Building Pedagogical Partnership Competence Among Primary School Teachers

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ABSTRACT

Purpose. The objective of the study was to determine the pedagogical association competence and the methods for its development among primary school teachers. methods. In the investigation, the methods of survey by questionnaire, observation and evaluation of experts were applied. The methods of mathematical statistics were also used to process the results of the data obtained. Results. The general analysis of the research results shows that the majority of primary school teachers have a work experience of 5 to 10 years (35%) and 10 to 15 years (20%). Regarding the pedagogical collaboration with parents, 60% of teachers are involved in it, while 40% are not. However, 70% of teachers involve parents in solving issues related to the education and upbringing of students. conclusions. The study showed that the proposed curriculum was effective in building the pedagogical association competence. Most of the teachers had more than 5 years of work experience, so they had already gained enough experience in upskilling and developing pedagogical partnership strategies. However, according to the results of the work, the proposed training program is highly effective. Perspectives. Future research should focus on studying the effectiveness of the main methods of pedagogical interaction..

KEYWORDS: Advanced training, pedagogical education, association competence, educational process, pedagogical technologies.

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Creación de competencias en materia de colaboración pedagógica entre los profesores de la escuela primaria

RESUMEN

Objetivo. El objetivo del estudio fue determinar la competencia de asociación pedagógica y los métodos para su desarrollo entre los maestros de la escuela primaria. *Métodos.* En la investigación se aplicaron los métodos de encuesta por cuestionario, observación y evaluación de expertos. También se utilizaron los métodos de la estadística matemática para procesar los resultados de los datos obtenidos. *Resultados.* El análisis general de los resultados de la investigación muestra que la mayoría de los docentes de primaria tienen una experiencia laboral de 5 a 10 años (35%) y de 10 a 15 años (20%). En cuanto a la colaboración pedagógica con los padres, el 60% de los docentes están involucrados en ella, mientras que el 40% no lo están. Sin embargo, el 70% de los docentes involucran a los padres en la solución de cuestiones relacionadas con la educación y crianza de los alumnos. *Conclusiones.* El estudio mostró que el plan de estudios propuesto fue eficaz en la construcción de la competencia de asociación pedagógica. La mayoría de los docentes tenían más de 5 años de experiencia laboral, por lo que ya habían adquirido suficiente experiencia en la mejora de habilidades y el desarrollo de estrategias de asociación pedagógica. Sin embargo, de acuerdo con los resultados del trabajo, el programa de capacitación propuesto es altamente efectivo. *Perspectivas.* La investigación futura debería centrarse en estudiar la eficacia de los principales métodos de interacción pedagógica.

PALABRAS CLAVE: Formación avanzada, educación pedagógica, competencia asociativa, proceso educativo, tecnologías pedagógicas.

Introduction

-*Relevance*

The development of pedagogical partnership competence is one of the key problems of modern education, especially in the context of primary school reform. Primary school teachers must be ready for cooperation and partnership both with students and with parents, colleagues and other employees in connection with the change in approaches to education and upbringing, the activation of interactive methods and the growing role of independent work of students (Honcharuk, 2022).

However, now there is a need to deepen research on the issue, in particular, regarding the practical implementation of partnership interaction, the establishment of an effective communication, and the development of skills and abilities required for effective pedagogical partnership. The relevance of the article is identifying the peculiarities of building pedagogical partnership competence among primary school teachers and to offer recommendations for increasing the effectiveness of partnership interaction in order to improve the quality of education and upbringing (Pérez Cañado, 2018).

The study of this issue is important not only from a theoretical, but also from a practical point of view. In pedagogical practice, many teachers face problems of constructive interaction with participants in the educational process. Lack competence in this area can lead to a decreased quality of educational activities, misunderstandings and conflicts on the part of parents and colleagues (Hu & Spiro, 2021; González-Pérez & Ramírez-Montoya, 2022).

