

PEDAGOGY OF PARTNERSHIP IN MODERN HIGHER EDUCATION

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Abstract: The establishment of democracy and the transition to new forms of educational activities have necessitated the development of partnership pedagogy. It implies equality in the right to respect, trust, mutual demandingness, and goodwill in the implementation of educational activities. Ensuring constructive cooperation and effective interaction between the participants in the educational process is a requirement of our time. It allows improving the quality of higher education to achieve a high level of academic activity efficiency through innovation. This study aims to substantiate the theoretical and applied research principles into the features of partnership pedagogy in modern higher education. All scientific and special methods of economic analysis are used in the study, in particular: analysis and synthesis; analogy and comparison; generalization and systematization; graphic and tabular methods. Concerning the study results about the features of partnership pedagogy in modern higher education, we established that it is the newest tool of interaction between the participants of the educational process based on equality, openness, and joint achievement of the goals set. The current state and tendencies of partnership pedagogy in higher education institutions in the USA, Great Britain, and Ukraine were analyzed, demonstrating its effectiveness and practicality. It has been proved that the pedagogy of partnership in modern higher education is based on the model of interaction between participants of educational activities, should meet the established criteria, and be characterized by clear parameters, in particular: 1. The ability to create an educational environment that meets the principles of humanity, respect, and perception. 2. The ability to establish effective communication within the partnership interaction. 3. The ability of scientific and pedagogical staff to create the basis for partnership. 4. The provision of command of partnership. 5. The application of self-management technologies. The article substantiates the expediency of application and suggests using particular indicators to assess the effectiveness of partnership pedagogy in modern higher education.

Keywords: Pedagogy of partnership, innovation, higher education applicants, educational process, higher education, parameters of partnership pedagogy.

1 Introduction

Intensification of scientific and technological progress development caused an increased innovation activity, in general, in all sectors of the economy, in medicine, education, science, and, in particular, in pedagogy, and educational institutions, which direct their development in the creative direction, achieve a higher level of competitiveness. Ensuring advanced professional development based on innovation necessitates the introduction of partnership pedagogy in modern higher education as an innovative research direction. It provides an organized system of relationships between participants in the educational process based on common interests, equality, respect, mutual rights, responsibilities, and active participation in achieving the goals set. Challenges and threats of today increase the need to improve the quality of educational activities in higher education and implementation of new methods and technologies of training, as the innovative ability of the higher education system is most fully realized with the tendencies in the development of the principles of partnership pedagogy, which actualizes the topic of research and becomes important.

2 Literature review

Given that pedagogy is one of the methods of learning, the need for its development in the direction of innovation is significant, and the uneven socio-economic development of the country is even more profound. Therefore, the higher education system requires reform and implementation of new content and forms of learning based on partnership pedagogy. Hill et al. (2021) believe that compelling aspects of education have been sidelined from practical use for a long enough time. Nevertheless, the growing need to ensure the well-being of applicants, to support them and their emotions in learning, is increasingly relevant. Partnership pedagogy has the potential to realize the outlined in the following ways:

1. Supporting applicants in developing emotional resilience.
2. Providing opportunities to achieve positive well-being.
3. Forming an evidence-based model to ensure the potential effect of pedagogical partnerships.

In addition, scholars have considered two modes of pedagogical partnership adapted to the higher education environment: student-teacher and student-student.

This theory was deepened and scientifically substantiated by Healey et al. (2014), who noted the interaction of applicants and teachers as equal partners in the implementation of educational activities, and Smagina & Shunevych (2020) added the definition of parameters and indicators of the performance of the principles of partnership pedagogy.

At the same time, Treve (2021) argues that pedagogy development has been significantly affected by the emergence of significant international socio-pedagogical and socio-political challenges and the COVID-19 pandemic, which resulted in the actualization of the transition to "online pedagogy" and the use of interactive learning systems. The scientist posits the need to reduce the destructive impact on the educational process in higher education of such factors as the high level of mobility of applicants, the instability of technological communication, and the differentiation of access to education. This problem became more acute after the full-scale invasion of the Russian Federation into Ukraine, as a result of which a significant part of higher education applicants was forced to internally relocate to safe regions, many of whom have left the country and are in neighboring states. Considering these tendencies, the problem of organizing the educational process in higher education institutions and providing mutual support and assistance has become more acute. Therefore, a study of transnational partnerships in higher education, a concept that Bordogna (2018) develops, is warranted in such a case.

