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**PEDAGOGY OF PARTNERSHIP AS A FACTOR OF FORMATION OF
EFFECTIVE INTERACTION OF PARTICIPANTS OF THE EDUCATIONAL
PROCESS IN THE CONDITIONS OF THE NEW UKRAINIAN SCHOOL**

During the reforms and changes in the Ukrainian education, especially in elementary school, to optimize the learning process should take a look you on the interaction between the participants of the educational process in the light of new approaches that include: creating a favorable atmosphere of cooperation and collaboration; the transition from the practice of transferring teacher material that can be obtained from available sources and transition to active communication with students during educational activities ; intensification of the introduction into the educational process of "active" teaching methods that are aimed at disclosing the individual, developing his initiative, motivation for cognitive activity, which is disclosed in the current normative documents of the education system, namely in the Law of Ukraine "On Education" and in the Concept "New Ukrainian School".

The analysis of the definition of the concept of "partnership" testifies to its multidimensionality. *Partnership pedagogy* is considered by scientists as a well-defined system of relationships between all participants in the educational process (students, educators, managers , parents), which is based on the principle of voluntariness , which is based on the respect and equality of all participants, while respecting certain norms (rights and obligations) the benchmarks of each party; involves the active involvement of all participants in the implementation of common tasks and the willingness to take responsibility for their results.

Through analysis of the types of pedagogy partnership should pay attention to the socio-pedagogical partnership as clearly defined in the system of relationships of all participants in the educational process (parents, students, teachers, managers), which should provide be :

- at the family level (creating a stimulating spiritual, moral and psychological atmosphere, mastering the necessary amount of psychological and pedagogical knowledge; for i rratsiyi with the school);

- at the level of teacher's activity (stimulation to creative search, ability to see problems and ways of their solution; priority of cooperation relations, co-creation; modernization of forms, methods of teaching and upbringing);

- at the level of activity of the management of educational institutions (selection of pedagogical staff of the appropriate level, capable of promoting the development of students; providing conditions for independent activity of teachers, improving their general cultural and professional level).

The readiness of primary school teachers to interact with the participants of the educational process on the basis of partnership pedagogy implies the formation in them of: knowledge of the essence and basic principles of pedagogy of partnership as a pedagogical technology; the attitude and orientation of teachers to the use of pedagogy of partnership in professional activity in the process of establishing pedagogical interaction; ability to use forms, methods of organizing interaction with the participants of the educational process on the basis of partnership pedagogy.

Konstatuvalne we conducted research on the basis of Chernivtsi th National th University on behalf of handicrafts . The purpose of the study was to identify the level of willingness of future primary school teachers to organize interaction on the basis of partnership pedagogy. The respondents in the course of the ascertaining study were students of 4-6 courses of specialty "Elementary education" in the number of 135 persons who have mastered most of the theoretical material and passed the basic types of educational practices. The investigation consisted of three blocks. The first block was designed to detect the level of understanding of the concept of " education partnership " and the principle of IP which it is based. The results of the survey, only one third of respondents (30%) completely correctly understand the concept I "education partnership" of that only 20% are aware of the nature and importance of the principles , on which it is based.

The questions from the second block helped to clarify the importance of using the pedagogy of partnership and its effectiveness in the educational process. 64% of respondents believe that the use of partnership pedagogy is important and effective in the elementary education process.

The third block of questions is aimed at determining the self-assessment of the level of ownership of partnership forms and methods of pedagogy. Analyzing the questionnaires of the third block, we found that only 25% of high school graduates have a high level of self-esteem in the form and methods of partnership pedagogy.

Through analysis of the results study found that the system of training seekers of higher education to the profession needs to be improved, especially regarding student use of forms, methods and techniques Education Partnership whose purpose is to establish effective interaction with the participants of the educational process (teachers, students, parents, guidance and school administration) , to which will be directed further investigation.

Thus, pedagogy of partnership acts as a factor of effective interaction of participants in the educational process in the New Ukrainian School , whose main purpose is to support students, which contributes to the development of their abilities, satisfies the intellectual, emotional and social needs of children, which meets the needs of modern educational theory .