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EDUCATIONAL PARTNERSHIP IN THE SYSTEM OF GENERAL SECONDARY EDUCATION: CONCEPT AND CONTENT

The importance of educational partnership of schools at the present stage of development of the national system of general secondary education is due not only to the possibility of attracting private and public resources needed to optimize the educational process at school, improve the quality of educational and related services provided by general secondary education. Productive educational partnership promotes constructive dialogue, convergence of educational and social goals of participants in the educational process, schools and other social institutions, growth of pedagogical potential of society, successful use of educational tools to solve important social problems. The article defines the concept and reveals the content of educational partnership in the system of general secondary education.

Keywords: system of general secondary education; educational partnership; concept of educational partnership; content of educational partnership.

Problem statement. Defining the concept and disclosing the content of educational partnership in the system of general secondary education is an important and necessary step towards creating the theoretical foundations of such a partnership. Thus, the general problem of the research is to develop the theoretical foundations of educational partnership in the system of general secondary education.

This problem is associated with a number of important scientific and practical tasks. The scientific ones, first of all, should include the development and implementation of theoretical and methodological principles of reforming the national system of general secondary education. As one of the strategic directions of reforming this system, defined by the policy documents, is the adoption of the pedagogy of partnership, the principle of partnership in the educational process in general secondary educational institutions [1]. The practical tasks include several, namely: the creation of optimal educational and social conditions for the functioning and development of national institutions of general secondary education, optimization of the educational process in them; practical implementation of school autonomy and academic freedom of teachers; ensuring public-public and public-private partnership in the system of general secondary education, state-public management of the institutions of this system.

Analysis of recent research and publications. It should be noted that the problem of developing the theoretical foundations of educational partnership in the system of general secondary education has not received, unfortunately, proper attention from Ukrainian scholars. And isolated publications on this issue only confirm this statement.

It is worth noting several such scientific papers, the analysis of which was carried out in the course of this study. First of all, this is an article by the academician V. Kuz [2], which outlines the philosophical principles of partnership pedagogy. The scientist points to the characteristic features of this pedagogy - "communication, interaction and cooperation between teacher, student and parents", which are "equal participants in the educational process", "united by common goals and aspirations" [2, p. 225]. Thus, the researcher considers the pedagogy of partnership as a phenomenon that (among other things) appears due to the intensification of teachers' cooperation with students' families, becoming "parents, grandparents" "important teachers' partners as private teacher's assistants" [2, p. 224].

Public-public and public-private partnerships in the field of education have a clear economic and managerial causality related to the activities of state and local self-government bodies aimed at providing social, economic, environmental, educational and other conditions necessary for sustainable development of states, regions, communities. Therefore, this issue attracts the attention not only of scientists in the field of education, but also economists, specialists in public administration. Thus, N.O. Palamarchuk and M.A. Halliamova consider the global partnership ("general comprehensive cooperation of various participants to solve global problems of mankind and ensure sustainable social development") as a means of "educational development", "improving the quality of education in the world in the conditions of sustainable development" [3, p. 127]. A.S. Navolokina rightly contrasts the strategy of partnership and competitive strategies in higher education; emphasizes that the strategy of partnership will increase the competitiveness of the national education system, as "the partnership is able to give a new quality of educational and other related services" [4, p. 81]. The author believes that the partnership in the market of educational services "should be considered as a form of" economic interaction", but not equated with it, as the partnership aims to long-term cooperation with the formation of closer ties at all levels of the parties' activities" [4, p. 81]. P.M. Kukharchuk substantiates the need for "fruitful interaction between educational institutions and social partners" [5, p. 173], because "in a market economy only in the form of effective interaction with employers, the educational institution is able to implement the main function - to provide the labor market with graduates of the required quantity and quality of professional training level" [5, p. 176]. It should be noted that the realization of this function acquires special significance for national institutions of specialized secondary education (lyceums), which ensure its acquisition in the professional direction.