Communicative competence is one of the main competencies of pedagogical partnership, which allows the teacher to effectively communicate with students' parents and other participants in the educational process. It includes the ability to create trusting relationships, listen and understand the interlocutor's needs, the ability to use different communication strategies, etc. Organizational competence is another important competence, which involves the teachers' ability to organize and plan their work, taking into account the needs and capabilities of the participants in the educational process (Vyshkivska & Shykyrynska, 2019). It also allows the teacher to effectively manage the group, set and achieve goals. Moreover, the pedagogical partnership competence include technological competence, which involves the teacher's ability to use various technologies and teaching tools, which enables effective development and implementation of educational activities (Gupta, 2021).

The importance of continuing education and professional development of primary school teachers is extremely high. This process is dynamic, and teachers must constantly improve their knowledge and skills to meet the demands of the modern educational environment and work effectively in partnership with their students (Cebrián et al., 2020).

Continuous education enables teachers to deepen their knowledge in various fields, including pedagogy, psychology, teaching methods, information and communication technologies, and other aspects that contribute to the improvement of the quality of

education. Moreover, advanced training enables teachers to familiarize themselves with new approaches and teaching methods that can be useful in working with their students. Teachers also have the opportunity to exchange experiences and ideas with colleagues from different schools and regions (Reichert et al., 2020).

Therefore, solving the problem of developing the competence of pedagogical partnership among primary school teachers is an urgent task for the academic and pedagogical community (Ostrovska, 2021). The study of this problem will reveal the main difficulties and determine ways to overcome them, as well as offer effective methods and techniques for building pedagogical partnership competence among primary school teachers. The research will help to improve the quality of education and ensure more effective interaction between the participants in the educational process (Sytnik, 2021).

Therefore, this work is aimed at solving the problem of building the competence of pedagogical partnership among primary school teachers, and providing recommendations for overcoming it. It is of practical importance for primary school teachers, as well as for teachers and researchers who study the problems of interaction of participants in the educational process (Fedorchuk, 2022).

-Unexplored Issues

The review of the existing studies identified several undetermined issues regarding the development of pedagogical partnership competence. First, it is necessary to understand which pedagogical partnership competencies are the most important for the successful work of primary school teachers. This can help in the development of more effective professional development programmes. Second, it is necessary to conduct a study of methods and strategies that can help teachers in the development of relevant competencies. This may include trainings, mentoring and other forms of learning. Finally, it is necessary to study the factors that can influence the development of pedagogical partnership competence. In other words, it is necessary to study the organizational culture of the school, communication between teachers and parents, support of the administration, etc. A detailed study of these issues can help primary school teachers gain the necessary knowledge and skills to develop their pedagogical partnership competence. This can improve student learning outcomes and help ensure they have a better, successful future.

-The Aim

The aim of the research was to study practical experience regarding the competencies of pedagogical partnership. There was a need to determine the competencies which are important for primary school teachers, as well as to develop recommendations for methods of developing these competencies. The research aimed to provide a better understanding of how teachers can improve pedagogical partnership skills to improve the education and make it more effective.

-Objective/Question

1. Study the effectiveness of the proposed curriculum for building pedagogical partnership competence among primary school teachers;

2. Determine the level of pedagogical partnership competence of primary school teachers and parents, as well as to identify possible factors influencing this level;

3. Identify the impact of effective interaction between teachers and students' parents on the success of studies and the development of primary school students.

1. Literature Review

Bedir (2019) investigated the beliefs and perceptions of future teachers about learning in the 21st century. The author conducted a study of beliefs and perceptions of future English language teachers regarding learning and innovative thinking skills (4C). In his article, the author claims that most future teachers were positive about using innovative approaches in teaching, but they did not always feel sufficiently prepared for it.

The article by Brinkley-Etzkorn (2018) examines the impact of teacher training on teaching effectiveness in online education. The author conducted a study aimed at determining the impact of teacher training on their effectiveness in online teaching. The paper uses the TPACK lens method to measure the impact of training on teaching effectiveness, and finds that proper training can improve the quality of online teaching.

Brinkmann (2020) analysed the barriers to reforms in education in India. Different factors that hinder the effective implementation of new approaches were explored. The study found that educational reforms in India face significant challenges such as social and economic inequality, caste discrimination, and corruption.

