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Current Problems in Development of Native-Language Education of Foreign Ukrainians in the Context of Modern Migration Processes

Nowadays the world community experiences an accelerating pace of globalization. They are manifested, in particular, in intensification of migration flows. According to the UN, as of 2017, the number of international migrants was nearly 258 million people, having exceeded anticipated expectations of 2003 by UN experts, who estimated that by 2050 the number of international migrants should reach 230 million people¹.

Ukraine, along with other countries, is also an active participant in international migration processes. Today the number of Ukrainian migrants is over six million people. Given the long history of Ukrainian migration, the number of people with Ukrainian origin in the world is

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¹ *World Migration Report 2018*, https://publications.iom.int/system/files/pdf/wmr_2018_en.pdf (28.10.2019).

estimated at 20 million. However, despite the constant growth of the number of Ukrainian migrants abroad and strategic understanding of need to develop cooperation and support for foreign Ukrainians, the adequacy of institutional support and the real state of meeting the educational needs of Ukrainians abroad remain relevant in both theoretical and practical aspects.

It should be emphasized that the system of Ukrainian schooling in the western diaspora, which was formed during the XX century and provided the teaching of the native language and other Ukrainian disciplines, and, most importantly – the national education of young generations of foreign Ukrainians, at the turn of the millennium underwent significant changes and transformations. They are primarily caused by the proclamation of an independent Ukrainian state and, consequently, a change in ideological orientations, both in the activities of the diaspora itself (from the struggle against the communist regime in Ukraine to support and assistance to the young state) and in the activities of native schooling, the main task of which in teaching the Ukrainian language, was not counteraction to the Russification policy of the Soviet authorities in Ukraine, but providing the study of the native language as a mean of communication with Ukrainians in their native land and in other countries of the world and an identifying factor of personal self-affirmation in the ethnocultural environment of countries of residence.

This process is stimulated by the fact that many universities in the United States, Canada and Australia offer students appropriate programs for studying of Ukrainian language, literature, folklore and methods of teaching a second language. It should be emphasized that graduates of bilingual program have sufficient language skills to meet the entrance requirements of universities in Ukraine and to obtain higher education there. They also have certain advantages when entering the universities of their countries. Thus, pupils in the 12th grade of Ukrainian schools in Australia take state exams in the Ukrainian language on a par with other subjects, and the points obtained are credited when entering the university. (The government still gives additional 10% to those points for lear-

ning a foreign language, and at universities some faculties offer an additional 10%)².

According to modern researchers, the influx of the “fourth” wave of immigrants and their children to the USA, Canada, Australia, Great Britain and other countries has positively influenced the increase of interest of foreign Ukrainians in learning the Ukrainian language. This factor has led to an increase in the number of those who speak, study and support the Ukrainian language in the diaspora. There is also expansion of network of native schools and schools of Ukrainian studies. In particular, in Canada, the number of pupils in native school and courses of Ukrainian studies of UNO Toronto-West Branch has increased in the last few years. 11 teachers work there and 140 pupils have classes – from kindergarten to 11th grade. Pupils of 8–11 grades at this school get four credits (one per year of study), which are added to the success in the public school and are taken into account when entering the university³.

It is gratifying to note that the evening Ukrainian native school in the town of Sudbury (Ontario), which works twice a week, has resumed its activity. The specificity of this school is that students of different ages – from 17 years and older – study the Ukrainian language here. In addition to training, they participate in Ukrainian festivals and shows of national costumes of different regions of Ukraine. It has become a tradition to celebrate Ivan Kupala, Christmas and Easter. The Ukrainian native school of UNO in Regina (Saskatchewan) has started functioning. At the beginning of its work classes were held on Saturdays. Currently, training takes place twice a week for two hours each. These are lessons in Ukrainian language, literature, children are also taught singing and drawing. An Educational Committee has been set up to help teachers at school. The school has support of community organizations, including city and provincial councils of the Ukrainian Canadian Congress. The native school of UNO of the Regina Branch is a member of Educational Program of Saskatoon Province and other programs. Additional financial support is

² O. Stefyn, *The report of the Ukrainian Central School Council (UCSHC) of Australia (2003–2008)*, <https://congress.org/Avstrija-shkola-zvit-2003-2008> (4.11.2019).

