

The Main Aspects of New Ukrainian School: Child-Centeredness, Competence Approach, Pedagogy of Partnership

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Abstract: *The main aspects of New Ukrainian School are considered in the article. The relevance of the article is that the educational reform launched in Ukraine in 2017 is based on a model of 9 key components, among which the prominent pedagogy is partnership, which is based on the cooperation of students, teachers and parents; the content of education is realized through the competence approach; in the educational process the main reference point is the needs of the child, ie the so-called child-centeredness.*

The purpose of the article: to consider in detail the implementation of key components of the New Ukrainian School Concept in domestic and foreign educational institutions: to clarify the principles of implementation of child centeredness, to reveal the essential features of the competence approach to learning, to compare the implementation of partnership pedagogy in international and Ukrainian education.

Methods of work: complex (analysis of the scientific literature and synthesis).

Novelty: the activity-based approach to learning is the key to the formation of key competencies of lifelong learning.

Results: According to research on this issue, the main goal of each reform is to improve the quality of education. Both the competence approach, and pedagogy of partnership, and child-centeredness interact closely with each other, complement each aspect. Thus, these factors are aimed at the diverse development of the child's personality, the formation of key and subject competencies that will be necessary for life skills and will be the basis for choosing a future profession and the key to success in life.

Conclusion: these factors of the New Ukrainian School Concept proclaim the preservation of the value of childhood, personal approach to the child, the development of students' abilities, creating an educational environment that provides psychological and physiological comfort.

Keywords: *child-centeredness, pedagogy of partnership, competence, inclusion, school, teacher, educational activity.*

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Introduction

The implementation of the current educational reform in Ukraine is based on the Conceptual Principles of Secondary Education Reform “New Ukrainian School”, in which child-centeredness, pedagogy of partnership and competence approach to learning occupy a prominent place.

The purpose of the article: to consider in detail the implementation of the key components of the concept of the New Ukrainian School in domestic and foreign educational institutions: to clarify the principles of implementation ditocentrism, to reveal the essential features of the competence approach to learning, to compare the implementation of partnership pedagogy in international and Ukrainian education.

We suggest to begin with the interpretation of the terms: “competence”, “partnership”, “child-centeredness”.

An explanation of all these terms can be found in the Conceptual Principles of Secondary School Reform (Hrynevych et al., 2016). “Competence - a dynamic combination of knowledge, ways of thinking, knowledge, ways of thinking, views, values, skills, abilities, other personal qualities that determine a person's ability to successfully conduct professional and further educational activities”, Hrynevych (2016, p.10).

As Savchenko&Lokshyna (2018) point out, the European Parliament and the Council of Europe consider education as the main vector for building economic knowledge. Recommendations for the formation of key competences of lifelong learning: communication in the native language, communication in foreign languages, mathematical and natural, technological and information-digital, social and civic, entrepreneurial competence, lifelong learning, cultural awareness and self-expression.

“Partnership pedagogy is a collaboration between students, parents and teachers” (Hrynevych, 2016, p.14). “Child-centeredness is a special focus on taking into account the rights of the child, his abilities and interests, combining education and upbringing of the child to its essence, specific abilities” (Hrynevych, 2016, p.17).

Noteworthy is an article by Morse et al., (2015) in which the authors consider the model: "School - Community - Child-centeredness", that is, learning is focused on a competency-based approach to the child. Of course, students are recipients of services, they should feel healthy, safe, feel care and support (Honcharuk, 2021; Povidaichyk, 2021; Shahina, 2017; Berbets, 2021; Maksymchuk, 2020a). Child-centeredness contains 5 principles:

- ✓ the child is healthy and follows a healthy lifestyle;
- ✓ an emotionally and physically safe environment is created for her in the institution;
- ✓ every child takes an active part in the life of the school and the community;
- ✓ the child has the right to individual learning, which will be accompanied by qualified, attentive and caring teachers;
- ✓ every student must acquire academic knowledge, are determined to succeed and will be employed in the future.

This model is designed for health care and education to work together to support the child's success. To do this, students must be partners with teachers, and this is how changes in education can be implemented. For example, various forms of youth involvement, peer mentoring, actions, community service engage students, give them a sense of security and at the same time increase socio-political awareness, community competence, strengthen public ties and improve performance. It is interesting to note that the New York Department of Education organized a student voice collaboration that was a leader and was able to make real and effective changes in education reform. Child-centeredness is a practical activity that is child-centered: it takes into account its needs and implements learning through a rich curriculum. The authors reflect on what schools can do to support students and suggest 4 aspects to implement:

- involve all students in the class for teaching and learning;
- to promote the active participation of the child for the implementation of school changes as an equal partner;
- offer students and teachers sustainable, clear approaches to teaching in order to improve and enhance health;
- develop various projects, plan activities that are focused on joint activities of the school and the community.