N. Kharchenko substantiated the main reasons for the relevance of social partnership in education, namely: the need to "effectively respond to the challenges of society", to carry out "direct and indirect exchange of resources"; the opportunity to build cooperation "on a long-term basis and mutual trust of the participants", "to use the potential of the business sector for the public good", "to focus on serving the interests of society as a whole"; ability to ensure "responsible cooperation of various institutions", "expanding cooperation of educational institutions with parents, civil society institutions, cultural institutions, business" [6, p. 181].

The concept of social cooperation in the system of general secondary education is studied by the author in the scientific article of the same name [7]. It reveals and substantiates the relationship between the pedagogy of cooperation with the practice of social partnership in education, presents the author's concept of pedagogy of social cooperation in the system of general secondary education. The concept of "social cooperation in general secondary education" is defined in the text of the article as a system of specific social relations that are voluntarily and purposefully established between participants in the educational process in general secondary educational institutions, other interested individuals and legal entities for joint definition, discussion, coordination of their educational and social needs and interests, their realization in joint activities (provided by agreements of the parties, plans, programs, projects, etc.)" [7, p. 50]. The article defines the levels of social cooperation in the system of general secondary education

(level of teacher, general secondary educational institution, territorial community, region, state level) [7, p. 51], the author's model of social cooperation is presented, the invariant component composition of which (the list of components, unchanged for each selected level) includes "goals, content, process, means and results)" [7, p. 57].

Some studies reveal the managerial mechanisms for the implementation of state-private and public-private partnerships in education. M. Yavorska considered innovative tools for state-private partnership management in the education system, identified specific forms of this partnership that will improve the quality of educational services, namely: the development of "innovative library fund at the regional level, lease relations, complex strategic development (region (community) - educational institution - business)", the interaction within the professional direction of the profile general secondary education [8, p. 163]. A.V. Sorochenko described ways to improve the mechanism of implementation of public-private partnership projects in education, namely: "creation of a portfolio of projects for 10 or more years" at the level of the Cabinet of Ministers of Ukraine, creation of "appropriate regulatory framework", development of mechanisms maintaining and publishing reports on the financing of public-private partnership projects, "creation of a standard (model) public-private partnership agreement in the field of education" [9, p. 142].

In some scientific works, an attempt is made to identify and justify the regional and institutional specifics of the partnership in the field of education. Thus, S. Yu. Dovbenko and L.M. Prokopiv substantiate the "introduction of partnership pedagogy in the Carpathian educational space" "for the preservation of schools in mountainous regions" [10, p. 125]. Scholars define "pedagogy of partnership in the Carpathian educational space" as "a qualitative characteristic based on cooperation of the public, teachers and students, which reflects the multifunctionality of all the structures of influence and ensures effective performance of functional duties in the area of responsibility" [10, p. 125]. O.H. Sadova considers the system of partnership of rural school in the community as a prerequisite for the formation of "socially adapted and socially-oriented personality" of the graduate; the development of such a system of partnership, according to the author, necessitates "the search for new forms of interaction between school and its socio-cultural environment: rural council, enterprises, organizations, preschool and extracurricular education institutions, cultural, educational and religious institutions, parents, ethnic communities" [11, with. 60]. The author identifies specific areas of rural school activities that will ensure the development of its partnership in the community, namely: "orientation of school development to meet the needs of community and society", "development of educational process management on a public basis", "school initiative in realization of rural community projects", etc. [11, p. 61-62].

Parts of the general problem which have not been solved before. The analyzed scientific publications do not define the concept of "educational partnership in the system of general secondary education", do not disclose the content (component composition) of the educational partnership in this system.

This allows us to justify the relevance of the problem defined, to formulate the goals and objectives of this article.

