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## The power of partnership in higher education

### Сила партнерства у вищій освіті

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
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#### Abstract


The article considers the content and essential features of partnership, identifies the main principles of partnership, and shows their role in the internal system of ensuring the quality of education in a higher education institution; indicates significant approaches and barriers in the process of implementing partnership pedagogy, the most common methods of cooperation between enterprises and organizations and higher education institutions, clusters of partnership forms and partnership models of business structures and universities. The advantages and directions of partnership in the organization of the educational process of higher education


#### Анотація


У статті розглянуто зміст та сутнісні ознаки партнерства; виокремлено основні принципи партнерства та показано їх роль у внутрішній системі забезпечення якості освіти в закладі вищої освіти; зазначені вагомні підходи та бар'єри у процесі реалізації педагогіки партнерства, найбільш поширені методи співпраці підприємств й організацій та закладів вищої освіти, кластери форм партнерства та моделі партнерства підприємницьких структур та університетів. Обґрунтовано переваги та напрями партнерства в організації освітнього процесу закладів вищої освіти та при співпраці з бізнес-корпораціями. Мета експериментальної


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institutions and cooperation with business corporations are substantiated. The purpose of the experimental work was to prove the need to implement the developed author's methodology for forming the communicative competence of future specialists when implementing partnership relations, which will contribute to the growth of the creative level of partnership interaction and, as a result, the communicative competence of the future specialist. The results of the comparison of the ascertaining and formative stages of the experiment indicate positive changes in the levels of formation of communicative competence of future specialists of the experimental group when implementing partnership relations. The results of the experiment make it possible to speak about the effectiveness of the methodology for the formation of communicative competence of future specialists when implementing partnership relations at the formative stage of the experiment.

**Keywords:** partnership, higher education institutions, partnership pedagogy, student values, communicative competence.

роботи полягала в доведенні необхідності впровадження розробленої авторської методики формування комунікативної компетентності майбутніх фахівців при упровадженні партнерських взаємин, що сприятиме зростанню творчого рівня партнерської взаємодії і як результат – комунікативної компетентності майбутнього фахівця. Результати порівняння констатувального й формувального етапів експерименту говорять про позитивні зміни у рівнях формування комунікативної компетентності майбутніх фахівців експериментальної групи при упровадженні партнерських взаємин. Результати експерименту дають можливість говорити про ефективність реалізованої на формувальному етапі експерименту методику формування комунікативної компетентності майбутніх фахівців при упровадженні партнерських взаємин.

**Ключові слова:** партнерство, заклади вищої освіти, педагогіка партнерства, цінності студентів, комунікативна компетентність.

## Introduction

In modern conditions, an important stage of modernization of higher education systems and innovative and socio-economic development of countries is underway. The creation of clusters of higher education institutions is one of the most important directions of modernization in different regions of the world. Determining the methods of the educational process and forms, establishing the content of education in modern higher education institutions, carrying out scientific activities in them, and integrating education and production when training future specialists is an acute problem. To this end, it is relevant to study the experience of forming partnership relations between the business environment and educational institutions and their methods and forms (Rayevnyeva et al., 2018).

Such modernization of modern education involves the construction of an internal system for ensuring the quality of education in each educational institution, the effectiveness of the process of creation, which depends on the interaction of participants in the educational process, the rational use of resources, many qualitative factors, measures aimed at organizing effective management, and the creation of a favorable atmosphere for partnership (Voronova, 2022). Therefore, the study of the role of partnership in the organization of the educational process of higher education institutions is relevant, necessary, and significant in modern society and is being studied by scientists on a global scale.

Today, only 34% of companies cooperate with higher education institutions in the field of employment; these are mainly large and medium-sized companies. The main motives for establishing business partnerships with higher education institutions are: training specialists who meet the company's needs and access to a highly qualified labor force. Accordingly, the most common forms of cooperation are internships and student practice, lectures, student projects, competitions, and career guidance events. One of the tasks of educational institutions is the employment of graduates, primarily those who studied on a budget form of education. For this purpose, almost all higher education institutions have employment centers or career centers. Their survey showed that the vast majority of them work on average with 100-200 companies. Universities are proactive in establishing partnerships regarding the employment of graduates. According to the survey, 2/3 of the partnerships established by employment departments were initiated by department and university employees, and 1/3 were initiated by business representatives.

Ensuring the successful implementation of the ideas and principles of pedagogical partnership in modern educational institutions should be significantly facilitated by properly organized methodological work, namely: for professional growth and organized scientific and methodological support, which helps to create

a differentiated acmeological educational space in which cooperation takes place between equal partners on the principles of humanism, humanism, facilitation, individualization, continuous professional development of pedagogical workers along individual educational trajectories.

At the same time, new ways and forms of managing the development of pedagogical partnerships of teachers of socio-economic demands have become innovative for methodological work. The study of the regulatory framework, the current state of the declared problem of managing the development of pedagogical partnership of teachers, and the implementation in practice of a system of managerial influences on the development of this competence help to identify several contradictions between:

- Modern child-centric trends in education and insufficient implementation of managerial influences on the development of pedagogical partnership of teachers;
- The need to manage the development of pedagogical partnerships of teachers and the unpreparedness of management entities to implement this aspect of their activities;
- The relevance of the transition to a new level of relations in the educational environment and the insufficient level of ensuring the necessary organizational and pedagogical conditions for this.

The need to overcome the above contradictions and the relevance of the problems determined the topic of our article.

## Literature Review

The problem of partnership attracts the attention of many Ukrainian and foreign scientists as a subject of research, the main directions of which are: theoretical and methodological principles of the formation of relationships; general pedagogical concepts of new educational technologies; humane professional communication of the teacher and students; historical aspect of the development of subject-subject relations of the teacher and students.