Chou, D. C. (2012) argues that the objective necessity of developing partnership pedagogy in higher education teaching practice requires building a proper model of partnership pedagogy, the dominant success of which should be quality and risk management, effective change management, and close interaction between teachers and applicants. In this context, educational innovation, which includes pedagogical, scientific-methodological, and technological innovation activities, which, in turn, belong to the elements of the national innovation system, becomes essential. The scientist's opinion is shared by Mykhailyshyn et al. (2018), who argue that the innovative development of modern higher education is the key to their success and a factor in increasing the competitiveness of higher education.

Bakay, S. (2021) notes the importance of the democratization of the relationship between the teacher and the applicant of higher education based on a favorable atmosphere in the educational process, implementation of active teaching methods, and development of applicants' initiative. The pedagogy of partnership is one of the unconditional factors of effective

interaction of the participants in the educational process in modern higher education. In this context, Korinna (2019) proves that the possibilities of partnership pedagogy cannot be limited to the interaction of applicants and teachers. The scientist convinces of the critical role in this process of such actors as parents, social institutions, and academic institutions, which, taken together, allows for close cooperation for personal development of participants in the educational process in modern higher education in the format of formal and informal communication.

At the same time, Golota & Karnaukhova (2019) note that the effective organization of pedagogical partnership significantly depends on creating a comfortable psychological climate, implementing pedagogical dialogue, and stimulating partners to reflective activity. At the same time, scientists argue that in modern higher education institutions, partnership pedagogy, built on certain principles, acts as an interactive interaction of participants in the educational process, characterized by the openness of communication, organized cooperation, and mutual understanding of partners.

However, Fedirchuk & Didukh (2019) consider the pedagogy of partnership through the prism of reforming all levels of education and perceive it as an essential factor of effective interaction between the participants of the educational process. Its primary purpose is to support applicants, develop their intellectual, emotional, and social capabilities, and match the needs of modern educational theory with the requirements of practice. In this context, the observations of Bovill & Woolmer (2019) suggest that the participation of applicants in the organization of the educational process should be strengthened, in particular by involving them in the discussion and formation of curricula and focusing on proposals for the definition of innovation space and creative development opportunities.

Cook-Sather et al. (2019), while investigating the effectiveness of partnership pedagogy in the United States and the United Kingdom, concluded that the principles of the partnership pedagogy concept have led to the establishment of systemic and institutional support for higher education participants and a changed understanding of learning through its redefinition and promotion of continuous academic development.

Partnership pedagogy is considered an effective innovation method in modern higher education, but according to Woolmer (2018), it has some risks that manifest when a higher education institution is partnering with educational stakeholders. In addition, such risks may modify and intensify their impact. In doing so, Peters & Mathias (2018) note that maintaining the boundary between voluntariness and coercion, crossing which would preclude the implementation of partnership pedagogy principles, is vital in ensuring the functioning of partnership pedagogy.

Crawford et al. (2015) consider partnership pedagogy as one of the valuable characteristics of the interaction of applicants and teachers, building on equality, mutual assistance, and opportunities for self-actualization, and Serrano et al. (2017) convince that partnership pedagogy allows to achieve the expected goals and make the occurrence of destabilizing factors impossible. Furthermore, Buzhinskaya & Suprun (2019) rightly point out that the possibilities of partnership pedagogy allow the effective implementation of inclusive education principles and practices. It demonstrates increased humanity in higher education and a high degree of protection of the interests of higher education applicants.

Meanwhile, Pastovensky (2020) notes the provision of a systematic approach to implementing the idea of partnership pedagogy, built on a variety of partnership subjects' interactions and taking into account the level of development of the country's higher education system.

3 Aims

This research aims to substantiate the theoretical and applied framework for studying the features of partnership pedagogy in modern higher education.

