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PEDAGOGICAL INTERACTION BETWEEN TEACHER AND PRIMARY SCHOOL PUPILS BASED ON PARTNERSHIP PEDAGOGY

In the context of the modernization of Ukrainian education, one of the directions of optimization of the educational process is its focus on democratization of teacher-pupil relationships. It is reflected in new approaches to learning: creating a favorable atmosphere of cooperation, reducing the monologue presentation of the material and duplication of information that can be obtained from accessible sources, transition to dialogue with pupils during the educational process, introducing active learning methods that will enable to develop pupils' creativity and initiative, intensify their cognitive and educational activities. Partnership pedagogy is one of the factors of effective interaction between the participants of the educational process.

Pedagogical interaction is a concerted activity of teachers and pupils aimed at achieving common goals and results as well as solving important tasks [2: 36].

Pedagogical interaction is accompanied by a certain energy that is manifested by the participants, and it is impossible without the processes of influence. Pedagogical interaction is reflected in the actions and behavior of children, adolescents, teachers and parents. It sometimes forms memorable events and traditions related to the class, and it is based on specific learning activities.

The interaction is created by the educational situation itself, since it consists of two interrelated forms of activity: teaching activity that participates in the transfer of experience gained by the humanity and learning activity that is aimed at gaining social experience and transforming it into the pupil's personal achievement. Thus, pedagogical interaction is the essence of the educational process, and it is impossible to avoid studying it for the further development of pedagogical theory and practice.

Partnership pedagogy is a branch of pedagogy that includes the system of methods and techniques of upbringing and teaching based on humanism and creative approach to the development of the personality. The authors of partnership pedagogy are V. Sukhomlynskyi, Sh. Amonashvili, I. Volkov, I. Ivanov, A. Makarenko, V. Karakovskyi, S. Lysenkova, V. Shatalov and others [1: 96].

According to the pedagogy of partnership, the pupil should be an interested, equal participant in the educational process, caring and responsible for the results of the educational process. Partnership pedagogy is based on the following ideas:

1. Training without coercion (Sh. Amonashvili, V. Sukhomlynskyi, S. Lysenkova, V. Shatalov), which implies the exclusion of all means of coercion from the pedagogical process. It assumes the presence of such personal qualities of the teacher as humanism, sociability, treating a child with respect. Besides, a teacher must have knowledge of child psychology, the principles of humane pedagogy, possess the techniques for motivating the pupils, recognize the priorities of subject-subject

interaction in the educational process. It can be achieved by learning about the theoretical foundations of humane pedagogy, reviewing the lessons of humanist educators, participating in trainings with subject-subject interaction [2: 26].

2. The idea of a difficult goal (S. Lysenkova, V. Shatalov) implies that all pupils set a difficult goal but at the same time the teacher should encourage pupils to achieve it by all means and overcome all the difficulties. It also requires the readiness to innovative activity, which is achieved by engaging the teacher in the work of creative groups, developing a model of innovative activity [2: 26].

3. The idea of support (Ye. Ilyin, I. Ivanov, S. Lysenkova, V. Shatalov) is to give pupils supporting signs (symbols, diagrams, tables, words, etc.) to provide a better understanding, structuring, memorizing the material, constructing answers to questions. It also involves the teacher's ability to systematize, transform and model the information properly.

4. The idea of free choice (Sh. Amonashvili, I. Volkov, S. Lysenkova, V. Shatalov) is to give the child freedom of choice in the process of learning, i.e. the pupil can choose the task, the problem, the topic of the essay, etc. Teacher's professional activity is aimed at democratic relations and the child's development, the ability to communicate with the pupils, and it is a leading pedagogical condition for the idea of free choice.

5. The idea of outstripping (I. Volkov, S. Lysenkova, B. Nikitin, V. Shatalov) makes it possible to include more complex material in the curriculum, to combine it in units, to start studying difficult topics in advance, to prepare for learning the topic of the next lesson. It is based on such personal qualities of the teacher as prognostication, strategic vision of pedagogical activity and responsibility combined with the ability of strategic planning.

