

SUMMARY

Tao Rui. Theoretical and methodological foundations of the formation of pedagogical mastery of students-vocalists.

The aim of the article is to highlight theoretical and methodological foundations of the formation of pedagogical mastery of students-vocalists. In the study the following research methods have been used – general scientific (analysis, synthesis, generalization, systematization) and specific scientific – first of all – analytical (terminological, historical-genetic, comparative, hermeneutic and structural analysis). Such methodological approaches to studying the problem of forming pedagogical mastery of students-vocalists as activity, personal, competence and communicative have been distinguished.

The versatility of the category of pedagogical mastery is seen in its inherent properties to be transformed depending on the context of consideration as: the original professional experience of the teacher; structural component of pedagogical creativity; system of competences; means of professional formation and self-actualization of the personality of the teacher-master; spiritual-value and professional-pedagogical heritage of the mentor, which his disciples emulate. The structure of the pedagogical mastery of the future teacher of vocals should be grounded in the light of cultural-historical experience and perspective directions of development of the theory and practice of vocal training. It is proved that pedagogical mastery of the student-vocalist should include his professional orientation, vocal and pedagogical techniques, a complex of professional skills, which is usually combined with the experience of theatrical activity, in general – his vocal and pedagogical culture.

It is emphasized that participation of vocalists in amateur and professional concerts, theatrical performances and their production can become a significant factor in the formation of their pedagogical mastery, will allow future teachers of vocals to realize their own educational potential and carry out educational functions. Such pedagogical mastery becomes a driving force in the system of cultural development of society.

Key words: theoretical and methodological foundations, pedagogical mastery, students-vocalists, professional training, pedagogical technique, future teacher of vocals.

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Maryna Us

Simon Kuznets Kharkiv National

University of Economics

ORCID ID 0000-0002-4849-0331

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SOCIAL PARTNERSHIP AS A NECESSARY CONDITION FOR INTERNAL EDUCATION QUALITY ASSURANCE IN THE HIGHER EDUCATION INSTITUTION

The aim of the study is to determine the essence of social partnership and to identify necessary components of the social partnership system regarding the possibility of internal quality assurance in the institution of higher education. In the course of the study the methods of theoretical analysis of scientific-methodological literature, methods of empirical research: observation, questioning, generalization and classification of the received data and modeling have been used. On the basis of the research results, the information- methodological provision for implementation of the model of construction of the social partnership of the HEI has been proposed. The main goal and simultaneously the advantage of building and developing social

partnership in the field of higher education is seen in the possibility of forming an integrated educational space, through the creation of an active system of social interaction.

Key words: social partnership, partner relationships, interaction, higher education, quality of education, internal quality assurance of education, institution of higher education, principles of partnership.

Introduction. In modern conditions of functioning and development of subjects of different levels of the economic system the transformation of the foundations and basic principles of interaction is acutely felt. At the same time, there is a problem of personnel support of Ukrainian economy taking into account real needs of the labor market and the requirements for the quality of intellectual and industrial potential. A special role in solving this strategic task is played by the system of higher education, which is directly connected with the economy of the country. Solving the problems of higher education is impossible without a comprehensive multivector social partnership, which, on the one hand, is aimed at improving the quality and development of education, and, on the other hand, it allows adapting participants of the partnerships to changing environment conditions with the possibility of obtaining additional benefits.

Analysis of relevant research. The issue of formation of social dialogue, partnership relations and cooperation of the main actors of social partnership becomes more and more relevant in the works of domestic and foreign scientists, in particular M. Bahlai, A. Weber, L. Erhard, H. Zadorozhnyi, V. Kolosova, A. Kolosov, V. Mytrokhin, Yu. Popova, R. Rumpel, H. Semyhin, V. Smolovyk, A. Shcherbak, T. Shcherbata and others.

However, despite the number of works devoted to the topic of social partnership, there is still no effective theoretical-informational provision and practical recommendations for building a social partnership with higher education institutions.

The aim of the article is to identify the essence of social partnership and necessary components of the social partnership system regarding the possibility of internal quality assurance in the higher education institution.

Research methods are theoretical analysis of scientific-methodological literature, methods of empirical research, in particular, observation, survey, generalization and classification of the obtained data, modeling.

Research results. Partnership has become the object of research in recent decades, but existence of this phenomenon is known since the late XIX century. The terms “partnership”, “partner relations” are widely used in business, legal, political circles, mass media. In such a situation, the illusion of transparency in the content of the concept of “partnership” created conditions in which the attempts to give it a scientific definition are very rare and consequently there is lack of a unified interpretation of the essence of social partnership relations (Рыбина, 2003).

It is proposed to consider social partnership as a system of relations between different social actors, which is oriented towards achievement of public interests, while taking into account corporate and group interests (Колот, 2009, 26-28).

