Presentation date:October, 2023, **Date of acceptance**: January, 2024 , **Publication date**: March, 2024

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DIALOGUE-INTERACTION-RESPECT AS KEY ELEMENTS OF PEDAGOGICAL PARTNERSHIP AND THEIR SIGNIFICANCE FOR THE DEVELOPMENT OF TEACHERS' COMPETENCE

DIÁLOGO-INTERACCIÓN-RESPETO COMO ELEMENTOS CLAVE DE LA COLABORACIÓN PEDAGÓGICA Y SU IMPORTANCIA PARA EL DESARROLLO DE LA COMPETENCIA DOCENTE

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Suggested citation (APA, seventh ed.)

Tretiak, O., Smolnykova, H., Yakunin, Y., Shopina, M., Tsybulska, S., & Kuziv, O. (2024). Dialogue-interaction-respect as key elements of pedagogical partnership and their significance for the development of teachers' competence. *Revista Conrado,* 20(97), 543-554.

ABSTRACT

The current educational environment should be conducive to students' development, open to innovation, interactive, stimulating the active participation of all participants in the educational process. In this context, it is important to design such an environment that would be developmental not only for students, but also for teachers. Therefore, the aim of this study was to check how the observance of the principles of pedagogical partnership in the educational process affects the teacher competence development. A testing and questionnaire survey programme developed on the basis of the diagnostic tools of teacher professional standards was used to identify the level of professional competence. The implementation of the partnership pedagogy programme in general secondary education institutions has a positive effect on the development of teachers' methodological professional competence. However, no statistically significant relationship between the level of teachers' core competencies before and after the experiment was found. Instead, a statistically significant relationship between the seniority of teachers and the level of competence was determined. The study revealed that teachers working according to the partnership pedagogy principles use new forms of interaction and teaching methods, which helps to improve their methodical competence. Future research could focus on exploring best practices for working with families, developing partnerships with local authorities and non-profit organizations to jointly improve the quality of education.

Keywords:

Teachers, partner pedagogy, professional competence, educational environment, general secondary education institution.

RESUMEN

El entorno educativo actual debe ser propicio para el desarrollo de los estudiantes, abierto a la innovación, interactivo y estimulando la participación activa de todos los participantes en el proceso educativo. En este contexto,

es importante diseñar un entorno que favorezca el desarrollo no sólo de los estudiantes, sino también de los profesores. Por tanto, el objetivo de este estudio fue comprobar cómo la observancia de los principios de colaboración pedagógica en el proceso educativo afecta el desarrollo de competencias docentes. Para identificar el nivel de competencia profesional se utilizó un programa de pruebas y encuestas desarrollado sobre la base de las herramientas de diagnóstico de los estándares profesionales docentes. La implementación del programa de pedagogía colaborativa en las instituciones de educación secundaria general tiene un efecto positivo en el desarrollo de la competencia profesional metodológica de los docentes. Sin embargo, no se encontró una relación estadísticamente significativa entre el nivel de competencias básicas de los docentes antes y después del experimento. En cambio, se determinó una relación estadísticamente significativa entre la antigüedad de los profesores y el nivel de competencia. El estudio reveló que los profesores que trabajan según los principios de la pedagogía colaborativa utilizan nuevas formas de interacción y métodos de enseñanza, lo que ayuda a mejorar su competencia metódica. Las investigaciones futuras podrían centrarse en explorar las mejores prácticas para trabajar con familias, desarrollando asociaciones con autoridades locales y organizaciones sin fines de lucro para mejorar conjuntamente la calidad de la educación.

Palabras clave:

Docentes, pedagogía asociada, competencia profesional, entorno educativo, institución de educación secundaria general.

INTRODUCTION

The introduction of pedagogical partnership in Ukraine is connected with the implementation of the New Ukrainian School concept (Ministry of Education and Science of Ukraine, 2016). This concept involves a transition from the traditional model of education to a new approach based on active interaction and cooperation of all participants in the educational process. In view of the importance of pedagogical partnership in modern educational practice, it becomes obvious that the success of teaching and development of pedagogical staff largely depends on the established interaction between all participants of the educational process. Cooperation between teachers, students, parents and other interested parties becomes the basis of a pedagogical partnership that contributes to the creation of a stimulating and favourable learning atmosphere.