4 Materials and methods

The study uses general scientific and unique methods of economic analysis, in particular: analysis and synthesis, to determine the essence of the concept "partnership pedagogy"; analogy and comparison to assess the current state and tendencies of partnership pedagogy implementation in modern higher education and research its effectiveness; generalization and systematization to formulate hypotheses and form conclusions and research results; graphic and tabular methods to visualize the research results.

We chose such countries as the USA, Great Britain, and Ukraine for carrying out the research.

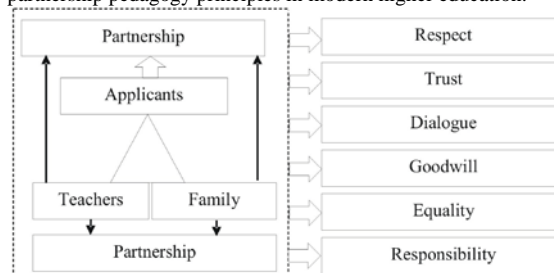
The information background of the study is based on the following reports: A Report on the Findings of the Higher Education Academy Funded Project Examining How Partnership-Based Pedagogies Impact on Student Learning at the University of Lincoln.

5 Results

Partnership pedagogy as an independent and effective method of education and training, based on the principles of the creative approach of teachers and students to develop personality, provides equal rights to participants in the educational process and full responsibility for the results of training. The establishment of active interaction between the participants of the educational process is carried out through the individual-personal development strategy due to the possibility of changing the structure of cooperation based on the introduction of new principles of communication between the participants of the educational process mutual respect and deep mutual understanding. The main idea of partnership pedagogy is undoubtedly achieved if a favorable psychological climate is created and dialogue for self-reflection and self-knowledge is implemented. Among the basic principles of partnership pedagogy in modern higher education are:

1. Respect for each applicant as an individual.
2. A positive attitude towards all participants in the educational process.
3. Building relationships built on mutual trust.
4. An open dialogue based on the idea of interaction.
5. Initiating the applicants' desire to be active in the learning process.
6. The exclusion of coercive measures towards applicants.
7. Intensification of innovation.
8. Ensuring social partnership.

Figure 1: The interaction model for the implementation of partnership pedagogy principles in modern higher education.



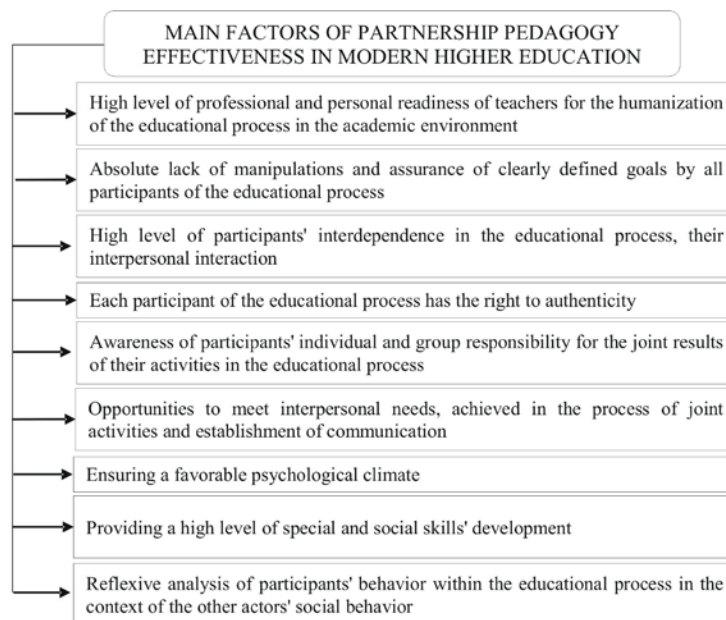
The implementation of these principles will successfully establish a vector of a humane and creative approach to the organization of the educational process in modern higher education. It has already been done in countries such as the

United States and Great Britain, which have formed their pedagogical practice and constitute the main reference points for progressive experience in countries of transitional type, including Ukraine. We should note that even in highly developed countries, the principles of partnership pedagogy are implemented differently, which depends on the duration of education, training profiles, class load, etc. In particular, in the UK, most specialties have shorter training periods than in the US, and the training profile is narrower. Figure 1 shows an

interaction model for implementing the principles of partnership pedagogy in modern higher education.

