

2.3 Teacher collaboration with the local community to develop the health competence of children with special educational needs

Ukrainian society is currently facing a number of economic, cultural and social challenges, which are aggravated by the political crisis and the difficult situation in the international field of interaction. Thus, each component has a significant impact on the development of all spheres of human life. In particular, the education system is also affected. After all, the situation with the implementation and organization of the educational process was complicated by the epidemiological situation and additionally by military actions. Therefore, the process of adaptation of the educational sector to the needs of the modern world continues to be ongoing and, in some cases, «poorly controlled», which is complicated by reforms of the educational services system, in particular the introduction of an inclusive component in the implementation of the New Ukrainian School program (NUSH).

That is why, the processes of socialization, the need to improve and transform the education system in order to address the issue of «implementation of values that would ensure a decent existence of each person, self-realization of each person» [53], have created an unprecedented situation for Ukrainian society. Based on international experience, the value system that was laid down with the establishment of independence and the challenges of the modern system of labor and social protection – we must move to the organization of such an educational process that allows the child to learn from life itself – to change, improve its conditions, improve the quality [53, p.43], and not adapt to the current conditions and ensure its success, independence and growth.

An important and integral part of this process is teacher training / retraining. After all, today the teacher is not just a «carrier of knowledge», but a person who transmits the values of the modern world. Thus, in order to improve the training process in higher education institutions, the educational process is being improved not only in accordance with legal requirements, but also taking into account the specific interests

of students; assistance in the development of their cognitive and creative activity, enabling students to delve into the essence of a particular topic; support for initiative and independence in learning, as well as in providing ample opportunities for leadership skills that would contribute to their professional self-determination and readiness to enter a new, professional environment [54, p. 59].

Interesting, in our opinion, is the thesis of A.Vasilyuk on the transition from «didactics of memory» to «didactics of thinking». Where «the teacher ceases to be a lone leader in the classroom who implements his curriculum. Instead, he or she becomes a member of a common team that creates the climate of the school, develops partnerships and a sense of community. Dialogue rather than instruction and order becomes the dominant method. Competition gives way to cooperation. Freedom of speech, thought, belief and choice become the basic principles of school functioning» [55, p.102].

In the same vein, it is worth noting the practice of using the «Philosophical Dialogue» [56] method in the educational process, which, in our opinion, combines the need to develop communication skills, the ability to conduct a dialogue, explain and defend one's own position, but at the same time – to listen to the other's opinion and, partly, as in Gestalt therapy – to listen carefully to yourself, your opponent and come to constructive conclusions and decisions both in everyday and professional life – this is a new dimension of freedom in learning. Separately, it is worth mentioning training courses that should ensure an anti-discriminatory approach both in education and in everyday life, among them we can mention those conducted as part of the training of social services specialists [57], online courses [58], which are currently actively used to form the professional and inclusive competencies of future specialists, including teachers.

Such approaches are a necessary component for professional growth and building interaction between people with understanding, awareness and acceptance of socially acceptable accents and trends of the modern world. Among the main changes that are designed to improve the quality of life of everyone is the spread of universal design and inclusion. Often, particularly in Ukraine, this practice is perceived and

focused only on people with disabilities. But the world community includes in these concepts the special needs of each person, regardless of their health or social status. After all, each of us has special needs in different spheres of life and areas of activity. Therefore, it is a matter of interaction between people, acceptance of otherness and support through architectural, informational, personnel (professional) and subject accessibility. And, in the same aspect of developing the potential of the child's personality, the future or already practicing specialist, as well as the community, we must develop the aspirations and skills that are an integral part of health competence.

As we have previously noted, to understand this term narrowing it only to physical health is to reject the essence of the modern vision of harmonious development of the child and leveling the competence-based approach in education. Thus, modern education and upbringing of the child should be «based on emotionally, mentally, intellectually, physically and value-balanced ground» [59, p.187] of the child's personality, which can be achieved by forming a healthy lifestyle and creating conditions for harmonious physical and psycho-emotional development [60], and thus ensure the implementation of health-saving competence in the educational process. In addition, in the framework of the study of integrated subjects in the NUSH, the formation of environmental literacy and healthy life is the ability to use natural resources wisely and rationally in the framework of sustainable development, which ensures awareness of the role of the environment for human life and health, its ability and desire to adhere to a healthy lifestyle [61, p.72-73].