³ S. Romaniuk, *Development of native language education of Ukrainians in the Western diaspora (XX–early XXI century)*, Chernivtsi 2015, p. 442–443.

provided by the women's organization at UNO – Ukrainian Women's Organization of Canada (UWOC)⁴

At the same time, it should be noted that Canadian Ukrainian language teachers face a number of problems: there is a lack of teaching materials for children in a bilingual school curriculum, and insufficiently developed technique for teaching the Ukrainian language in the English-speaking environment. "The New" program for the first and third grades, approved in 1994 in the province of Alberta, is very important for practicing teachers. The author of which is Olenka Bilash, a professor at the University of Alberta. The scientist worked on its creation for more than 10 years. The program provides formation of speaking and listening skills at the initial stage. And reading and writing skills come only after children develop their oral speech.

It should be noted that the most complete picture of the condition of Ukrainian schooling as a system of national education of Ukrainians in Diaspora yield results of monitoring conducted by the Research Institute of Ukrainian Studies of the Ministry of Education and Science of Ukraine in 2006. They testify that the following Ukrainian-language educational institutions are widespread in foreign countries:

- Sunday school (23.7%);
- secondary school with Ukrainian studies subjects (History of Ukraine, the Ukrainian language and literature – 20%);
- special educational courses (15.2%);
- faculties at universities (11.2%);
- art circles (7.2%)⁵.

However, the activity of these or other educational and cultural centers depends on the socio-political system in the country of residence of the Ukrainian Diaspora and on national consciousness of the Ukrainians themselves.

⁴ O. Levytska, *The current state of Ukrainian schooling at UNO Canada and prospects for its development*, "Borysten" 2011, vol. 4, p. 18.

⁵ I. Kashpirovska, *Analysis of the education state in the Ukrainian diaspora in Canada based on the results of monitoring (questionnaires in English)*, "Ukrainoznavstvo" 2006, no. 4.

In Canada, which has an old history of Ukrainian-language educational institutions, the following results can be traced from the results of monitoring.

In the places of residence of our compatriots there are: Sunday and evening schools, where teaching is conducted in Ukrainian (35%), Ukrainian-English (bilingual) classes in secondary schools (30%), Ukrainian-language classes in secondary schools (15%), faculties at universities (10%), other forms of education (10%). Respondents noted that half of Ukrainian programs abroad are financed by the government of the country in which our compatriots are located (50%), and half – by private funds, for example church, community (50%).

In terms of popularity among Ukrainian Canadians, educational institutions are ranged as follows: children of foreign Ukrainians study or studied in Ukrainian Sunday or evening schools (31%), Ukrainian-English (bilingual) classes (25%), Ukrainian-language classes in public schools (19%), faculties of universities (13%) or learn Ukrainian with the help of special programs (summer language courses) (6%), did not study in any of the above-mentioned educational institutions (6%).

The choosing the place of studying is usually caused by various circumstances and reasons – both objective and subjective. However, when it comes to their activity, the respondents suggest improving: the material base (33%), information support (39%), the professional level of teachers (28%).

An important factor in choosing a Ukrainian-language educational institution is that they help preserve national identity, provide knowledge about culture, traditions, history of the Ukrainian people (70%), help learn the language (20%), open opportunities for participation in cultural, historical and religious events of modern Ukraine (20%)⁶.

We believe that the results of monitoring give grounds to claim that conscious figures of the Ukrainian diaspora have realized that the language of family is a tradition, and the language of community is the culture of community. Therefore, in many countries of residence, they raised the Ukrainian language to school level, achieved that it became both a school subject and the language of instruction, that is to say it

⁶ Ibidem.

received the status of social language and life as an ethnosynthesizing factor. According to modern researchers, the need for presence and functioning of Ukrainian studies schools does not disappear. Thus, in the United States, they create favorable conditions for Ukrainians to live in immigration, help to preserve national identity in a political society, to degenerate traditional Ukrainian culture, counteract assimilation processes and postmodern culture.