Purpose statement. The purpose of the article is to develop and substantiate the theoretical foundations of educational partnership in the system of general secondary education. Achieving the purpose of the article is associated with the implementation of two tasks, namely: the definition and disclosure of the content (component composition) of the educational partnership in the system of general secondary education.

Discussion. The results of the analysis of scientific literature sources [1] - [11] allow us to determine the characteristics of partnership in general secondary education, the specifics of the phenomenon of "educational partnership in general secondary education" (which, first of all, distinguishes it from social partnership in this system).

Thus, we note the characteristics of the partnership in the system of general secondary education, highlighted in the analyzed scientific papers, namely:

- it is a "system of specific social relations", which are "voluntarily and purposefully established" between "interested individuals and legal entities" [7, p. 50];

- such a partnership is carried out by "equal participants" united by "common goals and aspirations"; its most important subjects are "participants in the educational process" [2, p. 225];
- provides for "long-term cooperation with the formation of close ties" between participants [4, p. 81];
- aimed at "development of education", "improving the quality of education" [3, p. 127] by providing "a new quality of educational and other related services" [4, p. 81];
- allows for "direct and immediate exchange of resources", "use the potential of the business sector for the public good" (development of the system of general secondary educational institutions, ensuring their provision of quality educational services), and schools work more closely with parents, public society institutions, cultural institutions, business", "focus on serving the interests of the society" [6, p. 181];
- provides formation of "socially adapted and socially-oriented personality" [11, p. 60].

The most important differences between educational and social partnership in the system of general secondary education are the participants' understanding of the purpose and subject field of joint activities. Social partnership in the system of general secondary education aims at *the involvement of schools, participants in the educational process to solve social problems, including educational ones*. That is, the concept of this activity is broader, and the purpose and subject field are more global. Educational partnership in the system of general secondary education involves the cooperation of the school, participants in the educational process with representatives of various social institutions to solve educational problems of public importance, the solution of which has a positive effect on solving social problems.

In general, the educational partnership in the system of general secondary education has several specific features that significantly distinguish its organization and implementation from similar educational cooperation that takes place within other components of the state educational system, such as higher education. Such features include:

- fundamental inequality of financial (material and technical) contribution of most subjects of educational activity in comparison with other participants-partners (most general secondary educational institutions of communal or state subordination will not be able to pay or reimburse financial, material and technical and other expenses of partner organizations as will not have the financial resources for this); the contribution of general secondary educational institutions, participants in the educational process is the quality of such education, the well-being of its applicants, which are important conditions for the social and economic development of the community, region, state in the near and distant future;
- greater responsibility of educational entities for the organization and implementation of educational partnerships (it may involve juvenile, underage persons; in addition, general secondary education is compulsory, forms the educational base of the individual, so the content of educational partnership should meet educational goals, not to contradict the content of general secondary education, established by the current legislation of Ukraine);
- the need and importance of active involvement of parents and the community in the organization and implementation of educational partnership in general secondary educational institutions.

Based on the results of the analysis of scientific literature, we can offer our definition of "educational partnership in general secondary education", which we formulate as a system of specific social relations (educational, economic, social, cultural, legal, administrative and others) that arises in the process of voluntary and equal educational cooperation of subjects of educational activity (participants of the educational process) with other legal and / or physical persons for the purpose of solving educational problems, creation of optimum conditions for realization of educational and other public aims the achievement of which can be connected with educational ones.

The semantic components (parts) of the educational partnership in the system of general secondary education include its subjects and objects, purpose and tasks, directions of implementation, process (stages), tools (means), results.

The study of the content of educational partnership in the system of general secondary education necessitates the selection of its subjects.

The classification of subjects of educational partnership is quite complex, as it can be carried out on several grounds, namely: their *legal status* (individuals, legal entities), *the form of ownership of legal entities* (state, municipal, private property), *localization* (international (related to international organizations), foreign (representing other state), national (representing public authorities, all-Ukrainian public organizations), regional and local (representing local executive bodies and local governments, local public organizations), by *field of activity in the society* (law enforcement, medical, educational (not belonging to the general secondary education system), artistic, financial, industrial, social organizations, etc.).