An integral and driving force for building a society that adheres to a healthy lifestyle and has a high level of health competence is the community. Indeed, today, as V.Godlevska notes, it is often the non-governmental organizations that have their own sites on the Internet and in the virtual space that discuss problems, hold seminars, conferences and organize joint political actions, promote the exchange of experience, raise the level of culture and consciousness of citizens, create true ideas about certain events [62] and phenomena are the driving force and factor of both local and international policy to achieve sustainable development goals and millennium values. In addition, we fully agree that the goals of non-governmental organizations in the

public sector are expressed in a simple, accessible and clear way; NGO representatives easily negotiate and effectively cooperate both with each other and with the public sector, citizens; are constructively inclined to implement specific tasks in their field of competence; boldly express their views, as they are relatively independent in their decisions compared to diplomats engaged in bilateral relations, etc [62]. All these points are not only factors that influence the state policy, social, economic and cultural spheres of state and human life, but also form the educational policy that should ensure the development of a healthy personality.

Thus, the community today has a significant impact on the development of the Ukrainian education system. According to the legislation of Ukraine, citizens can officially influence the state policy and local self-government through «public organizations, which are essentially public associations, the founders and members (participants) of which are individuals and public unions» or «public associations, the founders of which are legal entities of private law, and members (participants) may be legal entities of private law and individuals» [63]. This approach provides greater opportunities for citizens to influence local executive authorities using legal levers of influence, as well as public opinion.

Public associations of educators have the same opportunities. After all, as N.Lazarenko notes, the readiness of teachers for «dialogue interaction in network pedagogical communities» ensures the effectiveness of the educational process through the following components:

- motivational, which ensures the formation of positive motivation of teachers to participate in network dialogue interaction;
- informational, which allows you to tune in and prepare teachers for dialogue interaction on the Internet in various forms;
- methodological, which is a methodological preparation of professional communication and joint activities of teachers on the Internet, within network professional communities [64]. That is, the influence of educators on the community and the state, as well as NGOs, is carried out both directly in real life and in the virtual

world, which allows to expand the audience and involve most of the community in active interaction and change.

Understanding by future specialists of this driving force, the ability to involve the community and be part of it allows the teacher to implement the best practices of education and development of a healthy personality in all aspects. This in turn affects the improvement of the quality of educational, psychological and social services for children, including those with special educational needs.

Particular attention in this direction requires the development of the formation of health-saving competence. After all, in the educational process, we have a clear schedule of classes and workload, which may not always take into account the capabilities, needs and interests of the child. At the same time, the involvement of public associations, non-governmental organizations and their representatives will allow us to expand the range of interaction and promote greater opportunities for unlocking the potential of children with special educational needs and the formation of a valuable attitude to their own health.

It is worth noting that in cooperation with NGOs, educators can expand not only programs and improve the quality of services for children, but also attract non-traditional and innovative technologies. One of such technologies is art therapy and its types that we are not able to provide in primary, secondary and higher education. Thus, thanks to public organizations, we have the opportunity to involve children in animal-assisted therapy, equine-assisted therapy, dance and movement therapy, vocal therapy and music therapy, theater therapy, etc. As part of the educational process, we do not have a real opportunity to use the potential of art therapeutic technologies, as we are limited in time, standards of educational services and, in fact, the availability of specialists with appropriate qualifications. While NGOs have all the advantages to use appropriate technologies and more.

That is why, in our opinion, such cooperation with NGOs gives us the opportunity to create a new format for working with children. And as an option to train a young specialist or improve the qualifications of a teacher. This can happen through the involvement of participants in the educational process in various social projects

implemented by such organizations. After all, this form of cooperation will allow a deeper understanding of modern children, the benefits of interaction and will improve the quality of teaching. Participants of such training have the opportunity to join projects at different stages, or to join a full-fledged project – from development to implementation and reporting. In addition, «all the proposed projects should be aimed not only at solving the main problems of people with special educational needs, they should also be a kind of platform for preparing for volunteer and socio-pedagogical activities of students, which will help them in the future to better cooperate with social institutions, NGOs and other institutions, as well as to use the experience gained in the process of creating and developing a project or program in their professional activities» [65, p.130].

Another form that, in our opinion, can ensure the improvement of interaction between the teacher and the community in the direction of forming health-saving competence among non-traditional forms of pedagogical, psychological, pedagogical or socio-pedagogical activities is the use of the European experience of «the formation of theater centers in autonomous communities» and «promotion of theater festivals throughout the country» [66]. After all, theatrical activity has the same effect as art therapy. It allows you to release your own feelings, creates situations of success, activates and engages not only the emotional sphere, but also intellectually makes you think through the course of history, cause and effect relationships, strengthens the body and spirit of the person who is involved in this kind of art. In addition, quite often, children with a normal level of development «talk about what they are most interested in referring to the words that represent their favorite objects, manipulating which the child develops fine motor skills of their own body, interaction with other children, adults through manipulative actions and communication» [67, p.104], and this can be the subject of separate theatricalizations and emotional inclusion. In the same direction, we can see the development of the physical body of the individual, because the performance of individual movements that are part of the theatrical production is a wonderful part that allows you to develop coordination, makes you maintain a certain

level of physical development of your own body for a quality game and harmony in the process of theatricalization.

