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ՀԱՄԱԼՍԱՐԱՆ
ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
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PARTNERSHIP INTERACTION BETWEEN STUDENTS AND TEACHERS AS A STRATEGY FOR SUCCESS IN EDUCATION

MYROSLAVA TOMASHEVSKA

Abstract

The article analyzes partnership interaction between teachers and students in higher education, highlighting various aspects of this social phenomenon. The primary focus is on the influence of partnership relations on the personal development of students and the formation of a socio-psychological climate in the educational environment. The result of scientific inquiry reveals that partnership interaction is a complex social phenomenon, representing a distinctive form of interactive educational engagement grounded in the principles of equality, mutual recognition, and responsibility. Readiness for partnership interaction ensures the self-realization of students, particularly future teachers, both during their professional training and in their prospective professional activities. The principles and directions for organizing the educational environment and interaction with students have been identified based on the principles of subject-subject interaction, fostering the development of individual subject positions, and acquiring educational, social, and professional experience.

Keywords: *partnership interaction, educational environment, interaction between students and teachers, interactive teaching methods*

Introduction

The success of democratic processes in education, particularly in higher education, largely depends on the development of partnership relationships between teachers and students in the educational process, their interpersonal interaction based on dialogue and cooperation. A fundamental shift in social roles and positions and the relationship between teachers and students are determined by the demands of the time and the new educational paradigm. According to contemporary philosophical approaches in the global educational space, the following processes are taking place: education is acquiring characteristics of continuous learning; the learner, the student, is becoming both the recipient and producer of personal knowledge; the educator now performs the function of organizing the educational-cognitive activities of students, the process of acquiring their own experiential knowledge; the effectiveness and humanistic orientation of the educational process are achieved through joint activities and positive interpersonal interaction among students in a community, unified by the purpose and tasks of the

process, taking into account the individuality of each person's position and culture.

The relevance of our research is determined by several contradictions between the real needs of practice aimed at modernizing the educational process in higher educational institutions on the basis of partnership as a joint creativity between the teacher and the student, and insufficient development in the theory of ways, methods and technologies for solving a complex problem of equal interaction between participants in the educational process.

Therefore, an approach focused on the individual becomes important, which creates the most favorable conditions for the development and self-realization of the individual. This implies the existence of pedagogical interaction, relations between subjects, dialogical communication and partnerships. The essence of a joint activity or interaction in a partnership is the cooperation of its participants. The concept of cooperation, dialogue and partnership in the interaction of subjects of educational activities is one of the key ones in pedagogical theory. However, its implementation in practice meets significant difficulties. Learning, as one of the oldest processes of human activity, is based on the interaction between the teacher and the student. This process is inextricably linked with the concept of "partnership". The relationship in the "student-teacher" system is the basis where the personal self-affirmation of the future specialist unfolds for the first time, his self-awareness develops, and the model of professional activity is assimilated. The problem of Teacher-Student Relations is considered mainly in the context of studying various aspects of pedagogical communication, pedagogical partnership (O. Bodalev, V. Vlasenko, B. Kazanskaya, V. Kan-Kalik, L. Kolominsky, N. Kuzmina, O. Leontiev, H. Liimets, A. Rean, T. Yatsenko, J. Maresh, P. Gavora, R. Selman, O. Stauford, M. Flanders, M. Hausen, V. Kessel, A. Kosakovsky, G. Hibsh, G. Atvanter, etc.). Despite the wide range of existing studies that develop various aspects of "pedagogical partnership" at the moment, it is impossible to talk about the existence of a holistic characteristic of the idea of "partnership interaction". An analysis of the works devoted to the problem of partnership shows that this problem is not fully solved. At the present stage of scientific development, the consideration of partnerships in the educational process is of practical importance, but, as research in this area shows, many practical and theoretical issues remain open. Thus, the topic of selection is relevant at the present stage of development of pedagogy.

The purpose of writing this article is to theoretically substantiate the peculiarities of the partnership development process between teachers and students as one of the fundamental factors influencing the quality of the educational process.