The difficulty of interpretation of the partnership lies in the fact that in research and practice, it acts as a complex phenomenon – an integrated system. The following components of the social partnership system (SP) are proposed (Fig. 1).

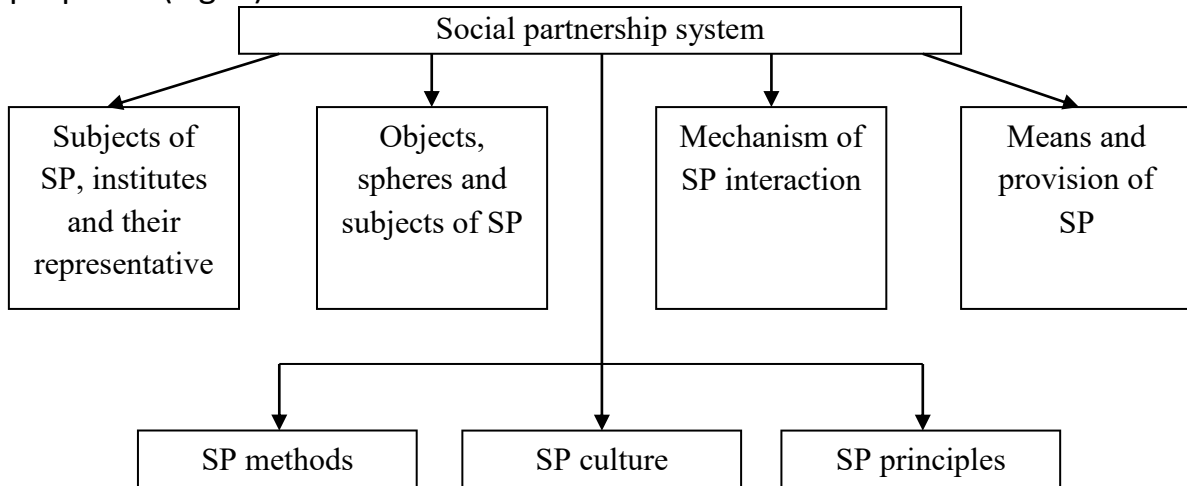


Fig. 1. Social partnership system

Under the phenomenon of social partnership we mean the form of interaction of various subjects of society (state institutions, corporations, non-profit organizations, social groups, etc.), which allows them to express freely their interests and find civilized ways to realize them.

The system of social partnership arose as a natural reaction to the firm principles of the market economy in order to preserve social stability in society. At the same time, the system develops long enough under the influence of many factors, historical traditions, etc. Accordingly, the main difficulties in establishing social partnership are related to solving the problem of coordinating the interests of the subjects of interaction and various elements that form this system, including social and economic processes.

Social partnership in the field of higher education is a partnership that is initiated by the education system as a special sphere of social life, which contributes to the formation of civil society (Щербата, 2016). Social partnership allows modifying, designing, testing and establishing new socially important functions of the higher education system.

The main objective of the higher education institution, as a key participant of the process of education concerning organization of effective cooperation, is to ensure the openness of the institution for its socio-cultural environment (Янковська та Зінченко, 2015); to develop partner interaction with various social institutions in education, upbringing, research and innovative activity, student socialization, etc.

Collaboration may involve different levels of inclusion of parties, which in the future directly affects the forms of partnerships and their outcomes:

- coherent inclusion that is based on a joint discussion of the initiative of one of the parties, followed by its development and possible correction;
- initiated inclusion, which is characterized by high activity of one of the parties, and advisory and coordinating activities of the other party of the partnership;
- independent two-sided incorporation, where the initiative of joint activity can be put forward by any party in the bilateral support of the idea, its development and implementation by joint efforts, as well as mutual responsibility for the success of the achievement (Набиулінна, 2003).

The choice of the level of inclusion in the implementation of a joint activity (project, solution of a particular case) in the field of education is determined by the situation and the results sought by social partners.

In 2018, the author conducted a survey by interviewing respondents (administrations of higher education institutions (HEI), teachers, representatives of employers, public organizations, state and local government bodies, students, parents and university entrants) as potential participants in social and professional partnerships with higher education institutions concerning the effectiveness of social and professional partnerships in education. The sample comprised 230 respondents, the data were summarized. It was revealed that respondents preferred the following among the main aspects that would determine effectiveness of partnerships with HEI:

- a) a public need to be included in implementation of the values of higher education (for example, improving the quality of education, concretization of competences, etc.) (68,2 %);
- b) readiness for such cooperation (81,9 %);
- c) HEI's needs (39 %);
- d) HEI's initiatives (46,2 %);
- e) initiative of the non-governmental sector (12,1 %);
- e) attracted resources of the parties (50,2 %);
- e) conditions of cooperation (36,7 %);
- g) level of participation (21,2 %)
- h) other aspects (17,3 %).