In this matter – the formation of health-saving competence of children with special educational needs, we should not forget about physical education and sports. Such activities are of great importance in ensuring a healthy lifestyle, spiritual and physical development of the individual. In particular, «physical exercises improve health, increase adaptability to change and stress resistance, support physical and mental performance» [68]. It is for this purpose that individual NGOs, schools or citizens ensure the creation and operation of healthy lifestyle sections and thereby carry out «social information and education on the preservation and maintenance of health; prevention of harmful habits among young people; provision of social assistance to persons with health problems and their social patronage; systematic publication of a wall newspaper, blog, etc. as well as the introduction of innovative methods of social and psychological support for students with health problems» [68]. It is within the competence of the primary school teacher, as well as other educators, to know what sections are available in the school or nearby and to be able to advise parents of children with special educational needs on the direction or need for their child to join the appropriate physical activity. It is within the competence of the teacher and the commission of psychological and pedagogical support to make proposals to explain the reasons for the need to involve the child in such activities and to provide clarification on the consequences and expected results of the relevant physical activity. After all, sections and classes with certain exercises not only provide physical activity and affect physiological processes and appearance, each type of training has a different effect on the emotional state of the child, his psycho-emotional reactions, trains endurance and encourages intellectual activity, responsibility for their own actions and choices.

The next, in our opinion, an integral component of the development of a healthy personality is the understanding of culture and, in particular, national traditions and folklore, which is present in the life of the child from birth as oral folk art (songs, rhymes, tongue twisters, counting, proverbs, sayings, fairy tales, riddles, songs, folk

toys, crafts), which combines work and art, which has a special place in the formation of humanistic ideas and moral concepts [69]. Therefore, it is important not to forget about the aspects of physical, emotional, moral and intellectual upbringing and education of the future generation inherent in oral folk art. In addition, the knowledge of one's history and historical roots gives the personality an additional «shoot» that allows to maintain emotional stability and necessary endurance for self-realization in personal and professional life.

Thus, describing various forms of interaction between the community and educators in the processes of forming the health-preserving competence of children with special educational needs, we not only describe the processes of teacher training for such cooperation, but also pay attention to the heterogeneity of the very concept of health. For us, it is like a tree of health that is formed from the shoots of physical, mental, social and spiritual development of children. And it is these components that teachers should pay special attention to, which are realized through the quality of the organization of the educational process at school; spiritual, physical and emotional well-being of children in the family [70] and the «wealth» of the community in which the family lives and the child develops.

According to L.Lyubchak, in order to ensure the normal physical development of the child, parents should pay attention to the child's daily routine, nutrition and sleep, regular alternation of work and rest [70]. The possibilities of the family may be limited due to socio-economic difficulties or lack of time, but the health and safety of the child are basic for the functioning of the family. Of course, studying family pedagogy, future specialists study the traditions and certain «rituals» of the family, which can be both in everyday life and intertwined in the canvas of family recreation. But, the teacher has no competence to influence family forms of education. His possibilities are limited to advice on the development of the child and improving his results in the educational process. Although, understanding the traditions of development and formation of a healthy personality in all aspects existing in families can help both in the organization of the educational process in accordance with the individual characteristics of the child, and for adjusting exercises and activities that can be adapted or modified in accordance

with the special educational needs of the child – compensating for what the child lacks for harmonious development and achievement of his maximum.

At the same time, we must remember that education has moved to the digital plane and in many cases today we do not just use «the opportunities provided by networked electronic resources that allow us to obtain additional information that is not available in print; a variety of illustrative material, both static (pictures, photos, landscapes) and dynamic (animations, videos, cartoons); game programs of educational and developmental nature, which are designed qualitatively graphically, with good sound, but with a fairly simple plot (compliance with moral and aesthetic requirements), simple gameplay, control and, as determined by sanitary standards, short-lived» [71]. We are fully immersed in this digital world, and therefore educators and the community face a new, not sufficiently realized task – to support and form the health-saving competence of the individual. Why is it not sufficiently realized, because the majority of ATCs believe that parents should «worry and be responsible» for the health of the child, while it should be a common cause and each representative of the community and the teaching staff in the community should approach the classes and the implementation of basic educational activities with an understanding of the optimal conditions for interaction with digital content. Thus, «for children 5-6 years old, the optimal duration of playing on the computer is 10 minutes no more than twice a week. The best time to play with the computer is in the morning or in the afternoon after a nap. The best days of the week for computer classes are Tuesday, Wednesday, Thursday, on other days children's fatigue is higher» [71]. And this should also be taken into account in the process of organizing online training and diversifying classes together with the capabilities of the community and NGOs involved in community work.

