Today, in the difficult socio-economic conditions of Ukraine, the existing national model social dialogue is ineffective and needs improvement. In academic writings Ukrainian and foreign researchers recorded various aspects of social partnership in education. Concepts and terminology problems seen in the works of I. Model and B. Model where the partnership is understood as a balance of interests achieved through social interaction based on compromise and consensus.

In the twentieth century since the mid 70's in education in most European countries, there are steep integration processes that realize the social partners. Evidence of this is the fact that the formation of social partnership, which are widely discussed at world conferences, is an integral part of a large number of various projects initiated by international organizations in the field of education. Thus, the problem became very relevant in the educational space.

The phrase „social partnership” integrated the concepts of „social” meaning the public, that is related to people's lives and their relationships in the community and „partner” (from the French word party) – party joint activities. Operation of the system of social partnership carried out on the basis of trilateral cooperation between government, employers and trade unions aimed at harmonization of interests and solve problems in social and labor of people. The concept of „partnership” is derived from the English word partnership interpreted as: 1) the general situation of the partner; 2) the legal relationship between the business company; b) companies and entities that are part of it; 3) relationships that usually involve close cooperation among the parties that have mutual rights and obligations. Number of synonymous concept of „partnership” continues synonyms: union,
cooperation, confederation, association, interaction, sharing, interdependence, mutual support, symbiosis, integration, merger [2, p. 102].

Social partnership in Ukraine intensively, so the study and synthesis of the European experience of social partnership in education will help create a flexible, dynamic education system that can promptly respond to all challenges: the challenges of globalization, accelerated technological developments with new providers, new types of training, new people, studying, etc. For decent answers to these and other challenges emerging pan-European educational space, based on a European intellectual, scientific, cultural heritage and is characterized by a constant desire and cooperation (partnership) between government, educational institutions, students, teachers, employers and other stakeholders.

In education encyclopedia concept of „social partnership“ is defined as a system: 1) collective contractual regulation of social and labor relations between social actors through the development and implementation of joint social and labor contracts, programs or agreements on certain terms; 2) industrial relations, providing optimum balance and implementation of the best interests of different social groups; 3) tools and mechanisms for coordination of interests of participants of the production process, workers and employers [1, p. 848].

Subjects of social partnership in education believe government organizations, professional institutions and further education; executive bodies at all levels, employers, educators and trade unions. Much of scientists believe that social partnership in education need to teachers, students and their parents ran the educational institution; that teachers could unite to deal with the government for their rights; to socio-economically developed area more.

In the context of our research partnerships, we understand the social interaction of vocational education with business and labor market institutions, state and local authorities, public organizations aimed at harmonizing and the interests of all stakeholders.

After analyzing all the above, we can conclude that social partnership as a pedagogical problem contributes significantly positive impact on the formation of a new organizational and pedagogical system in a professional setting, and is an important prerequisite for the formation of competitiveness of future teachers. Consequently, it is in the social dialogue between the actors formed motivational environment in which participants of educational process oriented to training professionals and full realization of their abilities in professional activities.

References: