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PEDAGOGICAL PARTNERSHIP IN ALTERNATIVE PRESCHOOL EDUCATION

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Antonina Karnaukhova[2]

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Abstract. The article examines the phenomenon of pedagogical partnership in the context of alternative preschool education as an important factor in ensuring child-centeredness, variability and subjectivity of participants in the educational process. The relevance of partnership interaction in the conditions of transformation of the modern system of preschool education and the development of alternative forms, models and formats of its organization is substantiated. The purpose of the article is to theoretically substantiate the essence of pedagogical partnership in alternative preschool education, determine its basic principles, features of implementation and pedagogical conditions for ensuring effective subject-subject interaction of children, teachers and parents in a variable educational environment. The essence of pedagogical partnership is revealed as subject-subject interaction of children of early and preschool age, teachers and parents, which is based on the principles of mutual respect, trust, openness, cooperation, dialogicity and joint responsibility for educational results. The features of implementing the partnership approach in practice in alternative preschool are identified, in particular, the flexibility of the educational environment, individualization of educational routes, active involvement of parents in making pedagogical decisions, support for children's initiative and the use of innovative forms of interaction. The attention is focused on the potential of alternative preschool education in creating conditions for the realization of the child's subjectivity and building a democratic culture of interaction. The pedagogical conditions

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of effective pedagogical partnership and promising directions of its development in modern Ukrainian preschool are substantiated.

INTRODUCTION

Today, despite the difficult conditions caused by the socio-political crisis and the armed aggression of the Russian Federation, the Ukrainian education system is doing everything possible to provide the appropriate level of educational services to all education seekers, starting from preschool age. Studies by domestic and foreign scientists (L. Artemova, A. Bogush, N. Gavrish, K. Krutiy, T. Pirozhenko, O. Reypolskaya, J. Hekman and others) convincingly demonstrate that the first years of a child's life are an important period when high-quality preschool education is the basis for further development of the personality. The conceptual idea of the new Law of Ukraine «On Preschool Education» is the availability of preschool education for every child. Thus, the implementation of the new Law of Ukraine «On Preschool Education» provides for the expansion of access to high-quality preschool education for children aged 3 months to 6 years. The Ministry of Education and Science of Ukraine is working on the development and implementation of flexible and accessible models of preschool education that respond to social, economic and demographic challenges and are focused on meeting the needs of different population groups. The state educational policy is aimed at expanding opportunities for the creation and operation of institutions of various forms of ownership. Accessibility of preschool education is ensured by state authorities, local governments, founders of educational institutions, other subjects of educational activity and subjects of educational activity.

Thus, alternative forms of care and upbringing are created, or rather types of preschool education institutions – for example, mobile kindergartens in areas where it is not possible to obtain preschool education in another way, or a pedagogical partnership center in a preschool education institution that has free premises.

1. Analysis of Recent Research and Publications

The Strategic Plan of the Ministry of Education and Science of Ukraine until 2027 among the priority areas for the development of the education system for children of early and preschool age declared the concept of new

forms of preschool education institutions, provided for modeling effective solutions for the creation of alternative types of kindergartens for their further implementation, taking into account the security situation in the regions, the needs of the population for obtaining preschool education; the possibility of choosing different types of institutions and new forms of education for the upbringing and development of children in accordance with their educational needs and capabilities [9].

International pedagogical practice determines that one of the ways to modernize the traditional education system and increase its efficiency is the introduction of alternative education. Today, in many countries of the world and in Ukraine, alternative education is a significant factor in improving the traditional education system and its compliance with the needs of different categories of consumers of educational services; it is perceived as a vector for implementing a personality-oriented approach, creating favorable conditions for socialization, and developing self-realization of each person.