It is necessary to take into account the fact that there are certain laws in American state that regulate education and upbringing, however among the diaspora only moral laws work. Therefore, there must be constant moral influence and even pressure on parents to send their children to Ukrainian schools, and pressure on public to support these schools by all means, because children, young people, given the role they have to play in future – it is not only the property of parents, but also of the whole nation⁷.

It is also important to emphasize that the US government, in addition to its well-known “melting pot” policy, did not hinder the development of Ukrainian schooling, but also did not help it. Therefore, this problem was completely solved by forces of self-organized Ukrainian community, which was characterized by the creation of broad organizational superstructures. The form of these superstructures is very informal, voluntary (volunteer-horizontal). Thanks to their efforts, as noted earlier, the Ukrainian diaspora has managed to create an extensive system of native language education and ensure its full functioning in polyethnic society. Ukrainian studies schools in the United States (35 of them function nowadays) are divided into three levels: lower, middle and higher (4–4–4) and cover pupils from 6 to 18 years of age. Some schools have kindergartens and preparatory classes for pupils under 6 years old. Pupils finish their studies with a final exam (so-called matura) in front of a commission appointed by the school board. In some states, graduates are given “credits” for learning the Ukrainian language.

Twelve Ukrainian Sabbath schools function in Australia nowadays. They have 12 departments – kindergarten, preschool, grades 1–7 and

⁷ N. Musienko, *Ukrainian schooling in the United States: the experience of self-organization*, “Ridna shkola” 2004, no. 4, p. 69–70.

three courses of Ukrainian studies. In some schools, depending on the needs and capabilities, there are pedagogical school courses that provide training for young teachers. At large schools, English language classes have been opened for children who do not speak Ukrainian at all. Kindergartens exist only at schools. One of the most important results of the multicultural policy in Australia for Ukrainians was that their mother tongue was recognized as matriculation, that is a subject of an entrance exam to higher educational institutions.

Ukrainians in Great Britain have achieved significant success in the development of native-language schooling. Currently, there are 10 schools of Ukrainian studies, but only in four of them children study until the tenth grade (the final level of the school system of SUUV). The most famous are the schools of Ukrainian studies named after the Blessed Virgin Mary in London and Taras Shevchenko in Manchester. After graduating from these educational institutions, they acquire systematic knowledge of the Ukrainian language, literature, history, geography and ethnography.

As a rule, education in Ukrainian schools lasts 8 years – preschool and 7 grades. From the fourth grade, except language lessons, classes in geography and history of Ukraine are held. At many schools there are kindergartens for children at the age of 3–5 years. In larger communities, with qualified teachers, education also continues in 8–10th grades. After passing the exams, pupils receive a school leaving certificate in Ukrainian and English languages.

The results of the analysis give grounds to state that the current language situation has considerably complicated the work of teachers of Ukrainian studies schools: they are forced to look for modern teaching technologies that would make pupils want to learn Ukrainian and other Ukrainian subjects, to provide their proper level of linguistic knowledge.

An analysis of the development of native-language schools in Ukraine in the United Kingdom suggests that Ukrainian studies schools contribute to national self-preservation and organizational strengthening of the community, and thus spread of the Ukrainian language in this country. But nevertheless, the main problem of Ukrainian schooling at the present stage is steady decline in the number of pupils caused by several factors: declining birth rates among Ukrainian families, growing

number of mixed marriages, assimilation, spread among new generation of Ukrainian Britons with utilitarian mentality, different levels of knowledge, since for many pupils it was already foreign. Such situation prompted the directorate of the School of Ukrainian Studies in London to develop strategies of transformation the approach to teaching the Ukrainian language for the purpose to create programs that will meet the needs of different children. Reducing the gap between USL and non-USL cohort has become a priority and a major focus in the School Improvement Plan 2015–2016.

The implementation of the project began in August 2015, when two teachers were trained, and in September 2016, they began their work, observing children for the first month in the classroom. On the advice of class teachers and conclusion of observations, several mini-groups of children were identified who needed additional support. Since October 2015, these children had started 45-minute classes in mini-groups – they were separated from the main class and in a separate room according to the lesson plan made up by the teacher, they studied at a comfortable pace for them, with additional explanation of vocabulary. However, a few weeks later it became clear that the planned material was not always available to these children. Then separate 45-min. sessions planning for these groups of children began.