Pedagogical partnership includes such aspects as joint planning and evaluation of education, involvement of parents in the educational process, openness to new ideas and innovations, development of effective communication between all parties.

According to Pavelkiv et al., 2021; Bakay, 2021), pedagogical partnership creates favourable conditions for teachers' competence development, contributes to the improvement of the quality of education and the formation of a positive educational atmosphere that contributes to the comprehensive development of students. This determines the relevance of the raised problem and the need for its research at the empirical level.

Therefore, the aim of this study is to determine whether compliance with the pedagogical partnership principles in the educational process affects teacher competence development.

The main objectives arising from the relevance of the issue under research are:

- identify the advantages and challenges that teacher face when implementing a pedagogical partnership;

– analyse whether seniority affects the level of teachers' professional competence;

– determine the professional difficulties that can be overcome by implementing partnership pedagogy.

The research hypothesis is the assumption that dialogue-interaction-respect, the key elements of pedagogical partnership, are a stimulating factor for the development of the teachers' professional competence.

Literature review

Pedagogical partnership is a concept that involves joint activity and interaction between various participants in the educational process with the aim of achieving common goals and improving the quality of education. This partnership is based on mutually beneficial cooperation, mutual understanding, respect and mutual trust between all parties (Cook-Sather, & Matthews, 2021). Pedagogical partnership approaches offer a form of teacher-student relationship that combines the principles of active student involvement, inclusive learning, and democratic ways of knowing and being (Zimakova et al., 2022; Abegglen et al., 2022). Partnership pedagogy also comprises the notion of positive peace, or the idea that peace is more than the absence of war (Finley, 2004; Avsheniuk, 2022). This pedagogy is also called collaborative pedagogy (McTaggart, 2019).

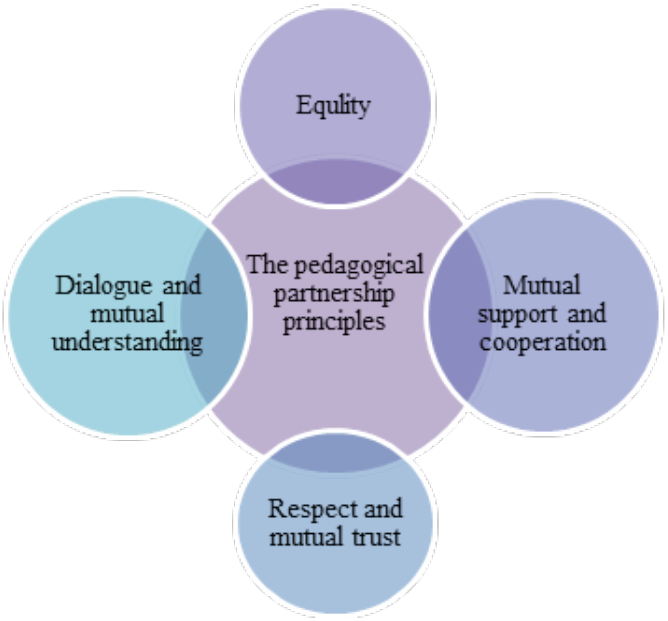
The basis of partnership pedagogy is the humane attitude of the teacher to children, which is combined with respect for their thoughts and wishes (Piechka et al., 2022). In partnership pedagogy, students become active subjects of learning, and teachers act as mediators, facilitators, and mentors (Nobre, 2020).

Pedagogical partnerships involve various stakeholders such as teachers, students, parents, school administration, community, and other stakeholders (Gopinathan &

Sharpe, 2012). Each of these parties has its own goals, expectations and resources, and they work together to achieve the best learning outcomes for students (Hopwood & Clerke, 2012).

Partnership pedagogy is based on the principles of voluntariness, equality, democracy, respect for the individual in terms of the outlined norms (rules, requirements, duties). Each party values and foresees active cooperation in the performance of joint educational tasks under the responsibility of each for the obtained results (Gopinathan & Didukh, 2021).