Analysis of scientific sources gives grounds to consider alternative education as one that maximally meets the needs of the present and is focused on the challenges of the future, focused on creating conditions in a specially organized pedagogical environment for the development of the child's innate qualities and giving him full freedom for self-realization; aimed at expanding subject-subject relationships in order to involve the child in social experience in all spheres of personal and social life and ensuring preparation for conscious activity and independent creative activity within the framework of a close relationship between education and upbringing with the surrounding world. (O. Zabolotna, I. Kozubovska, V. Palkush, G. Tovkanets). Alternative education is aimed at the natural maturation of the child, taking into account his individual characteristics. Alternative educational systems arise as a challenge to educational institutions of society, they are closely related to changes in the needs and demands of children and their parents. At the same time, alternative education should not be viewed as an opposition or competitor to the traditional education system – as they develop, they complement each other. We agree with the opinion of G. Tovkanets that alternativeness does not consist in improving something, but in the intention to find other ways of relationships, and most importantly – meaning and values. This applies to education to a

greater extent, where in search of new sources and opportunities alternative education points to new vectors of development of the educational system as a whole. Alternativeness is always an opportunity to choose, first of all, to try to «immerse» in another pedagogical system [10].

2. Peculiarities of Partnership Interaction Between Teachers, Children and Parents in Alternative Models of Preschool Education

Modern transformation processes in the preschool education system necessitate the search for new models of organizing educational interaction, in the center of which is the child as an active subject of his own development. In this context, pedagogical partnership acquires special importance, which involves the transition from predominantly normatively regulated interaction to cooperation, dialogue, mutual trust and joint construction of the educational process. Such trends are especially clearly manifested in alternative models of preschool education, which are characterized by the variability of the organization of the educational environment, flexibility of content and forms of interaction, the ability to take into account the individual educational needs of the child and the active participation of the family.

Alternative preschool education should be considered as a set of models, formats and practices of organizing the educational process that complement or differ from the traditional institutional model of preschool education in terms of the way the environment is organized, the regime, content, methods, forms of interaction and the level of family involvement. Such formats may include alternative kindergartens, small groups, family and community educational centers, Waldorf, Montessori, project-based, nature-oriented, game and other pedagogical models. They are united by the desire for greater variability of educational experience and the creation of conditions for the child's active participation in his own learning and development.

Partnership interaction in such models is characterized primarily by a change in the roles of its participants. The teacher ceases to be exclusively a translator of a certain amount of knowledge and an organizer of children's activities and takes on the role of a facilitator, mentor, observer, consultant and co-participant in the educational process. His task is not so much to manage each step of the child, but to create conditions for independent

choice, research, play, communication, creativity and making feasible decisions.

The child in the partnership model is considered as an active subject of interaction. His thoughts, interests, questions, emotions, choices and methods of activity become significant components of the educational process. This involves creating situations in which the child can choose materials, type of activity, partner for interaction, method of completing the task, offer his own ideas and participate in determining the content of joint activities. It is important that the child's subjectivity does not mean the absence of pedagogical guidance. On the contrary, pedagogical partnership involves professionally organized support that gives the child the opportunity to act independently within a safe and understandable educational space.

The interaction of the teacher with parents is of particular importance. In alternative models, the family can act not only as a recipient of information about the results of the child's development, but also as a full-fledged partner in determining educational needs, creating individualized conditions and implementing joint educational initiatives. Such interaction involves regular dialogue about the interests, achievements, difficulties and needs of the child, joint discussion of educational goals, coordination of approaches to organizing interaction and participation of parents in the life of the educational center.

At the same time, partnership with the family should not be reduced to the mechanical involvement of parents in carrying out activities or fulfilling pedagogical tasks. Its essence lies in recognizing the competence of each party. The teacher has professional knowledge about the patterns of development and upbringing of children, while parents have unique knowledge about the individuality of their own child, his experience, needs, habits, interests and family context. The combination of these resources creates the basis for a more holistic understanding of the child and coordination of educational influences.

A characteristic feature of partnership interaction is its dialogic nature. Dialogue in preschool education involves not only the exchange of information, but also mutual listening, asking questions, discussing different positions, accepting the right to be different, and finding common solutions.

