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PREREQUISITES FOR SUCCESSFUL HEALTH PRESERVING ACTIVITIES OF THE MODERN TEACHER IN THE INCLUSIVE EDUCATION SYSTEM

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The main goal of the social development of modern society is respect for human diversity, establishing the principles of solidarity and security, which ensures the protection and full integration of all strata of the population into the society, including persons with limited health abilities.

Modern research on the problems of implementing inclusive education involves the study and application of health-preserving technologies in the educational process of educational institutions of all levels.

All children are equal, but they are all different. This is natural, because each of them has their own characteristics that are unique to them. We consider it quite natural that a child with specific educational needs can actively participate in social life, adapt, socialize, learn and develop harmoniously for the benefit of the society. The task of teachers is creating appropriate conditions that would allow each child to open up and realize to the utmost their own potential in the future.

Thanks to the cooperation of medical and psychological-pedagogical consultations and centres of practical psychology and social work, the possibilities of integrating children with specific educational needs into the society are expanded, the effectiveness of early diagnosis of deviations in the development of children has improved, and targeted developmental and corrective work is carried out directly in the educational institution where the child studies [10; 11].

Inclusive education involves the creation of such an educational environment that would meet the needs and use the opportunities, would

contribute to the observance of the rights and well-being of every child, regardless of the peculiarities of their psychophysical development. Despite the fact that educational institutions provide favourable conditions for achieving equal opportunities and full participation, their effective operation requires the joint efforts of not only teachers and the administration of the educational institution, but also parents and the family [9]. It is almost impossible to create a full-fledged inclusive educational environment without the active participation of the family.

Inclusion involves «personally oriented teaching methods, based on an individual approach to each child, taking into account all their individual characteristics – abilities, developmental characteristics, types of temperament, gender, family culture, etc.» [12, p. 44].

The concept of inclusion is close in meaning to the concept of integration and opposite to segregation. In inclusion, all concerned parties must actively participate in order to achieve the desired result.

Inclusive education is «a system of educational services based on the principle of ensuring the basic right of children to education and the right to study at the place of residence, which involves attending an educational institution. In order to ensure equal access to quality education, inclusive educational institutions must adapt curricula and plans, methods and forms of education, use of existing resources, partnership with the community to the individual educational needs and different learning styles of children with specific educational needs. Inclusive educational institutions must provide a range of necessary services in accordance with the various educational needs of such children» [5, p. 10].

An inclusive education system is useful from a social point of view, because due to joint education, children learn from an early age to understand and respect another person, thereby being tolerant of human differences. In general, the results of scientific research proved that for children with specific educational needs, inclusive education «enables improving educational results; provides age-appropriate role models among peers; creates opportunities for learning in a realistic, i.e. natural environment; helps to acquire communicative, social and academic

skills; ensures equal access to education; allows them to increase self-esteem and feel a part of the whole; expands opportunities for establishing new friendly relations» [10, p. 17].

Inclusive education involves the creation of an educational environment that would meet the needs and capabilities of each child, regardless of the peculiarities of their psychophysical development. Inclusive education is a «flexible, individualized system of education for children with specific psychophysical development. Education takes place according to an individual curriculum, provided with medical, social, psychological and pedagogical support» [13, p. 64].

The concept of «children with specific educational needs» broadly covers all pupils whose educational problems go beyond the generally accepted standard. It applies to children with specific psychophysical development, gifted children and children from socially vulnerable groups (for example, orphanage pupils, etc.).

The generally accepted term «children with specific educational needs» emphasizes «the need to provide additional support in the education of children who have certain developmental characteristics. Obviously, the definition according to which children with specific needs include disabled children, children with minor health disorders, social problems and gifted children is acceptable» [12, p. 114].

One of the most important tasks of a teacher who works individually with a child with specific educational needs is to actively include them in the educational process and to disclose their hidden peculiarities. In this way, preschool children come closer to understanding themselves and learn to use the acquired skills in life [7].

The concept of «health preserving technologies» unites all areas of activity of a preschool education institution for the formation, preservation and strengthening of the health of preschool children [14, p. 10].

Scientists propose to understand health preserving technologies as: «favourable conditions for a child's education (no stressful situations, adequacy of demands, teaching and upbringing methods); optimal organization of the educational process (according to age, gender,

individual characteristics and hygienic requirements); a sufficient and rationally organized exercise is necessary» [14, p. 14].

Modern scientific research has proved that the effectiveness of forming a healthy lifestyle requires the active involvement of pre-schoolers in the health preserving educational process, the formation of their active attitude towards strengthening and preserving their own health [1; 2; 3; 4; 8].

Children's health is one of the main sources of happiness, joy and a fulfilling life for parents, teachers, and the society as a whole. The current state of development of Ukraine determines the definition of new priorities and perspectives in the content of education of children with specific psychophysical development [4; 5].

Today, there is a rethinking of the goals and tasks of education and upbringing of such pre-schoolers, development of the principles of reforming specific education and conditions for the integration of children with specific educational needs into the society, free choice of forms of education and equal access to high-quality education [7].

The problem of inclusive education of children with health disabilities and their integration into the general education environment is of particular importance.

As a rule, solving the problem of preserving children's health requires the close attention of all those interested in it: teachers, doctors, parents, and representatives of the public. However, a specific place and responsibility in health activities is assigned to the educational system, which should and has all the opportunities to make the educational process health-preserving, and in this case it is not just about the health of modern pre-schoolers, but about the future of Ukraine in general [6].

The processes of integration of children with specific educational needs into preschool education institutions will become widespread and will be successful only if there is a change in society's attitude towards these children and the idea of inclusion, improvement of the material support of the education system, implementation of the necessary professional training of future preschool teachers and their mass retraining.

A properly organized inclusive education will help parents of other children to regard the phenomenon of integration in a new way and will provide evidence that children with special educational needs will not harm their children's full development, but on the contrary – will provide additional opportunities for the implementation of this process.

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