Fig. 1. Basic principles of pedagogical partnership



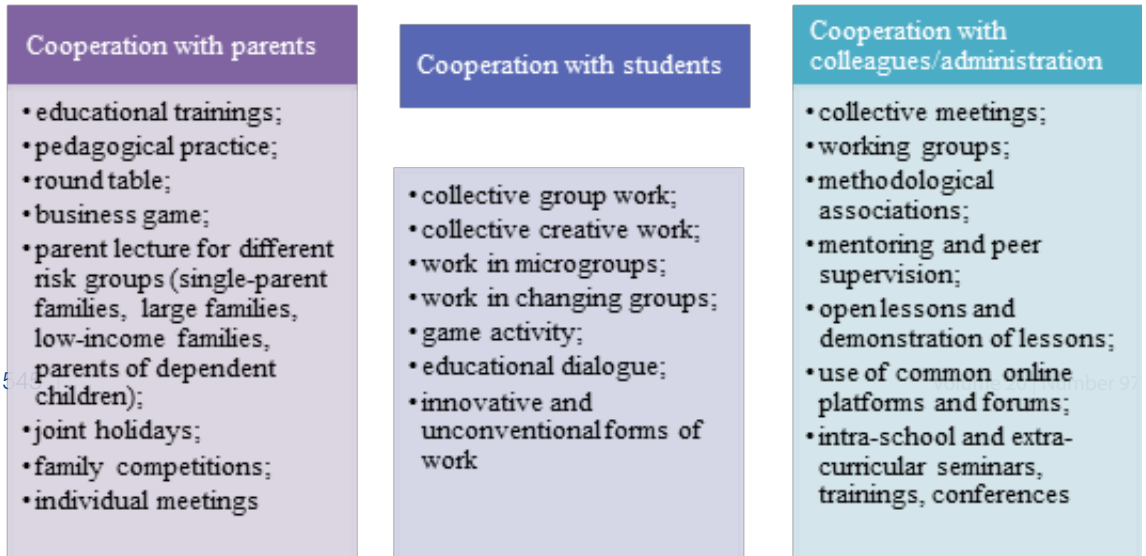
Source: Own elaboration

According to Topuzov (2020) notes that partnership pedagogy is a purposeful activity, the subjects of which are interested in achieving its results, namely: development of the general secondary education system; further democratization of management of the institutions of this system, development of mechanisms of their state and public management.

Therefore, the main idea of partnership pedagogy is that each student is a unique individual with his/her own abilities, interests and needs (Negmatova, & Abieva, 2022). Partnership pedagogy contributes to the creation of a favourable atmosphere in the classroom, where all students feel heard and important (Aleksandrovych, & Malynka, 2020).

Partnership pedagogy encourages teachers to actively use available technologies, it sounds extremely simple, but this approach is actually quite difficult to achieve (Prensky, 2010). The main forms of work provided by partnership pedagogy are proposed in Figure 2 based on academic and methodological literature (Tereshchuk et al., 2019; Walimbwa et al., 2022).

Fig. 2. Basic forms of work within the framework of partnership pedagogy.



Source: Own elaboration

The radical renewal of the methodological "arsenal" of the formation of a new, mobile and universal image of the teacher based on partnership pedagogy is a current urgent task (Mykolayivna, 2022).

The literature review gave grounds to conclude that research on partnership pedagogy is currently actively being conducted in Ukraine with the introduction of the New Ukrainian School. The studies are mainly focused on the theoretical aspects of the problem, or focused on the study of teacher-student interaction. However, research on the impact of the partnership pedagogy principles on teachers' professional development has not been conducted.

METHODS AND MATERIALS

Research design

The study was organized in three stages from May 2022 to May 2023. The first (preparatory) stage involved the selection, substantiation and theoretical understanding of the issue under research; the development of a programme for the introduction of partnership pedagogy in general secondary education institutions, guidelines, methods of conducting experiments. The second (main) stage provided for conducting an experimental measurement of the components of teachers' professional competence; implementation of the pedagogical partnership programme in general secondary education institutions; conducting post-experimental measurement. The third (final) stage involved data processing, interpretation of statistical indicators; comparison of the obtained results with the expected ones; development of recommendations and presentation of research results.

Sample

The study involved 48 general secondary education institutions of the Rivne, Kyiv, and Zhytomyr.

A total of 926 teachers took part in the diagnosis: primary school teachers, Ukrainian language and literature, mathematics, informatics, history, English, physics, chemistry, biology, geography teachers. Table 1 shows the distribution of teachers by subjects.