In addition, the results of the study allowed to generalize the significance and benefits of social and professional partnerships for HEIs:

- ensuring higher quality of higher education, increasing professional skills of teachers and mastering modern professional competences by students on the basis of practical experience and requirements of employers, which will ensure increase of competitiveness level;
- formation of the person who is ready for adaptation in modern socio-economic conditions, improvement of the quality of management culture and

interaction with society through the system of project activity, will have a positive impact on the development of the social partnership system as an integral part of the public administration of the education institution;

- replenishment of methodological tools at the expense of: packages of normative and methodological materials on social partnership, packages of diagnostic tools, pedagogical developments, social projects of subjects of educational process, international programs and other products of innovative educational activity;

- formation of preconditions of interaction as a means of development of a creative person;

- organization of joint events, social, scientific and cultural projects will stimulate development of the education institutions, etc.

Development of social partnership relations is one of the ways of internal quality assurance of HEIs.

However, formation of relations of this type requires taking into account the world and national experience of creating social partnerships and their legal and regulatory support.

One of the first steps in this direction in Ukraine was creation of the National Social Partnership Council under the President of Ukraine (1993), development of the Law of Ukraine "On Social Partnership" (2002) (Кудряченко, 2008). Effective approaches to improving training of skilled workers in accordance with the requirements of social partnership were outlined in the Concept of development of vocational (professional) education in Ukraine for 2005–2010, approved in 2004 at a joint meeting of the Collegia of the Ministry of Education and Science of Ukraine and Presidium of the Academy of Pedagogical Sciences of Ukraine (Щербак, 2008). However, without receiving the status of a legal act, this concept could not effectively influence modernization processes in the education system.

Today, the possibility of social partnership is considered in the Laws of Ukraine "On Public-Private Partnership" (2010) (*Закон України «Про державно-приватне) партнерство»*), "On Higher Education" (new edition, 2017) (*Закон України «Про вищу освіту»*), in the "Concept of training specialists for the dual form of education in Ukraine" (2018) (*Концепція підготовки фахівців за дуальною формою здобуття освіти в Україні*), etc.

As for the foreign experience and informational-methodological support of the social partnership in the field of education, the following should be noted.

In 1992, the United Nations Conference on the Environment and Development (Rio Earth Summit) focused on the partnership between governments, the private sector and civil society in achieving sustainable global development. This approach was further developed at the next international meetings on issues of population, urban development, gender and social development, including the intergovernmental meeting in Johannesburg in 2002.

The partnership approach was based on the belief that only through meaningful and widespread inter-sectoral interaction, initiatives for sustainable development could be innovative and consistent. This, in turn, allows us to solve extremely complex tasks of economic and social development (Селівєрстова, 2015). Methods of solving problems by one participant (state, industry, enterprise, education institution) had already been used and were not sufficiently effective. By working separately, each participant carries out a separate activity, often competes with other and/or duplicates actions, spending valuable resources. The disparate efforts lead to the development of the practice of “finding guilty” when problems are not solved, but translated into others.

Under such conditions, a partnership approach creates new opportunities for social development through better understanding of the conditions of activity and opportunities of each individual partner, as well as finding new ways to apply them in order to achieve a common good. In addition to the general characteristics, each participant has its own sphere of competences, expectations and style of work. Thanks to a successful social partnership, the individual qualities and capabilities of each partner can be combined to achieve a common goal.

In glossary Tuning Educational Structures in Europe, published in 2006, the term “social partnership” is interpreted as cooperation of all stakeholders (social partners) for realization of the aim of the Bologna process (*Sharing Expertise in Training*). The international social partners involved in the Bologna process are 46 states of Europe, as well as the European Commission, the Council of Europe, the European Center for Higher Education of UNESCO, the European University Association, the European Association of Institutions in Higher Education, the European Student Union, the European Association for Quality Assurance in Higher Education, International Education, the International Congress of Industrialists and Entrepreneurs and other influential organizations.

Within the framework of the study, the main official documents of the Bologna reform are of particular importance: the Bergen, London, and Leuven Communiqué, as they define the strategic objectives of the social partnership. The Bergen Communiqué “The European Higher Education Area – Achieving the Goals” (UNESCO: I B E EDUCATION), adopted in 2005, states that the strategic objectives of the social partnership are: life-long education, ratification of personal and professional competence (development of the methodology of ratification of non-formal education, etc.); quality, indicators, efficiency of investments in education; cooperation aimed at competitiveness (training: in the workplace, in civil society, etc.). The London Communiqué “Towards the European Higher Education Area: Responding to challenges in a globalised world” (2007) was devoted to discussing the issues of recognition of professional qualifications and employment opportunities. It was noted that

governments and universities should develop partnerships with employers in the process of innovative changes to curricula that were based on learning outcomes and credits that promoted both qualifications and prior learning, including non-formal and informal learning (Шерепера та Смоквіна, 2013).