Eddles-Hirsch et al. (2020) investigated the development of creativity through programming in an inclusive class. The study focused on the development of creativity through programming in an inclusive class. The authors analysed how this approach can help

develop students' creativity in different contexts. They concluded that programming can contribute to the development of students' creative thinking skills, particularly those with special educational needs.

Molerov et al. (2020) developed a conceptual and evaluative framework for students' critical thinking. The conceptual and evaluative framework proposed in the study aimed to determine the level of students' critical thinking, in particular, their ability to analyse, evaluate and interpret information in the online environment. The article describes methods and tools that can help establish the level of critical thinking, as well as presents the results of previous studies that confirm the appropriateness of using this method in the educational process.

Roussinos and Jimoyiannis (2019) studied primary school teachers' perceptions of TPACK — a pedagogical concept that combines three components: technological, pedagogical and substantive knowledge. The article focused on teachers' considerations about the importance of using technology in the educational process, teachers' understanding of technological knowledge and its application in practice, as well as their perception of pedagogical and subject knowledge. The study used several tools to collect data, including questionnaire surveys and interviews. The results showed that most teachers understand the importance of using technology in education, but do not always know how to use it effectively. Teachers also had different levels of technology knowledge and skills, and had different levels of understanding of pedagogical and subject knowledge.

Valtonen et al. (2021) studied future teachers' perceptions of their skills and character traits in the 21st century. The research was conducted in the form of long-term observation, which enabled obtaining data from three different points in time: at the beginning of professional training of future teachers, during pedagogical practice, and at the final stage of training. As a result, it was established that future teachers have developed information literacy, communication, critical thinking, and problem solving skills.

Yepikhina (2022) studied the basic trends of professional training of future primary school teachers in the context of modern challenges. The research was focused on identifying modern needs in the training of future teachers who would meet the requirements of the New Ukrainian School (NUS).

Zgraggen (2021) explored teachers' perspectives on a blended learning model. The study was conducted in five schools offering vocational education in Switzerland. The results

showed that teachers perceive the blended learning model as an effective way to improve the quality of learning and enhance students' interest in the learning process. They also believed that this model of learning allows for a more flexible approach to learning, which provides increased individual attention to students.

Boliak (2021) examines the professional competence of a primary school teacher as a necessary condition for successful learning as part of the New Ukrainian School (NUS) reform. The author highlights the importance of modern competences of teachers, such as the ability to use information technologies, practice interactive teaching methods and focus on the development of students' personalities. The author also emphasizes that teachers must have the knowledge and ability to work with new textbooks that were developed during the NUS reform, and be able to differentiate the educational process according to the students' needs. The author studied the importance of teachers' psychological readiness to meet new requirements, and the teacher's role as a mentor and support of students in their personal development.

2. Methods
2.1. Research Design

The study consists of three stages, which include various procedures in order to investigate the effectiveness of the proposed curriculum and the impact of pedagogical partnership on the academic performers of primary schoolers. Table 1 presents the research stages.

2.2 Sampling

The sample was taken at Borys Hrinchenko Kyiv University. A combined approach was used. At the initial stage, 120 primary school teachers who were undergoing advanced training at the Institute of Postgraduate Education of Borys Hrinchenko Kyiv University were randomly selected. The geographical location of educational institutions and the socio-economic status of the study participants were taken into account in order to increase the representativeness of the sample. A total of 12 experts were involved from among the teachers of the Department of Preschool and Primary Education and the Department of History and Civic Education of the Institute of Postgraduate Education, as the employees have high qualifications and many years of experience working with pedagogical partnership.

Table 1. Research stages

Research stage	Period	Description
1. Pre-experimental	January-March 2022	Selection of research methods for the purpose of obtaining qualitative and quantitative data on the effectiveness of the curriculum in building the competence of the pedagogical partnership of primary school teachers and parents.
		Literature review on the issue under research, analysis of academic publications and statistics.
		Development of the curriculum taking into account modern approaches and methods in building pedagogical partnership competence (Appendix A).
		Conducting the participant selection procedure, which included the selection of teachers and parents of primary schoolers who agreed to participate in the study.
2. Main	2022	Application of the developed curriculum for building the competence of pedagogical partnership among teachers and parents of primary schoolers.
		Conducting a questionnaire survey, which included questions about the level of competence in the partnership of teachers and parents of primary schoolers, as well as their attitude to cooperation among themselves.
		Carrying out an expert assessment of effectiveness, which included an assessment of changes in the level of pedagogical partnership competence of teachers and parents of primary schoolers after the use of the curriculum.
3. Final	February-April 2023	Statistical analysis of the obtained data. Drawing conclusions.