Today, the issue of partnership pedagogy has become key in the education of the modern generation. Partnerships between the teacher, student, and parents are one of the key principles of high-quality reform of the Ukrainian school. The new Ukrainian school sets the task of forming in children such competencies as: communication in the state, native language; communication in foreign languages; mathematical literacy; competencies in natural sciences and technologies; information and digital competence; the ability to learn throughout life, social and civic; innovation and entrepreneurship; awareness and ability to express oneself in culture; ecological literacy and healthy life.

The essence of the concept of "partnership pedagogy" is revealed, the feasibility of studying this direction of pedagogy is proven, and the principles on which partnership pedagogy is based are indicated by T. Fedirchuk & V. Didukh (2019). Partnership pedagogy is substantiated as a factor in the formation of effective interaction between participants in the educational process based on partnership pedagogy. Types of partnership pedagogy are commented on, and their specifics are revealed. An experimental study of the level of readiness of future primary school teachers for interaction with participants in the educational process is conducted, and the results of the study based on partnership pedagogy are presented.

The analysis of the literature demonstrates the diversity of research vectors of partnership pedagogy: definition of the term "partnership"; conceptual foundations of partnership pedagogy; psychology of partnership interaction; aspects of partnership interaction between students and a teacher; partnership interaction between participants in the educational process of primary school. S. Voronova (2022) also provides an interpretation of the concept of partnership, defines and reveals the components of partnership, and shows its role in the internal system of ensuring the quality of education. From the perspective of consulting parents and teachers on various issues of upbringing, partnership, violence, bullying, cooperation, and interaction are considered, and methods for forming teachers' competencies in social partnership in education psychology of partnership interaction are presented. O. Tadeush (2020) pays attention in his research to the substantiation of the concept of "educational partnership in a higher education institution" as a holistic open system characterized by internal and external multifunctional connections and including organizational, subject, effective, content-target components. In the space of higher education, the problem of educational partnership was analyzed and the directions of educational partnership were determined in a modern university and the principles of educational partnership were revealed (openness, scientificity, humanization, sociocultural compliance, complexity, mobility, systematicity, acceptability of

innovations and traditions, competence, long-term, optimism, variability, harmony, tolerance, technology) and types by direction: introversion direction and extraversion direction, which are coordinated by mechanisms of integration, identification, socialization, aimed at intellectual and moral development and personal self-determination and professional self-determination, professional self-realization of higher education applicants.

The essence of the concept of "educational partnership" is also substantiated; criteria are formulated, a system of educational partnership of higher education is developed, and obstacles to the formation of partnership relations in higher education are identified by H. Matukova, K. Safyan & N. Barashova (2024). In the conditions of higher education, partnership interaction is represented by a specific form of cooperation, which provides for a wide range of areas of cooperation of stakeholders, teachers, and students. Obstacles that arise when organizing partnership interaction in the educational process, which can arise and inhibit partnership relations, are shown. When forming a partnership system in higher education, criteria for evaluating partnerships are proposed, which should be guided by the conditions of pedagogical interaction.

Research into various aspects of partnership pedagogy has become the subject of analysis by many scholars. This, in turn, gives us reason to assert that the problem of partnership pedagogy is relevant and requires further research. The problem of pedagogical partnership in higher education is raised by H. Holos, who analyzed the essence and indicated the reason for the importance of this concept in several educational directives and current publications; indicated the essential features of pedagogical productive partnership (positive interdependence of participants in the educational process, inclusiveness, etc.); gave arguments in favor of using this practice, taking into account the developmental impact of pedagogical partnership; showed ways to implement pedagogical partnership in classes using interactive teaching methods (debates, situational tasks, projects, mutual learning by students) in higher education. In the training of vocational education teachers, an analysis of the current state of partnership was carried out by V. Radkevych, O. Borodienko, V. Kruchek & O. Radkevych (2020). As a result of an experimental study, scientists showed the imperfection of the modern system of training vocational education teachers (inconsistency with labor market requirements, unsystematic cooperation of potential employers and subjects of the educational process, remoteness from production conditions, insufficient professional and practical orientation of training, theorization of training, failure to use all potential opportunities for cooperation with international organizations, trade unions, employment centers). A general comparative analysis of national and foreign experience in partnership relations development of areas of interaction between business structures and higher education institutions at the current stage of development of the higher education system and economy was made; optimal methods and forms of interaction between higher education institutions and the business environment were determined; problems that arise when implementing partnerships in the educational sphere were highlighted by scientists O. Rayevnyeva, I. Aksonova & V. Ostapenko (2018). Problems of development of business structures interaction of higher education with them were highlighted; the specifics of higher education systems of progressive foreign countries were considered, and it was determined that there are certain innovative models of partnership formation between higher education, government bodies, and the business environment within each of the countries.

The content of the main methodological provisions of partnership pedagogy is consistently and logically presented, technologies for involving parents in the educational process and the foundations of cooperation with parents are revealed, the features of pedagogical communication in a safe environment with subjects of the educational process are highlighted, the specifics and essence of using pedagogical support with participants in the educational process and implementing project technologies of partnership interaction in higher education institutions V. Kovalchuk (2023) are highlighted. A. Cardini (2006) identifies the following as the main barriers to organizing educational partnerships: functional and structural barriers (goals and resources), procedural barriers (culture and professional language), and cultural barriers (status differences and trust).

