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PARTNERSHIP OF PEDAGOGY AS A ETHICS CONCEPT A NEW UKRAINIAN SCHOOL

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In the process of building a new Ukrainian school, the importance of training pedagogical staff for the implementation of the practice of partnership pedagogy is growing. The concept "New Ukrainian School" embodies the best essential features associated with the peculiarities of pedagogical morality, aimed at asserting the teacher's humanistic position. A reform aimed at introducing European experience and best domestic practices can have a three-vector structure: an ethical vector, a pedagogical vector, an innovation vector. Pedagogical ethics as a component of the science of morality examines the peculiarities of the professional culture of the pedagogical community. The pedagogical vector is actualized in the context of the problem of perfection of the teacher's professional competence. Innovative vector unfolding in the direction of implementing the basic principles of partnership pedagogy.

Keywords: new Ukrainian school, partnership pedagogy, ethics, pedagogical ethics, morality, professional competence, humanistic position.

Чуркина В. Г., кандидат искусствоведения, Воронина Г. Л., кандидат педагогических наук, Педагогика партнерства как этический концепт новой украинской школы / Харьковская академия непрерывного образования, Украина, Харьков

В процессе развития новой украинской школы усиливается значение подготовки педагогических работников к внедрению в практику работы педагогики партнерства. В Концепции «Новая украинская школа» воплощены лучшие содержательные характеристики, связанные с особенностями педагогической морали, направленные на становление гуманистической позиции учителя. Реформа, направленная на использование европейского опыта и лучших отечественных практик, может иметь тривекторную структуру: этический вектор, педагогический вектор, инновационный вектор. Педагогическая этика как составляющая науки о морали изучает особенности профессиональной культуры педагогического сообщества. Педагогический вектор актуализируется в контексте проблемы развития профессиональной компетентности учителя. Инновационный вектор разворачивается в направлении реализации основных принципов педагогики партнерства..

Ключовые слова: новая украинская школа, педагогика партнерства, этика, педагогическая этика, мораль, профессиональная компетентность, гуманистическая позиция.

Чуркіна В. Г., кандидат мистецтвознавства, Вороніна Г. Л., кандидат педагогічних наук, Педагогіка партнерства як етичний концепт нової української школи / Харківська академія неперервної освіти, Україна, Харків

У процесі розбудови нової української школи зростає значення підготовки педагогічних працівників до впровадження в практику роботи педагогіки партнерства. Концепція «Нова українська школа» втілює найкращі суттєві характеристики, пов'язані з особливостями педагогічної моралі, спрямованими на утвердження гуманістичної позиції вчителя. Реформа, спрямована на впровадження європейського досвіду та кращих вітчизняних практик, може мати тривекторну структуру: етичний вектор, педагогічний вектор, інноваційний вектор. Педагогічна етика як складова науки про мораль вивчає особливості професійної культури педагогічної спільноти. Педагогічний вектор актуалізується в контексті проблеми досконалості професійної компетентності вчителя. Інноваційний вектор розгортається в напрямі реалізації основних засад педагогіки партнерства.

Ключові слова: нова українська школа, педагогіка партнерства, етика, педагогічна етика, мораль, професійна компетентність, гуманістична позиція.

Introduction. The process of the revival of an independent democratic Ukraine with its aspirations to become a full member in the world civilization involves the comprehensive realization of the civilization bases of the life-destiny in the social and individual life on the basis of universal values, spiritual, moral and cultural principles of life of the Ukrainian people.

Therefore, the goal of the educational process must be not only to provide the basis of knowledge on various subjects, but also the formation of a fully developed, spiritually and morally mature person, ready to respond to the challenges of modern life. This should be facilitated by the atmosphere of interaction of all participants in the educational process and the inclusion of value attitudes in the life of the individual.

Innovative idea, which contains creative meaning, illustrates and reflects the model of this idea, is undoubtedly the pedagogy of partnership as an ethical concept. The new Ukrainian school, above all, embodies the best essential characteristics associated with the peculiarities of pedagogical morality, aimed at asserting the teacher's humanistic position.