Exposition of the main material. The essence of joint activity or partnership interaction is cooperation among its participants. In

partnership relationships, there is a restructuring of role relationships between the teacher and the student towards equality. The idea of collaboration, dialogue, and partnership in the interactions between the subjects of educational activity is one of the main trends in pedagogy in recent years. However, its implementation in practical activities faces significant challenges. Learning, one of the oldest processes of human activity, involves the interaction between the teacher and the student (Kondrashova, 2006).

Prospective educators need to realize that *the learning process is a purposeful, systematically organized interaction between teachers and students, mediated by the content of the activity, during which the tasks of education, upbringing, and the overall development of children are solved; a purposefully organized, systematically implemented process of acquiring knowledge, skills, and abilities under the guidance of specially trained professionals* (Kremen, 2008).

This process is closely associated with the concept of *partnership*. However, it is important to identify the essence of the concept of *partnership interaction*. A terminological analysis of the key concept, including its substantive components (*interaction* and *partnership*), allows us to assert that it is a process of direct influence of subjects on each other, leading to cooperation based on mutual benefit and equality, with the aim of achieving a common goal. We fully agree with G. Tataryntseva, who defines the concept of "partnership interaction" as "a form of direct influence of autonomous, equal subjects oriented towards the common satisfaction of a general interest, characterized by voluntariness, mutual recognition and trust, mutual responsibility, and orientation towards the achievement of certain goals" (Tataryntseva, 2007). Partnership is essential for achieving high academic outcomes for all students, regardless of gender, socio-economic status, family composition, or ethnic group. (Berliner, 1992) asserts that schools can potentially overcome the consequences of poverty and inequality among students by developing connections with the community, their teachers, and peers. Despite more intensive teacher education, standards-based education, and high accountability through testing, inequality and disparities persist in many education systems.

Partnership interaction is considered as collaboration where the successes by the participants in joint activities stimulate more productive and purposeful engagement of all participants. A humanistically oriented pedagogical process can only be a process of partnership interaction among the subjects of the educational process, where the participants act as equal, equitable partners based on their knowledge and capabilities. Interaction with others in various communicative situations should contribute to achieving set goals, developing the natural potential of each individual, and realizing it in professional activities. We analyze partnership interaction as a fundamental component of the communicative competence of future educators, hence employing such an

approach. On the philosophical level of the methodology of researching the problem of the development of partnership interaction among educational subjects in the conditions of postgraduate studies during the study of pedagogical disciplines, the dialectical method is assigned as the primary method. I. Nadolny emphasizes: «For understanding dialectics as the theory of development, the concept of interaction, which reflects the processes of mutual influence of different objects on each other, is important» (Nadolny, 2004).

In pedagogy, collaboration with students is structured in such a way as to provide them with new incentives inherent in the learning process, involving them in collaborative work and creative interaction between the teacher and students aimed at mastering the subject matter. We resonate with the perspective of researcher V. Onipko, who associates partnership with innovative forms of interaction, as the issue of establishing partnership relations in the system of higher professional education lies within the realm of innovative educational activities, given that «partnership destroys the stereotype of pedagogical thinking in the teacher-student relationship» (Onipko, 2014).

Partnership relations between the teacher and the student, as independent individuals, according to V. Onipko, and a viewpoint that we share, are built on the principles of voluntariness, equality, equivalence, and complementarity of the participants in the educational process. This approach assumes a wide range of collaboration strategies between them, creating conditions for the expression of one's own position and the personal independence of the future educator, thereby fostering their self-realization. The analysis of works dedicated to the issue of partnership shows that this problem is not completely resolved. At the current stage of scientific development, the consideration of partnership relations in the educational process has practical significance. However, as research in this field demonstrates, many practical and theoretical questions, such as disclosing the functions of partnership stages, determining appropriate partnership tools, remain open.