In the preamble to the Leuven Communiqué “The European Higher Education Area in the new decade” (Belgium, 2009), it is stated that, by 2020, European higher education should make a decisive contribution to the implementation of the “Europe of knowledge”. This is only possible if the talents and abilities of all citizens are fully revealed and fully integrated into lifelong learning and wider participation of social partners in higher education (*Tuning Educational Structures in Europe*).

A significant contribution to the study of the problem was made by the Sharing Expertise in Training. In 2006, it organized plenary meetings of the Consultative Forum on the topic “Experience for Progress: Learning with Partners”. The document adopted at the forum states that formation of the institution of social partnership in the European system of education is conditioned by the following factors: the need to eliminate contradictions between the labor market and the market of educational services; legislative consolidation of the autonomy of education institutions; diversification of funding sources; the desire to improve the quality of education; increase in human mobility; development of lifelong education (*Sharing Expertise in Training*).

UNESCO is committed to developing and substantiating the partnership. An analysis of the encyclopaedic and reference literature of this organization shows that the concept of partnership is defined as provision for the beginning of interaction: association, alliance, union, relationship, cooperation. The term “Shared Services” is also referred to as the “Educational Interdependent Alliance” (UNESCO: I B E EDUCATION). At the same time, UNESCO interprets the concept of partnership in education as an interaction of educational associations for establishing cooperation at ministerial, regional, local and international levels: ministerial level – cooperation between ministries of education, labor and economics in the preparation and implementation of political programs, development of strategies for the labor market and employment; development and implementation of system reforms; regional level – establishment of a political network between regional branches of government, education institutions and business structures for the implementation of educational policy; local level – exchange of information and experience between start-ups and employers to provide a highly skilled level of knowledge; international level – joint work on the development and implementation of educational processes, management of courses, projects and programs (UNESCO: I B E EDUCATION).

In the European educational thesaurus, the term “social partners” is part of the group of notions of section 11 – “Partners in Education” and is interpreted as

players in the field of education, i.e. students, teachers, advisers, government officials, business and family (*Tuning Educational Structures in Europe*).

It emphasizes the need and supports the idea of developing a social partnership in the “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (Revision 2015)” (*Стандарти і рекомендації щодо забезпечення якості в Європейському просторі вищої освіти*).

Having analyzed foreign experience of building a social partnership in education (Кудряченко, 2008; Шерепера та Смоквіна, 2013; *Tuning Educational Structures in Europe*), it became possible to identify four main models that differ (centralized/decentralized) by the degree of state participation in education and training, as well as participation of social partners.

1. Liberal model (UK). It is characterized by general tendencies of decentralization of public administration, in which the policy in the field of vocational training is carried out mainly by local authorities and enterprises conducting training. However, the state reserves the right to distribute financial resources aimed at providing education for priority areas of education.

2. Model of state domination (France). It is characterized by state planning and management of vocational education and training. The state and relevant local authorities responsible for professional training exercise control over them. Social partners are involved in decision-making at the state level. At the inter-branch level, employer associations that provide special educational needs play an important role in vocational education. At this level, the activity of trade unions is high.

3. Neo-cooperative model (Denmark, the Netherlands). It defines dividing the roles between the state, companies and trade unions. Associations of employers and trade unions most actively participate in the planning and management of vocational education, and the state legitimizes decisions taken on the basis of arrangements of social partners.

4. Partnership model (Germany). It is defined as a mixed model, as the vocational education system operates within the framework of the neo-cooperative model, and financing of vocational education is carried out within the framework of a liberal model. In the field of education, the responsibilities of social partners are legally demarcated between the federal government and the lands.

German partnership model formed the basis for the Concept of training specialists on the dual form of education in Ukraine, which takes into account the basic principles of social partnership and emphasizes its advantages (*Стандарти і рекомендації щодо забезпечення якості в Європейському просторі вищої освіти*).

Analysis of documents of international organizations, scientific works of domestic and foreign scholars on the development and formation of social partnership in the international dimension made it possible to draw the following conclusions:

- social partnership in education can be considered as a reliable and proven social mechanism contributing to the economic stability and development of a competitive, flexible and dynamic education system in every country;
- social partnership is an important prerequisite for the formation of highly skilled labor forces in the conditions of rapid technological change;
- democratization and decentralization of education management depends on national, social, political and economic conditions.