Teachers are divided into groups: a) up to 5 years of experience; b) 5-10 years of experience; c) 10-20 years of experience; d) more than 20 years of experience; e) experience is not specified. The distribution of teachers by work experience is shown in Table 2, Figure 3.

Table 1: Number of participants by subjects.

Subject	Number of participants on the subject	Percentage of the total
Primary school	359	38.8
Ukrainian Language	137	14.8
Literature	6	0.6
Mathematics	130	14
Computer Science	39	4.2
History	70	7.6
English Language	26	2.8
Geography	58	6.3
Biology	55	5.9
Chemistry	26	2.8
Physics	20	2.2
Total	926 participants	100%

Source: Own elaboration

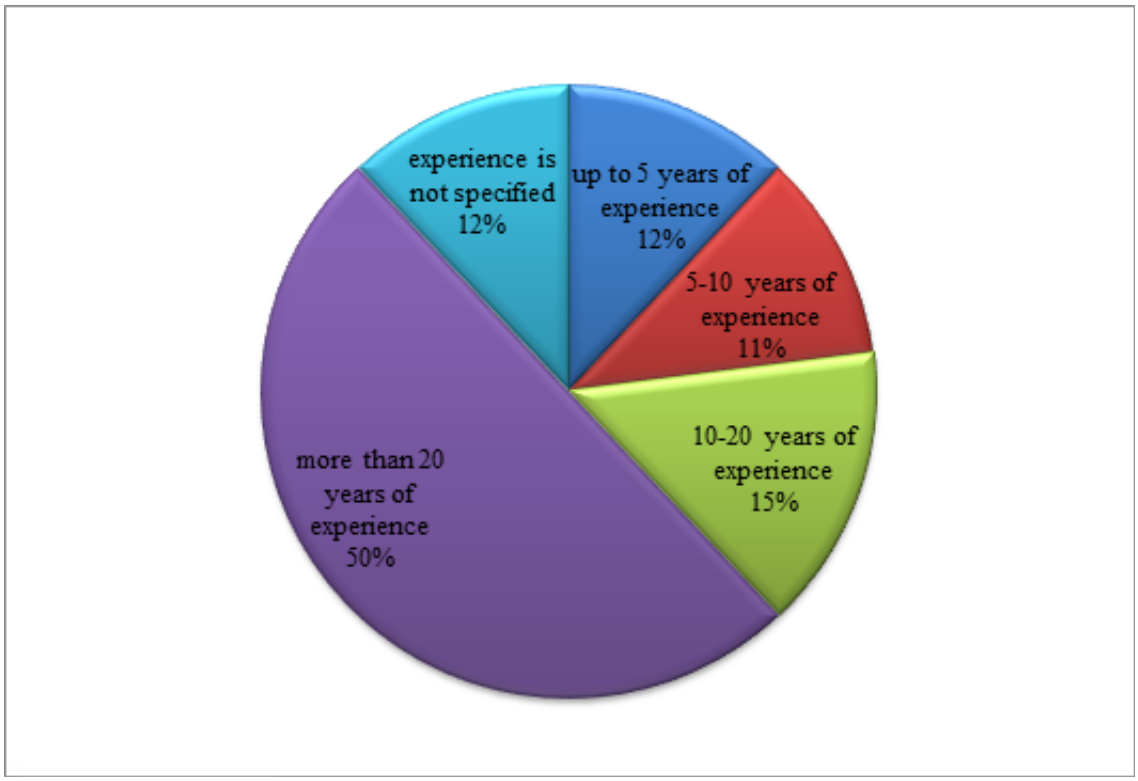
Table 2. Distribution of teachers by work experience

Subject	up to 5 years of experience	5-10 years of experience	10-20 years of experience	more than 20 years of experience	experience is not specified

Primary school	48	47	47	178	39
Ukrainian Language	19	12	22	73	11
Literature	1	0	1	4	0
Mathematics	13	14	15	64	24
Computer Science	4	9	13	10	3
History	14	3	9	32	12
English Language	7	5	5	9	0
Geography	2	5	12	34	5
Biology	3	2	11	28	11
Chemistry	0	4	5	17	0
Physics	0	1	2	16	1
Total	111	102	142	465	106
Distribution in %	12%	11%	15%	50%	12%

Source: Own elaboration

Fig. 3. Distribution of teachers by work experience.