The organization of the educational process in the context of the new pedagogical paradigm is possible with the presence of an appropriate educational environment in higher education. This environment provides conditions for the development of students' educational needs, the acquisition of their professional experience, the manifestation of activity in the formation of personal concepts, free choice of actions, ways of activity, and the establishment of interpersonal relationships based on principles of respect and tolerance.

According to contemporary global educational processes, the environment gains significant importance for actively involving students as subjects of the learning process, developing democratic principles, and fostering civic relations in higher education. The impact on personality and the formation of traits that can manifest within this environment are crucial. Pedagogical partnership in the educational environment in higher

education provides a socializing, educational, and training influence on students' development, contributing to their mastery of social, professional, and personal experience, provided that:

- each student involved in the educational process in various forms of life in higher education institutions takes an active, subjective position.
- the teacher performs the functions of organizing educational-cognitive and other types of student activities, pedagogical interaction with them, and their interpersonal interaction, regulating these processes, supporting students' positive feelings, and offering them a choice of methodology for solving significant tasks.
- participants in the process have equal opportunities to demonstrate their activity, initiative, and participation in various types of activities, awareness of their significance and self-worth.
- educational-cognitive activity is organized as a process of individual reflection, students' cognitive activity, independent knowledge creation and search for their understanding of professional problems and real-life phenomena.
- in the learning process, students analyze and investigate socially significant and personally relevant problems, perform non-standard practical tasks, search for non-standard, unknown solutions.
- students, in interaction with the teacher, plan and perform various types of scientific, professional, and social activities that correspond to personal interests and are socially significant.
- any activity in a higher education institution is performed as a constant independent choice by students of the necessary information, problem-solving, means, and ways of performing tasks.
- various forms of interpersonal interaction among students are applied in the learning process, during which they perform various intra-group roles, develop interpersonal contacts, develop an individual thinking style and their understanding of the problem, and make joint decisions.

The process of each student's activity, their interpersonal interaction, communication with the teacher is regulated by establishing feedback as an exchange of information about the results obtained, expectations, real successes, achievements, failures, personal impressions and emotions, conclusions for the future.

Therefore, partnership cooperation in the educational environment, conducive to the subjective position of students in the learning process and their development as producers and creators of worldview professional knowledge, is built on equal and partnership interaction between teachers and students. However, the interactions with the environment of participants in the educational process also develop through their mutual influence. Nevertheless, interaction can manifest in various ways - the dominant influence of one partner or inconsistencies in

their actions. The essence of interaction, as indicated in scientific research, lies in the dyadic partnership of partners (Povar, 2015).

According to psychologists, the main mechanisms of forming interpersonal interaction space include mutual understanding - the formation of a common field that unites the interests of partners, allowing them to perceive problems similarly in specific situations; coordination - the consistency and unity of actions and efforts; alignment - the formation of a common goal, intentions, and motivation for communication between partners. The effectiveness of these mechanisms organizing the interaction between teachers and students is influenced on one hand by the characteristics of the educational environment and its impact; on the other, it contributes to its formation. The functioning of these mechanisms is also observed in the interaction of participants in the educational process with the educational environment (Ormrod, Jeanee Ellis, 2000).

In general, the partnership environment, especially in education, does not automatically and mechanically impact the development of personality, meaning it does not cause sudden and adequate changes in the internal state and behavior of students. It does not always exert a deliberate influence on individuals. The influence of the educational partnership environment on the development, educational-cognitive activity, and professional training of students is mediated by their attitudes towards this environment, which determines the students' activity. If students feel psychologically comfortable in higher education, find possible forms of self-expression, realize the value of the learning process and other types of activities organized in the institution, their successes, and prospects for personal development, then they are open to pedagogical influences, interaction, and demonstrating their own activity in meeting requirements and overcoming difficulties. If the environment puts pressure on an individual, the person either resists or adapts passively (Svobodova, 2005).

