

Snezana Mirascieva<sup>1</sup>

Emilija Petrova-Gorgeva<sup>2</sup>

## **PARTNERSHIP IN TEACHING- A BASE FOR STUDENT DEVELOPMENT**

### **Abstract:**

The paper elaborates the issue of partnership in teaching and its significance for the development of the individual student. Here the impact of the partnership between the direct participants in the educational development of each student is especially emphasized as well as the creation of conditions for self- education and lifelong learning. The model of teaching that fosters partnership between teacher and student in all stages of teaching is a solid foundation for the development not only of the individual student but also of the environment in which they live and the community at large.

**Key words:** partnership, teaching, individual and social development of the student

The goal of each community is a full development in all segments. To achieve this goal, the active participation of all of its members is needed, because the process of education must produce the person who will actively engage in life and work of the community in which it belongs. From here comes the actual question of what is partnership in teaching. In its etimological meaning, the term partner means someone who is associated with another in a common activity or interest. Indeed partner is a friend who shares a common interest or participates in achieving a common goal. Partner is A member of a partnership. According to this teaching is a partnership A partnership is a type of entity in which partners (owners-teacher and student) share with each other the profits or losses of the activity. Partnership in education involves establishing relations of equality, equity, collaboration and cooperation. Namely, the international teaching today is in a function of the application of the society. For these reasons we actualize the question of

---

<sup>1</sup> Phd Snezana Mirascieva, Faculty of Pedagogy, Goce Delcev University, Stip,  
e-mail:snezana.mirascieva@ugd.edu.mk

<sup>2</sup> PhD Emilija Petrova Gorgeva, Faculty of Pedagogy, Goce Delcev University, Stip,  
e-mail:emilija.petrova@ugd.edu.mk

cooperation and collaboration. The promotion of cooperative learning involves a partnership in teaching. In this sense, school quality reduces the importance of independent work and puts the accent on teamwork and cooperation. Cooperative learning, teamwork and collaboration seeking partnerships in teaching are among the most important activities that will be required in future and impressions are crucial for success in the 21st century. (Greene, 1996) often lead discussions on some aspects of school climate and the atmosphere in the classroom, the degree of development of interpersonal relationships, behavior and discipline of the student, the feeling of equality and fairness, work ethic, cooperation with parents and other important issues that are indicators of the quality development. The need is a constant search for strategies that lead to quality that will enhance interactive communication-form classroom. Quality indicators are grouped around interpersonal relationships and most are associated with cooperative learning in teaching which promote partnership and collaborative relations. Such strategies encourage the promotion, interaction, communication and cooperation and willingness to assist each other. Cooperative learning occurs when students work together in pairs. To live and work in the community means to support each other, so there was no derogation from one's own work to achieve common goals. It is not easy. Spiritual, emotional and moral requirements are so large, so that the individual finds it difficult and the community prefers acceptable position. The process of application of social position and life starts with birth, develops parallel with age and continues throughout life. The success of this process, integration and socialization, most helps the experience and image for itself acquired in childhood. The importance of interaction, communication and collaboration in teaching was pointed by many noted authors (Čudina-Obradović i Težak, 1995, Previšić, 1996; Bognar i Matijević, 2002). It is known that their needs were satisfied with the social environment. In this sense, cooperation means cooperation partnership, accommodation. That means a relation of the satisfaction of their needs and adaptation to others. Therefore, we need to develop skills in communication, empathy, cooperation. Empirical evidence suggests that these skills in partnership strengthens individual motivation, persistence, responsibility towards others, develops a sense of friendship towards other members. So partnerships are the foundation for the implementation of cooperative learning. Partnership in education can be realized in more relations as a teacher-student, student-student, teacher-parent. Why partnership in teaching?

Partnerships in teaching is a signpost for the affirmation of every individual as a whole. A holistic approach to the development of the individual student is a prerequisite for the development of the environment where they live. The man is a social being and only in community with other people expresses its essence. On the other hand, personality development is a lifelong process. With the partnership relations in teaching we will achieve one of the basic educational goals in the 21st century - development of capacity for self-education, establishing a culture of life in the 21st century and adoption of the style of lifelong learning. The partnership in teaching, is where the student receives new features. He is the creator of his own future and prepares for the tomorrow world, the architect of his own knowledge and the moderator of his own development. With these features the student qualifies for an active community member. How to realize a partnership in teaching? Partnerships in teaching are implemented in all stages of the teaching process. The student is a partner in teaching in the stage of planning and preparation, processing of new content, repetition and practice. The student-partner status means the entity in the stage of evaluation in teaching. That way the student develops the ability to objectively evaluate their results and achievements of others. Partnerships in teaching between teacher and student is a condition of applying cooperative learning techniques, application of active learning strategies and learning. The role of active and equal participant the students develops a sense of belonging, mutual respect and understanding, acceptance of other opinions, presenting their own views and suggestions. Partnership in teaching and learning is an expression of democratic relations, relations of equality, cooperation. The student develops the partnership communications capabilities, the rich vocabulary, cultivate a culture of communication. Students express the collaborative partnership relations through their personality, needs, desires, interests. Therefore we say that teaching is a partnership basis to develop the individual in a complete sense. Such an individual actively contributes to the development. Partnership in education encourages active participation of students at all stages of the teaching process. In that way the student develops the ability for self-education. This style of fostering lifelong learning as a basic lifestyle in the community in the 21st century.

Literature

Bašić, J., Hudina, B., Koller - Trbović, N., Žižak, A. (1994), Integralna metoda. Zagreb: Alinea.

Bognar, L., Matijević, M. (2002), Didaktika. Zagreb: Školska knjiga.

Bratanić, M. (1991), Mikropedagogija: interakcijsko - komunikacijski aspekt odgoja. Zagreb: Školska knjiga.

Kuzmanović, B.V.(2009), Kooperativno učenje kao indikator kvalitete odgoja i obrazovanja, *cn. Život i škola*, br. 21 (1/2009.), god. 57., str. 50- 57.