Source: Own elaboration

MATERIALS AND METHODS

A test and self-diagnosis questionnaire of teachers was developed for diagnosing the level of professional competence. The diagnostic tools were developed on the basis of the professional standards of teachers approved by the Ministry of Education and Culture of Ukraine (Verkhovna Rada of Ukraine, 2020), the State Standard of Basic Secondary Education (Cabinet of Ministers of Ukraine, 2020) and the State Standard of Primary Education (Verkhovna Rada of Ukraine, 2018).

Psychometric testing of the diagnostic tools involved checking reliability and validity. The questionnaire was offered to respondents twice with an interval of 2–3 weeks in order to measure retest reliability. The rs indicator was 0.821 at a significance level of $p<0.01$, which indicates good retest reliability. The reliability of individual items of the test was determined in addition to checking retest reliability.

Diagnostic work to identify the level of professional (core and methodical competence) consisted of tasks with a choice of answers and tasks with a detailed answer. A total of 4 diagnostic sections were selected: the content of the educational subject; planning of training classes; teaching methodology and technology; evaluation of students' performance, analysis and use of evaluation results to improve the quality of education. There were a total of 100 questions in the questionnaire, divided into 5 blocks. It took 180 minutes to complete it.

The following levels of professional (core and methodological) competencies were identified when analysing the results of diagnostics based on correctly completed assignments:

0-30% – insufficient,

31-60% – satisfactory,

61-70% – basic,

71-80% – higher,

81-100%– high.

In addition to tasks to identify the level of professional competence, teachers were offered a questionnaire for analysing their pedagogical activity, which included the following sections: core competence, methodical competence, communicative competence, psychological and pedagogical competence, ICT competence. There were a total of 60 questions in the questionnaire, which were distributed according to the specified blocks. Answers were evaluated on a yes-no scale.

Tools

The work was placed in the personal account of the diagnostic participant in the Moodle system, for entering which each teacher was sent a login and password and instructions for completing the diagnostic by e-mail. The SPSS 17.0 package was used for statistical data processing, and the Pearson Chi-Squared Test was used to compare the average values of two samples. The Pearson correlation coefficient was used to check the relationship between work experience and the level of professional competence.

Ethical criteria

The respondents' participation in the study was voluntary, the principles of protecting the rights of research participants, their safety and data privacy were observed in the process of data collection. The research was built on the principles of impartiality and objectivity.

RESULTS AND DISCUSSION

Results

Table 3 presents the distribution of teachers by levels of core competencies; Table 4 shows the distribution of teachers by levels of methodical competencies at the pre-experimental stage.

Table 3: The level of teachers' core competencies before the experiment.

Subject	Insufficient level, %	Satisfactory level, %	Basic level, %	Higher level, %	High level, %
Primary school	0	4	9	30	57
Ukrainian Language	1	4	11	15	69
Literature	0	17	0	0	83
Mathematics	1	28	17	27	27
Computer Science	3	41	13	23	20
History	0	20	26	24	30

English Language	0	0	8	23	69
Geography	0	19	10	31	40
Biology	5	27	29	25	14
Chemistry	8	23	19	23	27
Physics	10	40	20	15	15

Source: Own elaboration

Table 4. The level of teachers' methodological competence before the experiment.

Subject	Insufficient level, %	Satisfactory level, %	Basic level, %	Higher level, %	High level, %
Primary school	4	11	20	55	20
Ukrainian Language	5	20	21	23	31
Literature	17	17	32	17	17
Mathematics	9	29	14	12	36
Computer Science	26	46	5	3	20
History	16	41	24	9	10
English Language	4	4	12	27	53
Geography	9	38	16	16	21
Biology	14	29	18	16	23
Chemistry	15	12	35	26	12
Physics	15	5	10	20	50

Source: Own elaboration

The results of diagnostics were analysed depending on teaching experience (Table 5).

Table 5: Distribution of teachers by teaching experience before the experiment.