Source: created by the authors based on research results

2.3. Methods

1. The questionnaire survey is one of the most common methods of data collection in research. A questionnaire survey (Appendix B) was conducted to assess the level of pedagogical partnership competence among primary school teachers. The questionnaire contained questions about cooperation between teachers and parents, the use of joint teaching methods, the level of interaction between students, teachers and parents, as well as other aspects that affect the effectiveness of the pedagogical partnership. The Cronbach's alpha for the developed questionnaire was 0.71, which meets the validity requirements for pedagogical research.

2. The observation method is a fairly objective and effective method of data collection in research. The educational process was observed online to study the professional activity of primary school teachers. The study included observing the interaction of teachers and students, teaching methods and the use of innovative approaches, such as group work, the use of technology and other aspects that affect the development of pedagogical partnership competence.

3. The method of expert evaluations is an important element of research in the field of education. An expert evaluation of the involved specialists in the field of education was conducted to assess the pedagogical partnership competence among primary school teachers. Experts evaluated the level of pedagogical partnership competence, the use of joint teaching methods, the level of interaction between students, teachers and parents.

2.4. Data Analysis

1. *Factor analysis.* The result of factor analysis is the grouping of variables into factors that explain most of the variance. This method enables reducing the complexity of the data set and save more significant variables for further analysis.

2. *Spearman's rank correlation coefficient calculated by the formula 1*:

$$P = \frac{6 \sum d_i^2}{n(n^2-1)}, \quad (1)$$

where d – the difference between the ranks of each observation from two variables.

3. *The Cronbach's alpha coefficient* indicates the internal consistency of the test items. The Cronbach's alpha coefficient is calculated by the formula 2:

$$\frac{N}{N-1}\left(\frac{\sigma_x^2 - \sum_{i=1}^{N} \sigma_{Y_i}^2}{\sigma_x^2}\right); \quad (2)$$

where σ_x^2 – total test score variance;

$\sigma_{Y_i}^2$ – i element variance. Values in the range of 0.7 - 0.8 are considered satisfactory.

2.5. Data Collection

Various methods such as questionnaire surveys and observation were used to collect data. Questionnaires were distributed to primary school teachers to collect information and assess their pedagogical partnership competences. Observations were conducted in the

classrooms of teachers who participated in the project to obtain additional information about their methods and approaches to pedagogical partnership. All data were kept confidential and anonymity was given priority.

2.6. Ethical Criteria

Ethical criteria, such as obtaining informed consent for participation, data confidentiality, respect for the privacy and safety of research participants, were observed during the study. Respondents were informed about the purpose and procedure of the study, and their privacy was protected. The results were presented in general, without specifying specific names or other information that could disclose the participants' personal data. In general, the study was conducted in compliance with ethical standards in order to ensure the safety and protection of the participants' rights.

3. Results

Conducting a questionnaire survey became an important component of this study, as it enabled collecting quantitative data about the work experience of primary school teachers and their interaction with students' parents. The questionnaire survey helped to receive answers from a significant number of respondents, which makes it possible to draw more representative conclusions about the state of affairs in this area. Besides, the questionnaire survey made it possible to standardize questions and answers, which facilitated data analysis and comparison of results. Table 2 presents the results of the survey.

Several conclusions can be drawn based on the results of the analysis of the answers. First of all, most of the respondents said that they have 5 to 10 years of work experience. More than half of them participate in a pedagogical partnership with students' parents. Regarding the frequency of communication with parents, most teachers speak with them several times a week or once a week. Very few teachers involve parents in solving issues related to the education and upbringing of students.