The establishment of effective interaction between participants in the educational process achieved through the proper conditions for forming partnerships between participants in the educational process, pedagogical interaction, which considers the main criteria, the position of which is systematized in Figure 2, remains equally important.

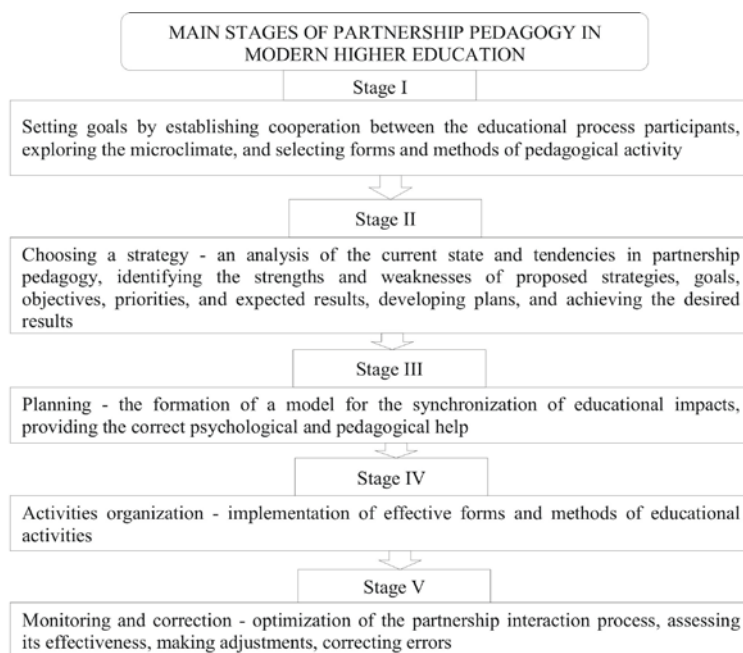
Figure 2: The main factors of partnership pedagogy effectiveness in modern higher education.



Let us admit that the process of pedagogical interaction is based on the creation of a well-established mechanism of interaction between the scientific and pedagogical staff of the institution of higher education and the involvement of students in various aspects of the life of the institution and is realized on a step-by-

step basis (Figure 3), which allows achieving the desired effect due to the precise definition of objectives, the right choice of strategy, accurate planning and organization of activities, as well as constant monitoring and timely corrigendum of the detected inaccuracies and lapses.

Figure 3: The main stages of partnership pedagogy in modern higher education.



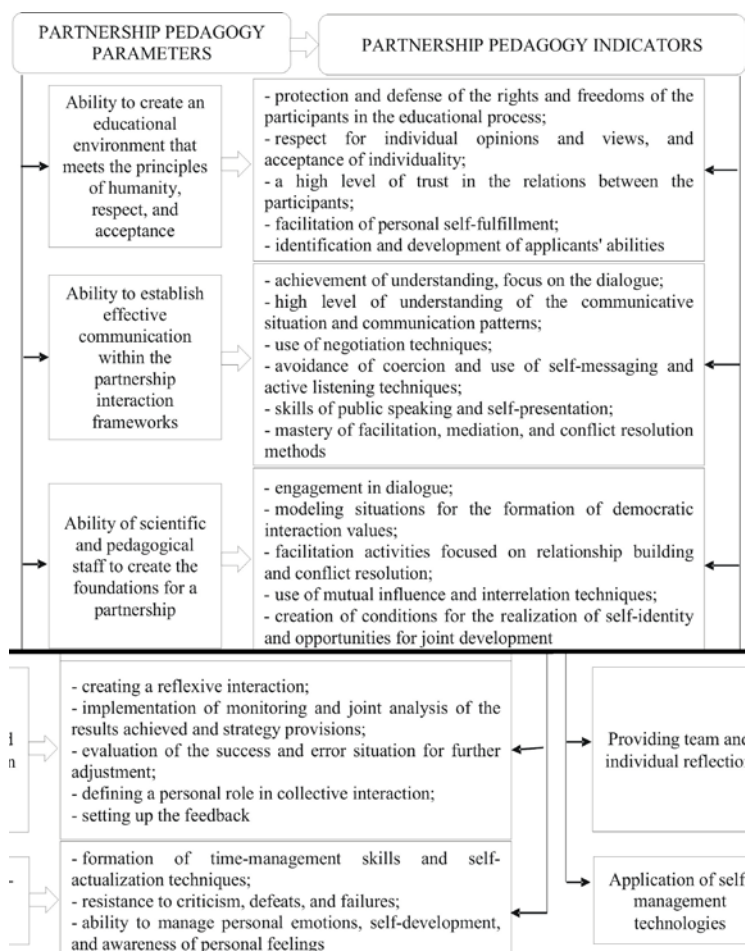
It is evident that globalization has caused profound structural and socio-cultural changes, and the transformation processes in