In addition, it is possible to distinguish *general education* (subjects of educational activity in the system of general secondary education), *educational* (subjects of educational activity that do not belong to the system of general secondary education) and *extra-educational* (all other individuals and legal entities) subjects of educational partnership in the general secondary education system.

The selection of subjects of educational partnership allows us to determine the objects to which their cognitive and / or transformational activities will be directed. It should be noted that all objects of educational partnership will be divided by the nature of subjects' activities into *objects of research* (if the partnership is limited to cognitive activities), or *objects of transformation* (if the realization of transformational activities is provided). The public mission of the educational partnership will force the predominance of objects of the second kind, which, however, will not exclude the possibility of the existence of the first. The results of the analysis of scientific literary sources and educational practice allow us to identify and substantiate the following main *objects of educational partnership in the system of general secondary education*: *development of subjects of educational activity; ensuring meeting the educational needs and development of participants in the educational process; management of general secondary education; educational process; constructing the content of education; improvement of organizational and methodological support of the educational process; development of the information and educational environment of the school (general secondary educational institution); extra-budgetary financing of the general secondary education institution and control over the distribution of budgetary and extra-budgetary funds; methodological (scientific-methodological) work in general secondary educational institutions, pedagogical training of employees (teachers), etc.*

A group of relatively related objects of educational partnership forms its *sphere*.

The purpose of educational partnership in general secondary education is the cooperation of educational entities with other legal entities and individuals to implement various educational goals and objectives by creating optimal conditions for the organization and realization of educational activities, educational process in educational institutions, participation in solving social problems.

The most important tasks of the educational partnership in the general secondary education system are related to the optimization of the educational process in the school. The need for such optimization intensifies the search for appropriate educational and social partners by the school administration and teaching staff, and encourages them to plan and implement appropriate partnership measures. Optimization of the educational process is a principle, a leading position that directs the school to build a system of its educational partnership. Finally, the possibility to optimize the educational process in the school, the effectiveness and efficiency of such optimization is an important criterion for selecting partners, identifying priorities and activities within a particular partnership.

The educational partnership of the general secondary educational institution can be the factor in the development of the optimal variable component of the content of complete general secondary education for this particular school. The variable component of the content of complete general secondary education as an object of educational cooperation should be differentiated according to the hierarchical levels of its organization, namely: cycles of subjects from which to choose, individual subjects and disciplines (courses, integrated courses) from which to choose, sections and topics. The purpose of constructing the content of complete general secondary education in the process of educational partnership of the school is to develop

the optimal variable component of this content, as well as optimization of teaching materials for subjects and courses (including through integration) in strict compliance with State Standards.

The design and implementation of individual educational trajectories of students opens up significant prospects for the organization of educational cooperation of the school, aimed at optimizing the variable component of the content of complete general secondary education by means of educational partnership.

Another important area of educational partnership of the school is the selection / creation of appropriate organizational and methodological support of the educational process, i.e. effective methods, tools, organizational forms of teaching and learning, methods of developing personal potential of students.

It is advisable to identify several options for participation of educational partners of the school in the process of creating such organizational and methodological support, namely: financial participation (funding research or design of such developments, purchase of necessary equipment), transfer of methodological developments (or experience) from one educational partner to another, joint development of components of this support.

A rationally organized system of educational partnership of a general secondary educational institution allows to optimize the results of the educational process (create social and educational conditions, provide the influence necessary to achieve the best educational results possible in real circumstances of functioning and development of a particular school).

We distinguish a *direct impact* of the educational partnership of a general secondary educational institution on the educational outcomes of its students (occurs through voluntary direct participation of students in the realization of educational partnership activities integrated with the educational process) and *indirect impact* (occurs as a result of using in the educational process educational conditions created due to its educational partnership). The functioning of the system of educational partnership of a general secondary educational institution will be most effective if both types of influence are optimally combined in it.