In the practice of alternative preschool, this can be implemented through morning circles, children's discussions, joint project planning, pedagogical consultations with parents, family workshops, open educational events, child development portfolios and individual meetings. The change in the nature of assessment is also indicative. In the partnership model, the emphasis is shifted from comparing children with each other to observing individual development dynamics. The educator records not only the result, but also the process of activity: the child's initiative, the ability to ask questions, interact with others, find ways to solve problems, express their own opinion. This approach creates the basis for a meaningful conversation with parents about the child's development and contributes to the formation of joint responsibility for their educational progress.

A specific feature of alternative preschool education is that it is mainly parents, and not the students themselves, who choose the institution or form of obtaining preschool education. At the same time, parents are guided by their interest in a certain (alternative) system of preschool education, or choose an institution/form of obtaining preschool education, based on their expectations about what knowledge and ideas their child should acquire, what abilities he or she should develop during early and preschool childhood.

Currently, there are many preschool educational institutions in Ukraine that work according to the systems and technologies of famous teachers: M. Montessori, Rudolf Steiner, Glenn Doman and others, which are very popular among parents and young pupils, attracting with an unusual approach to organizing the educational process, interesting methods of educational interaction.

Also, according to research, in Ukraine, in recent years, parents of early and preschool children have preferred the following alternative forms of obtaining preschool education:

– organization of short-term groups is a form of obtaining preschool education and care for children (mainly from 2.5 to 6-7 years old) in preschool education institutions (PEI) without organizing meals and daytime sleep, when children are in kindergarten for up to 4 hours a day);

– home education (homeschooling) is a form of obtaining education in which parents independently organize the educational process of the child

outside the preschool education institution. Officially, in the legislation of Ukraine, this format is called the family (home) form of education;

– mobile centers for the provision of educational services are safe, modern and mobile spaces created to ensure continuous education of children and adolescents in war conditions. Such centers are especially actively deployed in front-line, de-occupied and affected regions of Ukraine, where educational institutions (kindergartens and schools) operate exclusively online or have been destroyed;

– weekend groups, walking groups are forms of organizing children's or adult leisure, development and care, which usually operate outside the main school or working hours. They help to spend time usefully, actively and interestingly.

Therefore, partnership in alternative preschool education is based on horizontal communication, child subjectivity, professional autonomy of the teacher, active family participation, and joint construction of educational experience. At the same time, specific forms of pedagogical partnership may differ depending on the pedagogical concept, organizational model, and characteristics of a particular educational environment.

Research and practice in preschool education show that alternative institutions/forms of obtaining preschool education attract parents of young children not only with the opportunity to experience a different quality of education, but also with a flexible schedule of educational activities, an orientation towards taking into account the individual needs of each pupil, and the openness of the institution. The organization of educational work in alternative preschool education institutions involves creating conditions for the development of various types of activities taking into account the capabilities, interests, and needs of the children themselves, and interesting leisure activities.

Surveys of parents show that they consider modern educational trends very attractive, among which they single out the subject-subject model of interaction between participants in the educational process. This model of interaction is the basis of constructive interaction aimed at achieving a common goal with equality in the rights and obligations of the parties, that is, partnership. It is partnership in the educational process of a preschool educational institution that will provide the child with the opportunity to

freely express his thoughts, to be active in learning the world around him, to take initiative; to feel respect for himself, to learn to respect others.

The problem of partnership interaction between participants in the educational process in a preschool educational institution has found its coverage in the works of O. Bayer, N. Gavrish, O. Durmanenko, T. Pirozhenko and others. The issue of organizing pedagogical partnership in preschool educational institutions as a condition for ensuring the quality of education of children of early and preschool age was considered in the studies of L. Berezovskaya, N. Holota, A. Karnaukhova, S. Kolosova and others.

The scientific research of O. Popovych and L. Yushchyk emphasizes the importance of partnership interaction in conditions of social changes and crisis circumstances, when it is the consistency of adult actions that becomes the key to the stability of educational influences [6, p. 189].

The update of the regulatory framework for preschool education in Ukraine has increased the emphasis on the competency-based approach, socio-pedagogical partnership, family involvement in the development of the child, partnership as a key aspect of the interaction of the educator, child and parents, as evidenced by the State Standard of Preschool Education of Ukraine (BKDO -2021), the professional standards «Educator of a preschool education institution» and «Head (director) of a preschool education institution» (2021). In particular, the State Standard of Preschool Education notes «the unity of development, upbringing and education of pupils and the pedagogical partnership of teachers and parents or other legal representatives» [2].