In turn, scientists from foreign countries consider the problem of partnership and draw attention to its importance. The works of scientists from foreign countries are of great importance in the formation of partnership pedagogy. Analysis of foreign research works provides grounds for better orientation in scientific approaches to the essence of partnership (partnership interaction) and its place in the modern educational space. The purpose of the research by C. Bamber & E. Elezi (2020) is to encourage higher education institutions working in partnerships to evaluate the development of partnerships not only based on financial indicators but also take into consideration the newly created knowledge as a result of social

capital, monitoring and reviewing and continuing professional development of staff. M. Lanford (2020) explores this in her article Long-term Sustainability in Global Partnerships in Higher Education. Scientists A. Cornelius-Bell, P. Bell & M. Dollinger (2023) advance holistic voice and partnership through an active student participation (ASP) approach, which is necessary for liberatory higher education informed by practitioners and researchers together.

The analysis of literary sources gives grounds to conclude that scientists have revealed the essence of the concept of "partnership pedagogy", proved the feasibility of studying this direction of pedagogy, indicated the principles on which partnership pedagogy is based, substantiated the feasibility of using pedagogical partnership in higher education institutions as a form of organizing joint activities that takes place on the principles of individual responsibility of students, positive interdependence; made a comparative analysis of the national and foreign experience of partnership relations. The need to improve teaching methods, enhance the quality of training of future specialists, and the need to introduce new management mechanisms for innovative training, organizing a system of practical training for education seekers through the establishment of close cooperation with employers, advanced training, expanding partnership relations between higher education institutions, vocational and other interested parties is proven.

**PURPOSE OF THE ARTICLE:** to study the problem of partnership as a component of the internal system of ensuring the quality of education and to clarify the role of partnership in organizing the educational process of higher education institutions.

## Methodology

### Analysis completed

The research methodology for studying the problem of partnership as a component of the internal system of ensuring the quality of education and clarifying the role of partnership in the organization of the educational process of higher education institutions was carried out using the principles.

1. Theoretical principles were substantiated using theoretical methods of scientific research: analysis of scientific literature, legislative and regulatory documents, comparison, synthesis, abstraction, idealization, concretization, modeling, induction and deduction, the method of generalizing information, and systematic and logical analysis to clarify the current state of partnership in the training of specialists in higher education institutions.
2. Methodological principles were substantiated using empirical research methods: conversation, observation, questionnaires, pedagogical diagnostics, pedagogical experiment, and modular control.

The purpose of the experimental work: to prove the need to implement the developed author's methodology for the formation of communicative competence of future specialists when implementing partnership relations, which will contribute to the growth of the creative level of partnership interaction and, as a result, the communicative competence of the future specialist.

Considering the development of partnership relations as the most productive system of pedagogical interaction, the criteria that determine its effectiveness in organizing the educational process of higher education institutions have been identified, which are a necessary condition for creating favorable partnership relations between students, teachers, and the management of the educational institution, will help everyone in determining organizational measures and educational activities for the formation of communicative competence of future specialists when implementing partnership relations.

The results of the study were checked using the Fisher angular transformation criterion and showed:

In the process of the experiment, a study was carried out on the formation of communicative competence of future specialists in the implementation of partnership relations, the level of respondents' mastery of methods and forms of partnership pedagogy.

The criteria (motivational, cognitive, activity), indicators, and levels (elementary, constructive, creative) of the formation of communicative competence of future specialists in the implementation of partnership relations and the level of respondents' mastery of methods and forms of partnership pedagogy were determined.



A methodology for the formation of communicative competence of future specialists in the implementation of partnership relations, which is significant in pedagogical activity in a certain direction, has been developed. The methodology, in the context of the communicative competence of future specialists, provided for the formation of a high level of partnership interaction among specialists.

The experiment aimed to test the hypothesis that the implementation of the developed author's methodology for the formation of communicative competence of future specialists in the implementation of partnership relations will contribute to the growth of the creative level of partnership interaction and, as a result, the communicative competence of the future specialist.

The experiment provided for the conduct of stages: ascertaining and forming. The results of the ascertaining stage of the experiment indicate a low state of formation of partnership interaction among students. Therefore, the developed methodology for the formation of communicative competence of future specialists in the implementation of partnership relations was introduced.

The results of the comparison of the ascertaining and formative stages of the experiment indicate positive changes in the levels of formation of communicative competence of future specialists when implementing partnership relations.

In the respondents of the experimental group, we observe an increase, and in the respondents of the control group, we do not observe significant changes in the dynamics of the level of formation of communicative competence of future specialists when implementing partnership relations. The results of the experiment make it possible to talk about the effectiveness of the methodology for the formation of communicative competence of future specialists when implementing partnership relations at the formative stage of the experiment.

When determining the sample of subjects, the general specificity of the research subject was taken into account. The total sample size was 140 subjects. When forming the sample, the criteria of content, representativeness, and equivalence were taken into account. The sample was formed by random selection using the technical procedure for calculating the selection step.

The reliability and validity of the obtained results and the objectivity of their assessment were ensured by applying a set of different research methods, using a group of respondents from educational institutions to analyze the results.

To assess the homogeneity of experimental and control data, statistical processing was carried out using MS Excel and SPSS (Statistical Package for Social Science) programs.

In our article, we used quantitative methods of data analysis. This group of empirical research methods includes methods of obtaining information about the object under study that allow identifying its quantitative characteristics.

## Results and Discussion

### 1. Content and essential features of partnership.

In the conditions of higher education, partnership interaction is a specific form of cooperation that provides for a wide range of areas of cooperation between stakeholders, teachers, and higher education applicants. Partnership processes within the internal system of ensuring the quality of education in higher education are present at all stages of its development.

We consider partnership as an innovative modern interaction through the exchange of ideas, experiences, moods, and feelings; as the organization of effective cooperation with various social institutions in the socialization of students, their training, and upbringing; as the definition of common ways and actions to achieve cooperation in the educational process of higher education; as feedback and subject-subject relations of cooperation (Shetelya et al., 2023).