The organizer of the educational partnership environment in higher education is the teacher, who provides conditions for pedagogical interaction and interpersonal interaction among students, aligns this partnership with their needs and professional interests, supports its development, gradually involving students in its improvement or modification. Through the means of the educational environment, the teacher performs a mediating function to coordinate: social requirements for the preparation of specialists with life plans, needs, desires of students; pedagogical influences with their internal characteristics, values, motives of educational-cognitive activity; a system of necessary professional knowledge, skills, and abilities for a specialist with the primary, and then acquired, professional experience of students; the needs, interests, values, views of students and their actions in the process of interpersonal interaction. A significant contradiction in the teacher's pedagogical activity is the combination of social requirements for the

educational environment in higher education with the requirements of students for this environment, its attractiveness, and its non-threatening nature to them.

Therefore, the educational environment should be socially valuable and personally significant for students. The fundamental principles of organizing a partnership educational environment that stimulate students to develop personal knowledge, professional concepts, acquire social experience, and professional skills, and form internal motivation for education in higher education include: involving each student in the learning process, unhindered learning, openness of personality, sensitivity to others, respect for individuality, positive direction of the process, reliance on principles, rules, and organizing the process as the acquisition of personal experience (Ravchina, 1999). Let's consider the directions for organizing and developing partnership interaction based on democratic principles, which concern the integrity of its structure and ensure the unity of its components and substructures.

Organizing the external conditions of the educational process conducive to the partnership interaction between the teacher and students involves considering the principles of proxemics, the science of the spatial arrangement of educational process participants, and the spatial barriers that complicate their interaction. It is essential to ensure a spatially equal position between the teacher and students. The absence of spatial barriers that separate partners from each other serves as a means of mutual protection and is crucial for interpersonal interaction, especially in seeking mutual understanding, fostering a sense of security, and belonging to the community.

For instance, considering the arrangement of the teacher and students in a circle provides an opportunity for open communication (seeing, hearing, and talking to each other, addressing specific individuals, etc.) and creates a sense of being part of a unified system. This placement is particularly important for the teacher, who can, through visual contact, make each individual feel that they are not isolated from others, observe the development of students' thoughts, emotional states, and their involvement in specific tasks, influencing the organization of the process.

Practical pedagogical experience demonstrates that desks arranged in rows in a classroom allow students to hide from the teacher and prevent them seeing other students. Many students who answer questions from a podium or near the board experience negative feelings or, conversely, try to assert themselves in front of the others. Student work in circles, in small groups, especially when the circle is closed, contributes to their sense of belonging to the group, unity of their energies, and the acquisition of interpersonal interaction experience. The constant rotation of pairs, groups, or the overall circle during classes allows each individual to seek contact, collaborate with different

students, gradually influencing the consolidation of all group members into a single collective.

Creating an acceptable socio-psychological atmosphere effective for the educational and cognitive activities of students is another critical aspect. The term «socio-psychological atmosphere» is used interchangeably with «psychological climate» or «moral-psychological climate», representing the qualitative aspect of interpersonal relationships manifested in the set of internal (psychological) conditions that are conducive or unproductive for the effective educational and cognitive activities of the teacher and the student group (Ravchina. 1999).

First and foremost, it involves creating an atmosphere that is positively oriented towards each individual, open to sincere, direct, and trusting interpersonal interaction, providing conditions for the development of democratic relations in higher education. To achieve this, every moment of pedagogical interaction and organization of the learning process should demonstrate respect and trust for each individual, tolerance for their thoughts and actions, and sensitivity to their internal state and experiences.

These principles become the realities of partnership between participants in the educational process in higher education under the condition of:

- considering the opinions of each participant in the process, respecting their cultural peculiarities, nationality, and individual characteristics without demeaning their dignity, even if their expressions or behavior do not meet the teacher's expectations or differ from the views and values of others.
- developing and expressing a positive attitude toward each individual, eliminating prejudices in interpersonal relationships.
- accepting each student, highlighting their value as an individual, focusing on their successes and positive aspects.
- demonstrating empathy, understanding the factors influencing an individual's behavior, their difficulties, and their efforts to overcome them, supporting positive well-being.
Recognizing and positively evaluating even the smallest achievements of students, fostering belief in their future success.
- utilizing verbal and non-verbal means to express attitudes toward students as individuals.
- avoiding criticism or condemnation of individuals and instead analyzing situations, evaluating student behavior with consideration for the prospects of their future professional activity and personal development.