This indicates that it is not the isolated influence of a preschool education institution or family on the child's personality that becomes of paramount importance, but rather the coordinated partnership interaction of these two institutions of child socialization. This formulation of the question is consistent with the key regulatory guidelines outlined in the Law of Ukraine «On Preschool Education», which emphasizes the leading role of the family in the development of the child and emphasizes the need for interaction between the preschool educational institution and families as participants in the educational process.

In the professional standard «Preschool Teacher», interaction with parents is included in the range of key professional tasks of the teacher, along with the creation of a safe, inclusive and developmental environment.

Thus, partnership interaction with parents is considered in this document as a component of pedagogical partnership and basic professional competence.

It should be noted that among the requirements of modern society for the education system is the demand for flexibility, tolerance, and the ability to interact in difficult circumstances of socio-political crisis. In light of this, pedagogical partnership acts as a necessary condition for the effective functioning of the education system. The provisions of the partnership express the generally recognized concept of human rights, which is based on two basic values – human dignity and equality.

Today, the main principles of the functioning of preschool educational institutions in Ukraine are cooperation, collaboration between all participants in the educational process. Researcher O. Marynovska notes that the concepts of «cooperation», «partnership» are sometimes used as synonyms and explains this by the fact that «cooperation» is included in the semantic field of the term «pedagogical partnership»; if we consider these concepts in the activity aspect, then cooperation as a process and result characterizes the ability to coordinate one's own goals and interests with others in order to achieve success, and partnership – the ability to solve problems, coordinating one's own goals and interests with others in order to achieve success» [5, p. 84]. Partnership, according to O. Kokhanova, is the highest form of cooperation, which cannot be acquired automatically, and joint activity on the basis of partnership is a formative activity that forms the consciousness and self-awareness of a person, as well as a necessary stage and internal mechanism of individual activity [4, p. 223].

The concept of «partnership» is a rather complex social phenomenon, characterized by an intersubjective nature; outwardly it looks like a special type of social interaction and is based on the principles of equality of autonomous subjects, their mutual recognition and mutual responsibility. In this context, the organization of pedagogical partnership becomes an extremely important condition for ensuring the quality of education of children of early and preschool age and promotes effective communication between all subjects of the educational process in a preschool educational institution. Such interaction ensures not only the quality of the educational process, but also psychological comfort for all participants in the educational process. However, such interaction is especially important for children, because it contributes to the emergence of trust in the teacher, provides

the opportunity for co-creation with him, the creation of «situations of success» for each pupil. Pedagogical interaction with the families of pupils is a necessary condition for the full development of a growing personality and is a source of enrichment of the pedagogical knowledge of parents. Again, it should be noted that, as the practice of preschool education shows, a significant part of parents do not feel the need to establish partnership interaction with the educators of their own children: the majority considers such interaction as an interference in the upbringing of a child in a family environment; other parents are not ready to share with teachers the problems that arise in their children's upbringing. The conditions for partnership interaction in this case should be trust, a desire to hear another point of view and consider it, or, ultimately, to accept it, a willingness to continue such interaction as useful and important [1, p.69].

It should be noted that, while appreciating alternative preschool education institutions for their openness, the ability to take into account the individual needs of each pupil, and subject-subject interaction, parents of preschool children mostly interpret these components of the educational activity of the institution rather superficially. Thus, some parents understand the openness of the institution as an opportunity to observe the educational process (including video surveillance) without participating in the educational process itself. Instead, the openness of the institution involves effective communication, mutual trust, exchange of information about the individual characteristics of the child, his needs and habits, and the presence of constant, systematic interaction. It has been proven that the behavioral and communicative models of the child, formed in relationships with parents, significantly influence his further development. They determine the level of formation of social skills, and also affect the development of cognitive activity, speech, physical and moral qualities and abilities of the child. Therefore, the interaction of the pedagogical team of the preschool educational institution with the parents of the pupils contributes to the individualization of the educational process, taking into account the characteristics of each pupil [7, p. 95].