Partnership in higher education is considered as follows:

- One of the aspects of the openness of the pedagogical system, as a requirement for the educational space, as a social skill, when attention is focused on synergy, interaction, and learning carried out together with higher education students (Holos, 2022).
- A system of relationships that occur constantly in the process of joint activity;
- An organizational form of joint activity that, under appropriate conditions of active participation in the implementation of labor and its distribution, involves the union of individuals;
- A special type of relationship, connections that characterize the changes of teachers and higher education students, processes of mutual influence (subject-object “leadership”; subject-subject “on the level”; relations between teachers and students as “the one who is led and the one who leads”);
- A method of relationships and interaction organized on the principles of equality, voluntariness, and complementarity of the results of the activities of all participants in the educational process or professional activity, under which clearly coordinated and agreed actions of participants in a common cause are preserved, the rights of each of the parties, based on the principles of equality and mutual benefit;
- As a process of personal “exchange” and activity, resulting in the development of teachers and students and mutual enrichment of personalities (spiritual and informational “exchange” involves the exchange of thoughts, ideas, interests, feelings, etc., that which is the property of the inner world of a person, his interaction; practical – covers their real actions);
- A model of interpersonal relations – competition in the relations of subjects of activity; cooperation, as a necessary imbalance, or optimal educational activity of psychologically compatible subjects;
- A self-motivated process of establishing contacts with other people;
- A psychological indicator of the level of professional and personal growth of a person;
- As a specific form of organization of human activity, where communication is a way of realizing the needs of subjects, a necessary condition of activity, requiring the joining of efforts in influencing the individual’s isolated subject of activity;
- A way of solving problems, a guarantor of productive relations between people;
- Especially organized contact of the student with the teacher, long or temporary, characterized by their connection and mutual conditionality with the aim of changes in the activity, behavior, and relationships of a person;
- Psychological phenomenon – a process of participation, empathy, and mutual understanding;
- Pedagogical phenomenon – a specially organized, purposeful, socially significant process as a result of which the participants in the interaction undergo positive transformations;
- A social phenomenon characterized by the realization of objectively existing connections with the world and with each other of higher school teachers and students (Tadeush, 2020).

Based on partnership, we define the interaction of subjects of the educational process as the unity of opposite ways of exchange (communication, activity), opposite types of relationship (subject-object, subject-subject), and opposite types of content of exchange (practical, spiritual) (Knysh et al., 2023).

Today requires updating the system of relationships between applicants for educational space and the teacher, which are built on support, mutual trust, active cooperation with students, acceptance of collective proposals, and their discussion, which has a positive impact on the educational environment. Thus, there is an improvement in methodological tools (application of collaborative learning methods, active participation of the individual in the educational process, organization of research work, interactive technologies, use of the project method, creation of problem situations, stimulation of self-educational activity, stimulation of expressing one's own opinions, introduction of methods of mutual verification and self-assessment (Holos, 2022).

## 2. The main principles of partnership and their role in the internal system of ensuring the quality of education in a higher education institution.

Let us highlight the main principles of partnership:

- Positive and friendly attitude towards others;
- Respect for the human personality, recognition of peculiarity and uniqueness;

- Distribution of leadership (the right to choose and responsibility for it, proactivity, horizontality of relations);
- Humanization and openness;
- Socio-cultural conformity;
- Trust in each other and relationships;
- Acceptability of traditions and innovations;
- Organization of activities using the technique of “mutual respect – interaction – dialogue”;
- Social partnership (parity distribution of obligations, obligation to fulfill agreements, observance of equality of parties, voluntariness of acceptance);
- Construction of humanistic methods and benchmarks of achievement during joint activities (Kovalchuk, 2023):
- Variability and mobility;
- Systematicity and complexity;
- Optimism and long-term;
- Technological and efficiency;
- Competence and scientificity;
- Tolerance and harmony.

The pedagogical partnership is an interdisciplinary phenomenon, supplemented in content and updated in form by a variant of cooperative pedagogy. Collaborative work helps to implement pedagogical partnership, and interaction creates a favorable environment for the professional and personal development of the student and teacher. Therefore, the formula of pedagogical partnership is the absence of psychological distance in the educational environment in combination with interactive educational methods (Holos, 2022).

The potential foundations of partnership are laid in the very nature of man in the form of his social nature, cooperative principle, the dialogic nature of self-awareness and consciousness, which characterizes him as a factor in the formation of a subject, personality, person, and is the most important condition for his self-realization (Stratan-Artyshkova et al., 2022).

In the internal system of ensuring the quality of education in higher education institutions and partnership relations of all participants in the educational process, communication is important, which is based on openness, informality, constructiveness, and respect for another person. In such relationships, through the work of the Internet platform, the information space created by the educational institution acquires a certain importance, where communication takes place between the community, participants in the educational process, and educational resources.

Innovative forms of communication include communication using electronic means (trainings, round tables, webinars, master classes, Internet platforms, discussions, meetings), the purpose of which is a regular and constant process of communication for a more conscious involvement of applicants in the educational process, which affects the student's academic progress, helps in building an individual educational trajectory, adaptation to the educational process, provides information on the assessment and criteria for assessing the educational achievements of applicants for higher education (Voronova, 2022).

When implementing partnership pedagogy and organizing an internal system for ensuring the quality of education in a higher education institution, subject-subject relationships are taken into account – it is psychological basis. This type of relationship allows the student to act independently, and the educational process is the most optimal. However, other participants in the educational process take a tutoring position and act together. Therefore, the task of leaders, students, and teachers is to create a favorable atmosphere for the development of students' capabilities, which would satisfy their emotional, intellectual, and social needs (Kolomoiets et al., 2022).

