# THEORY AND PRACTICE OF TUTORIAL SUPPORT OF SOCIAL DEVELOPMENT OF PRIMARY SCHOOL CHILDREN IN PRIVATE EDUCATION INSTITUTIONS

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The article deals with the issues of social development of social elite children in the context of the educational environment of primary private schools, which is part of a differentiated approach to education. The author substantiates the importance of social education and the formation of social competence of primary school children in the context of implementation of the Council of Europe recommendations on key competences for lifelong learning, the concept of "New Ukrainian School" and the program "New Ukrainian School Developing the Values". Emphasis is placed on the need to develop in elite children a strong matrix of social values that will contribute to their social development. It is stressed that junior school age is a period when the cornerstone personality traits are formed as well as sustainable behaviors and activities, and private schools are stepping up the whole social and educational orientation of their educational environment and involving in the process of social development support special teacher-tutors – tutors, whose effectiveness is reflected in the preventive and operational nature of helping students with self-determination, interpersonal communications, and social well-being. It is summarized that the technology of tutoring support for the social development of junior students is the most effective in the social upbringing of private school students. Such tutors of primary private educational institution play the role of a social mentor (they provide social knowledge and form social skills of the child), a tracker of personal growth (coordinate, support and adjust the academic and social progress of the child, create conditions to self-reflect the achievements), a mediator (manage a conflict), an education-formation manager (create the means of motivation for learning, promote rational planning, identify and support a sustainable rate of growth, implement a system of encouragement and sanctions, select the content needed for the child's comprehensive harmonious development and social fulfilment). The author analyzes the theoretical approaches to understanding tutoring activity in national science and pedagogical practice, and analyzes its components. The article presents a universal model of tutoring, which is implemented through 3 directions – culturally subjective, social and anthropological. Models of tutoring support that are implemented in the private school "Athens", the private collegium "Olympus", the Technological Lyceum "Liko", the schools of the network of private educational institutions "KMDS" are covered. Examples of individual and group tutoring methods, didactic tools for fixing social development, used in the course of interaction of the mentor with the tutors, are the students' planners "I am a first-grader of the "Olympus" collegium (1st grade), "I want to! I can! I know how to!" (2–3 grades), "Research and analyze, plan and achieve" (4–5 grades), author's development "Success and involvement register", portfolio-tracker of personal growth. The author describes the courses designed by private educational institutions "I'm a Personality", the program of social and emotional training "Lions Quest", which are aimed at the social development of junior students.

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