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## **PARTNERSHIP PEDAGOGY APPLICATION IN BUILDING THE INDIVIDUAL EDUCATIONAL TRAJECTORY OF FUTURE PRIMARY EDUCATION SPECIALISTS**

*The article is devoted to the actual problem of reforming education in Ukraine. An attempt to systematize the ways of preparing future specialists of elementary school for the construction of an individual educational trajectory of the child by means of partnership pedagogics is made. The tips for the future teacher of the New Ukrainian School on establishing “parents – teacher – students” partner relationships in identifying a personal path for the acquisition of education by the child are suggested. The article outlines the skills necessary for constructing an individual educational trajectory and describes the advantages of using a mixed type of educators learning activity. It is claimed that an individual approach to learning is an important task of any education institution.*

**Key words:** *individual educational trajectory, partnership pedagogy, partner relationships, New Ukrainian school, child’s outlook, self-realization, educational process, blended learning.*

**Introduction.** The dynamic social, economic and technological development of modern society has created people’s need of new, updated and up-to-date information for their full-fledged life and productive professional activity. The social order for training of professionals capable of quick and flexible responding to new trends in time contributed to the transition from the established paradigm “Learning for the whole life” to “Life-long learning”. Under such requirements the special skills of independent educational activity and the ability to build individual trajectories of learning acquire special significance. These skills will enable future specialists to get new knowledge on their own and develop new skills after graduation from the higher education institution.

According to the concept of the New Ukrainian school, the goal of full secondary education is upbringing, development and socialization of a holistic person who will take an active public position capable of critical thinking and act in accordance with moral and ethical principles that will be able to change the world and work for the good of your state. In this regard, the main focus is on creating a favorable environment for each child, his education as a free, full-fledged person, through the formation of a partnership between the teacher, students and parents (Hlazova & Kaidan, 2015, p. 223-229).

A new stage in the legislative and conceptual development of school education has led to significant changes in the role of elementary education.

The primary school became the object of updating the educational process on the principles of childhood centering and partnership, taking into account life needs. In the opinion of O. Savchenko, the purpose of primary education is comprehensive development of a child, his talents, competency and transversal skills in accordance with age and individual psycho-physiological features and needs, formation of values, development of independence, creativity and curiosity (Savchenko, 2018, p. 3-7).

**Analysis of relevant research.** The problem of determining the personal path of each student in education, in close co-operation with the student and his parents, is explored by modern high school teachers, psychologists and teachers (O. Vyshnevskiy, B. Vulfov, K. Prabovska, Y. Demchik, I. Kankovskiy, T. Kravchynska, A. Pidmazko, A. Pulina, N. Tarapaka, D. Fabianskiy, L. Horuzha, A. Khutorskiy, G. Yuzbasheva). O. Barabash, O. Bondarenko, A. Buhaichuk, O. Savchenko and others were studying the problem of using partnership pedagogy in preparing future specialists of the New Ukrainian school.

**Aim of the Study.** The purpose of the article is to analyze the theoretical positions as for the building the educational trajectory of a child, to bring the experience of organizing the partnership “teacher – students – parents” to the system outlining the ways of preparing future teachers of elementary school for building of a child’s individual educational trajectory.

**Research Methods:** analysis of literary sources on the issues of organizing innovative education for future elementary school teachers, testing students for the construction of an individual educational trajectory, pedagogical experiment.

**Results.** Broad information capabilities, new demands of society, parents, expectations of modern children, which are very different from previous generations, create a new professional situation for teachers. The defining features of novelty are the variability of the conditions for primary education, which are caused by a wide range of differences among children, a real choice of programs and educational resources of methodological support and different educational environments. New meanings in the goal of elementary education have to align the bias from the frontal work towards strengthening of individualization.

As O. Savchenko noted, it should be remembered that every child is unique and has unique abilities, talents and opportunities by nature. So, the mission of school is to help discover and develop these abilities, talents and opportunities based on a partnership between a teacher, a student and parents. The specifics of educational work are based on the fact that teachers

are constantly projecting the predicted result, oriented towards the future, since they raise the future of the state (Savchenko, 2018, p. 3-7).

The future teacher of elementary school should master the pedagogical activity in the essence fullness of this concept. Professional pedagogical activity is the basis for the organization of the work of all departments of the pedagogical education institution. Whatever learning discipline the future specialist should learn, he must understand that he is mastering a pedagogical activity and its certain aspect. Thus, the entire teaching staff of higher education departments contributes to the formation of modern pedagogical thinking of students. Gradually, the future teacher of elementary school realizes that a true teacher is always a professional of a high creative level. The essence of his activity is to get closer to real students and to learn with them a specially built fragment of culture, called the content of education.