### **3. Approaches and barriers in the process of implementing partnership pedagogy.**

In the process of implementing partnership pedagogy, the following approaches are most significant:

- A personally oriented approach, which ensures the interaction of the teacher and the student with great respect for the person;



- A partnership approach, which ensures the organization of cooperation and the distribution of functions between participants in the educational process (Fedirchuk & Didukh, 2019).

Let us consider the groups of barriers that are the main ones in the development of educational partnerships:

- 1) Barriers associated with the organization of new forms of interaction– organizational barriers (localized experience of professional activity in education, lack of experience of teachers in participating in partnerships, administrative procedures, high employment, compensation and payment of labor for hidden costs of implementing the partnership);
- 2) Barriers associated with negative previous experience of participating in partnerships, with the definition of role positions in partnerships (responsibility in partnerships for determining status traditionally lies with the university, division of labor), in terms of the development of professional competence– anxiety of teachers, with leading specialists in the industry, communicative dominance of employers, top managers in meetings, discussions, dialogical interaction);
- 3) Barriers associated with the time factor (individual time resources of partnership participants, duration of the process of establishing partnership relations, assessment of individual contribution, financing of time costs, orientation towards reflective practices);
- 4) Barriers associated in educational conditions with the need to reconcile theory and practice (reflection of professional experience, orientation towards reproducing the pedagogical practice of an experienced teacher, formation of the practice of joint reflection) (Knysh et al., 2024).

**4. The most common methods of cooperation between enterprise organizations and higher education institutions are clusters of partnership forms and partnership models of business structures and universities.**

The most common methods of cooperation between enterprise organizations and higher education institutions are:

- Professionalization of education;
- Constant updating of skills and knowledge of specialists due to their aging;
- Taking into account the requirements of the industry when developing curricula;
- Reduction within the framework of multidisciplinary training of specialties;
- Development of partnership relations between higher education institutions and enterprises, including the contribution of enterprises to the modernization of educational equipment; organization of internships at the enterprise; participation of professionals in the learning process;
- Interaction at the stage of organizing the educational process – joint training of specialists by higher education institutions and companies; training, internships at the enterprise as a key element of vocational education;
- Various forms of employment promotion, which are the most developed method today, characterized by joint scientific and technical research, a variety of forms;
- A method of using in preparing students for later life, the evaluation of the success of educational programs and periodic studies of the professional career of graduates, as well as for assessing the effectiveness of existing programs of interaction between higher education and business (Sulym et al., 2023).

Methods of cooperation between enterprises and organizations and higher education institutions effectively contribute to the development of partnership relations between them and interaction between higher education and business structures, which should be resolved at the stage of obtaining education.

Analysis of the issues of collaboration between higher education and business structures in modern practice allowed us to generalize the main types and identify the following clusters of partnership forms (Pokidina, 2016):

- Collaboration in the field of development and research;
- Student mobility;
- Academic mobility;
- Implementation of the project “lifelong learning”;
- Curriculum development;

- Commercialization of results;
- Management;
- Entrepreneurial initiatives.

The most effective models of partnership between business structures and universities are the following (Lebedeva & Mytrofanova, 2017):

- Internship programs – enterprises take on internships for graduate students and prepare them for their requirements. Since retraining one employee costs the enterprise up to \$5,000, internships are beneficial for enterprises, where during the internship, students undergo an adaptation process, acquire practical skills, get acquainted with corporate culture, etc. Such a partnership satisfies the needs of enterprises in a highly qualified workforce more than it affects the increase in the level of practical training of university students;
- Training laboratories and courses from the enterprise increase the quality of training of specialists, and this can be partially solved by providing educational institutions with technologies in the format of training centers, laboratories, modern equipment, etc., which expands the opportunities for students, who will be able to acquire practical skills and knowledge with the help of modern equipment. This type of partnership between higher education institutions and enterprises that take an active part in educational activities has a highly positive impact on the national education system: preparation of textbooks, development of educational programs, creation of a system for advanced training of teachers and students, etc.;
- Programs of student competitions from the enterprise are created to stimulate students' interest in scientific and research work in the field of their chosen specialty, the possibility of supporting and identifying the most gifted students, to demonstrate creativity and independence in solving specific practical situations. Student competitions are a necessary and integral process of education and have a more indirect impact on the quality of specialist training;
- Lifelong training of teachers and employees of the enterprise, which is necessary to eliminate the imbalance in the labor market between the supply and demand of specialists when the skills and knowledge of graduates do not sufficiently meet the requirements of employers due to the rapid obsolescence of professional skills, enterprises, and higher education institutions – then it is advisable to cooperate according to this model;
- Creation of innovation centers, technology parks, and science parks, which contribute to the construction of "technological business incubators" and small innovative firms, providing a connection with a scientific center, a local university, a set of services, and financial circles. The creation of technoparks is the result of the activities of regions, new jobs, an effective mechanism for overcoming crises and revival;
- Other models of interaction – endowments, targeted contributions to the development of universities, excursions to the enterprise, publication of educational literature, support for research, preparation of scientific works, etc. (Rayevnyeva et al., 2018).

## **5. Advantages and directions of partnership in the organization of the educational process of higher education institutions and cooperation with business corporations.**

Let us highlight the most significant advantages of partnership in the organization of the educational process of higher education institutions and cooperation with business corporations and enterprises:

- The functioning of relations between partners focused on the connection of practical professional activities with the theoretical component, with the coordination of the educational process;
- The possibility of students obtaining additional qualifications in the process of specialized training;
- Integration of skills and knowledge in the context of professional training of specialists;
- Financial support for educational infrastructure, active participation of the employer in the creation of a production and educational cluster;
- Mobility of education, which expresses the need for a flexible response of the vocational education system to external changes in the business environment and internal system changes;
- The focus on the common goals of the interaction participants through the correlation of the content of education with practical experience and constant feedback on solving real educational and professional tasks;
- Taking into account the capabilities, interests, expectations, and needs of the interaction participants;

- The possibility of collective discussion of current tasks;
- Organization of exchange of experience;
- Existing mechanisms of self-regulation and mutual support of the community;
- Public recognition of achievements, stimulation, and encouragement of active participants;
- Widespread use of dialogical forms of work (Puhach et al., 2021).