Of course, the essence of pedagogical partnership is attractive to parents, which encourages the child to be independent and proactive, is focused on the success of each child in the educational process, supporting him on this path, and creating emotional comfort. Thus, the partnership interaction

of alternative preschool educational institutions with the parents of pupils needs to be updated and revised. First of all, the emphasis should be on organizing interaction with parents as active subjects of the educational process, because they are the customers of educational services and are full partners of educators in the upbringing and development of the child.

But the partnership between the participants in the educational process, which are also the parents of the pupils, consists in the commonality of their goals and actions, is based on the principles of equality, loyalty, mutual responsibility and assistance. Avoiding involvement in the educational process of the institution does not give parents the opportunity to fully trace the features of their own child's development, to be a co-creator of his individual educational trajectory. Of course, this does not apply to such alternative preschool education institutions as Early Childhood Development Centers / Pedagogical Partnership Centers (which children attend together with their parents or one of their parents). A Pedagogical Partnership Center is a type of educational activity organization that not only ensures the development of children from birth with the mandatory participation of their parents or one of them, but also provides pedagogical support to parents, advises them on the development of the child and promotes the formation of responsible parenthood, taking into account the tasks of interaction, the age characteristics of children of early and preschool age and the needs of the parent audience. Currently, the Pedagogical Partnership Center is perhaps the most popular alternative type of educational activity organization.

It should also be noted that such alternative pedagogical systems and technologies as, for example, Maria Montessori, Glenn Doman, Cecile Lupan, etc., base the leading positions of their systems on close interaction with family upbringing, directly linking the child's success and the efforts of teachers and parents. Thus, one of the important aspects of the work of institutions that work according to the M. Montessori system is educational activities, which are aimed, first of all, at working with parents in order to familiarize them with the basics of the Montessori pedagogical system. As noted by S. Bader, M. Yepikhina, I. Grechishkina, it is Montessori pedagogy, based on the idea of free development of the child in a specially modeled environment, emphasizes the leading role of the family as the first social institution in the formation of a personality.

Thus, it becomes obvious that the effectiveness of the Montessori educational environment depends on the parents' involvement in the educational process, their understanding of the principles of independence, respect for the child's choice and willingness to support his individual pace of development. The harmonious development of a child occurs only under conditions when similar principles operate at home and in an educational institution – respect for the individual, stimulation of independence, creation of conditions for free choice and research. The pedagogical system of M. Montessori actually provides for a partnership model of interaction, in which parents act as active co-creators of the educational environment, and not as passive observers.

Glen Doman's technology is particularly attractive to parents who are supporters of early child development. However, the development of a child using this method requires not only a specially organized educational process, but also involving the child in cognition, forming motivation to learn new things and identifying key points of the surrounding world in the first year of life, that is, immediately after the baby is born, in the conditions of family upbringing. It is important for parents to introduce the child to the surrounding world – phenomena and objects, and to maintain his interest in the surrounding world.

It should be noted that, unlike Ukraine, foreign countries have extensive experience in the functioning of various types of alternative educational institutions, including preschool ones. In the context of the European integration of the Ukrainian education system, it is worth paying attention to the active development in many European countries of practices of parental participation as a key factor in the effectiveness of the educational process, based on the principles of mutual trust and shared responsibility for the development of the child.

The pan-European trend towards the democratization of educational relations and the recognition of parents as full partners in the educational process is based on such principles as:

– mutual recognition of the competence of parents and teachers;
– digital transparency in communication and decision-making;
– a personalized approach to each family;
– systematic and documented contacts.

As M. Honcharuk rightly notes, in this context the experience of the Federal Republic of Germany is particularly relevant for the Ukrainian system of preschool education, since it is based on the principles of resource efficiency and gradual introduction of innovations, which corresponds to the modern capabilities of the Ukrainian education system in conditions of limited financial resources and the need for rapid adaptation to European standards of education quality. Research by the German scientist J. Hattie confirmed the significant positive impact of the German model of communication with parents on the success of children and the overall quality of preschool education. In particular, interaction with families of pupils in German preschool education, which is based on the principles of «educational partnership», which provides for equal participation of teachers and parents in the development of the child, is of interest.

