactive and perceptual constituents. Thus, considering the outlined viewpoints, we shall represent the structure of the partnership interaction.

Motivational-value component includes motives, needs, attitudes, value attitude towards communication between the teacher and students, between students, their interaction, teamwork, adequate perception of partners, and themselves in the situation of interaction, mutual understanding of thoughts and positions.

Cognitive component involves knowledge of the mechanisms of communication on the basis of partnership, psychological and pedagogical knowledge of the features of student's age, principles of teamwork, knowledge of different types of reflection, awareness of the modern students' needs and demands.

Operational activity-based component includes a set of skills in professionally oriented communication of teachers and students on the basis of partnership; establishing pedagogically appropriate relationship between the participants of educational process in HEI; carrying out a reflective analysis of themselves and "other individuals" as interaction partners; the ability to look at themselves through the eyes of their partners, to understand, recognize, accept and respect the opinion of partners, the ability to work in a team.

Consequently, the review of the essence and structure of partnership interaction between the participants of the educational process in HEI, gives arguments to ascertain its reflective and subject-oriented determination.

It should be noticed that *reflection* is a complex interdisciplinary phenomenon, which is the address of the individuals to themselves (to their consciousness, thoughts, results of their activities, perception of themselves by the others) and appears in the context of reflexive consciousness, reflexive thinking, reflexive activity, reflexive communication as a synthetic reality which is a process, a property, and a state [3].

In the context of our study, different approaches to the types of reflection are significant. Thus, S. Stepanov distinguishes the following types of reflection [12]:

1) *cooperative reflection*, which means that the individual quit the process of joint activity and takes an external position in relation to joint activity in order to analyze its procedural and productive features, identify the causes of complications, and correct of the mode of activity;

2) *communicative reflection* is understood as the process of reflecting the inner world of another person; in this case reflection appears as the awareness of the individuals of the way they are perceived by the partner in the process of communication, as a “reflective expectation” (N. Gutkina’s terminology). Reflection of self and others, formation of images of self and others, interference of mutually reflected “Self”, overlapping of mutual estimations and self-estimation are interpreted as the moments of interpersonal communication;

3) *self-reflection*, which is regarded as a process of rethinking oneself, differentiation in each developed and unique “Self” its individual substructures: “Self – social creativity”, “Self – the subject of creativity”, etc., as well as “Self” integration into unique integrity. This type of reflection involves a person’s ability to analyze and comprehend themselves and their subject-social relations with the outside world;

4) *intellectual reflection*, which is interpreted as the ability of the individual to “identify, analyze and correlate subject situation with own actions”.

As a result, it is the cooperative reflection that ensures concerted joint activity. Communicative reflection is the basis for fruitful interpersonal communication, the individuals’ awareness of how they are perceived by their communication partner. Self-reflection allows a person to understand their inner world. The essence of intellectual reflection is in understanding the reasons for one’s own thinking.

According to time criterion, reflection can be *situational, retrospective, and perspective*. In this case, *situational reflection* is related to the motives and reasons of the individual’s involvement into a particular situation. It involves self-control of behavior in the current situation, analysis of what is happening, and the ability of the individuals to correlate their actions with the situation. *Retrospective reflection*, which involves the analysis of the activities already performed and the events which have taken place in the past. *Perspective reflection* is regarded as the analysis of prospective activity, behavior, as well as planning, and anticipating its possible results.

It is noteworthy that content-related and dynamic characteristics of a person as a subject are integrated in their subjectness, in the context of the subject of activity, the subject of cognition, the subject of communication, the subject-subjective relations, and the subject of living (K. Abulkhanova-Slavskaya).

Taking the researches of V. Yamnytskyi [16] as the background, we distinguish the following *characteristics of subjectness*, as: conscious activity, including above-situational; the ability to perceive the world and oneself in the world; goal-setting ability; the ability to reflect; the ability to adapt (adaptation) or create (creativity, cognition); focus on self-knowledge, self-development, self-regulation, self-realization [16].

Consequently, we consider “subjectness” as an integrated quality of an individual, which involves conscious activity in the process of goal setting, meaning-making, life-creating, the ability to reflect, which is directed at self-realization (self-determination and self-realization). We distinguish the following components in the structure of personality subjectness:

- *subject position* – as a system of dominant selective attitudes which determine the activity and active nature of subjective self-realization in the process of partnership interaction;
- *activity* that is the ability to independently determine one’s way of life and professional path, as well as one’s style of behavior in the process of partnership interaction in accordance with one’s own values and life meanings;
- *subject experience* – as a set of value experience, experience of reflection, experience of habitual activity; operational and collaborative experience, which is formed in the process of joint activity, implies a willingness to cooperate, and facilitates joining efforts under cooperative problem-solving.
- *anticipation* – as the ability to act and make different decisions with a certain space-time advance (anticipating planning) as to the expected events (probabilistic forecasting).