In higher education, the partnership is conditioned by integration processes and occurs in introversion and extraversion directions.

The introversion direction includes scientific and methodological partnership, pedagogical partnership, and corporate partnership.

The extraversion direction includes business and education partnerships, scientific partnerships, socio-cultural partnerships, informal partnerships, social partnerships, and information partnerships.

The specified directions and types of partnership in modern higher education are coordinated by mechanisms of identification, integration, and socialization, which determine the multifunctionality of opportunities and the multifacetedness of their goals and are aimed at intellectual and moral development, personal and professional self-determination, and further professional self-realization of higher education applicants (Tadeush, 2020).

## 6. Experimental research.

The purpose of the experimental study: to prove the need to implement the developed author's methodology for the formation of communicative competence of future specialists when implementing partnership relations, which will contribute to the growth of the creative level of partnership interaction as a result – the communicative competence of the future specialist.

Considering the development of partnership relations as the most productive system of pedagogical interaction, the criteria that determine its effectiveness in organizing the educational process of higher education institutions are identified:

- The right of each participant in pedagogical interaction to authenticity;
- The formation of the personal and professional readiness of the specialist to humanize the professional environment;
- Positive interdependence of the subjects of partnership;
- Openness;
- The ability to satisfy interpersonal needs in the partnership process;
- A partnership that provides a favorable psychological climate of interaction;
- A high level of development of communication skills;
- Awareness of the internal and external motivation of the joint activities of future specialists.

A necessary condition for creating favorable partnership relations between students, teachers, and the management of an educational institution is to take into account the selected criteria that will help everyone in determining organizational measures and educational measures regarding the formation of communicative competence of future specialists when implementing partnership relations.

The readiness of specialists to interact based on partnership implies the formation of:

- The ability to use methods, forms, and organizations of interaction with colleagues based on partnership to form communicative competence;
- Orientation and attitude in the process of establishing pedagogical interaction to the use of partnership in professional activities;
- Acquisition of knowledge about the essence and basic principles of partnership as a pedagogical technology.

A declarative study was conducted. In the process of the study, the respondents were 140 graduating students of higher education.

The study consisted of survey blocks.

The questions of the first block contributed to identifying the level of understanding of the concept, components of partnership, and the principles on which partnership is based. The survey results showed that only 25% of respondents correctly understand the concept of "partnership", and 15% realize the significance of the principles on which partnership is based.

The answers to the questions of the second block made it possible to find out the opinion of respondents about the importance of using partnership and its impact on the formation of communicative competence of future specialists when implementing partnership relations. The results of the study showed that the majority of respondents (70%) believe that the use of partnership relations is effective and important in the formation of communicative competence of future specialists.

The questions of the third block were aimed at determining the self-assessment of the level of formation of communicative competence of future specialists when implementing partnership relations and the level of respondents' mastery of methods and forms of partnership pedagogy. The results showed that only 20% of respondents have a high level of self-assessment of mastery of forms and methods of partnership pedagogy and formed communicative competence in the implementation of partnership relations.

The results of the study were checked using the Fisher angular transformation criterion and showed:

- The need to update the system of training specialists, the organization of the educational process of higher education institutions, the development and implementation of innovative technologies in the field of education, and communicative methods;
- The need to change the components content of professional disciplines, the introduction of new disciplines, strengthening their humanitarian orientation, the search for new organizational forms of training in higher education;
- Constant consideration of world experience in personnel training, the role of partnership in the organization of the educational process of higher education institutions;
- Strengthening interaction with foreign higher education institutions.

During the experiment, a study was carried out on the formation of communicative competence of future specialists when implementing partnership relationships and the level of respondents' mastery of methods and forms of partnership pedagogy.

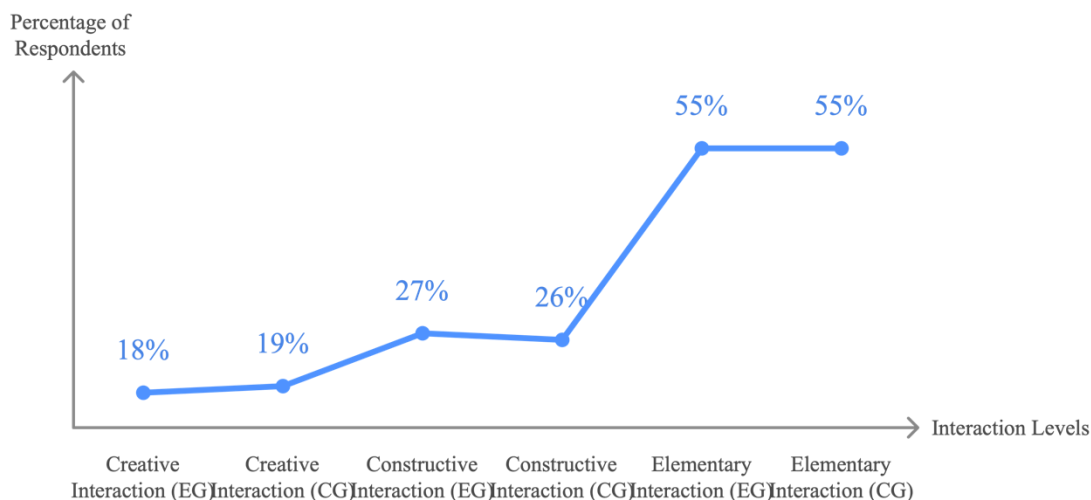
The criteria (motivational, cognitive, activity), indicators, and levels (elementary, constructive, creative) of the formation of the communicative competence of future specialists in the implementation of partnership relations, the level of respondents' mastery of methods, and forms of partnership pedagogy were determined.