Interesting in this aspect is the experience of implementing partnership relations in preschool education in foreign countries, in particular Poland, which not only confirms the effectiveness of the cooperation model, but, as V. Bondar claims, can serve as a guideline for improving Ukrainian practice. In preschool education institutions in Poland, partnership is implemented as a systemic form of cooperation between teachers, parents, children and the local community, based on the principles of trust, dialogue and shared responsibility. Its implementation takes place through joint planning of the educational process, regular consultations with parents, participation in projects and holidays, pedagogical education of families, as well as active interaction with local institutions. Polish kindergartens provide open communication, support parental initiatives and develop an inclusive environment where each child receives support. Such a partnership model contributes to improving the quality of education, strengthening the pedagogical culture of parents and creating favorable conditions for the harmonious development of the child.

It is also worth considering the modern realities of the Ukrainian environment: regardless of which institution a child attends, it is necessary to take care of the formation of safe behavior in him, and therefore a healthy and safe lifestyle. As O. Reypolska and O. Topuzov rightly note, the problem of forming safe behavior in preschool children is of particular importance not only in view of the increase in risks in

the environment, but also in connection with the need to form basic life competencies in a child, a high level of achievement of which ensures self-preservation, responsible interaction with others and readiness for conscious choice in typical and new situations. Researchers argue that partnership should be interpreted as a systemic pedagogical category, and not as a set of forms of communication that includes value consistency, division of responsibility, joint planning, mutual information, support, coordination of educational influences and reflection aimed at transferring knowledge about safety into the child's constant actions. O. Reypolska and O. Topuzov emphasize that the partnership interaction of educators and parents in the context of the formation of safe behavior has a value basis: respect for the child, the priority of his well-being, recognition of the role of parents in the educational process as equal partners, trust and joint responsibility [8, p. 128].

The subject-subject approach, stated in the very list of the content of the competence of pedagogical partnership, also provides, in our opinion, the implementation of the principles of appropriate pedagogical support in the educational process, in a certain way positive interdependence between the subjects of educational activity, which is manifested in the awareness of a common goal, the availability of common resources and the application of joint efforts to solve pedagogical tasks and problems.

We agree with the opinion of L. Zdanevych that the pedagogical partnership between parents and the educator is an important element for achieving the child's life success.

Thus, the introduction of modern technologies of upbringing and learning into the educational process is impossible without the implementation of pedagogical partnership between all participants in the educational process, which will enable effective communication, constructive interaction, and ensure the right of each participant in pedagogical interaction to authenticity, which involves recognition and respect for the individual personal characteristics, thoughts, views and feelings of each participant. Partnership interaction between the teaching staff of the institution and parents should be aimed at the awareness of individual and group responsibility in interaction, which involves internal and external motivation for the joint activities of subjects of educational activity, as well as joint responsibility for their actions and results of activity.

In recent years, in Ukraine, given the security situation, such a form of organization of the educational process as distance learning has become widespread.

The organization of a distance learning form of the educational process confirms the need to maintain partnership relations during new social and educational challenges. In the scientific research of L. Zimakova, O. Tupytsa, L. Zhdanyuk, the essence of the concept of «distance learning of preschool children» is considered as the organization of partner educational interaction in conditions of distance between the educator and children and their parents (adults caring for children), which functions synchronously and/or asynchronously on the basis of modern educational, information and communication (digital) technologies. Researchers emphasize that the pedagogical partnership of preschool educational institutions with parents of pupils or persons replacing them; providing various types of support to children, their parents, and pedagogical workers during the distance period is one of the pedagogical conditions for implementing this form of organization of educational activities.

3. Pedagogical Conditions for Effective Implementation of the Partnership Approach in an Alternative Preschool Environment

The effectiveness of pedagogical partnership does not arise automatically as a result of changing the organizational model of preschool education. It requires the creation of a set of pedagogical conditions that provide a real opportunity for each participant in the educational process to be an active subject of interaction.