Thus, considering the essence and structure of reflection and personality subjectness, we shall represent their deterministic functions in relation to certain components of partnership interaction.

Taking into account the character and structure of motivational-value component of partnership interaction, which is considered as a set of motives, needs, inner position of the individual, a certain “need state”, personal dispositions, it is obvious that the most “reflexive” is the understanding of the motive as the inner position, as mindset, as the goal, because “shifting from the motive to the goal” is associated with the reflection of a person’s voluntary behavior.

It should be noticed that the stages of the motivational process, specifically the mechanisms of awareness, identification of the impulse with certain motivational-value personal entities related to the partnership interaction, are highly reflexive.

As a result, the reflective conditionality and intensity of the motivational aspects of partnership interaction is indisputable. They are connected with the implementation of the following types of pedagogical reflection, as: personal, cooperative, communicative, situational, and perspective.

This component of partnership interaction is connected with such subjective phenomenon as subjective attitude, which leads to partnership and anticipation that provides shifting from the motive to the goal.

Cognitive component of partnership interaction involves personal reflection in the process of self-identification as a participant of interaction, as well as conditioned by communicative and cooperative reflection, which allows to adequately perceive partners, organize feedback with them and acquire knowledge about role functions and organization of positions of group interaction participants; knowledge of coordination of joint actions of group interaction participants. This component of partnership interaction is related to activity, initiative and independence, which are

the signs of personality subjectness in mastering the principles of teamwork, knowledge of the priorities and needs of the modern student.

Operational activity-based component of partnership interaction involves the implementation of the skills related to communicative reflection (the ability to critically but tolerantly evaluate the thoughts and actions of others; the ability to evaluate one's own actions and behavior from the position of people around), as well as cooperative reflection (the ability to analyze procedural and productive components of joint activity; the ability to compare one's achievements with those of others). This component of partnership interaction is determined by the subject position of the individual, their experience of interaction, and anticipation.

Conclusions. Thus, it is obvious that partnership interaction is a multifaceted, multifunctional phenomenon, based on the principles of equality, voluntary involvement, equality of its partners. Partnership skills reflect its basic areas, namely: 1) relationship and communication: skills to build relationships without coercion on the principles of voluntary involvement and common interests, respect and equality, distributed leadership, empathy; 2) perception: the skills of perception of the partners, on the one hand, as they are, on the other – the ability to “look at oneself through the partner's eyes” to cause feedback; 3) interaction: teamwork skills, tolerant cooperation on the basis of “subject – subject” interaction, which allows a teacher to perform a managerial function, and a student – to act independently. On the basis of the outlined positions, as well as taking into account structural and activity-based component, the structure of partnership interaction of the participants of the educational process in HEI is substantiated, which includes motivational-value, cognitive, operational activity-based components, which in their turn contain communicative, interactive and perceptual elements. Psychological and pedagogical determinants of partnership interaction of the participants of the educational process in HEI are connected with reflection and personality subjectness. In this case, determinative functions of reflection are performed through its personal, communicative, cooperative, situational, perspective types; determinative functions of subjectness – through subject position, activity, subject experience, and anticipation.

Prospects of the study. The results of the research can be used in the process of implementing the ideas of partnership pedagogy in modern HEI, in PhD and Master's theses, as well as in the course of students' training in the speciality: 011 “Educational, pedagogical sciences”.

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1.17. DEVELOPMENT OF THE PROFESSIONAL POSITION OF THE TEACHER IN THE LIGHT OF THE REQUIREMENTS OF THE NEW UKRAINIAN SCHOOL

Abstract. The article is devoted to the issue of the development of the professional position of the teacher in the light of the objectives of the New Ukrainian School. Topicality of the issue is due to the requirements for the personality and activity of the educator that are defined in the Concept of “New Ukrainian School”, namely: mastering modern teaching methods, striving for implementation of the partnership in cooperation with all participants in the educational process. It is proved that through the development of the professional position of the educator, the basis of which are the motives and values of their activity, it is possible to influence the development of the teacher’s personal qualities and their attitude towards professional activity.

In the article the professional position is considered as a professional and