The models of social partnership point out that every country seeks to maintain its own uniqueness and traditions in the field of professional higher education.

Formation of relations of social partnership is connected with the following components of ensuring its existence:

- definition of a set of social partnership relations and their classification according to interests, goals and objectives, legal and informational provision;
- construction of a model of social partnership taking into account the revealed interaction subjects;
- establishment of principles, conditions of social partnership, its temporary and substantive procedures, effectiveness of results and achieved agreements.

The Laws of Ukraine “On Public Associations”, “On Higher Education”, “On Public-Private Partnership”, “The Concept of Training Specialists on the Dual Form of Education”, etc. provide the legislative basis for the development of a national model of social partnership in the field of education of different levels (*Закон України «Про вищу освіту»; Закон України «Про державно-приватне партнерство»; Концепція підготовки фахівців за дуальною формою здобуття освіти в Україні*).

A model for building a social partnership in the higher education institution may include the following components presented in Figure 2.

In the course of the analysis of literary sources (Безвух та Стопчак, 2015; Колот, 2009; Лисиця та Ус, 2016) the author highlighted the basic principles of building partnerships: voluntariness; equality; mutual benefit; transparency; activity and reality of the assumed obligations; systematic control and responsibility for the fulfillment of obligations; compliance with legislation, etc. These principles are at the same time the foundations and conditions for the formation of social partnership.