Table 2. The survey results

Question	Answers	Estimated percentages

How many years of work experience do you have as a primary school teacher?	less than 5 years, 5-10 years, 10-15 years, more than 15 years	25%, 35%, 20%, 20%
Do you participate in a pedagogical partnership with students' parents?	yes, no	60%, 40%
How often do you communicate with students' parents?	every day, several times a week, once a week, rarely, never	10%, 30%, 30%, 20%, 10%
Do you involve parents in solving issues related to the education and upbringing of students?	yes, no	70%, 30%
What methods of cooperation with students' parents do you use?	meetings, correspondence, phone calls, video conferences, written reports	20%, 30%, 20%, 15%, 15%
Do you know about methods of pedagogical partnership development?	yes, no	80%, 20%
How often do you use these methods in working with students' parents?	every day, several times a week, once a week, rarely, never	5%, 25%, 30%, 25%, 15%
Have you involved experts from other fields in the pedagogical partnership?	yes, no	40%, 60%
How do you rate your level of pedagogical partnership competence?	high, medium, low	30%, 50%, 20%
How do you rate the level of pedagogical partnership competence of your colleagues from primary school?	high, medium, low	40%, 40%, 20%
What problems do you have in the process of interaction with students' parents?	Insufficient communication, lack of time for parents	65% 35%

Source: Created by the authors based on research results

As for methods of cooperation with parents, most teachers use meetings and correspondence in messengers. Most teachers know about the methods of developing pedagogical partnership and use them in their work with parents. Regarding the involvement of experts from other fields in the pedagogical partnership, less than half of the teachers involved experts in this process. Teachers' assessments of their own level and the level of competence of colleagues and parents were different. The majority of teachers considered their level of competence to be medium, and that of their colleagues and parents to be medium or low.

Insufficient communication and lack of time on the part of parents were listed as the most common problems of interaction. Studies have shown that the most frequent problems of interaction between teachers and students' parents are insufficient communication and lack of time on the part of parents. Teachers noted that in many cases parents do not have

enough time for meetings or do not respond to messages from teachers, which makes interaction between the parties difficult. Some teachers also noted that they do not know how to effectively communicate with parents and do not know how to involve them in the process of education and upbringing. These problems can affect the quality of learning and development of students, therefore it is important to develop methods of pedagogical partnership, which will improve the interaction between teachers and parents and contribute to the improvement of the quality of education.

To carry out factor analysis, each question was considered separately and the factors affecting it were determined. Table 3 shows the results of the analysis.

Table 3. Results of factor analysis of answers received from respondents during the study

Question	Factors
1	Work experience
2	Participation in pedagogical partnership
3	Frequency of communication with parents
4	Involvement of parents in solving issues of education and upbringing
5	Methods of cooperation with parents
6	Knowledge of methods of development of pedagogical partnership
7	Frequency of using methods of cooperation with parents
8	Involvement of experts in pedagogical partnership
9	Level of pedagogical partnership competence
10	Assessment of the level of competence of colleagues and students' parents
11	Problems of interaction with parents

Source: created by the authors based on research results

Table 3 shows the results of the study on the teachers' interaction with parents in the educational process. The table contains data of answers to 11 questions, each containing different options and estimated percentages.

The questions were grouped by factors affecting interaction with parents for the convenience of analysing the results. For example, the factor "Level of pedagogical partnership competence" can be identified on the basis of questions 1, 9 and 10. Questions 2 and 6 can be combined into the factor "Knowledge of methods of developing pedagogical partnership". And Questions 3, 4, 5 and 7 reflect the factor "Frequency and methods of cooperation with parents".

Some conclusions can be drawn based on these factors. In particular, teachers who have more work experience consider their level of pedagogical partnership competence to be high. Most teachers use methods of cooperation with parents several times a week or every day, and also involve parents in solving issues of education and upbringing. However, most teachers admit that there is insufficient communication with parents caused by a lack of time on the part of parents and insufficient participation in the pedagogical partnership.

It is worth noting that more than half of the surveyed teachers have a medium level of pedagogical partnership competence. This may indicate the need for professional development and additional support for teachers so that they can be more effective in working with parents and students.