Blech (2020); Zhurat (2020); Gurevych (2020); Melnyk (2021); Komogorova et al. (2021) and Maksymchuk et al. (2020) explore the implementation of the competence approach in learning the Ukrainian language with children with special needs. The authors note that the competency approach involves teaching the child academic knowledge, the ability to apply them in practice, taking into account the personal capabilities of the child. Ukrainian language teaching is realized through the formation of speech communicative, activity, social and life competence. Formation of subject competence in the Ukrainian language lesson with children with intellectual disabilities, based on 3 criteria: study of the material, understanding it and its application in practice.

The essence of the competence approach

In today's world, it is important for every child to form life competencies that are based not only on knowledge but also on competencies in order to successfully realize themselves in life. Hrynevych (2016, p. 10) names “10 key competencies of the new Ukrainian school: communication in the state language, foreign languages, mathematics, basic competencies in science and technology, information and digital competence, lifelong learning skills, initiative and entrepreneurship, social and civic competence, awareness and self-expression in culture, environmental literacy and healthy living”. Thus, the competence approach in learning will be able to form a successful student who will be able to realize himself as a brilliant person, a conscious citizen and a professional.

According to Bibik (2017 p. 12), the essential feature of the competence approach is “shifting the emphasis on the accumulation of normatively defined knowledge, skills and abilities to develop and develop the ability to act, apply experience in problematic conditions.” The author calls “signs of key competencies: multifunctionality, supra-subjectivity, interdisciplinarity, multicomponentity; focus on the formation of critical thinking, reflection, determining their own position (Bibik, 2017 p.13).

The advantages of the competence approach in teaching are noted in the article by Dmytrenko K. A. et al. (2018, p. 29). The post focuses on 4 competencies. For example, the formed social and civic competencies will help individuals to be able to make the right and balanced choices, make serious decisions, be responsible, determined, conflict-free and active. Competence approach promotes teamwork, stimulating cognition, motivating activities, awareness of their own activities, the desire to apply their own experience, adaptation to new changes. The formation of general cultural literacy will help to understand other people: their individuality, national differences, cultural and religious visions. With the help of the competence approach the teacher will be able to expand the worldview and raise the cultural level of students, interact in teamwork, teach children to evaluate works of literature and art, ability to communicate in native and foreign languages, express their own opinions, criticism, language environment. Developing the competence “ability to learn throughout life” will help children in the future to see and formulate the problem, find a solution, realize their creative potential. Important today is information and digital competence, which teaches to find, process, analyze and use information from different sources, acquaints with various new information technologies. Competence approach provides an opportunity to independently process

information, contributes to the motivation of self-development, self-improvement, involves the enrichment of their own experience.

Many scholars have reflected on the formation of social competence in the child (Moos, 1979). The authors believe that the above competence is the ability to cooperate well with others, make friends and respond adequately in social conditions. Social competence includes, as we know, the formation of cognitive abilities, the development of emotional processes, the acquisition of behavioral skills, understanding of social identity and the formation of personal and cultural values. Thus, social competence is extremely necessary for a child, because it is the child's acquisition of academic knowledge and skills for interpersonal and creative existence in society.

The study of competencies focuses on the work of Zhu Chang & Wang Di (2014), which analyzes the key competencies and innovative learning of Chinese teachers who teach in high school. It was found that innovative learning can implement a 4-factor model of key competencies.

Retnawati et al. (2017) note that research suggests that when implementing thematic teaching and learning, teachers had difficulty selecting appropriate topics during thematic and problem-based learning, as well as selecting methods to effectively assess student knowledge.

A significant methodology for implementing competency-based learning is the Dewey (2008) model, which proposes learning through activities. The main principles of this model are learning and cognitive work; learning through mental activity; research and inquiry activity; a system of problems to solve is selected for the teaching material. That is, the competence approach is implemented through the activity-based method of learning, when children independently process information, form conclusions based on their own research, independently find mistakes and correct them.

Pedagogy of partnership as one of the main aspects of the educational process

The task of the new Ukrainian school is to help the child discover abilities and talents. The authors highlight the basic principles of pedagogy of cooperation: respect for the individual, friendly attitude between adults and children, trust in relationships, mutual respect and understanding; division of responsibilities in leadership; principles of social cooperation. If a partnership is established between the participants of the educational process, the partners plan, develop, implement ideas that give excellent results. In the methodology of teaching subjects, teachers focus on the use of games, experiments and experiments. Many forms of work are organized by teachers in groups. This

interests the participants, promotes joint friendly activities, broad socialization and adoption of experience (Hrynevych, 2016, p. 14).