6. The idea of large units (I. Volkov, I. Ivanov, V. Shatalov, M. Shchetinin) is based on the fact that in a large unit that combines 6-10 lessons or topics, it is easier to establish logical connections, to identify the main idea, to put and solve the problem. Working with large units requires such qualities of the teacher as deep knowledge of the educational material, the ability to systematize, integration skills.

7. The idea of the appropriate form (I. Volkov, E. Ilyin, V. Shatalov) implies that the lesson must correspond to the subject under study. This idea is based on awareness, creativity, openness, independence of judgments, using interactive technologies. It is fulfilled through expanding knowledge about pedagogical technologies, deepening knowledge of the subject, reviewing lessons with the use of interactive technologies, analyzing teachers' experiences.

8. The intellectual area of the class (I. Volkov, S. Lysenkova, V. Shatalov, M. Shchetinin) involves creating common life goals and values in the class for the development of children's abilities, inclinations and creativity.

9. Introspection (Sh. Amonashvili, Ye. Ilyin, I. Ivanov, V. Karakovskiy, V. Shatalov, M. Shchetinin) implements the idea of collective analysis and evaluation of pupils' activities. It can be realized if the teacher possesses the reflection techniques, empathy, the ability to analyze and understand his/her own actions, self-knowledge skills [2: 27].

When using the pedagogy of partnership, such forms of learning as group work, collective creative work, work in micro-groups, work in variable groups, playing

activities are used. The main method of partnership is educational dialogue. Without a dialogue, there will be no interaction, as any joint activity requires the ability to negotiate and engage in dialogue.

The basic principles of partnership pedagogy are:

- respect for the individual;
- kindness and positive attitude to each other;
- trust in relationships;
- dialogue - interaction - mutual respect;
- distributed leadership (the activity of participants in the educational process, the right to choose and responsibility for it);
- the principles of social partnership (equality, voluntary commitments, the obligation to fulfill agreements) [2: 35].

There are two ways to implement the ideas of pedagogy of partnership.

1. “Romantic” way is “giving your heart to children”. The teacher approaches the children because of great love and respect for them, “bends to their level”. Following V. Sukhomlynskyi, the famous Georgian educator Sh. Amonashvili also suggested this way. Unfortunately, not all educators are ready for this style of relationships, and not all children will believe in their “equality” with the teacher [4].

2. The way in which the functions of the teacher and the student are shared and their collaboration is organized. The function of the teacher is to prepare an educational task for children carefully at home, to elaborate the ways of its solution by different groups of pupils, etc. The function of the pupil is to accept the task offered by the teacher as his own and to solve it independently on a voluntary basis. In this case, both a teacher and a pupil are equal as they are the subjects of the educational activities [4].

Therefore, the task of educators is to create an atmosphere of concern and support for pupils through which they can develop their abilities, meet their intellectual, emotional and social needs.

The educational environment should lead to children’s self-fulfillment so that each pupil could:

- develop the abilities of critical thinking and expressing thoughts independently;
- gain knowledge in the areas that are of the pupil’s interest and encourage him/her to further learning;
- develop the ability of making independent decisions;
- acquire the necessary skills in basic and specialized subjects;
- enjoy learning and respect education;
- develop his/her emotional intelligence;
- obtain the necessary individual pedagogical support;
- develop his/her self-awareness as an individual and as a member of the team;
- preserve and strengthen moral, physical and mental health [3:92].

So, the main purpose of primary education is the comprehensive development and upbringing of the individual through the formation of the pupils’ desire and ability to learn, forming children’s speaking, reading, counting and healthy lifestyle skills. That is why partner pedagogy is an important element of the primary school educational

process that will help to reach the goals and develop pupils' talents and abilities through the partnership between the teacher, pupils and parents.

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