The reform of the Ukrainian national school is based on the idea of the philosophers of Ancient Greece and Ancient Rome, the thinkers of the

Renaissance, the domestic educators S.Rusova, A.Makarenko, V. Sukhomlinsky, I.Bekh about dominating the emotional, aesthetic factors of the formation of the individual, the unity of intellectual, moral and the aesthetic development of students, which is the basis of partner interaction in a modern school.

The aim of article. The purpose of the paper is to study approaches to the training of pedagogical staff to implement the practice of partnership pedagogy.

The principal material statement. The emergence of the Concept "The New Ukrainian School" is due to the influence of a changing, modern world and involves a long-term reform aimed at introducing European experience and best domestic practices, which should lead to new opportunities, qualitative changes and positive transformations in education. Such powerful metamorphoses, in our opinion, may have a three-vector structure: an ethical vector, a pedagogical vector, an innovative vector.

In the pedagogical profession, ethics as a science of morality is of great importance, since it is the very ideas of humanism, love, kindness, faith, responsibility, filled with the whole history of human relationships стосунків [2, с.119].

Describes and justifies the peculiarities of the morals of various professional groups, based on the specifics of their activities, professional ethics [5, с.19].

Philosophical discipline, which studies the norms of behavior, customs, defines a set of moral rules of a certain social or professional group, in particular such as pedagogical ethics. This component reflects the peculiarities of the functioning of morality in the context of a holistic pedagogical process, and is the science of diverse aspects of the moral activity of the teacher [].

Theoretical aspects of modern pedagogical ethics are developed by I.Zyazyun, V.Malakhov, V.Onishchenko, I.Sinitsa, S.Shendrik, V.Chernokozov, I.Chornokozov, J.Yakubson. V.Loza and others Teachers A.Makarenko, G.Vashchenko, V.Sukhomlynsky made a significant contribution to the development of problems of modern pedagogical ethics.

Thus, the Code of Pedagogical Ethics was developed by Mark-Fabius Quintillian, who emphasized that teacher's ethics of a teacher is not capable of educating a worthy person unless an appropriate moral environment is created. B. Grinchenko noted that a true teacher should have a clear position, to be a patriot, to know and protect the rights of his people. The theory of education A. Makarenko is based on the education of the personality of the teacher in the active work, the system of moral relations between individuals. He believed that pedagogical morality should combine strict human requirements and deep respect for it. The

teacher must be perfect not only internally, but also externally (communication with children, pedagogical cycle, appearance). V. Sukhomlynsky stressed that the teacher should attract the pupils, inspire them with their integrity, the beauty of ideological and life views, beliefs, moral and ethical principles, intellectual wealth and hard work. The teacher educates first of all his thoughts and thoughts. He must lead the heights of morality and culture.

Pedagogical ethics is an independent section of ethical science that studies the peculiarities of pedagogical morality, clarifies the specifics of the implementation of general principles of morality in the field of pedagogical work, reveals its functions, the specifics of the content of principles and ethical categories. Pedagogical ethics examines the nature of the moral activity of the teacher and moral relations in the professional environment, the basis of pedagogical etiquette, which is a set of specific rules of communication developed in the teacher's environment, manner of behavior, etc.

The content of the pedagogical vector of qualitative changes in the modern educational field obviously unfolds in the context of the problem of the perfection of the teacher's professional competence, which can be regarded as an integrated education that combines the system of knowledge, skills, professional and individual qualities in the realization of the tasks of education acquired by the personal content in pedagogical consciousness of the teacher and became the motive of his professional activity [1, c.14-17].

The professionalism of the worker of education as a socio-pedagogical phenomenon reflects the socially important guidelines of the professional culture of the pedagogical community, which, with the help of the logical number of concepts "profession (pedagogical profession)" – "specialty (specialty)" – "pedagogical specialty" – "specialization (pedagogical specialization)", reveal various types of pedagogical work and their peculiarities, and with the help of the notions of "level of pedagogical education" – "pedagogical experience (experience)" – "pedagogical category (rank, position, degree)" – their qualification characteristics and parameters [3].