The first condition is the creation of a psychologically safe and emotionally comfortable educational environment. The child should feel that his opinion will be heard, questions will not be ridiculed, mistakes will be considered a natural part of the cognitive process, and seeking help is acceptable. Psychological safety is a necessary prerequisite for children's initiative and independence. It also extends to the interaction of teachers and parents, because partnership is impossible under conditions of fear of criticism, formal control or distrust.

The second condition is to support subjectivity and children's initiative. The educational process should provide real, rather than formal, opportunities for choice. The child can choose the method of completing

the task, materials, sequence of actions, partners for the game or the topic of research. Particularly effective in this context is the project approach, when children's questions and interests can become the starting point for long-term joint activities.

The third condition is the teacher's professional readiness for partnership interaction. The teacher must possess not only the methods of development and education of preschoolers, but also the skills of non-violent communication, facilitation of group interaction, active listening, conflict mediation, pedagogical observation and reflection. An important professional competence is the teacher's ability to balance between the child's freedom and the need for pedagogical support.

The fourth condition is systematic and two-way communication with the family. Partnership requires not episodic contacts, but constant information exchange. It is advisable to use various forms of communication: individual consultations, short daily meetings, thematic parent workshops, joint projects, digital portfolios, pedagogical digests, surveys and reflective meetings. At the same time, digital tools should complement live communication, not replace it.

The fifth condition is the flexibility of the educational environment and the content of the activity. Alternative preschool education creates opportunities for the organization of spaces that are transformed according to the interests of children and educational tasks. The educational environment can contain areas for plot-role-playing, construction, reading, research, creativity, solitude and joint activities. The flexibility of space contributes to the child’s independent choice of methods of interaction and increases his responsibility for his own activities.

The sixth condition is the coordination of pedagogical positions of all participants in the educational process. Partnership involves developing a common understanding of values, rules and methods of interaction. It is important that the requirements for the child do not contradict each other in different environments of his life. That is why it is advisable for the teacher to discuss with parents not only the results of development, but also the principles of organizing interaction, ways of supporting independence, the limits of what is permissible and acceptable forms of pedagogical response.

The seventh condition is a reflective culture of the educational process. Pedagogical partnership involves constant reflection on how effective the

interaction between its participants is. The teacher can use professional observation diaries, team reflection, analysis of pedagogical situations, parent surveys and simple forms of children's reflection. For preschoolers, these can be symbolic mood scales, a «circle of impressions», pictorial reflective maps, completing the phrases «Today I learned...», «I liked...», «I want to try...».

A promising tool for partnership can be a narrative approach, when the child's experience is recorded through short pedagogical stories about his discoveries, questions, interactions, and achievements. For example, when working with a Ukrainian folk tale, the teacher can not only check whether the child has remembered the plot, but also suggest that he change the development of events, come up with a continuation, choose a hero for a role-playing game, ask questions to the characters, or create his own fairy tale. Parents can also join in the home continuation of the plot: write down a children's version of the fairy tale, create an illustration together, or make a character for a theatrical performance. Such a practice turns educational interaction into a joint creation of meanings.

Thus, the effective implementation of a partnership approach in an alternative preschool environment requires a complex combination of safety, subjectivity, pedagogical autonomy, professional competence, open communication with the family, flexibility of the educational environment, and reflexivity. It is important that these conditions are implemented systematically and interconnectedly, and not as separate pedagogical technologies.

4. Promising Directions for the Development of Pedagogical Partnership in Modern Ukrainian Preschool Education

The further development of pedagogical partnership in Ukrainian preschool is associated with a rethinking of the culture of educational partnership interaction itself. This involves a gradual transition from a model in which the educator is the main organizer and tutor of the educational process to a model of participation, where the child, educator, and family jointly shape the educational space and determine the ways to achieve educational goals.

One of the promising directions is the development of variable and flexible models of preschool education. Modern social conditions require

different formats of preschool education organization, capable of meeting the needs of children and families. Alternative educational centers, small groups, family formats, short-term stay, project-based and nature-oriented models can expand the possibilities of choice for the family. At the same time, variability should be combined with compliance with the principles of safety, quality and accessibility of preschool education.