The initiator of developing trust, tolerance, and respectful attitudes toward each student is the teacher. Their behavior based on these ideas leads to a positive emotional response from many students, especially

those whose level of social development and cultural sensitivity is conducive to such pedagogical influences. Gradually, a microenvironment emerges that encourages and stimulates other students to adopt behavior based on these principles.

Creating a psychological, non-threatening, yet business-like partnership atmosphere in the higher education environment is a crucial response to the needs of students. Many students believe that a comfortable learning atmosphere entails the absence of critical condemnation and anger from the instructor regarding their mistakes or inadequate preparation for classes. They also point out that safety for them arises when there is an opportunity to correct their errors and when the workload concerning research projects and practical tasks remains reasonable.

Interactive teaching methods during seminars and sometimes lectures appeal to students because they eliminate group pressure and free them from the prolonged process of absorbing and taking notes on lectured information. Establishing a business-like atmosphere in student education is an essential condition for organizing their professional training and intellectual and personal development. This atmosphere is formed through the systematic organization of educational and cognitive activities, providing content for students, encouraging them to engage in independent and free thinking, searching for truth, and making creative decisions (Tomashevskaja, 2017).

Therefore, it is necessary to adhere to the procedures of organizing student learning through self-discovery and interpersonal interaction (interactive learning). The key for students is to identify and realize the purpose of their activities (what needs to be achieved, what they need to learn) and to discuss and analyze the results and achievements within the overall context. Engaging students in the process eliminates their fear of potential mistakes or failures. It is crucial for students to understand the significance of the respective field of study for their professional and personal development, as well as the relevance and real-world implications of the problems being addressed. This can be achieved through the analysis and resolution of professionally and socially significant issues, applying scientific information and theoretical concepts. The value of educational material for students increases when they are stimulated to engage in independent thinking and various cognitive processes.

In this case, the partnership between the instructor and students develops the students' subjective position and corresponds to their need to be the subject of life activities, as they become accustomed to self-regulating behavior and activities in the educational process. Therefore, it is advisable to provide students with opportunities for:

- choosing issues for discussion and research, determining methods and deadlines for execution.

- expressing their own impressions and suggestions for conducting educational sessions.
- independently determining ways and methods of completing tasks and assignments proposed by the instructor.
- organizing actions based on jointly defined algorithms, with or without them. Evaluating their own successes and results based on specified criteria.

The acquisition of experience in autonomous activity organization and self-regulation contributes to students' self-determination and the development of internal motivation for learning. The psychological climate of the educational environment is significantly determined by the level of development of the student group as a cohesive team, a community in which everyone is united by a common goal, mutual respect, and support for each other. The main conditions for forming a sense of belonging to a community in students include:

- stimulating students to exchange views and values through discussions, dialogues, and the exploration of commonalities and differences.
- applying various forms of cooperative learning for students within a team.
- uniting members of the group in different forms of collective problem-solving in the learning process.
- constantly affirming the position of «we» by the instructor, supporting the students' sense of belonging to a unified team.
- emphasizing values such as cooperation, mutual respect, mutual support, and mutual assistance.
- recognizing the contribution of each individual to the successful work of the team.

The development of a sense of belonging to a community in students contributes to the formation of their interpersonal interaction skills, enhances their motivation for learning, and has an impact on students with destructive behavior and low academic achievements. The organization of partnership relations between students and teachers involves structuring various types of cognitive and subject-practical activities. During the learning process, students gain experience in acquiring knowledge, shaping personal views, performing actions akin to professional situations, and engaging in social activities. These activities can be directed towards developing critical, reflective, and creative thinking, such as problem-solving, analyzing and performing situational exercises, creative tasks, discovery-based learning, and more.