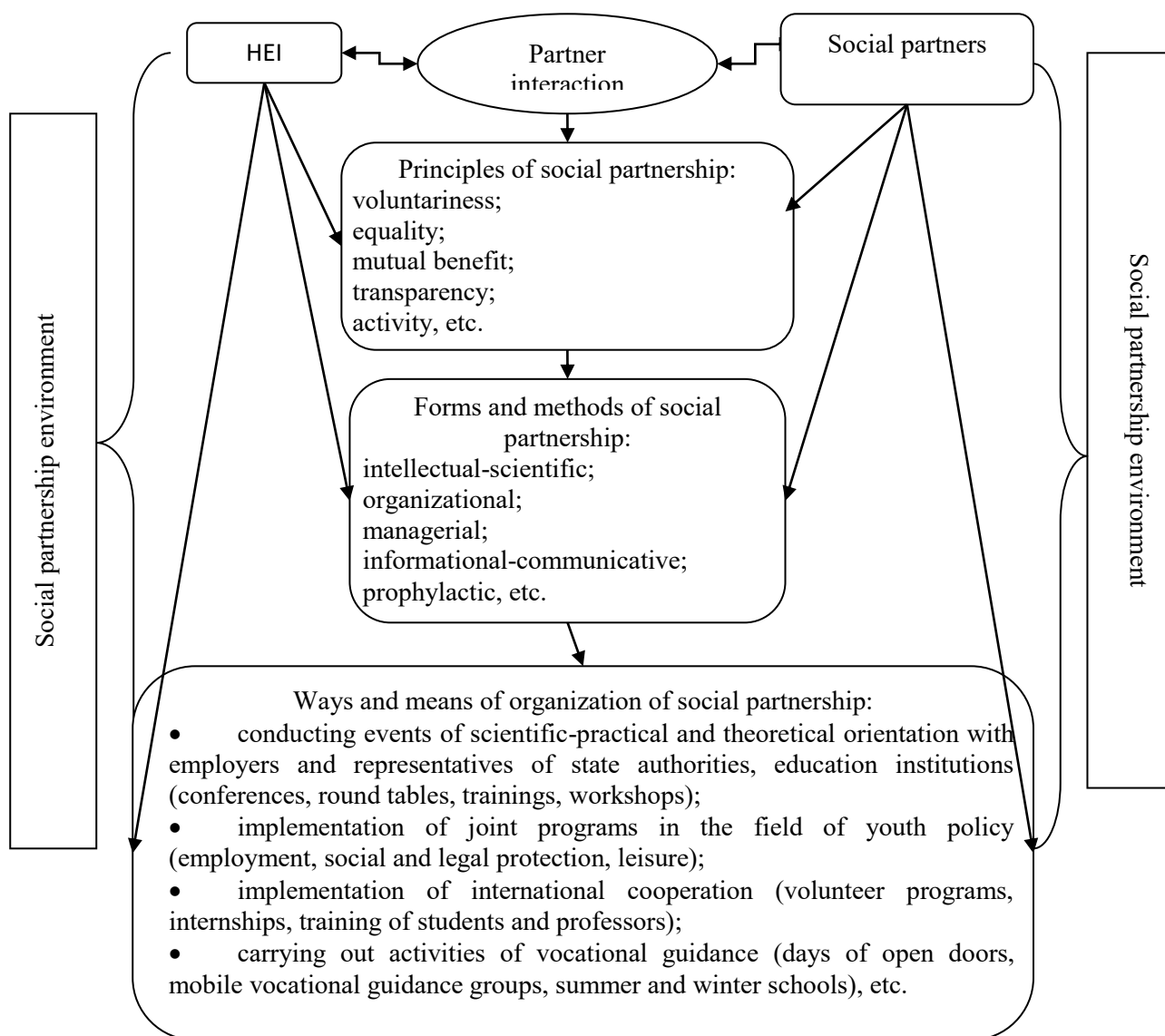


Fig. 2. Model of building of social partnership of HEI

The principle of voluntariness involves no coercion, free expression of will to establish and/or join the relationship with a partner. In addition, this principle points to the non-binding nature and scope of the procedure and stages of formation and termination of the partnership, the independent development of the evaluation process and selection of potential partners.

The parties themselves, on their own choices and opportunities, determine their contribution to the partnership, which, in turn, will add to their result and effectiveness. Thus, in the opinion of the author, voluntariness determines the expediency – the possibility of building, and the final result of the relationship and is one of the basic principles of the formation of partnership relations of any direction.

The principle of equality is intended to provide equal voting rights, the possibility of participation and recognition of a contribution that cannot be measured in monetary terms or in social significance. Equal rights do not mean equality, because in most cases, cooperation is characteristic of the parties

with a large difference in resources, scales and impact. Equal rights imply absence of privileges and powers in any of the parties in the distribution of rights, obligations, benefits and expenses from the formation of social partnership. All partners contribute to joint activities, under such conditions, they get the right to share the benefits. Affiliate relationships are aimed at achieving specific benefits for each partner, apart from general benefits for everyone. Only in this way it is possible to ensure the long-term interest of the partner and the stability of cooperation.

The principle of transparency includes honesty and openness in collaborative projects, which is necessary for the free access of all partners to information, resources used in partnership. Through transparency, there is an opportunity to report to all stakeholders in partnership and increase trust among their participants.

The principle of activity and reality of implementation of accepted commitments implies direct involvement, support and coordination of actions within the framework of social partnership according to these commitments.

Compliance with the principle of systematic control and responsibility for fulfilling obligations is necessary to monitor and evaluate the effectiveness of cooperation between partners.

The principle of observance of the law implies functioning of social partnership within the legal framework of the respective countries to which the parties of the partnership belong.

These principles are basic at the stage of forming relations with partners in the field of education, in the future they can be replaced by new, which are acceptable and agreed by parties, developed in the process of joint activity and negotiations.

Any process or activity, including social partnership, should take the form. Different signs of formalization are principles and methods. The principle outlines the possibilities of social partnership, which forms and implements its relations, as well as the mechanism for implementing partnerships. The methods of social partnership detail partnership relations between different actors. They have some specifics. The methods can be direct and indirect; problem-oriented and situational; programmatic and system-wide; general and partial.

Indirect methods of partnerships involve the diagnostics of social partners of the economic, social, socio-psychological environments, understanding of their place in a particular environment and interests of the subjects of partnership relations. The parity of relations of social partnership involves adjusting and self-regulation of their positions in relation to themselves, other subjects and society.

Problem-centred methods of social partnership suggest knowledge of trends and patterns of development of partnership relations and development of various programs, plans, measures to address emerging issues.

Situational methods are conditioned by changes, as a rule, temporary, in the environment of economic and social reproduction of a person. They involve operational regulation of emerging contradictions. Situational understanding involves operational influence, regulation of the economic situation and solution of the issues before they transform into an unsolvable problem.

Programmatic methods of social partnership cannot be applied in isolation from the issues of programmatic transformation of the economic, social and political system, that is, the program of social partnership on certain problems is part of the whole, part of the general programmatic transformations. This also applies to individual, private and system-wide methods of social partnership.

System-wide methods are tools that provide multi-tool solving solutions through social partnership. They are different in nature, mechanisms of application, possible outcomes and evaluative indicators. Among them there are intellectual-scientific, organizational, managerial, informational-communicative, vocational-oriented, economic, legal, social-psychological and other methods of regulation of interaction processes.

Preferring one of the methods would be wrong. The above mentioned methods are universal and require additional development within each individual partnership with participation of HEI.

Thus, a wide range of possible participants and forms of social partnership relations, which belong to different levels, are distinguished. Among the main groups of partners, the following are singled out (Fig. 3).