It should be noted the thesis of Bibik (2017 p.16) that "partnership pedagogy is based on the principles of humanism and a creative approach to personal development". The author notes "on the transition from inert thinking to a new relationship between the participants in the educational process, which will be built on the unity of interests and aspirations for the personal development of students. Systematic involvement of parents in joint activities, collective creative activities, joint planning of individual pace of learning, active participation of children in control and evaluation activities will help to embody the pedagogy of partnership. The tools of pedagogical cooperation can be interesting stories, frank conversations, fair assessment, encouragement of creative successes, personal example, meetings with interesting people, common search for solutions, useful activities, actions".

In postmodern education, a separate aspect is the organization of inclusive education for children with psychological disabilities and disabilities. Education of this category of students is impossible without close cooperation between children, teachers and parents. Noteworthy is the article by Adams et al. (2016), which discusses the role, interaction, communication between teachers and parents in the education of children with special needs. The letter states that this issue is too important in Asia Minor in recent years. The Ministry of Education considers inclusive education vital and tries to create all conditions for children to receive quality education within the walls of the educational institution. Teachers are taught various contemporaries techniques in working with parents and children so that they can create a common trajectory - the pedagogy of partnership. Thanks to the coordinated cooperation between the participants of the educational process, it is possible to provide children with special needs access to quality education, to help children develop social skills for future successful adaptation in society. As you know, parents are happy that their children study in educational institutions with peers. Obviously in order to educate children with special needs, close and coordinated team cooperation between participants in the educational process is essential. In 1997, the Education of Persons with Disabilities Act was passed in Asia Minor. But, unfortunately, sometimes the partnership between parents and teachers becomes difficult, there are difficulties in mutual understanding and this, of course, has a negative impact on the child's learning. Therefore, for children with special needs, it is essential to establish joint activities between the child, teachers and parents in order to develop a basic strategy for access

to quality inclusive education. In addition, the article highlights the factors on which cooperation between participants in the educational process depends: trust, respect, support, responsibility, mutual understanding, active communication. Undoubtedly, communication is the main, important aspect for the exchange of information between participants in the educational process. Communicativeness can be organized in various forms. The better the cooperation between parents, children and teachers, the easier it is for the child to succeed in learning.

In the article, the author Madiar (2016) draws attention to the involvement of parents in school life, because it is support, cooperation, care for the child. He notes that the education and upbringing of a child is based not only on formal education. Children cannot be left alone and comprehend the world on their own. The author considers the peculiarities of partnership pedagogy so that ideas are heard by parents, teachers and students.

It should be noted the article by Nord et al. (1998) which emphasizes that the involvement of the family in the child's education plays an important role and has a significant impact on success. It is also stated that all children in America should be involved in school. Parents should be the first teachers, help children of primary school age to study and devote free time every day to communicate with the child. The pedagogical partnership contributes to the social, emotional and educational potential of the child. In addition, in America, attention is drawn to the fact that raising a child is not only mothers but also parents. In addition, children and parents living elsewhere were interviewed to get them involved: who among the parents attends school meetings, attends class meetings regularly, attends school or class events, and participates in volunteer events organized by the school. The results showed different indicators of complete single-parent families. As children grow older, parents' involvement in school affairs decreases. In single-parent families, this is not the case when a child is in primary or secondary school. Parents of primary school children take their children to museums and historical monuments more often than parents of 6-12 grade students. Children of parents who cooperate less with the school are more likely to connect with the community: they attend religious services, belong to community organizations, and volunteer. The pedagogical partnership, of course, contributes to a positive school climate: children follow order and discipline, respect each other and teachers, the school welcomes participants in the educational process. The advantage in such a partnership is still given to mothers of children. Thus, the monitoring results show that children feel better at school when both parents are actively involved in school life. The worst, obviously, are those children whose parents are not involved in school.

In his study Khadka (2021) found out how Neapolitan parents are involved in a child's school life, whether father and mother influence the child's upbringing, and learned about the punishment of children. According to the results of the study, it becomes clear that parents are involved in their child's education, are interested in school, but still the behavior should be better and, moreover, there are no punishments for children.