That is why we should not forget that «education stimulates the process of personal development, ensuring the formation of its holistic picture of the world, value orientations, spirituality, worldview. The process of assimilation of knowledge by a person, acquisition of necessary skills and abilities, achievement of a high level of mental cognitive and creative development, and as a result, the formation of

competencies in the aggregate constitute the social fund of the personality and indicate the vectors of its development» [72, p.25]. And all this should be provided not only by the family structure and the teaching staff who work directly with the child, but also by the community in which the future member of society, citizen, personality lives, develops and grows.

In continuation of the issue of forming health-saving competence, we must remember and adhere to the «rule of complexity» and pay special attention to the formation of children's «key skills ... creativity (ability to creatively approach any task, generate original solutions); emotional intelligence (ability to understand and control one's emotions, understand the feelings of others, be able to find an approach to people of different ages and different capabilities); ability to organize one's working time (monitor the daily routine, use time for work, etc)» [72, p.28]. And this, in turn, becomes possible when activities, projects and programs implemented in the community and conducted by NGOs are aimed at developing «soft skills», which have the following functions:

- socializing – stimulates students to master different social roles (mother, father, daughter, son, etc.) and accepted models of their behavior;
- educational – designed for parents and teachers to have the opportunity to consider and form the ideas of younger students about such moral qualities as «good – evil», «truth – lie», «generosity – stinginess», etc;
- developmental – allows primary school pupils to plunge into exciting events and adventures that contribute not only to the development of their imagination and fantasy, but also provide the initial stage of forming ideas about moral qualities, peculiarities of behavior and cooperation in a children's team, rational organization of their working time, development of the emotional sphere of pupils, helps to form skills of reflection and empathy; promotes the development of coherent speech;
- didactic – the use of theatrical activity is an effective means of activating educational and cognitive activity and contributes to the emotional excitement of the child, as a result of which the educational material is better absorbed, leaves deep «traces» in the child's mind, and therefore – is remembered better; with the help of

theatrical art, students get acquainted with various types of musical, visual, choreographic, literary, dramatic art, rituals, customs, traditions faster and more practically;

- leisure and entertainment – contributes to the expedient and useful organization of free time of primary school students;
- aesthetic – influences the formation of aesthetic tastes of primary school students;
- relaxation and recreation – participation in theatrical activities allows pupils to relax, rest, recuperate, take a different look at the world around them, overcome emotional stress, anxiety or fears [73, p. 24].

So, considering the various forms of work that we offer to teachers as options for direct practice, we believe that these are the forms of preparing students for community interaction. In addition, understanding the internal position and forms of work of civil society – the interaction of the territorial community, NGOs and government agencies – will allow the teacher to best use the potential of the community in which he or she works to develop the health competence of the students he or she works with. In addition, only one's own experience of involvement in various forms and types of activities will allow one to better implement non-standard solutions in the future, which is a necessary tool for achieving the goals of the educational process in the current conditions that determine Ukrainian realities and prospects.

If we list all the suggestions, we have the following when preparing a teacher to cooperate with the community in forming the health-saving competence of children with special educational needs:

- to maintain the trend of participation and development of anti-discrimination training courses to form the professional and inclusive competencies of future specialists and the ability to listen and hear each other in the process of performing exercises identical or partially adapted to the rules of «philosophical dialogue»;
- to join NGO and ATC projects at different stages, or to join a full-fledged project – from development to implementation and reporting;

- not to abandon non-traditional and innovative work technologies
- offered by the community (art therapy technologies, theater activities, etc.);
- support projects aimed at physical education and sports;
- join ethno-cultural projects as non-standard forms of competence development.

And what is most important is to remember... (*analyzing one's daily routine in the process of studying and mastering all forms and methods of interaction that a future specialist can use in the educational process, or add as a form of relieving psycho-emotional and psycho-physical stress*)... about the child's load and overload, which can occur due to improperly organized, complicated hours of «communication with educational content», the lack of «uniform alternation of work and rest», as well as «optimal conditions for interaction with digital content».

Of course, the issues of forming health-saving competence are not limited only to those areas of work that we have outlined in this publication. And there are many more forms of their implementation, but the main thing, in our opinion, is that the systematization of knowledge and achievements of the community, education and family should bring us as close as possible to a new structure of interaction both in the preparation of teachers for work and interaction with the community, and expand our own «vision» of diversity in the organization of the community and educational institution for the formation of health-saving competence in children with special educational needs.