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DIGITAL TECHNOLOGIES AS A TOOL OF ASSISTING CHILDREN AFFECTED BY MILITARY OPERATIONS

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ЦИФРОВІ ТЕХНОЛОГІЇ ЯК ІНСТРУМЕНТ ДОПОМОГИ ДІТЯМ, ПОСТРАЖДАЛИМ ВІД ВІЙСЬКОВИХ КОНФЛІКТІВ

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An important component of humanitarian policy, which shows how society protects the rights of a child is the effective implementation of inclusive education. In difficult times of global upheaval, children with special educational needs require love, sincere and sensitive attitude, empathy and attention of the whole pedagogical community. The urgency of inclusive education, the involvement of children with special educational needs in the educational process is greatly enhanced by unresolved socio-political problems and war, which brings death, pain, suffering, crippled destinies, lost hopes, unfulfilled dreams.

To overcome the consequences of trauma experienced by children, methods of narrative interaction, narrative-therapeutic strategies and in their convergence with digital technologies – digital narratives can be useful in teachers' work. Digital narrative is a story created with the help of digital technologies that reflects the author's point of view. The category of digital narrative was introduced into the scientific space by American scientists in the early 90s of the 20th centuries to define the phenomenon of convergence of digital technologies and the art of oral narrative. The process of creating digital narratives is a practice of combining spiritual, artistic and technological components, which has spread in the international educational space and has acquired signs of a tendency of self-expression under globalization. Digital narratives include digital texts, presentations, photos, slides, documentaries, feature films, short films, animated films, microfilms, promotional videos, video clips, video blogs, photo collages, audio recordings, etc. [3].

In the context of digital narratives study in providing psychological and pedagogical support and assistance, the opinion of Dr. Rina Benmayer, the researcher of narrativization of education, is relevant: «Digital narratives teach a person experience not only in the context of «What happened to me?», but also «What can my history teach others?». While creating digital narratives, theoretical concepts are translated into the language of digital narratives, which speak to us in a broad cultural context» [1]. The creation of digital narratives takes place at the intersection of epistemological and emotional aspects of learning, combines the practice of reflexive storytelling and theory, intelligence and affect.

Creating digital narratives is about describing, schematizing, and using digital technologies to come up with and tell reflective stories. Widespread use of digital narratives in various fields of learning is based on their integral properties, which are expressed in the possibility of combining different educational methods and forms in the process of their design: creative and reproductive, verbal and nonverbal, individual and group. In the process of creating digital narratives, the most important human skills of the digital society are formed: cognitive, communicative, collaborative, creative. Involved in making digital narratives, children should synthesize a variety of skills to create an authentic product: research, writing, organizational, presentation, interviewing, problem solving, evaluation, and, at the same time, interpersonal and technological skills.

The use of digital narratives has significant potential for effective inclusive education. Children with communication problems (lack of concentration on personal feelings and thoughts, inability to express them correctly, effectively control nonverbal communication, reluctance to communicate) need support in communicating with both peers and adults. Communication problems cause anger and frustration in children, hinder learning and development, and disintegrate an inclusive educational environment. The creation of digital narratives combines personal expression in the implementation of creative ideas, communication, teamwork and the use of digital technologies, and is characterized by ample opportunities to solve these problems.

The use of digital narratives in the training of inclusive education specialists provides an opportunity to give assistance to children, which combines the potential of narrative therapy and digital technologies. First of all, the creation and perception of digital narratives motivates future professionals to master professional pedagogical and therapeutic skills, develops empathy, acceptance of the problems of affected children. Biographical digital narratives-stories about real traumatic events have a positive impact on the development of the emotional sphere of future specialists of inclusive education. After all, people capable of empathy, compassion, and at the same time with a life-affirming worldview (predicting future happiness of affected children) can help children professionally [2, 257].

It is important to use the powerful potential of digital gadgets, computer games (game narratives) to help middle school age children. It should be noted that teachers must be responsible for the choice or recommendation of a computer game, its game content, which should not be related to war (weapons, scenes of violence, murder, blood, explosions).

The analysis of the conducted research gives grounds to assert that the use of digital narrative technologies is an effective means of training teachers to provide assistance to children affected by military operations. The use of digital narratives creates an educational narrative reality that ensures the development of specialists' skills to provide pedagogical and therapeutic assistance to children affected by armed conflicts.

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INCLUSIVE EDUCATION IN SPIRITUAL DIMENSIONS**Leshchenko Mariya**
(*Polska*)**ІНКЛЮЗИВНА ОСВІТА В ДУХОВНИХ ВИМІРАХ****Лещенко Марія**
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Dynamic changes in modern life caused by information technology transformations and the global pandemic, on a global scale intensified the reappraisal of values regarding the harmonious coexistence of mankind with nature, the humanization of interpersonal relationships, the determining role of positive spiritual and moral processes in any kind of social activity with a leading role of humanistic spiritually-oriented inclusive education.

The quality of inclusive education teaching practices can be ensured by spiritually mature for professional activities teachers who are ready to confront the threats of an unstable world and innovatively solve pedagogical problems for individual and collective merit. In this regard, it is important to give priority to the development of a holistic humanistic system of pre-service primary school teachers training.

Taking into account that the main causes of pedagogical failures are the prevalence of rational-pragmatic determinants of educational practices efficiency evaluation and lack of understanding of deep content of pedagogical activities, we consider it relevant to design and implement didactic systems for basic skills development of pre-service teachers in combination of pedagogical, psychological and philosophical knowledge about ways to spiritualize the educational process.

The driving force of scientific research has also been the proven belief that students of the XXI century and society expect from the pedagogical community, above all, the manifestation of high selfless teacher's love, which is expressed in benevolence, empathy, acceptance, ability to find constructive solutions for various problem situations.

In a recent study famous Polish scientist Ioanna Glodkowska (2020) defined the main issues of educational changes aimed at building a comfortable school for everybody. The socially inclusive culture positive with understanding and respectful attitude to others is the background for such kind of school where inclusive education combines children with special educational needs and their peers in a common cognitive process. It is crucial to build schools where acceptance and respect constitute inalienable rights in order to ensure that different students can be present and participate in the joint process of teaching and learning. This complex educational model requires the convincing of all its subjects (students, parents, teachers, other specialists, and local