Regardless of specialization it is important to teach students the following skills:

- to correlate the educational standard with the actual situation of the students' development and to set specific educational tasks;
- to give a semantic interpretation of the educational material;
- continuous improvement of the methodology based on their own experience, etc.

It is extremely important that the New Ukrainian school works on the principles of partnership pedagogy, the main aspects of which are students, parents and teachers, united by common goals and aspirations. They are volunteers and interested supporters, equal participants of the educational process and responsible for the result; dialogue and multilateral communication between pupils, teachers and parents will change one-sided authoritarian communication "teacher – student". The school should initiate a new, thorough engagement of the family with construction of the child's educational trajectory.

To achieve this goal, it is necessary to change the approaches to the education and training of the child. First of all, the new living conditions foresee such upbringing that would ensure formation of the personal traits and character of the child, not under the influence of fear or coercion, but on the basis of his own worldview, personal will and reason and his own faith. It is possible only in the case when from the very beginning its education will occur in conditions of freedom both at school and in the family. The world view of a child is laid out exactly the same way. At school, a person is formed as well as his civic position and moral qualities. Therefore, it is important to balance between these two social groups. Thus, it is clear that in a free life, a new

method of education is needed, which was the so-called “pedagogy of cooperation”, that is, the pedagogy of partnership.

According to the concept of the New Ukrainian School, Ukraine’s education institutions should work on the principles of “partnership pedagogy”. The term “partnership” in most cases is understood as:

- a system of relationships that take place in the process of certain joint activities;
- a way of interaction, organized on the principles of equality and voluntariness of all the parties;
- an organized form of joint activity, which involves the association of individuals in the relevant conditions of labor division and active participation in its implementation;
- the way of relations in which the rights of all participants in the joint case are preserved, the actions of all parties are clearly agreed upon.

Educators have known the so-called pedagogical triangle for a long time: a teacher, students, parents. At least the benefits of applying this scheme to practice in schools are emphasized everywhere: in scholarly works, in the pedagogical universities, in school pedagogical meetings and seminars. The clear interaction of all three parties should ensure a responsible attitude to the educational process of students, parents and teachers. To make the partnership pedagogy really work in the New Ukrainian school, it’s worth determining the level of boredom and the scope of parents’ influence on the educational process at school (Barabash, 2018, p. 3-7).

In the Ukrainian pedagogical dictionary of S. Honcharenko, the following definition of the term is given in such a way: “pedagogy of cooperation is a direction of pedagogical thinking and practical activity, aimed to democratize and humanize the pedagogical process” (Honcharenko, 1997).

Possessing the ability to study programming is the individual experience of successful work of students, prevents overload, promotes cognitive activity, initiative and rational use of time and means of teaching. It is equally important that a person who is accustomed to study independently is not lost in a new cognitive and life situation, does not stop if there are no ready decisions, does not wait for prompts, and independently searches for information sources and ways of solving because the ability to learn changes the style of thinking and personal life.

The end of the past and the beginning of the twenty-first century were marked by the emergence of new approaches to the organization of education, aimed at developing the individual abilities of the student. Increasingly relevant is the idea that each student should look for a special approach and be

perceived as a person capable of solving independently what tasks are important to him and which ones are not. This approach involves development of an individual learning pathway for each child.

The main task of the partnership pedagogy is to make the child a volunteer associate, an employee, a like-minded person in his education and formation, to make it an equal participant in the pedagogical process, careful and responsible for this process and its results. The essence of this approach was determined by the creation and organization of an interpersonal interaction which would change in an “optimistic and humane atmosphere” and demand the skills and ability from a teacher to communicate effectively.

Pedagogy of partnership is a powerful jumble of humane pedagogy. Humane pedagogy absorbs pedagogy of cooperation and gives its philosophical substantiation. Basic ideas of partnership pedagogy:

- 1) attention of the teacher to the students, involvement of children in learning, which causes them a joyful feeling of success and movement forward;
- 2) teacher, by all means, must instill in his students the confidence that the goal will be achieved and the theme well-learned;
- 3) providing students with reference signals to ensure better understanding, structuring and memorization of the material;
- 4) exclusion of all means of coercion from a pedagogical means arsenal, in particular assessments;
- 5) giving the child freedom to choose in the learning process;
- 6) use of self-analysis, which implements the idea of collective analysis. When students know that their work will be appreciated not only by the teacher but by the team, they will work much more diligently;
- 7) creation of common life goals and values in the classroom for which it is necessary to develop the abilities and inclination of the child in the activities of interest and to give him freedom of creativity.