The system of educational partnership of the school can optimize the formation of the key and subject competences of students, their skills common to the key competences due to a number of factors, namely: creating the necessary social and educational conditions, using necessary learning resources; formulation and consideration of educational needs and requests of participants of the educational process; providing the educational process with a practical orientation, ensuring a close connection of this process with the life of society and community, real social, economic, cultural, informational and other processes that take place in it; achieving more rapid implementation and use in the educational process of the most modern assets of the society.

Finally, all the above factors should provide participants in the educational process with a much higher level of motivation for their activities.

The implementation of the goals and objectives of the educational partnership of the school is carried out in its process.

The algorithm (sequence of stages) of educational partnership in the general secondary education system will depend on several circumstances, which should be outlined, namely: on the specific *combination of subjects* between which the educational partnership is carried out, on the *level of management of the educational partnership process* in the general secondary education system; on the *object of educational partnership*, on the purposes of educational partnership.

The invariant structure of the educational partnership process in the system of general secondary education involves at least four stages, namely: preparation, goal setting and planning, implementation, evaluation and correction.

The results of the study of scientific literature and educational practice allow us to identify the stages of the educational partnership that takes place on the initiative (with the participation) of a general secondary educational institution, namely: conceptual, preparatory, diagnostic, predictive, communicative; design, planning, motivational, organizational, implementation (realization), evaluation, correction.

The realization of the stages of educational partnership is carried out with the help of its tools.

The tools of educational partnership in general secondary educational institutions are a set of

methods, techniques, modes, tools, means and procedures, etc., by which this process is carried out. We should note that most of these tools are borrowed from other sciences and areas of social practice; thus, it is very heterogeneous in origin as well as in its purpose. As a rule, each subject of educational partnership in the system of general secondary education develops its own arsenal of methods and techniques by which the subject carries out this process.

The classification of educational partnership tools in general secondary educational institutions can be carried out on at least two bases, namely: *by its origin and by stages of application*. Classification of tools of educational partnership in general secondary educational institutions *by its origin* involves the selection of large groups of its tools (means, methods, techniques, etc.) in accordance with the sciences of man and society, areas of social practice from which they are borrowed; on this basis we distinguish general scientific, managerial, prognostic, legal; educational and pedagogical (including socio-pedagogical), sociological, psychological, informational and other tools of educational partnership in general secondary educational institutions. According to the *stages of application* of the tools of educational partnership, several classifications can be distinguished. The most important of these is the classification developed according to the four invariant stages of the educational partnership process, namely: preparation, goal setting and planning, implementation, evaluation and correction. According to this classification, we can distinguish the tools of preparing an educational partnership, the tools of goal setting and planning, the tools of implementing an educational partnership, the tools of evaluating results and correcting the project (program) of an educational partnership.

Educational partnership is a purposeful activity, the subjects of which are interested in achieving (obtaining) its results, namely: the development of the native system of general secondary education; further democratization of management of the institutions of this system, development of mechanisms of state and public management of them; creation (receiving) of resources necessary for the optimal organization of educational activities, development of educational institutions, other subjects of educational activities; unity of participants in the educational process involved in the activities and actions of educational partnership; establishing productive cooperation of different levels within one institution of general secondary education; providing conditions for the interaction of subjects of educational activity in the system of general secondary education, general secondary educational institution with other important public institutions, community, social environment. Educational partnership should create conditions for the realization of educational initiatives, educational innovations proposed by teachers and teaching staff of general secondary educational institutions; to promote the autonomy of these institutions, the academic freedom of teachers.

The main general criteria for assessing the educational partnership in the system of general secondary education include the criterion of efficiency, information, social performance, educational performance and technological criteria.