Cooperative learning also provides conditions for students to organize cognitive processes through interpersonal interaction, where each individual gains experience working in a group, assuming various roles to contribute to collective efforts. Authentic activities involve applying the given topic studied by students to perform specific practical tasks (Ormrod, 2000).

It is important to provide students with specific tasks of a professional nature. In the modern era of building a democratic society, the European experience of organizing civic-minded activities, which students perform for the benefit of the community, is relevant. Simultaneously, they gain educational, professional, and social experience (Povar, 2015).

This refers to the well-known concept in Europe, especially in Scandinavian countries, of academic service learning. Students, while studying pedagogy, simultaneously undertake specific social and civic tasks outlined in the course curriculum, and their performance is assessed. For example, future teachers prepare and conduct concerts or other activities for orphaned children. During practical-seminar classes, students discuss the organization of such activities, individual achievements, challenges, and final results.

Motivating students, future teachers, to develop and demonstrate communication skills is ensured by using brainstorming, a method aimed at generating new ideas, stimulating students' creative thinking, and encouraging collective problem-solving. At the beginning of the brainstorming session, the teacher announces the topic and format of the session, formulates the problem, and justifies the task for finding a solution. The relevant problem proposed during the session always has theoretical or practical focus, captivating the students' interest (e.g. «What should a true teacher be like?», «Active listening techniques», «Professional culture or professional tact?»).

The uniqueness of brainstorming in the context of partnership cooperation lies in its ability to allow students to voice a maximum number of diverse ideas and provide a variety of solutions to practical problems that arise in professional-pedagogical interaction. It is worth noting that brainstorming facilitates the development of various types of teamwork among students, promotes the activation of collective work in a creative group, enhances group cohesion, and fosters the most effective task performance.

Mind mapping technology, one of the interactive forms of learning, is a set of methods and techniques used in the educational process. It is based on the use of mental maps and allows students to enhance the efficiency in perceiving educational material, solving tasks, and making decisions. It has been established that mental maps are expedient for use for students in grasping ideas about the most important regularities. They stimulate students' mental processes, contribute to the formation of professional competencies, and reveal their individuality.

The organization of students' educational and cognitive activities in seminar classes as the acquisition of educational, professional, and social experience requires the teacher to adhere to the following conditions:

- planning various types of activities by combining cognitive and practical professionally and socially oriented tasks.
- reflecting on their sequence and features of transitioning from one to another.
- involving students in choosing educational and cognitive tasks that are adequate to their abilities and interests. This involves using accessible, understandable tasks with manageable difficulties, relevant to personal, professional, and social development.
- adhering to the structure of activities, including defining goals and specific tasks for each student, describing the procedure, stages, and oriented actions of students in the process. Organizing and supporting students during the process, guiding them at specific stages, and discussing the results and impressions.
- organizing interaction with the entire group of students, ensuring the involvement of each student.
- modifying student activities during learning according to their actual achievements, emotional attitude toward work, desires, and suggestions.

As seen, by organizing the educational environment in higher education and interacting with students, the teacher has the opportunity to indirectly influence the individual.

Conclusions

The main principles and directions of organizing student interaction with the educational environment in higher education involve providing external conditions conducive to the development of teacher-student subject-subject interaction, creating a socio-psychological and business atmosphere, jointly defining rules and norms regulating the educational process and their interpersonal interaction, and organizing various types of educational and cognitive activities as a means of gaining experience.

The research has clarified that partnership interaction is a sufficiently complex social phenomenon, a specific type of interactive educational interaction based on the principles of equality, mutual recognition, and responsibility. The readiness for partnership interaction ensures the self-realization of students – future elementary school teachers both in the process of professional training and in their future professional activities.

Some aspects of the basic concept of «partnership interaction» in the context of modern methodological approaches remain insufficiently researched. This includes the scientific and methodological support of the outlined process. Prospects for further research on the problem of partnership interaction include the necessity of a comparative analysis of global and domestic experience in the application of innovative technologies in the face of educational changes and the development and

implementation of modern practice-oriented teaching methods for pedagogical disciplines.