We learn about the positive effects of collaboration between educators, students, and teachers from Limper (2000), who argues that only close collaboration can overcome bowling at school. As you know, a lot of ideas have already been developed and put into practice in Dutch schools. But, unfortunately, this did not have positive consequences. Parents came to the rescue, discussing bowling at the state level, proposing their plan to educational institutions, and highlighting opinions in the media. Parent associations presented a developed computer test, to which the children had to give answers, and the teacher had to analyze and summarize the results. Currently, there is no problem with bowling in Dutch schools, because in order to prevent and prevent this phenomenon, discussions are constantly going on in schools and in the media.

Niejenhuis et al., (2019) proved the effectiveness of pedagogical partnerships to significantly impact the disappearance of bowling in school.

Mäenpää & Åstedt-Kurki (2008) also raise the issue of partnership and trace it to the cooperation between parents of Finnish students and school nurses, as the health of primary school students depends on their interaction. The authors believe that open and trusting relations between all participants in the educational process are important for easy and close cooperation. The article focuses on establishing close cooperation between parents and school nurses. The monitoring was carried out thanks to the knowledge of sound theory and comparative analysis. The collected opinions of parents became the basis for the development of a concept of 6 provisions. Thus, the main task of nurses is to support and well-being of the child, to avoid threats that could lead to deterioration of health.

The creative partnership of educators with students to create a common resource for e-learning neuroanatomy in the digital era of blended learning is emphasized by Border et al (2021). The article emphasizes that modern students, of course, expect integration technologies in the classroom and during distance learning, because COVID -19 introduced its changes in education: it changed offline learning to online. Thus, given the realities of the times, anatomists engage students in hands-on activities that are truly partnerships. As you know, student partnerships have previously been seen in the faculties of philology, art, sociology, geography, and health care

programs. Nowadays, both students and teachers have a unique set of skills and digital content that helps them work in partnership to create a shared resource. The creative activity of the participants of the educational process is to create questions for a multimedia quiz, activities based on solving clinical problems. In other words, such participation is interesting and effective for students, because it works much better on memorizing and consolidating knowledge than simply testing it. Thus, when creating a resource, during the process of active learning, there is an interaction between knowledge and creative thinking, which has a great impact on the development of students' memory.

Thus, as research shows, the pedagogy of partnership is widely implemented both in foreign schools - American, Naples, Netherlands, Finland, as well as in Ukrainian schools. It should be noted that in Ukrainian schools this vector is based on trust, respect for dignity between teachers, students, and parents. In Western schools there is an emphasis on close cooperation, set up for a successful outcome.

Child-centeredness as a significant aspect in reform modern education

Komenskiy (1982) was the first domestic teacher to prove the importance of child-centeredness. The scientist believed that the main task of a teacher is to motivate a child to learn, to interest him in knowledge, to arouse in him the desire to learn, so that he can happily and enthusiastically visit the school every day. In addition, the teacher emphasized that the educator should, of course, take into account the age and individual characteristics of the child, and then in his methodology to give preference to forms of learning that will be effective and create a "success situation" for students.

According to the Conceptual Principles of Secondary School Reform (Hrynevych, 2016, p. 17), the New Ukrainian School introduced a two-cycle organization of the educational process so that teachers take into account the age characteristics of physical, mental and intellectual development of students. In addition, the New Ukrainian School should ensure the disclosure of the potential of each student, teachers should create such conditions so that the child can nurture the dignity of the citizen, optimism, nurture strong character traits. By the way, high school students have the opportunity to choose subjects to create a personal trajectory that will help the child to self-determine in choosing a future profession.

It should be noted the publication Bogush (2018), which studied child-centeredness in the opinion of Vasyl Sukhomlinskiy and emphasized

four main factors of child-centeredness: pedagogy of partnership, which consists in boundless love for children and gives happiness to those who raise and teach them; teacher's devotion to students – “feel the child with the heart”, get to know the child, study individual psychological characteristics, interests, inclinations, abilities; childhood ecology, (Bogush, 2018, p. 18). Well-known pedagogue, Sukhomlynskiy emphasized that the future of the individual, of course, depends on how the childhood passed: who and how taught and raised the child. The conceptual principles of child-centeredness developed by V. Sukhomlynskiy became the foundation for future research by domestic and foreign teachers.

The issue of child-centeredness as the main vector of secondary education development is raised by Nabok (2017, p.169). The author emphasizes that this is one of the most important issues, because the child's success in the future depends on childhood: whether it will be able to adapt to the world, whether skills and desire to learn throughout life, whether it will be competitive in the labor market. The article proves that educational institutions - from preschool to university - should help children learn about themselves, form important competencies, so that in adulthood a person becomes successful in self-realization, be able to find a way out of the situation, easily solve problems.