Level	Up to 5 years		5-10 years		10-20 years		More than 20 years	
	Core, %	Method.%	Core, %	Method.%	Core, %	Method.%	Core, %	Method.%
Insufficient	2.7	9	1	10.8	0.7	10.6	0.2	5.8
Satisfactory	15.3	11.7	11.8	24.5	17.6	22.5	12	20.4
Basic	16.2	20.7	10.8	17.6	11.3	14.8	14	20.2
Higher	18	30.6	24.5	25.5	25.4	26.7	27.5	27.5
High	47.8	28	51.9	21.6	45	25.4	46.3	26.1

Source: Own elaboration

The results of the conducted diagnostics show that teachers of all subjects have developed core competencies at a higher level, while methodical competencies — at a lower level.

The self-assessment revealed the following difficulties and professional deficits of teachers.

Primary School teachers note the difficulties in organizing the joint activities of students to achieve the goals of project and research activities (41%), preparing students for project and research competitions (40%), generalizing pedagogical experience (36%) and publicly presenting the results of their work (67%). The use of cloud technologies to organize joint work of students (51%) and the use of digital services to organize video conferencing with students and parents (41%) also cause difficulties.

Ukrainian Language and Literature teachers also experience difficulties in organizing students' joint project activities (45%), preparing students for project and research competitions (41%), generalizing pedagogical experience (36%), and publicly presenting the results of their work (46%).

Mathematics teachers are hesitant to solve specific tasks of external examinations (60%), generalize pedagogical experience (40%), and publicly present the results of their activities (62%), as well as in the use of cloud technologies (46%).

Computer Science teachers have difficulties with preparing schoolchildren for contests (50%), presenting the results of their work is a difficulty (50%).

History teachers also have difficulties with preparing students for contests (38%), using non-standard assignments during lessons (40%), presenting the results of their work (48%), using cloud technologies to organize students' joint work (50%).

Geography teachers experience difficulties in preparing for project and research contests (41%), in publicly presenting the results of their work (47%).

Biology teachers note difficulties in the analysis of educational material from the perspective of modern achievements of science (38%), the preparation of schoolchildren for contests (33%), the organization of project research activities (36%). Generalization of pedagogical experience (36%), public presentation of the results of their work (51%) also causes difficulties. Teachers note difficulties in creating a situation of success for each student during classes (38%) and in developing educational assignments that would contribute to students' development (38%).

Chemistry teachers experience difficulties in preparing students for contests (54%), using cloud technologies to organize joint work of students (54%).

Physics teachers experience difficulties in preparing project and research competitions (37%), contest (47%), in public presentation of the results of their work (53%), using cloud technologies to organize joint work of students (72%).

Table 6 shows the distribution of core competence levels, Table 7 shows the distribution of teachers' methodical competence levels after the experiment.

Table 6: The level of teachers' core competencies after the experiment.

Subject	Insufficient level, %	Satisfactory level, %	Basic level, %	Higher level, %	High level, %
Primary school	0	4	8	29	59
Ukrainian Language	1	3	11	16	69
Literature	0	16	0	0	84
Mathematics	1	28	17	27	27
Computer Science	3	36	10	21	30
History	0	17	21	19	43
English Language	0	0	7	24	69
Geography	0	19	10	31	40
Biology	5	26	26	27	16
Chemistry	8	23	19	23	27
Physics	10	38	20	16	16

Source: Own elaboration

Table 7: The level of teachers' methodological competencies after the experiment.

Subject	Insufficient level, %	Satisfactory level, %	Basic level, %	Higher level, %	High level, %
Primary school	3	10	17	46	24
Ukrainian Language	5	13	12	14	56
Literature	17	17	31	17	18
Mathematics	9	20	14	12	45
Computer Science	22	43	5	5	25

History	15	41	24	9	11
English Language	4	4	7	22	63
Geography	9	38	16	16	21
Biology	14	29	18	16	23
Chemistry	15	12	35	26	12
Physics	13	5	10	20	52

Source: Own elaboration

The results of diagnostics after conducting the experimental work showed that all indicators of methodological competencies increased significantly compared to the pre-experimental measurements.

The percentage of participants who showed a high level of methodological competence increased the most among English Language teachers (by 10%), Ukrainian Language and Literature (by 14%), and Mathematics (by 9%). The level of methodological competence of Geography, Biology and Chemistry teachers remained unchanged.

