

## ABSTRACTS

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### **SOCIAL AND PEDAGOGICAL SUPPORT OF CHILD DEVELOPMENT IN THE CONTEXT OF HUMANISTIC PARADIGM OF EDUCATION**

The article analyzes the psychological and pedagogical principles and the factors of development of the concept of the social and pedagogical support of childhood. The notion «support» is viewed in the context of the personally-oriented model of education. The essence of the pedagogical support is understood as creation of conditions within the educational space for a child to manifest himself/herself as a subject of his/her own life creative work.

The modern scientists come to view childhood as a unique period when the foundations of an individual, the general direction in the development of moral and social qualities, the basis of personal culture are laid; the attitudes towards oneself, others and the world in general are formed. Recognition of the intrinsic value of childhood requires an active appeal to the values and interests of children, saving children's subculture and enrichment of children's life by the experience of activity in the family and social space.

Very important in the context of our research is the appeal to the sources of the concept of the pedagogical support and to the analysis of those aspects of humanization that form its base. First of all, they are the sources of philosophical knowledge in which the ideas of a pedagogue as a carrier of the sociocultural values of society have been put.

One can state that practical realization of the humanistic paradigm of education promotes the development of subjective qualities of a person, their capacity for personal growth, self-improvement, reflexive activity, and formation of self. This causes the necessity of change in the position of a pedagogue and a child in the educational process, the main characteristics of which must be emotional and personal openness of subjects, trust, and mutual interest in the final result.

The analysis of the modern problems of education shows that the model of the social and pedagogical support of childhood in the system of education, as a rule, is declared as a unity of conceptual principles. It is clear that the practical implementation of the paradigm of support of the interaction of a pedagogue with a child may take place while determining the initial pedagogical position, creating the appropriate conditions, implementing the specific educational technologies.

*Key words: humanism, humanistic ideas, pedagogical support, social and pedagogical support.*