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### **IMPACT OF HUMANISTIC PARADIGM OF FREE EDUCATION ON TECHNOLOGIES OF TECHNOLOGIES OF INDIVIDUAL'S SOCIAL EDUCATION**

Having lost its strict structure and acquired homogenous features, the contemporary society of the 21st century assigns a constantly increasing role to the choice of social roles by an individual and techniques of performing these roles as well as to assuming of responsibility for own behaviour. Therefore, the whole process of education should focus on the development of competences and abilities to practically solve real problems, which occur in the context of changes.

Transition from knowledge conveyance to competence-based education defined in the European Union and national documents is the most essential change in individual's education. However, the impact paradigm, which has been used in the educational process of an individual up to now instead of free education paradigm that is based on the spread of child's natural powers, creates various learning and behavioural problems, physical and psychological health disorders for young people, which require special social and pedagogical assistance. The organisers of education process (teachers, social educators, social workers, etc.) face an increasing professional fatigue and loss of motivation for activity.

The researches conducted in Lithuania showed that school learners, facing learning difficulties and problems, frequently do not get qualified assistance because the latter is oriented to the analysis of problems but not to solutions or solutions are imposed from aside ignoring the specific needs of a child.

Such unqualified social-pedagogical assistance and unfriendly environment force children to withdraw from consecutive education system and reduce possibilities for their further social integration.

The European Union strategy "Europe 2020" identifies a target for European Union countries to reduce the share of early school leavers to 10% (from the current 15%). Therefore, specialists, who provide support to a child and his/her environment, have to assume new roles of facilitator, consultant, mentor, coacher, mediator and employ new technologies of individual's social education such as: consultation, facilitation, mentoring, coaching, which meet needs of a specific child in a specific socio-cultural context.

Therefore, it is necessary to create new or to adapt the created strategies of alternative education that are applied in other countries and are favourable for dissemination of new technologies of individual's social education.

This presentation will theoretically analyse possibilities provided by new technologies of individual's social education humanising the socium and maximally approximating it to a specific person striving for efficient soc

**Key words:** technologies of social education, facilitation, coaching, mentoring