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ՄԻՐՈՍԼԱՎԱ ՏՈՄԱՇԵՎՍԿԱ - ՈՒՍԱՆՈՂՆԵՐԻ ԵՎ ՈՒՍՈՒՑԻՉՆԵՐԻ ՄԻՋԵՎ ԳՈՐԾԸՆԿԵՐԱՅԻՆ ՓՈԽՆԵՐԳՈՐԾՈՒԹՅՈՒՆՆԵՐԸ ՈՐՊԵՍ ԿՐԹՈՒԹՅԱՆ ՄԵՉ ՀԱՋՈՂՈՒԹՅԱՆ ՀԱՍՆԵԼՈՒ ՌԱԶՄԱՎԱՐՈՒԹՅՈՒՆ

Հիմնարարներ՝ գործընկերային փոխազդեցություն, կրթական միջավայր, ուսանողների և ուսուցիչների փոխազդեցություն, ուսուցման ինտերակտիվ մեթոդներ

Հոդվածում վերլուծվում է ուսուցիչների և ուսանողների համագործակցությունը բարձրագույն կրթության համակարգում և ընդգծվում սոցիալական այս երևույթի տարբեր ասպեկտները. Հիմնական ուշադրությունը դարձվում է գործընկերության ազդեցությանը ուսանողների անձնական զարգացման և կրթական միջավայրում սոցիալ-հոգեբանական մթնոլորտի ձևավորման վրա. Գիտական հետազոտությունների արդյունքում պարզվել է, որ գործընկերային փոխգործակցությունը բարդ սոցիալական երևույթ է, որը ներկայացնում է ինտերակտիվ կրթական փոխգործակցության հատուկ ձև՝ հիմնված հավասարության, փոխադարձ ճանաչման և պատասխանատվության սկզբունքների վրա: Գործընկերային փոխգործակցության պատրաստակամությունն ապահովում է ուսանողների, հատկապես ապագա ուսուցիչների ինքնաիրացումը ինչպես մասնագիտական վերապատրաստման գործընթացում, այնպես էլ հետագա մասնագիտական գործունեության մեջ: Մահմանվում են կրթական միջավայրի կազմակերպման և ուսանողների հետ փոխգործակցության սկզբունքներն ու ուղղությունները՝ հիմնվելով սուբյեկտ-առարկա փոխգործակցության սկզբունքների վրա, նպաստելով անհատական սուբյեկտիվ դիրքերի զարգացմանը, ձեռք բերելով կրթական, սոցիալական և մասնագիտական փորձ:

МИРОСЛАВА ТОМАШЕВСКА - ПАРТНЕРСТВО СТУДЕНТОВ И ПЕДАГОГОВ КАК СТРАТЕГИЯ ДОСТИЖЕНИЯ УСПЕХА В ОБРАЗОВАНИИ

Ключевые слова: *партнерское взаимодействие, образовательная среда, взаимодействие студентов и преподавателей, интерактивные методы обучения*

В статье анализируется партнерское взаимодействие преподавателей и студентов в системе высшего образования, выделяются различные аспекты этого социального явления. Основное внимание уделяется влиянию партнерских отношений на личностное развитие студентов и формирование социально-психологического климата в образовательной среде. В результате научного исследования установлено, что партнерское взаимодействие - сложный социальный феномен, представляющий собой особую форму интерактивного образовательного взаимодействия, основанного на принципах равенства, взаимного признания и ответственности. Готовность к партнерскому взаимодействию обеспечивает самореализацию студентов, особенно будущих педагогов, как в процессе профессиональной подготовки, так и в будущей профессиональной деятельности. Определены принципы и направления организации образовательной среды и взаимодействия со студентами, основанные на принципах субъект-субъектного взаимодействия, содействия развитию индивидуальных субъектных позиций, приобретения образовательного, социального и профессионального опыта.

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