In the process of implementing this area of pedagogy, the joint activity of teachers and students should be based on mutual understanding and humanism and on the unity of their interests and aspirations. The teacher has to become a friend, the family has to be involved into the construction of the child's educational trajectory. The partnership's pedagogy defines this way of cooperation between a teacher and a child who does not overlook the difference in their life experiences, knowledge and skills, but it provides unequivocal equality in the right for respect, benevolent attitude and mutual demands. In addition, the partnership between all participants should be based on the principles of tolerance in the educational process.

The main principles of cooperation pedagogy include:

- 1) respect towards a personality;
- 2) benevolence and positive attitude;
- 3) trust in relationships;
- 4) dialogue – interaction – mutual respect;
- 5) principles of social partnership (equality of parties, voluntary acceptance of obligations, obligatory implementation of all agreements);
- 6) distributed leadership (Honcharenko, 1997, 2016).

Recent years studies show that creating partnerships between participants in the educational process requires, first of all, exclusion of authoritarianism and any manifestations of teacher power over students. The teacher, along with his pupils and parents, must go together to a common goal. However, in this form of relationships, none of the participants should rule over others. The authority of the teacher should be based on nothing but the conviction of the students in the virtues and competence of their mentor (Buhaichuk, 2018, p. 20-24).

The main aspects of this direction are:

- there is communication, interaction and cooperation between teacher, pupil and parents in the framework of partnership pedagogy;
- students, parents and teachers are united by common goals and become volunteers and interested supporters and equal members of the educational process, responsible for the result;
- the school should initiate a new, meaningful engagement of the family in the construction of the child's educational trajectory;
- dialogue and multilateral communication between parents, students and teachers will replace unilateral authoritarian communication between pupils and teachers.

The New Ukrainian school will work on the basis of a person-oriented model of education. As a part of this model, teachers will maximally take into account the rights of each child, his abilities, interests and needs, thus realizing the principle of childhood centering in practice (Buhaichuk, 2016).

Modern scientific studies confirm that the learning outcomes are significantly improved when working on individual plans, individual learning trajectories, and in the process of individual research projects for junior pupils.

Today designing is considered to be an important component of pedagogical activity because due to the psychological and pedagogical aspects of designing it is possible to create a socio-pedagogical environment in which the personal development of each participant will be revealed and conditions

for creative activity of all members of the team and their individual self-development will be created (Demchuk).

An individual approach to learning is an important task for any education institution. One of the possible ways of realizing this direction tasks is creation of individual educational trajectories, which are purposeful educational program that provides the student with the position of subject choice, development, implementation of the educational standard in the teacher's realization of pedagogical support, self-determination and self-realization. An individual educational trajectory is oriented to the existing plan, but reflects special educational needs of the student in a particular subject, which cannot be satisfied during the classroom work.

The choice does not involve dilemmas between "doing" or "not doing", but involves choosing the options for studying the content, the variety of forms of learning tasks and control and the methods and techniques of learning that create the educational space. It is an opportunity to choose the most personally significant problem for a student at present. Creating an individual educational trajectory allows you to extend the school curriculum and adapt it to personal needs of children, both gifted and those who lags behind the standard.

The introduction of distance education helps to solve many problems that arise in the process of building a student's individual educational trajectory, but instead, the teacher faces complications. The most significant of them is that children of junior school age are not practically adapted for independent study, which is carried out not in class and away from the emotional component, pedagogical influence and interaction with other students and the teacher. Under the influence of these factors, the educational motivation disappears, and, consequently, the desire to learn as well. To a large extent, these shortcomings can be avoided using blended learning.

According to O. Bondarenko, now there is such a situation in which distance learning is opposed to traditional elementary education. The advantages and disadvantages of distance learning are shown in comparison with traditional ones. As a result, there is a contrast between these two forms of learning. The use of blended learning can become one of the key means in solving the existing problems of the educational sphere individualization. The benefits of using blended learning include: increasing the number of students who will be able to access qualitative education; reducing the load on the teacher; improving the quality of education; providing effective learning management tools; natural development by students of work organization modern means and communication (Bondarenko, 2012, p. 14-17).

In modern pedagogy, two terms are used. They are “individual educational trajectory” and “individual educational route”. These categories are considered as concrete and general, that is, the individual educational trajectory becomes concretized in the educational route.