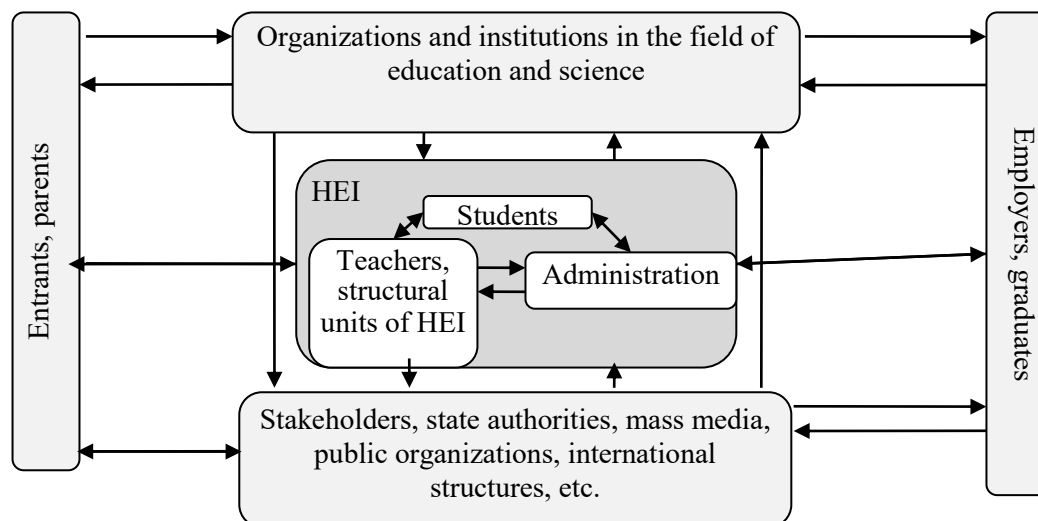


Fig. 3. The main interrelations of the higher education institution in the context of directions and participants of social partnership relations

Determining the directions of partnership depends on many factors of legislative, temporal, natural, historical, situational character, etc.

The next element of the system of building a social partnership is the choice of ways and means of organization of social partnership:

- conducting events of scientific-practical and theoretical orientation with employers and representatives of state authorities, public organizations, other education institutions (conferences, round tables, trainings, workshops, webinars, competitions, olympiads, challenges);
- realization of joint programs in the field of youth policy (employment, social and legal protection, leisure);
- implementation of international cooperation (volunteer programs, internships, training of students and professors);
- carrying out measures of vocational orientation (open door days, mobile vocational guidance groups, summer and winter schools), etc.

The partnership differs from separate isolated actions by the content itself, the priority of common interests and goals over the interests of the individual partner. That is why we consider it expedient for each partnership to develop long-term targeted programs (projects) that can be combined into a general program of social partnership of an education institution in the field of improving and developing the education system and ensuring its quality.

When choosing social partners, the HEI should be oriented towards:

- creating conditions for projects and social initiatives;
- improving the skills of scientific-pedagogical workers;
- material, financial, professional, legal, etc. support of the university.

The partnership is carried out mainly on the basis of agreements on joint activities (memorandum, cooperation agreement, etc.). In order to use effectively the resources of the social partnership, a data bank should be created and potential partners of the HEI in society should be systematized, contract documents on cooperation with specific institutions should be developed, joint projects and programs should be implemented.

Conclusions and prospects for further research. Today, the state standards of higher education require a new technology for organizing the educational process and competences that are formed during and as a result of learning. The achievement of the standards of a new generation is impossible without the institution of higher education of a new generation. HEI should provide conditions for the development and socialization of children and youth. Thus, on the basis of the results of the study, the information and methodological support for building the model of a social partnership of HEI was proposed, which involves: increasing the cognitive interest of high school and university students in learning; increasing the motivation of students to self-development, self-education, self-actualization, self-determination, self-realization; improving the quality of education; developing students' personal qualities; formation of healthy lifestyle skills; self-determination of HEI graduates; adaptation of HEI graduates to modern socio-economic conditions, in particular the labor market; implementation of project and information technologies in educational and scientific processes; increasing motivation of students, teachers, parents, university entrants, graduates,

employers and other potential partners to interact; raising methodological and information culture of teachers; creating conditions for revealing students' abilities and expanding opportunities; expanding social partnership; meeting the needs of the population in the new quality of educational services; strengthening meaningful interaction of schools, colleges, technical schools and HEIs; strengthening meaningful interaction of employers, graduates and HEIs. The proposed provision of the interaction of the HEIs within the framework of social partnership allows to enter the regime of state-public administration of the university, etc.

The main goal and simultaneously the advantage of building and developing social partnership in the field of higher education is the possibility of forming an integrated educational space, through the creation of an active system of social interaction between government bodies, target groups of the public and social actors. Practical aspects of this process will be further considered by the author.

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РЕЗЮМЕ

Ус Марина. Соціальне партнерство як необхідне умово внутрішнього забезпечення якості освіти в закладі вищої освіти.