Today, pedagogical education is increasingly considered not only as the production and acquisition of pedagogical knowledge and skills by a person, the appropriation of values and meanings, but also as the disclosure of essential forces, the internal potential of the personality of a future specialist, which enables him to compete and responsibly perform socio-professional roles, to produce new ideas, solutions. The professionalism of a teacher is a socially determined, complex, structured system of socially determined qualification requirements, norms, values, in which the accumulated scientific-theoretical and practical-methodical professional cultural experience of the pedagogical community is

concentrated, which corresponds to actual social priorities, ideals, settings with the subsequent transformation into the system training and retraining of pedagogical staff in order to form an innovative culture.

Therefore, an innovative vector, the content of which is disclosed in the technological component as a method of social and pedagogical practice, acquires a special significance in the structure of vocational and pedagogical culture. In the process of this practice, the professional and ethical values that form the technology of professional and ethical culture are preserved, implemented and developed and broadcast. The technological component of the professional and ethical culture of the pedagogical worker reveals ways of implementing social and pedagogical activities, ways of meeting the needs of those who are taught, communicating, obtaining new information, transferring and accumulating their experience.

A number of tasks have been put forward before professional pedagogical ethics, among which the formation of the humanistic orientation of the personality of the teacher can be called; elucidation of the structure and study of the formation of the moral needs of the teacher; development of specificity of moral aspects of pedagogical work; study of the state of moral consciousness of a pedagogical worker; studying the relationships between the moral experiences of children, their parents and teachers, etc.

In the latter position there is a concept of communication, cooperation, partnership, which is the basis of the ethics of pedagogical interaction, namely: good attitude of people, respect for personality, compassion, love, trust. It is on such moral concepts that the new Ukrainian school relies, proclaiming a formula for updating the teacher's professional development system, modern state educational and personnel policies, partnership pedagogy [4, c.15].

Pedagogical ethics is present in each fragment of pedagogical action, this, so-called, professional "compass", which guides the teacher in semantic and situational field, suggests the necessary strategy and tactics of behavior. And it is developing precisely in providing personally oriented educational activities, partnerships with students, their parents and other participants in this process, foreseeing the need to reorient the consciousness of teachers to recognize new educational priorities: respect for the student's personality and his right to self-determination, to master the relevant ethical standards, adequate behavior in different situations of changing school life that require moral choice [7].

The concept of a partner as a person or organization you are closely involved with in some way; one of the owners of a company; the person you are married to or living with as if married to them, or the person you are having a sexual relationship with; one of a pair of dancers or one of a pair who are playing a sport or a game together, especially when the pair

are playing as a team one who participates in a game with someone; party game; the one who, with somebody, participates in the game on stage, dances, etc.; companion, friend in any case, in any kind of occupation [8].

Partnership - a system of relationships that occur in the process of certain joint activities; the joint activity of people, organizations, based on equal rights and responsibilities, aimed at achieving a common goal.

The basis of partnership pedagogy is communication, interaction and collaboration between teacher, student and parents, which is carried out on the basis of moral principles, such as respect for the individual; benevolence and positive attitude; trust in relationships and relationships; dialogue, interaction, equality, voluntary acceptance of obligations, obligatory implementation of agreements, etc.

Conclusions and perspective of future research. The professional behavior of the teacher in various situations of school life is associated with constant dynamics and the choice of optimal pedagogical decisions. Their positive result, to a large extent, depends on the extent to which the teacher actualizes the norms of pedagogical ethics in practice, relies on them to resolve moral dilemmas.

Thus, the urgent need for professional improvement of the teacher is his ethical development, which can be regarded as a continuous process of personal and professional growth, which involves raising the level of moral consciousness, the professional reflection of the teacher and the formation of his system of attitudes to all subjects of the educational process in accordance with norms and rules of pedagogical ethics.

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