Conclusions and prospects for further research. Educational partnership in the system of general secondary education "is a system of specific social relations (educational, economic, social, cultural, legal, managerial and others), which arises in the process of voluntary and equal educational cooperation of educational entities (participants in the educational process) with other legal entities and / or individuals in order to solve educational problems, create optimal conditions for the realization of educational and other social goals, the achievement of which can be connected with educational ones.

In the content (component composition) of the educational partnership in the system of general secondary education it is possible to distinguish its subjects (subject component), the purpose and tasks (target component), directions of realization and stages (activity-procedural component), means (instrumental component), results (result component).

Prospects for further research of educational partnership in the system of general secondary education are associated with the development and justification of its theoretical and methodological foundations, creation, experimental testing and implementation of practical tools necessary for successful organization and productive realization of this cooperation.

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ОСВІТНЄ ПАРТНЕРСТВО В СИСТЕМІ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ: ПОНЯТТЯ І ЗМІСТ

Актуальність освітнього партнерства на сучасному етапі розвитку національної системи загальної середньої освіти зумовлена не лише можливістю залучення приватних і громадських ресурсів, необхідних для оптимізації освітнього процесу в школі, підвищення якості освітніх та супутніх їм послуг, що надаються закладами загальної середньої освіти. Продуктивне освітнє партнерство сприяє конструктивному діалогу, зближенню освітніх і соціальних цілей діяльності учасників освітнього процесу, шкіл та інших суспільних інститутів, зростанню педагогічного потенціалу суспільства, успішному застосуванню освітніх засобів для вирішення важливих суспільних проблем.

У статті визначено поняття та розкрито зміст освітнього партнерства в системі загальної середньої освіти. Освітнє партнерство в загальній середній освіті розглядається як система специфічних суспільних відносин (освітніх, економічних, соціальних, культурних, правових, управлінських та інших), котра виникає в процесі добровільної й рівноправної освітньої співпраці суб'єктів освітньої діяльності (учасників освітнього процесу) з іншими юридичними та/або фізичними особами задля вирішення освітніх проблем, створення оптимальних умов для реалізації освітніх та інших суспільних цілей, досягнення яких можна пов'язати з освітніми. До змісту (компонентного складу) освітнього партнерства в системі загальної середньої освіти віднесено його суб'єктів (суб'єктний компонент), мету й завдання (цільовий компонент), етапи (діяльнісно-процесуальний компонент), засоби (інструментальний компонент), результати (результативний компонент).

Перспективи подальших досліджень освітнього партнерства в системі загальної середньої освіти пов'язуються автором із розробленням та обґрунтуванням теоретико-методологічних засад освітнього партнерства, створенням, експериментальною апробацією та впровадженням практичного інструментарію, необхідного для успішної організації і продуктивного здійснення цієї співпраці.

Ключові слова: система загальної середньої освіти; освітнє партнерство; поняття освітнього партнерства; зміст освітнього партнерства.

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ОБРАЗОВАТЕЛЬНОЕ ПАРТНЕРСТВО В СИСТЕМЕ ОБЩЕГО СРЕДНЕГО ОБРАЗОВАНИЯ: ПОНЯТИЕ И СОДЕРЖАНИЕ

Значение образовательного партнерства на современном этапе развития национальной системы общего среднего образования обусловлено не только возможностями привлечения ресурсов общества, необходимых для оптимизации образовательного процесса, повышения качества образовательных и сопутствующих им услуг, предоставляемых школами. Продуктивное образовательное партнерство способствует конструктивному диалогу, сближению образовательных и социальных целей деятельности участников образовательного процесса, школ и других общественных институтов, повышению педагогического потенциала общества, успешному применению образовательных средств для решения важных общественных проблем. В статье дано определение понятия и раскрыто содержание образовательного партнерства в системе общего среднего образования.

Ключевые слова: система общего среднего образования; образовательное партнерство; понятие образовательного партнерства; содержание образовательного партнерства.