Problems of interaction with parents were also identified as an important problem in the pedagogical process. Most of the interviewees noted insufficient communication and lack of time on the part of parents as the main reasons for this problem. This may indicate the need to develop more effective methods of cooperation with parents and create conditions so that they can be more active in the course of teaching and raising their children.

Table 4 shows the percentage of respondents who, according to experts' opinions, have a low, medium or high level of pedagogical partnership competence. So, a general picture of the state of development of this competence among the respondents was obtained, and the indicators that need improvement were determined.

Table 4 gives grounds to conclude that the majority of respondents highly rated their ability to communicate effectively with parents, as well as to develop interaction based on mutual trust and cooperation. At the same time, a significant proportion of respondents recognized their low level of competence in resolving conflicts with parents and students and the ability to adapt to the individual needs of parents and students. Moreover, a third of the respondents had a medium level of conflict resolution competence and the ability to respond to feedback from parents. In general, the results of the study indicate that the pedagogical partnership competence requires further improvement.

Table 4. Indicators of expert evaluations of the level of respondents' pedagogical partnership competence

Competence	Low level	Medium level	High level
Ability to communicate effectively with parents	15%	40%	45%

Development of interaction with parents based on mutual trust and cooperation	10%	30%	60%
Ability to adapt to the individual needs of parents and students	20%	40%	40%
Ability to resolve conflicts with parents and students	30%	40%	30%
The ability to respond openly and constructively to feedback from parents	25%	35%	40%

Source: created by the authors based on research results

4. Discussion

The study of the effectiveness of the proposed curriculum in building pedagogical partnership competence among primary school teachers found that the most successful methods were based on the active participation of parents in the life of the school and regular communication with the teacher. Ivanets (2019) and Demenska (2022) noted the effectiveness of active cooperation with parents. The effectiveness of other methods of establishing pedagogical partnerships are discussed in the works of Sukhopara (2020) and Sullivan et al. (2020). In particular, Sumardi et al. (2020) and Turakulova and Isakova (2022) discussed the problem of building relevant competencies through advanced training courses. The authors considered the work on the coherence of the pedagogical team of the educational institution as the main method of building the pedagogical partnership competence.

The study of the level of pedagogical partnership competence of primary school teachers established that the majority have a sufficient level of competence. But there were certain factors that had a negative impact on the development of pedagogical partnership, in particular, insufficient communication and lack of time on the part of parents. These factors are also considered in the studies of Androutsos and Brinia (2019) and Baeten et al. (2018). The issue of the effectiveness of ensuring the availability and transparency of information on students' performance and the results of educational activities was considered in the works of Demenska (2022) and Custodio-Espinar et al. (2022). Besides, it was found that the interaction between teachers and parents had a positive effect on students' development, in particular, on their social adaptation and self-esteem.

The theoretical significance of the study is expanded understanding of the pedagogical partnership between primary school teachers and other participants in the educational process. The results of the study can help to identify which the most effective methods of cooperation, the problems that may arise in the process of interaction, and they ways to solve

them. Research can also provide new ideas for the development of pedagogical partnerships and contribute to changes in approaches to interaction. This can improve learning outcomes, reduce the number of conflicts between teachers and parents, improve the overall atmosphere in the school, and ensure more successful student development. The research may also be useful for primary school teachers, who will be able to use the knowledge and recommendations to improve their work with students' parents and achieve more successful learning outcomes.

The results of the research on the pedagogical partnership competence can be of practical importance for primary school teachers and students' parents. For example, they can use them to improve cooperation among themselves, which will help to achieve higher results in education and upbringing of children. Moreover, the research results can be useful for shaping state policy in the field of education. They can help solve problems related to the involvement of parents in the educational process and contribute to improving the interaction between the school and the family.

This study has some limitations that must be taken into account when interpreting its results. First, it is based on the answers of only one group of respondents — primary school teachers. This means that the results cannot be generalized for all teachers and school systems. Besides, the study does not take into account contextual factors, such as the type of school, regional peculiarities, the socio-economic status of students, which can also affect the answers of teachers, as well as conducting the study during military aggression. The study also has limitations in the relatively small sample groups of respondents, in particular, in the issues of involving experts from other fields and assessing the level of pedagogical partnership competence of colleagues and parents. These limitations may affect the statistical validity of the results. Finally, it is worth noting that this study is based on teachers' answers. This may affect the objectivity of the results, as teachers may provide more positive or less critical answers depending on their personal views and experience of interaction with students' parents. Therefore, it is important to consider these limitations when interpreting the results of this study.

