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**DEVELOPMENT OF THE COMPETENCE OF TEACHERS'
PEDAGOGICAL PARTNERSHIP IN THE SYSTEM OF IMPROVING THE
QUALIFICATIONS OF TEACHERS**

One of the markers of the New Ukrainian School is partnership pedagogy. The effectiveness of the implementation of its conceptual ideas is determined by the level of competence development of the pedagogical partnership of teachers, which actualizes the problem of the development of the given quality in the system of professional development of pedagogical workers.

The purpose of the article: peculiarities of the development of the competence of teachers' pedagogical partnership in the system of professional development of pedagogical workers.

By the concept of "development of the competence of pedagogical partnership" we understand the process of the teacher's activity development of partnership pedagogy based on subjective experience for the successful performance of work functions, which characterizes his practical skill as a result of the implementation of such activities.

The conceptual idea of "learning in the process of activity": preparing teachers for new types of activities, in particular, pedagogical partnership, is expedient by involving them in the implementation of this activity in conditions where the process of professional development is carried out in the shortest possible time, combining it with the performance of labor functions at the workplace.

Thus, the development of the competence of the pedagogical partnership in the system of professional development of pedagogical workers on the basis of the

Institute of Postgraduate Pedagogical Education is a condition and result of the self-development of the given quality in the specific pedagogical conditions of the institution of general secondary education.

The process of self-change of a teacher as a subject of activity involves not only active/interactive, active mastering of the content of the educational topic, but also inclusion in the learning process, which is thought-active and reflective in essence. After all, understanding/rethinking one's own experience of professional work contributes to the transformation of competence – "transition" from an unconscious to a conscious level.

The development of pedagogical partnership competence in postgraduate pedagogical education is carried out according to the logic of the andragogic model of education. Features of the use of new methods, forms, pedagogical and digital technologies for teaching adults are described.

It is emphasized that in the process of presenting the educational material of the class, we reveal the peculiarities of the implementation of partnership pedagogy in the educational process of the general secondary education institution, the content and structure of the concept of "pedagogical partnership competence", criteria, indicators, characterize the levels, and offer the appropriate diagnostic toolkit for use.

In our opinion, the main message of the teacher is the transformation of the results of scientific research into practice, in other words – "no one canceled science", concepts are a "clot" of reality, they were "invented" not to make life difficult for the teacher, but to prompt, to support, to help find simple answers to complex questions that life poses to us.

By the concept of "pedagogical partnership competence" we mean an integrated personal and professional quality, dynamic in essence, which combines a system of knowledge, abilities, skills, values, views, ways of thinking and personal qualities, formed on the basis of the subjective experience of a practicing teacher,

who is able to successfully to carry out professional activities on the basis of partnership pedagogy.

The concepts of "cooperation" and "partnership" are sometimes used as synonyms, because "cooperation" is included in the semantic field of the concept of "pedagogical partnership". If we consider these concepts in the operational aspect, cooperation as a process and result characterizes the ability to coordinate one's own goals and interests with others in order to achieve success, and partnership is the ability to solve problems by coordinating one's own goals and interests with others in order to achieve success. "Others" refers to the subjects of the educational process, represented by students, parents, and teachers. Dominant for cooperation are "goals", "interests", for partnership – "problems", which are solved by subjects of the educational process, "harmonizing goals and interests". "Alignment" as an expression of synergy...of views, actions, etc. provides a valuable aspect of such interaction.

The content aspects of the educational session are scientifically substantiated on the example of revealing the content and structure of the concept of "competency of pedagogical partnership", namely: cognitive, axiological, acmeological, thinking-active, andragogical components.

The article reveals the peculiarities of the development of the competence of the pedagogical partnership of teachers in the system of professional development of pedagogical workers, taking into account the normatively specified content and the results of scientific research.