The ideas of child-centeredness set forth by Bibik (2017 p. 18) deserve attention. In particular, “the lack of administrative control that restricts the freedom of pedagogical creativity; activity of applicants in the educational process, focus on the interests and experience of children, creating an educational environment that would be interesting to students; taking into account the interests of each child; education of independent personality; ensuring the moral and psychological comfort of students”, taking into account individual and age characteristics; introduction of school self-government that will nurture humanistic and democratic ideas.

Noteworthy is a study by Sydorenko (2018 p.4), who identifies 7 priorities in the organization of the educational process in the New Ukrainian School: “child-centeredness, recognition of the value of childhood, joy of knowledge, presumption of a child's talent, personality development and conditions for its formation, child health, personal safety. The author emphasizes that child-centeredness contributes to the formation of 6 groups of virtues”: wisdom, courage, humanity, justice, moderation, spirituality. Thus, at the heart of the model of personality-oriented learning is a child who has their own needs, motives, abilities, individual psychological characteristics and values.

The authors of the article Nicholas et al. (2021). discuss child-centered learning and how to help children develop their creative potential. The publication examines a study of the activities of an Australian educator who worked on an individual child development program, focused on the needs of each student, and used standard and informal assessments in assessment. According to the results of the experiment, it became known that the teacher during 1 year of study managed to develop individual abilities of students in reading, to achieve high levels of learning. According to the results of the tests of the National Literacy and Reading Program, the children showed a high level of knowledge and even exceeded the expected educational standards. Thus, in Australia, the child is the center of learning, so educators are called to develop abilities and interests, maintain motivation to learn, improve skills and knowledge of students.

The authors Scales et al. (2020) investigated and argued that a motivated child to learn, a positive classroom climate, care and warmth of the teacher to students positively affect student performance, children easily learn, achieve high expectations and have good results. The teacher's attention to the child contributes to motivation during the school year.

Raufelder and Kulakow (2021) talk about children's helplessness and learning failures. Learning problems negatively affect your success and future professional career. Undoubtedly, success depends not only on the individual characteristics of the child, but also the interaction in the educational environment between students and teachers. Helplessness is a lack of cognitive and emotional components, as well as motivation to learn. It can be caused by frequent stressful situations. Such children may not control their own actions, find it difficult to perceive educational material, they are desperate for their own success, avoid practical tasks. Social exclusion causes loneliness and hostility to school. Thus, such children have a decrease in diligence and perseverance. To overcome children's helplessness, to avoid uncontrolled stress, teachers should establish friendly, sincere relationships with children, so that children feel support, care, kindness.

In an article by Forlin, Bamford (2005) focus on the organization of education for children with special needs. According to the letter, the issue of providing fair and accessible education for inclusive children was raised in Western Australia in the early 2000s. At the time, the Department of Education and Training in Washington State had initiated inclusive education in all public schools. For this implementation, a joint partnership has been established between the school and the university in order to solve

the problems that arise during the educational process in inclusive classrooms.

Thus we can summarize: in Ukrainian and foreign institutions the main emphasis of teaching and education is child-centeredness. The concept of the New Ukrainian School developed a model that focuses on the disclosure of the interests, abilities and needs of the child, taking into account the psychological comfort of schoolchildren, creating an appropriate educational environment.

Conclusions

Thus, the pedagogy of partnership, child-centeredness and competence-based approach to learning occupy a prominent place in the New Ukrainian School Concept. The article clarifies the meaning of the concepts: “competence”, “partnership”, “child-centeredness”. As you know, the current educational reform in Ukraine has changed the content of education, focused not only on the quality of knowledge acquired by students, but also on the ability to apply them in life. It was found that the key competencies are field functionality, subjectivity, interdisciplinarity, multi-competence; focus on the formation of critical thinking. Based on the literature, it can be argued that the competency approach has many advantages. It is investigated that the pedagogy of partnership is based on the principles of humanism and creative approach to personal development. It is noted that pedagogical partnership is extremely necessary for the education of children with special needs, because the child's success depends on it. It was also emphasized that communication is an important aspect for the exchange of information between inclusive children, parents and teachers.

It has been found that children whose parents are more cooperative with the school are more likely to develop close ties with the community: they become volunteers, attend religious services, or belong to community organizations. It should be noted that cooperation should also be built between parents and the school nurse in order to maintain the health and emotional well-being of the child. In addition, the article proves that child-centeredness is a significant factor on which a child's level of achievement depends.

Thus, the considered factors of the New Ukrainian School Concept proclaim the preservation of the value of childhood, personal approach to the child, development of students' abilities, creation of an educational environment that provides psychological and physiological comfort.

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