As for core competencies, the high-level indicator increased the most among Computer Science (10%), History teachers (13%). The level of core competencies of Mathematics, Geography and Chemistry teachers remained unchanged.

The results of diagnostics were analysed depending on the teaching experience (Table 8) after the experiment. The teachers with up to 5 years of experience and 5 to 10 years of teaching experience are the most adapted to changes.

Indicators of a high level of methodological competence in these groups increased by 7.5% and 9.1%, respectively, and core competencies — by 6.3% and 5.8%. The lowest rates among teachers with more than 20 years of experience are 2.1%. for the methodical competence and 1.2% for the core competence. The distribution of teachers with 10 to 20 years of experience remained unchanged.

Table 8. Distribution of teachers by teaching experience after the experiment.

Level	Up to 5 years		5-10 years		10-20 years		More than 20 years	
	Core, %	Method.%	Core, %	Method.%	Core, %	Method.%	Core, %	Method.%
Insufficient	2,7	9	0	8,5	0,7	10,6	0,2	5,8
Satisfactory	12,3	9,2	9,8	22,3	17,6	22,5	12	20,2
Basic	14,2	18,5	8,8	17,3	11,3	14,8	14	20,2
Higher	16,7	27,8	23,7	21,2	25,4	26,7	26,3	25,5
High	54,1	35,5	57,7	30,7	45	25,4	47,5	28,3

Source: Own elaboration

We will make a correlational analysis between the teaching experience and the level of teachers' competence using the Pearson correlation coefficient. A correlation matrix was obtained by applying correlation analysis to Table 8. Values on the diagonal will be 1 because this is the correlation of each variable with itself. Table 9 shows the correlation matrix.

Table 9: Correlation matrix of teaching experience and the level of teachers' competence after the experiment.

	Level	Up to 5 years	5-10 years	10-20 years	More than 20 years
Level	1	0.825	0.649	0.372	0.493
Up to 5 years	0.825	1	0.988	0.978	0.944
5-10 years	0.649	0.988	1	0.961	0.942
10-20 years	0.372	0.978	0.961	1	0.962
More than 20 years	0.493	0.944	0.942	0.962	1

Source: Own elaboration

According to the obtained data, we can see that the correlation coefficient between the experience of teachers and the level of their competence is quite high. The highest correlation is observed between the level of competence and experience from 5 to 10 years (0.988). This may indicate that an increase in experience in this range is often accompanied by an improvement in the competence level. In general, the results of the correlation analysis give grounds to state that there is a statistically significant relationship between the teaching experience and the level of teachers' competence.

However, it is important to note that correlation does not always mean causation, other factors can also influence the level of teachers' competence.

Next, we compare the data between the levels of teachers' competence before and after the experiment using the Pearson Chi-Squared Test.

The obtained chi-square values for both tables (48.257 and 40.146) of the levels of teachers' core competencies do not exceed the critical chi-square value (26.296) for the significance level of 0.05 and 16 degrees of freedom. Therefore, there is no statistically significant relationship between the level of subject competencies of teachers before and after the experiment at the significance level of 0.05.

The obtained chi-square values for both tables (54.699 and 25.537) of the levels of teachers' methodological competences exceed the critical chi-square value (26.296) for the significance level of 0.05 and 16 degrees of freedom. Therefore, we can assume that there is a statistically significant relationship between the level of teachers' methodological competence before and after the experiment.

Self-assessment revealed the following changes in the difficulties and professional deficits of teachers.

Primary school teachers did not note any difficulties in organizing joint activities of students to achieve the goals of project research activity (the indicator decreased from 41% to 12%), generalization of pedagogical experience (the indicator decreased from 36% to 24%).

Ukrainian Language and Literature teachers also experience fewer difficulties in organizing joint project activities of students (the indicator decreased from 45% to 19%), generalizing pedagogical experience (the indicator decreased from 36% to 27%).

Mathematics teachers became less hesitant to generalize their teaching experience (the indicator decreased from 40% to 27%).

Computer Science teachers have less difficulty presenting the results of their work (the indicator decreased from 50% to 39%).

English Language teachers have fewer difficulties with using non-standard tasks in lessons (the indicator decreased from 40% to 27%), organizing students' joint work (the indicator decreased from 50% to 24%)

Geography teachers experience fewer difficulties when preparing for project and research contests (the indicator decreased from 41% to 28%).

