



**PROCEEDINGS OF THE
V INTERNATIONAL SCIENTIFIC
AND THEORETICAL CONFERENCE**

CURRENT ISSUES OF
SCIENCE, PROSPECTS
AND CHALLENGES

17.11.2023

SYDNEY
AUSTRALIA

SCIENTIA
COLLECTION OF SCIENTIFIC PAPERS

with the proceedings of the

V International Scientific and Theoretical Conference


**Current issues of science,
prospects and challenges**

17.11.2023

Sydney, Australia

Sydney, 2023

UDC 082:001
C 95

 <https://doi.org/10.36074/scientia-17.11.2023>



Chairman of the Organizing Committee: Holdenblat M.

Responsible for the layout: Bilous T.

Responsible designer: Bondarenko I.

C 95 **Current issues of science, prospects and challenges:** collection of scientific papers «SCIENTIA» with Proceedings of the V International Scientific and Theoretical Conference, November 17, 2023. Sydney, Australia: International Center of Scientific Research.

ISBN 979-8-88955-780-7 (series)

DOI 10.36074/scientia-17.11.2023

Papers of participants of the V International Multidisciplinary Scientific and Theoretical Conference «Current issues of science, prospects and challenges», held on November 17, 2023 in Sydney are presented in the collection of scientific papers.

The conference is included in the Academic Research Index ReserchBib International catalog of scientific conferences and registered for holding on the territory of Ukraine in UKRISTEI (Certificate № 308 dated June 16th, 2023).

Conference proceedings are publicly available under terms of the Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0) at the www.previous.scientia.report.

UDC 082:001

© Participants of the conference, 2023

© Collection of scientific papers «SCIENTIA», 2023

ISBN 979-8-88955-780-7

© NGO International Center of Scientific Research, 2023

Skliar Iryna 

Candidate of philological sciences, Associate professor
Horlivka Institute for Foreign Language, Dnipro, Ukraine

PARTNERSHIP IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION

The educational process in higher education institutions is traditionally associated with the training of applicants. But modern trends in higher education convince us that students can be not only recipients of knowledge, but also active participants in the educational process. The interaction between teachers and learners as partners in learning and teaching is also a key aspect in creating a stimulating, inclusive educational environment.

The issue of partnership between applicants and teachers was proposed as a reasonable alternative to consumerist models in higher education and a constructive response to political factors that emphasize the importance of involving students in teaching during their studies, the quality of teaching in order to transform higher education in accordance with the challenges of the modern world. So, for this purpose, universities of Great Britain, USA, Australia, Canada, China, India, etc. are actively working on the implementation of partnership processes with students and between students.

Partnership interaction in higher education is a pedagogical approach that involves the cooperation of students and teachers / scientific and pedagogical workers as partners to improve the teaching and learning experience, as a result of which all participants in the educational process benefit from the process of learning and working together.

Ukrainian students as stakeholders are involved in the university administration, participate in ensuring the quality of education (assess the quality of the organization of educational activities and provide suggestions for improving the organization of the educational process; participate in the modernization of educational programs, in the procedures of external evaluation of educational programs, in monitoring activities with the aim of increasing the level of the quality of education; initiate unscheduled surveys of higher education applicants in order to make important decisions to ensure quality forms of university life; promote student initiatives regarding the quality of educational activities and the quality of higher education).

Unfortunately, as full-fledged partners in learning and teaching, as it happens in higher education in England, the USA, etc. countries, Ukrainian students are involved in individual cases or not at all. This is due, first of all, to a misunderstanding of partnership as a pedagogical approach in higher education. After all, traditionally unequal relations between teachers and students in the educational environment are still preserved. A second reason for the delay in implementing such an approach is that some members of the academic community are wary of handing over control of learning and teaching to students. Their concern is often that students do not have enough subject knowledge to be able to make a meaningful contribution to the partnership process.

Scientists Kelly E. Matthews, Lauren J Groenendijk, Prasad Chunduri in the article "We Want to be More Involved: Student Perceptions of Students as Partners Across the Degree Program Curriculum" [2] emphasize that students want to be more significantly involved in the practice of partnership activities within the framework of their training programs; they oppose the consumerist rhetoric about the role of students as passive learners.

On the basis of numerous theoretical studies devoted to partnership interaction in higher education, we developed a practice-oriented case of partnership interaction between teachers and students. Partnership should be based primarily on the principles of trust, mutual respect, mutual support, mutual understanding, responsibility, independence and autonomy. Let's list only a few

of them: "students as co-authors of initial programs and their designs, curricula", "students as co-authors of educational modules of disciplines", "joint design of feedback and assessment practices", "mutual learning", "practice of involving students in subject research", "the practice of involvement in co-editorial groups or an editorial partnership approach" (students are involved in reviewing research articles, case studies, reflective essays). The last of the named approaches broadly reflects the policy of the international open access journal *The International Journal for Students as Partners (IJSaP)* [1]. Students from different countries, including the USA, Canada, and Australia, are involved in reviewing the works of this journal.

Students as partners in learning and teaching is not only a modern trend in higher education, but also a rather effective pedagogical approach that will contribute to the implementation of the principle of active learning (students learn by creating their own knowledge, combining new ideas and experience with existing knowledge and experience). Changing the approach to the role of the student in the university from a static recipient of knowledge to an active participant in learning is an important step towards creating a flexible and innovative educational environment.

References:

1. The International Journal for Students as Partners (IJSaP) <https://mulpress.mcmaster.ca/ijsap/about>
2. Matthews, KE, Groenendijk, LJ, & Chunduri, P. (2017). We Want to be More Involved: Student Perceptions of Students as Partners Across the Degree Program Curriculum. *International Journal for Students As Partners*, 1(2), 51–66. <https://doi.org/10.15173/ijsap.v1i2.3063>