A methodology for the formation of the communicative competence of future specialists in the implementation of partnership relations was developed, which is significant in pedagogical activity in a certain direction. The methodology, in the context of the communicative competence of future specialists, provided for the formation of a high level of partnership interaction among specialists.

The experiment aimed to test the hypothesis that the implementation of the developed author's methodology for the formation of the communicative competence of future specialists in the implementation of partnership relations will contribute to the growth of the creative level of partnership interaction and, as a result, the communicative competence of the future specialist. The experiment provided for the conduct of the stages: ascertaining and formative. The results of the ascertaining stage of the experiment indicate a low state of formation of students' partner interaction (Fig. 1):

- 18% of respondents in the EG and 19% of respondents in the CG have a creative level of partner interaction;
- 27% in the EG and 26% in the CG have a constructive level of outlined interaction, which indicates insufficient motivation to master basic competencies, lack of a creative approach in communication, and low level of ability to apply creative, innovative technologies to solve professional and pedagogical tasks.

- 55% of respondents in the EG and 55% of respondents in the CG have an elementary level of partner interaction.



**Figure 1.** Levels of Partner Interaction Among Students in EG and CG.

Therefore, a developed methodology for forming the communicative competence of future specialists when implementing partner relationships was introduced.

The stages of implementing the author's methodology for forming the communicative competence of future specialists when implementing partnership relationships were as follows:

The motivational stage included creating positive attitudes towards the methodology for forming communicative competence of future specialists when implementing partnership relationships; ensuring an emotionally positive climate in the practical and educational activities of students; awareness of the role of partnership interaction; creating an open, communicative space for presenting the results of educational activities, personal self-expression; forming a value-based attitude towards the profession.

The cognitive stage included the formation of organizational, communicative, design, reflective, and creative abilities, skills, and abilities of students and the formation of professional knowledge, which included the acquisition of knowledge about the essence and content of communicative activity, methods of interaction in conflict situations, the sphere of pedagogical communication, and methods of communicative interaction with subjects of professional activity.

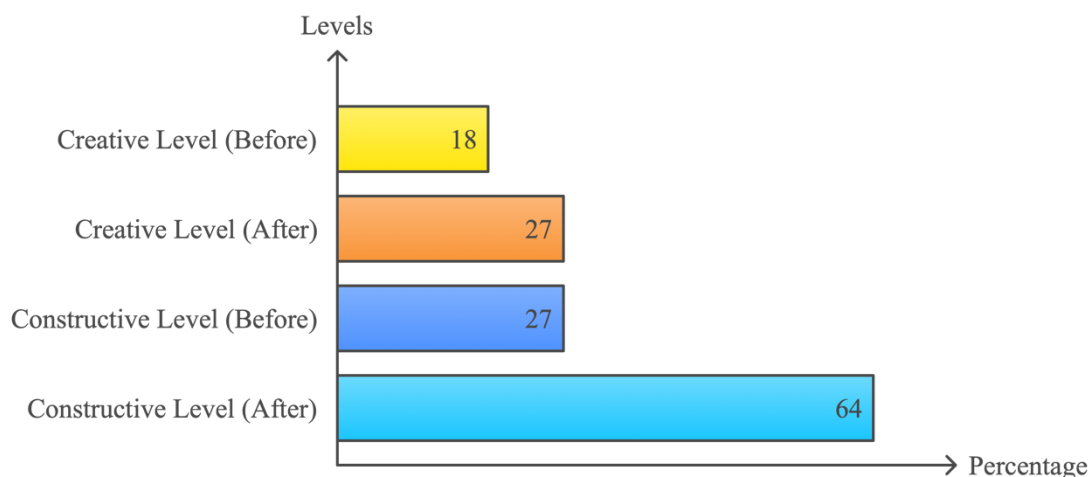
The activity stage provided for reflection on social and communicative experience, development of communicative skills and abilities in situations of professional interaction, analysis of the formed level of communicative competence, and correction of the level by applying the methodology of forming communicative competence of future specialists when implementing partnership relations.

The results of the comparison of the ascertaining and formative stages of the experiment indicate positive changes in the levels of formation of communicative competence of future specialists when implementing partnership relations.

In the respondents of the experimental group, we observe an increase in (Fig. 2):

- Creative level – from 18% to 27%;
- Constructive level – from 27% to 64% and a decrease in the indicators of the elementary level.





**Figure 2.** Changes in Respondents' Levels in Experimental Group.

In the respondents of the control group, we do not observe significant changes in the level of formation of communicative competence of future specialists in the implementation of partnership relationships. Using the Fisher angular transformation criterion, the results of the experimental work were checked ( $\varphi_{emp} * \text{ is } 2.98$ , which indicates  $\varphi_{emp} * > \varphi_{cr} *$ ).

The results of the experiment make it possible to talk about the effectiveness of the method of forming communicative competence of future specialists in the implementation of partnership relationships at the formative stage of the experiment.

The theoretical significance of the article is that it reveals and considers the content and essential features of partnership; identifies the main principles of partnership and shows their role in the internal system of ensuring the quality of education in a higher education institution; indicates significant approaches and barriers in the process of implementing partnership pedagogy, the most common methods of cooperation between enterprises and organizations and higher education institutions, clusters of partnership forms and partnership models of business structures and universities.

The practical significance of the research results is the need to implement the developed author's methodology for forming the communicative competence of future specialists when implementing partnership relationships, which will contribute to the growth of the creative level of partnership interaction and, as a result, the communicative competence of the future specialist; the conclusions and results of the article can be used to introduce partnership pedagogy into the educational process as a component of managing the educational process of higher education.