The second direction is to strengthen the role of parents as partners in creating the child's educational experience. A promising transition from the traditional model of «preschool education institution informs – parents receive information» to a model of joint design. Parents can participate in determining the topics of educational projects, organizing research activities, creating educational resources, conducting family workshops, and discussing ways to support the child's individual needs.

The third direction is the development of digital partnerships. Digital technologies can provide operational information exchange, demonstrate the dynamics of a child's development, support remote interaction, and provide parents with access to educational materials. At the same time, it is important to adhere to the principles of digital security, personal data protection, and pedagogical appropriateness of using technologies.

The fourth promising direction is the expansion of project and research interaction. The project allows you to unite the interests of the child, the professional capabilities of the teacher and the resources of the family around a common problem or question. For example, a child's question «Why is the fox in fairy tales often cunning?» can become the beginning of an interdisciplinary mini-project that combines reading Ukrainian folk tales, speech creativity, theater, drawing, research into the images of characters and comparison of different plots. In such activities, partnership becomes not an additional form of work, but a way of organizing the educational process.

The fifth direction is the development of a culture of children's participation. Preschoolers can participate in making decisions that are accessible to their age: choosing a project topic, organizing a play space, defining group rules, planning joint activities. It is advisable to gradually introduce simple mechanisms for children's voice: an «idea box», a choice board, children's mini-discussions, jointly creating group rules, voting on activity options.

The sixth direction is the preparation of teachers for the implementation of partner pedagogy. Professional training and advanced training of educators should include practical mastery of technologies of facilitation, mediation, non-violent communication, pedagogical observation, designing the educational environment and working with the parent community. It is especially important to form the ability of the teacher to analyze his own professional position and see the child not as an object of pedagogical influence, but as an active participant in interaction.

The development of local pedagogical communities is of particular importance. Cooperation between preschool educational institutions, alternative educational centers, parent communities, public organizations and specialists from various fields can create new resources for professional and educational development. Such interaction will contribute to the dissemination of effective practices and the formation of a culture of pedagogical partnership not only at the level of an individual institution, but also at the level of the local educational community.

The development of culturally-oriented and narrative partnerships is also promising. Ukrainian folk tales, folklore, traditional images and modern author's fairy tales can be used as a space for dialogue between generations. Joint reading, discussion of moral dilemmas of characters, creation of alternative endings, family theater and digital storytelling create natural situations for cooperation between child, teacher and parents.

Thus, the prospects for pedagogical partnership in modern Ukrainian preschool are associated with the development of the variability of educational models, strengthening the subjectivity of the child, involving the family in the joint design of educational experience, digitalization of communication, development of project and research activities, professional training of teachers and the formation of open local educational communities. An important result of these processes should be not just an increase in the number of partnership events, but the establishment of partnership as a basic culture of everyday partnership interaction.

CONCLUSIONS

Pedagogical partnership is one of the important directions of development of alternative preschool education, as it meets the need of modern preschool for variability, child-centeredness, flexibility and recognition of subjectivity

of all participants in the educational process. In alternative models of preschool education, partnership interaction of teachers, children and parents acquires a systemic character and is implemented through dialogue, cooperation, joint planning, children's choice, active participation of the family and reflective understanding of educational experience.

The effectiveness of the partnership approach is ensured by a set of interrelated pedagogical conditions: the creation of a psychologically safe environment, support for children's initiative, the teacher's professional readiness for facilitative interaction, systematic communication with the family, flexible organization of the educational space, coordination of pedagogical positions and the development of a reflective culture. At the same time, partnership should not be identified with the rejection of pedagogical leadership: its essence lies in the transition from control over the child to professional support for his independence and development.

It is advisable to link the further development of pedagogical partnership in Ukraine with the expansion of variable models of preschool education, the development of a culture of children's participation, the involvement of parents in the joint design of the educational process, digital forms of communication, the spread of project, research and narrative approaches, as well as the modernization of professional training of teachers.

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