Цілью дослідження є визначення сутності соціального партнерства та виявлення необхідних складових системи соціального партнерства щодо можливості внутрішнього забезпечення якості освіти в закладі вищої освіти. У процесі дослідження використано методи теоретичного аналізу науково-методичної літератури, методи емпіричного дослідження: спостереження, опитування, узагальнення і класифікація отриманих даних та моделювання. На основі результатів дослідження було запропоновано інформаційно-методичне забезпечення реалізації моделі побудови соціального партнерства ЗВО, що передбачає: зростання пізнавального інтересу студентів та школярів до навчання; підвищення мотивації студентів до саморозвитку, самовиховання, самоактуалізації, самовизначення, самореалізації; зростання якості освіти; розвиток особистісних якостей студентів; сформованість

Ключеві слова: соціальне партнерство, партнерські відносини, взаємодія, вища освіта, якість освіти, внутрішнє забезпечення якості освіти, заклад вищої освіти, принципи партнерства.

АНОТАЦІЯ

Ус Марина. Соціальне партнерство як необхідна умова внутрішнього забезпечення якості освіти у закладі вищої освіти.

Метою дослідження є визначення сутності соціального партнерства й виявлення необхідних складових системи соціального партнерства щодо можливості внутрішнього забезпечення якості освіти в закладі вищої освіти. У процесі дослідження використано методи теоретичного аналізу науково-методичної літератури, методи емпіричного дослідження: спостереження, опитування, узагальнення і класифікація отриманих даних та моделювання. На основі результатів дослідження було запропоновано інформаційно-методичне забезпечення щодо реалізації моделі побудови соціального партнерства ЗВО, що передбачає: зростання пізнавального інтересу студентів та школярів до навчання; підвищення мотивації студентів до саморозвитку, самовиховання, самоактуалізації, самовизначення, самореалізації; зростання якості освіти; розвиток особистісних якостей студентів; сформованість

навичок здорового способу життя; само- та професійне визначення випускників ЗВО; адаптація випускника ЗВО до сучасних соціально-економічних умов, зокрема ринку праці; упровадження проектних та інформаційних технологій в освітній та науковий процеси; підвищення мотивації студентів, викладачів, батьків, абітурієнтів, випускників, роботодавців та інших потенційних партнерів до взаємодії; підвищення методичної, методологічної та інформаційної культури викладачів; наявність умов для реалізації здібностей та можливостей студентів; розширення соціального партнерства; задоволення потреб населення в новій якості освітніх послуг; зміцнення змістовної взаємодії шкіл, коледжів, технікумів та ЗВО; зміцнення змістовної взаємодії роботодавців, випускників та ЗВО. Запропоноване забезпечення взаємодії ЗВО в межах соціального партнерства дозволяє перейти в режим державно-громадського управління університетом тощо.

Основною метою й одночасно перевагою побудови та розвитку соціального партнерства в сфері вищої освіти вбачається можливість формування інтегрованого освітнього простору за допомогою створення дієвої системи соціальної взаємодії.

Ключові слова: соціальне партнерство, партнерські відносини, взаємодія, вища освіта, якість освіти, внутрішнє забезпечення якості освіти, заклад вищої освіти, принципи партнерства.

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Ольга Фаст

Східноєвропейський національний
університет імені Лесі Українки

ORCID ID 0000-0001-7216-0044

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МЕТОДОЛОГІЧНІ ОРІЄНТИРИ ФОРМУВАННЯ ПЕДАГОГІЧНОЇ САМОЕФЕКТИВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ У КОНТЕКСТІ ВИКЛИКІВ ОСВІТНЬОЇ РЕФОРМИ

У статті здійснено огляд наукових напрацювань щодо проблеми педагогічної самоефективності на засадах міждисциплінарного підходу. За результатами аналізу довідникових та наукових джерел крізь призму гуманістичної парадигми окреслено сутність поняття «педагогічна самоефективність учителя початкової школи» як системоутворювальну особистісно-професійну характеристику, що виявляється в готовності та здатності педагога мобілізувати сукупність особистісних якостей, кваліфікаційних знань, умінь, компетентностей та методичної майстерності з метою досягнення оптимальних результатів у педагогічній діяльності.

Акцентовано увагу на доцільності урахування зарубіжного досвіду формування педагогічної самоефективності майбутнього учителя початкової школи. Ідеться, зокрема, про психолого-педагогічну та соціальну спрямованість змісту професійної освіти; збільшення обсягу практичної підготовки у формі тренінгів, семінарів; стимулювання неформальної та інформальної освіти студентів, що забезпечують особистісне зростання.

Ключові слова: педагогічна самоефективність, професійна підготовка, гуманізація освітнього процесу, учитель початкової школи, особистісний розвиток.