The analysis of literary sources gave us grounds to conclude that scientists have revealed the essence of the concept of "partnership pedagogy", proved the feasibility of studying this direction of pedagogy, indicated the principles on which partnership pedagogy is based; substantiated the feasibility of using pedagogical partnership in higher education institutions as a form of organizing joint activities that takes place on the principles of individual responsibility of students, positive interdependence.

Significant in the analysis of the scientists' research is that it has been proven the need to improve teaching methods, strengthen the quality of training of future specialists, and the need to introduce new management mechanisms for innovative training, organizing a system of practical training for education seekers.

Therefore, the purpose of our experimental work was to develop and prove the need to implement the developed author's methodology for forming communicative competence of future specialists when implementing partnership relationships, which will contribute to the growth of the creative level of partnership interaction and, as a result, the communicative competence of the future specialist.

The experiment aimed to test the hypothesis that the implementation of the developed author's methodology for the formation of communicative competence of future specialists in the implementation of partnership

relations will contribute to the growth of the creative level of partnership interaction and, as a result, the communicative competence of the future specialist.

The results of the experiment make it possible to talk about the effectiveness of the methodology for the formation of communicative competence of future specialists in the implementation of partnership relations implemented at the formative stage of the experiment.

## Conclusions

The content and essential features of partnership are considered; the main principles of partnership are highlighted, and their role in the internal system of ensuring the quality of education in a higher education institution is shown; significant approaches and barriers in the process of implementing partnership pedagogy are indicated, the most common methods of cooperation between enterprises and organizations and higher education institutions, clusters of partnership forms and partnership models of business structures and universities are indicated. The advantages and directions of partnership in organizing the educational process of higher education institutions and in cooperation with business corporations are substantiated.

The purpose of the experimental work was to prove the need to implement the developed author's methodology for forming the communicative competence of future specialists when implementing partnership relations, which will contribute to the growth of the creative level of partnership interaction and, as a result, the communicative competence of the future specialist.

Considering the development of partnership relations as the most productive system of pedagogical interaction, the criteria that determine its effectiveness in organizing the educational process of higher education institutions are identified, which are a necessary condition for creating favorable partnership relations between students, teachers, and the management of the educational institution, will help everyone in determining organizational measures and educational activities regarding the formation of communicative competence of future specialists in the implementation of partnership relations.

An ascertaining study was conducted. In the process of the study, the respondents were 140 students in their final year of higher education.

The results of the study were checked using the Fisher angular transformation criterion and showed.

In the process of the experiment, a study was carried out on the formation of communicative competence of future specialists in the implementation of partnership relations, the level of respondents' mastery of methods and forms of partnership pedagogy.

The criteria (motivational, cognitive, activity), indicators, and levels (elementary, constructive, creative) of the formation of the communicative competence of future specialists in the implementation of partnership relations, the level of respondents' mastery of methods, and forms of partnership pedagogy were determined.

A methodology for the formation of the communicative competence of future specialists in the implementation of partnership relations was developed, which is significant in pedagogical activity in a certain direction. The methodology, in the context of the communicative competence of future specialists, provided for the formation of a high level of partnership interaction among specialists.

The experiment aimed to test the hypothesis that the implementation of the developed author's methodology for the formation of the communicative competence of future specialists in the implementation of partnership relations will contribute to the growth of the creative level of partnership interaction and, as a result, the communicative competence of the future specialist.

The experiment provided for the conduct of the stages: ascertaining and formative. The results of the ascertaining stage of the experiment indicate a low state of formation of students' partnership interaction. Therefore, the developed methodology for the formation of communicative competence of future specialists in the implementation of partnership relations was introduced.

The results of the comparison of the ascertaining and formative stages of the experiment indicate positive changes in the levels of formation of communicative competence of future specialists in the implementation of partnership relations. In the respondents of the experimental group, we observe an increase, and in the respondents of the control group, we do not observe significant changes in the dynamics of the level of formation of communicative competence of future specialists in the implementation of partnership relations. The results of the experiment make it possible to talk about the effectiveness of the methodology for the formation of communicative competence of future specialists in the implementation of partnership relations at the formative stage of the experiment.

Regarding recommendations, it should be noted that at the stage of forming partnerships between higher education institutions and business structures, due to insufficient application in practice of the basic provisions of risk management, many projects are not fully completed. In this regard, there is a need to develop approaches to partnership risk management, which is because the basis of interaction is the effective distribution of risks and profits between partners. This aspect of the problem can be the subject of further research in the field of forming mutually beneficial partnerships between universities and businesses.

The contribution to the research is the implementation of the developed author's methodology for forming the communicative competence of future specialists in the implementation of partnership relations, which will contribute to the growth of the creative level of partnership interaction and, as a result, the communicative competence of the future specialist.

Ideas for future research, in our opinion, the construction of an optimal model of cooperation between business and universities in Ukrainian realities should be based on the principles of high autonomy and initiative, primarily of university management, in maintaining a dialogue with business representatives, identifying and responding to their needs in providing requested specialists and developed innovative ideas. Organizationally, this process should include career and knowledge transfer centers, which today are in the structure of universities, have appropriate documentary support, but in practice implement only a small number of the tasks set. Those educational institutions that achieve success in these areas become more attractive to both applicants and employers, and this is a guarantee of their financial stability.

The prospects for further research in the direction of implementing partnerships in higher education are: design of a model of partnership interaction; disclosure of a strategy for the development of partnership relations; introduction of effective forms and methods of partnership into the educational process of higher education; monitoring the results of partnership interaction, establishing feedback with partnership participants, researching the effectiveness, and making changes to partnership relations.

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