An individual educational route is a personal program for forming in a junior schoolchild of a certain competence that will fit his age and abilities, interests, motivations, etc.

Many teachers define an individual educational trajectory as a purposeful educational program that provides the student with the position of the subject of choice. Others believe that it is a set of specific didactic and methodological means that ensure the development of a student based on his individual and age-old features (Kankovskyi, 2013, p. 62-65).

According to N. Tarapaka an individual educational trajectory is a personal way of realizing a personal potential of each student in education. In close cooperation with the pupil and his parents, a qualified teacher must determine the basic abilities, inclinations, and talents of the child. And only taking into account the wishes of the student, he is to make a special individual plan for the child (Tarapaka, 2010, p. 4-8).

The individual educational trajectory is realized through creation of an individual educational program, which is its technological support, and technology of designing the IET acts as its means of implementation. The structure of the program is quite complex and has the following components:

- target (involves setting goals and leading directions in the field of education);
- content (involves implementation of the educational content within the framework of a specific educational program);
- technological (technologies, methods, means used in the process);
- diagnostic (diagnostic support system);
- organizational and pedagogical;
- productive (description of the results expected from implementation).

Subjects of designing are a student and teacher. The image of the teacher is a collective, because the student acts in such pairs: the student and a class teacher, a student and a subject teacher, a student and a psychologist (Tarapaka, 2010, p. 4-8).

In general, the individual educational trajectory has the following structural components: the purpose and tasks of teaching, curriculum, special courses, electives, individual consultations, choice of additional educational resources provided by the education institutions of a particular city, forms and



methods of studying the initial material, creative, research work, projects, educational results and forms of verification.

In the process of developing an individual educational trajectory, a special place is given to parents who will be able to make certain adjustments after a preliminary discussion of the child's IET. When discussing an individual educational trajectory, parents are given the opportunity to consult with a classmate, a school psychologist and administration of the education institution. That is why so much attention is paid to the formation of cooperation and mutual assistance between the school and the family.

After analyzing psychological and pedagogical literature on this topic and investigating modern approaches to organization of the educational process, we have found out that there are several practical steps to establish a system of pedagogical support for the movement of students according to individual educational trajectories:

- introduction into the educational system of the mentor-tutor position and organization of their methodological associations work;
- creating the right conditions for the opportunity to participate in various projects, summer programs and partnership programs with other education institutions;
- purposeful training of future teachers in a higher education institution for a given type of pedagogical activity.

The individual educational trajectory is an individual way of realizing personal potential of each student in education. Here the student's personal potential refers to a set of his abilities. They are cognitive, creative and communicative abilities. The process of identifying, implementing and developing these students' abilities takes place during the educational movement of students along individual trajectories. Any student is able to find, create or offer his own solution to any task related to his or her own learning. The student will be able to move along an individual trajectory if he is given the following opportunities: to choose the best forms and rates of training; apply the most appropriate learning methods for their individual characteristics; reflexively understand the obtained results, evaluate and adjust their activities (Korostianets, 2013, p. 52-61).

The trajectory is a trail of motion. The program is its plan. When developing an individual educational trajectory:

- the teacher creates the opportunity for the student to choose, appearing as a consultant and advisor. In a class, the teacher takes into account the individual interests of students; peculiarities of educational activity; types

of classroom instruction that benefits; ways to work with educational material; peculiarities of mastering the educational material; types of educational activities;

- when composing an individual trajectory, the most important thing for the student is to evaluate his capabilities, abilities, prospects, interests, efforts that he expects to apply while studying the material or achieving the intended result.

Students of the “Primary Education” field should form a number of general cultural and professional competencies specified in the state standard as a result of the educational program mastering.

Skills necessary for building an individual educational trajectory:

- to determine independently the goals of his studies, put and formulate new tasks in teaching and cognitive activity for himself and develop the motives and interests of his cognitive activity;
- to plan independently ways to achieve goals, in particular alternative ones, consciously choose the most effective ways to solve educational and cognitive tasks;
- to correlate their actions with the planned results and adjust their actions;
- to assess the correctness of the study task implementation and personal options for its solution;
- to master the basics of self-control, self-evaluation and decision-making;
- to organize educational cooperation with a teacher and group members; to work individually and in a group; to find common solutions and resolve conflicts on the basis of conditional positions and interests consideration; to formulate, argue and defend their opinion.