the higher education system need systematic, consistent, balanced, and effective reform in developing countries.

Partnership pedagogy, capable of ensuring effective communication, a horizontal model of interaction between participants, their mutual respect, cooperation, mutual understanding, and responsibility for the results obtained, is a tool for systemic value interaction of all educational process subjects in modern higher education. In-depth research in the

outlined direction suggests that the effectiveness of partnership pedagogy in modern higher education is characterized by specific parameters. Moreover, it implies the allocation of particular indicators, which we consider appropriate to detail in Figure 4.

Figure 4: The main parameters and the indicators list of partnership pedagogy.



As we can see, implementing the pedagogical partnership principles and their perception is a multi-vector process that requires mastering knowledge, developing practical skills, gaining experience, and forming value orientations. At the same time, Ukraine's desire to integrate into the world's higher education system requires an appropriate adaptation of national conditions to global development tendencies. Undoubtedly, the experience of such countries as the USA and Great Britain is valuable and constructive because these countries have demonstrated the diversification of the higher education system, significant achievements in the organization of the educational process and possession of high scientific potential, and institutional changes in higher education are influential.

6 Discussion

The research results of partnership pedagogy in modern higher education allow us to state that the intensification of partnership pedagogy development is caused by the need to optimize the educational process and involves ensuring respect for the individual, equality of rights and freedoms of all participants in the educational process, building a fruitful dialogue, trust, and mutual respect. We should note that the implementation of partnership pedagogy significantly depends on the level of development of the country and the capacity of national education systems. The results prove that highly developed countries, in particular the USA and Great Britain, have quite

effectively tested the basic principles and positioned effective results, which we cannot say about Ukraine, where there are still unresolved problems of substantiation of theoretical prerequisites and foundations of this pedagogy direction, namely:

- the levels of interaction between the subjects are not distinguished;
- problems of the educational process organization;
- incompleteness in forming the interactive activities with the stakeholders.

Besides, a high enough level of higher education system centralization in the transitional countries, such as Ukraine, creates certain limits for developing partnership pedagogics, which manifests itself in the decrease in higher education quality. In their turn, highly developed countries position decentralization of higher education and high level of educational institutions' functioning autonomy.

7 Conclusions

Thus, the conducted research on the pedagogy of partnership in modern higher education gives grounds to state that the features

of the pedagogy of partnership are manifested in its ability to define a democratic way of interaction between researchers and applicants for higher education based on the adequate perception of the difference in their life experience, knowledge, and creative success, and also provides unconditional equality in the realization of rights to respect, goodwill, trust, and mutual demands. The processes of globalization and current challenges, notably the COVID-19 pandemic and the war in Ukraine, have necessitated a revision of the higher education system, its modernization, and innovation. It is established that under the conditions of rapid changes, the content of education was significantly influenced, which prompted the formation of a new system of educational relations and updating the organizational mechanism of the educational process participants. That is why the pedagogy of partnership, as one of the pedagogy directions, is an effective means of achieving educational goals based on participants' active and voluntary interaction in the educational process.

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