Biology teachers note fewer difficulties in the analysis of educational material from the perspective of modern achievements of science (the indicator decreased from 38% to 27%), the organization of project and research activities (the indicator decreased from 36% to 30%). Chemistry teachers experience less difficulty using cloud technologies to organize students' collaborative work (the indicator decreased from 54% to 45%). Physics teachers experience fewer difficulties when organizing students' joint work (the indicator decreased from 72% to 56%).

DISCUSSION

The obtained results give grounds to state that the introduction of the partnership pedagogy principles into the educational process has a positive effect on the development of teachers' professional competence, in particular on the development of its methodological component. This can be confirmed by the fact that teachers use new forms of interaction and teaching methods when implementing partnership pedagogy. The hypothesis of our study was partially confirmed.

Our findings are similar to those of Chaikovska et al. (2021), who concluded that partnerships between teachers, students, and parents contribute to the formation of sustainable competencies. Darestani et al. (2022) note that partnership pedagogy is also effective for STEM education, and Woolmer et al. (2023) that partnership pedagogy, as one of the directions of pedagogy, is an effective means of achieving educational goals based on the active and voluntary interaction of participants in the educational process, which is confirmed by our results of self-assessment of teachers.

The analysis of questionnaires regarding the difficulties that arise in the professional activity of teachers determined that partnership pedagogy reduced difficulties in achieving the goals of project research activity, generalization of pedagogical experience. The majority of teachers began to experience fewer difficulties in organizing students' joint work. This is also explained by the change in the teacher's role not as a transferrer of knowledge, but as a partner, a coach (Cornelius-Bell et al., 2021), which makes it possible to establish "subject-subjective" relationship between teacher and students (Andreiko et al., 2019). Nurshaikhova et al. (2018) also concluded that the cooperation pedagogy gave an impetus to the creative activity of many teachers, initiated the activity of author schools. This also confirms the opinion of Motuz, & Lysokolenko (2022), that Ukraine is currently on a difficult path to establishing democratic values.

According to the obtained statistics, the correlation coefficient between the teaching experience and the level of teachers' competence is quite high. Teachers with 5 to 10 years of experience are the most adaptable to changes (0.988). An increase in experience may be one of the factors that contribute to the improvement of the level of competence, but there may be other factors, such as professional training, methodical support or individual characteristics of the teacher, which also affect the level of competence. This is also confirmed by the theoretical findings of Vynnychuk et al. (2022).

Research limitations

The main limiting factor of the study is a limited period of the experiment (one academic year).

Recommendations

In order to further develop this issue, we recommend dividing teachers by qualification categories and according to the locality (city/village) where the teachers work.

CONCLUSIONS

In the current educational context, which is focused on the development of students' activity, independence and critical thinking, partnership pedagogy becomes a key factor in successful learning. Dialogue, interaction, and respect are integral components of this approach, which contribute to the creation of a favourable environment where students are actively involved in the learning process build meaningful learning and together with the teacher.

The implementation of the partnership pedagogy principles in the educational process is a significant factor contributing to the improvement of the teachers' professional competence. This conclusion is based on objective evidence and research results.

Implementation of partnership pedagogy involves active interaction between teachers, students, and parents. This approach helps to change the traditional role of the teacher as a transferrer of knowledge to the role of a partner who builds knowledge together with students and parents. Such joint activity encourages the teacher to find new forms of interaction and teaching methods, expands the arsenal of pedagogical tools, and contributes to the development of the methodological component of teachers' competence.

The implementation of the partnership pedagogy principles promotes active and voluntary interaction between the participants of the educational process, which positively affects the achievement of educational goals. This is confirmed by the results of teachers' self-assessment. This approach contributes to the expansion of the methodological tools, active interaction and exchange of experience between all participants of the educational process, thereby promoting professional growth and the achievement of a qualitatively new level of education.

The obtained results can be used in schools, universities and other educational institutions to support the development of pedagogical partnerships, as well as in professional development programmes for teachers to improve their qualifications. The obtained results can become the background for further research, development of new methodologies and approaches.

Promising directions for further research are the identification of best practices of cooperation with families, the development of partnerships with local authorities and non-profit organizations to jointly improve the quality of education.

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