The results of the movement along the educational trajectory can be checked and guided by the product created by the students; the acquired knowledge which is realized in the skills to operate them in the standard or creative situation, drawing attention to different types of skills formation – mental, communicative, cognitive, etc. In addition, we need a constant feedback which allows not only to correct the student’s movement along the trajectories (and sometimes the trajectory itself), but also to evaluate his progress.

The student chooses himself or together with the teacher the ways, types of activities and forms of control, that is, he programs his educational activities.

As a result of the individual educational movement, each student offers ideas, develops models and constructs models in relation to the material being studied. This is required by the principle of learning performance – the guiding principle of personally oriented learning.

**Conclusions.** The construction of an individual educational trajectory in training of future teachers by means of cooperation pedagogy is a significant contribution to the training of a modern motivated specialist of the New Ukrainian school. This direction of research activities mutually enriches the teacher of higher pedagogical school and its graduates and reveals the prospects for the formation of pedagogical affairs masters.

Further research requires qualified training of future primary school specialists to build the educational trajectory of the child by means of partnership pedagogy.

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## РЕЗЮМЕ

**Казанжи Ирина.** Использование педагогики партнерства в построении индивидуальной образовательной траектории будущих специалистов начального образования.

Статья посвящена актуальной проблеме реформирования образования в Украине, сделана попытка систематизировать пути подготовки будущих специалистов начальной школы к построению индивидуальной образовательной траектории ребенка средствами педагогики партнерства. Предложены советы будущему учителю Новой украинской школы по установлению партнерских отношений «учитель – родители – ученики» в определении персонального пути в приобретении образования ребенком. В статье обозначены умения, необходимые для построения индивидуальной образовательной траектории, описаны

*преимущества использования смешанного типа обучения познавательной деятельности соискателей образования. Отмечено, что индивидуальный подход к учебному процессу является главной задачей любого учебного заведения.*

**Ключевые слова:** *индивидуальная образовательная траектория, педагогика партнерства, партнерские отношения, Новая украинская школа, мировоззрение ребенка, самореализация, образовательный процесс, смешанный тип обучения.*

## АНОТАЦІЯ

**Казанжи Ірина.** Застосування педагогіки партнерства в побудові індивідуальної освітньої траєкторії майбутніх фахівців початкової освіти.

*Стаття присвячена актуальній проблемі реформування освіти в Україні, зроблено спробу систематизувати шляхи підготовки майбутніх фахівців початкової школи до побудови індивідуальної освітньої траєкторії дитини засобами педагогіки партнерства. Запропоновано поради майбутньому вчителю Нової української школи щодо встановлення партнерських стосунків «учитель – батьки – учні» у визначенні персонального шляху в набутті освіти дитиною. У статті окреслено вміння, що необхідні для побудови індивідуальної освітньої траєкторії, описано переваги використання змішаного типу навчання пізнавальної діяльності здобувачів освіти. Зазначено, що індивідуальний підхід до навчального процесу є головним завданням будь-якого закладу освіти.*

*Дослідження останніх років доводять, що створення партнерських стосунків між учасниками освітнього процесу вимагають, перш за все, виключення авторитаризму та будь-яких проявів влади вчителя над учнями. Педагог разом із учнями та батьківським колективом повинні разом іти до спільної мети. При цьому в такій формі взаємовідносин ніхто з учасників не повинен панувати над іншими, а авторитет учителя повинен будуватися виключно на переконанні учнів у чеснотах та компетентності свого наставника.*

*Індивідуальний підхід до навчання – важливе завдання будь-якого закладу освіти, одним із можливих шляхів реалізації завдань даного напряму є створення індивідуальних освітніх траєкторій, що є цілеспрямованою освітньою програмою, яка забезпечує учневі позиції суб'єкта вибору, розробки, реалізації освітнього стандарту у здійсненні вчителем педагогічної підтримки, самовизначення й самореалізації. Індивідуальна освітня траєкторія орієнтується на існуючий план, але відображає особливі освітні потреби учня в конкретному предметі, які не можуть бути задоволені в загально-класній роботі.*

*У сучасній педагогіці активно використовуються два терміни – «індивідуальна освітня траєкторія» та «індивідуальний освітній маршрут». Ці категорії розглядаються як конкретне й загальне, тобто індивідуальна освітня траєкторія набуває конкретизації в освітньому маршруті.*

**Ключові слова:** *індивідуальна освітня траєкторія, педагогіка партнерства, партнерські стосунки, Нова українська школа, світогляд дитини, самореалізація, освітній процес, змішаний тип навчання.*