Conclusions

The relevance of the study is the need to increase the level of pedagogical partnership competence of primary school teachers to achieve better learning outcomes. *Findings.* The

following conclusions can be drawn based on the obtained data. The use of the educational programme for the development of pedagogical partnership competence has a positive effect on the level of professional competences of primary school teachers and students' parents. Effective interaction between teachers and students' parents has a positive effect on the success of studies and the development of primary schoolers. It is necessary to take into account the specific age-related characteristics of children and use various methods of cooperation to ensure the high efficiency of the pedagogical partnership between teachers and students' parents. Factors that affect the level of pedagogical partnership competence include cooperation experience, level of education, support from the school administration, and others. *Applications.* The results of the study can be used to improve the pedagogical partnership practice in primary school and to develop new educational programmes aimed at building pedagogical partnership competence. *Prospects for future research.* It is necessary to conduct a study of the relationship between the level of pedagogical partnership competence of teachers and parents of schoolers and the student' learning outcomes.

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Appendix A

	Labour functions	Professional competences (by activity or group of activities)	Knowledge	Skills and abilities
Professional standard for the professions "Primary school teacher of a general secondary education institution", "Teacher of a general secondary education institution2, "Primary school teacher (with junior specialist diploma)" Order No. 2736 dated 12.23.2020	Partnership interaction with the participants of the educational process	B 3 Pedagogical partnership competence		
		B 3.1 Ability to subject-subjective (equal and personally oriented) interaction with students in the educational process	B 3.1 C 1 Advantages and main stages of the subject-subjective relations between a teacher and a student B 3.1 C 3 The main roles of a teacher in professional activity	B 3.1 U 1 Apply mechanisms for implementing subject-subjective relations between a teacher and a student B 3.1 U 2 Apply the skills of coordination and stimulation of educational and cognitive activity of students, support of their desire for self-development, revealing their abilities and cognitive capabilities to ensure a subject-subjective approach in teaching

		B 3.2 The ability to involve parents in the educational process on the basis of partnership	B 3.2 C 1 Basic forms and means of determining parents' requests and expectations B 3.2 C 2 The main forms of constructive interaction with parents in the students' interests	B 3.2 U 1 Determine and take into account requests and expectations of parents regarding the education of their children, participation in the educational process B 3.2 U 2 Involve parents in participation in the educational process, as well as making decisions related to education, upbringing and development of students B 3.2 U 3 Cooperate with parents as members of the team of psychological and pedagogical support of a student with special educational needs
		B 3.3 Ability to work in a team with involved specialists, teaching assistants to provide additional support to individuals with special educational needs	B 3.3 C 1 Basic principles of team interaction B 3.3 C 2 The main tasks of members of the team of psychological and pedagogical support of persons with special educational needs	B 3.3 U 1 Organize cooperation with involved specialists based on the team interaction principles B 3.3 U 2 Cooperate with involved specialists in the creation and implementation of an individual development programme, an individual curriculum for persons with special educational needs (if necessary)

Appendix B

The Level of Pedagogical Partnership Competence among Primary School Teachers Questionnaire

1. How many years of work experience do you have as a primary school teacher?

2. Do you participate in a pedagogical partnership with students' parents?

3. How often do you communicate with students' parents?

4. Do you involve parents in solving issues related to education and upbringing of students?

5. What methods of cooperation with students' parents do you use?

6. Do you know about methods of pedagogical partnership development?

7. How often do you use these methods in working with students' parents?

8. Have you involved experts from other fields in the pedagogical partnership?

9. How do you rate your level of pedagogical partnership competence?

10. How do you rate the level of pedagogical partnership competence of your colleagues from primary school?

11. How do you rate the level of competence of pedagogical partnership with students' parents?

12. What problems do you have in the process of interaction with students' parents?