An older group (11–14 years old) and a younger group (6–8 years old) were created, which studied separately from the main classes according to a separate program developed for them to study Ukrainian as a foreign language, similar to the English methods of teaching modern foreign languages. However, it was impossible to completely adopt the English approach, because syntax and grammar of the Ukrainian language require more detailed attention than Spanish or French, and we could not build our program only on oral speech. The children in these groups had lessons in coherent speech, reading, and writing, but in a format that was accessible to them. It was useful to involve interactive methods using interactive smart boards, computer programs to learn Ukrainian for children, namely “Learn Ukrainian – a comprehensive grammar”, “Fun easy learn Ukrainian”, “Ukrainian school syllabus”, “Ukrainian language USA peace corp”, “Ukrainian enhanced e-book”. The senior group began studying due to *Yabluko Elementary Study* and

Work Book. The results were incredible – these children go to school every Saturday with a smile, they all returned to studying in new school year, behavior at classes has improved, even the youngest member of the group this year started speaking in sentences. This victory was the beginning of some other changes in school, because with the beginning of new school year, several more requests were sent to transfer children to these mini-groups, USL provision⁸.

It must be kept in mind that the above-mentioned Ukrainian schools (and such was a vast majority of Ukrainians in the countries of settlement at the end of the XX – the beginning of the XXI century) belonged to schools of small or multilevel classes. Children of different ages studied there, but with more or less identical level of proficiency in Ukrainian as a second/foreign language). It considerably complicated work of teachers and required them to use effective teaching methods, which they did not always have, because higher education institutions where these teachers gained professional education were not always capable to give them relevant knowledge of teaching Ukrainian as a foreign language.

In this context, we consider the results of the sociological research “Ukrainian Studies Schools Abroad” are quite interesting, this study was conducted by the International Institute of Education, Culture and Diaspora Relations of the National University “Lviv Polytechnic” during December 2017 – July 2018⁹. The research was of an intelligence nature, as it is not known for sure what the total number of such schools is and what qualities they actually possess. Although the survey should not be considered representative of all Ukrainian studies schools, this was the first attempt to delineate Ukrainian schooling abroad. Thirty nine principals from 39 schools in 24 countries answered an online survey, they were from Australia, Austria, Great Britain, Greece, Denmark, Estonia, Italy, Spain, Kazakhstan, Canada, Latvia, Moldova, the Netherlands, Germany, and the United Arab Emirates, Poland, Portugal, the United States, Tunisia, the Czech Republic, Switzerland and Japan.

⁸ I. Hryhorovych, *Ukrainian language in the British diaspora. Ukrainian language in the world*, Lviv 2016.

⁹ O. Piatkovska, *Meeting the educational needs of foreign Ukrainians: institutional and legal support and modern realities. Ukrainian language in the world*, Lviv 2018.

The study found that most of the surveyed schools (57.9%) function on a voluntary basis, almost a third part have private form of ownership (29%), and the rest – public.

Among the biggest difficulties facing Ukrainian studies schools abroad, 56.4% of respondents highlighted the lack of curricula and textbooks.

Another important issue is the lack of qualified staff who could teach well at schools (43.6%), and another 23.1% of schools need funding. Also, a significant number of principals (15.4%) noted that they face a problem that parents are not motivated to send their children to study in Ukrainian studies schools. And in every tenth school (10.3%) there is a problem with students' motivation to visit such schools. Among the “other” option (12.8%) there are problems of assimilation, lack of modern equipment, transport and time.

The study found that every fourth school (25.6%) has problems with premises or lack of funds for rent. Half of schools (51.3%) use the premises provided by schools of the countries of residence; 17.9% receive premises from public organizations. The same percentage of premises is provided by church. Only 10.3% of surveyed schools have their own premises. It should be noted that about 3% of the surveyed schools use premises of Ukrainian diplomatic institutions, that is extremely small.

This period of development of Ukrainian schooling in the western diaspora was characterized by the problem of reducing the number of pupils at schools and classrooms, even in places of compact residence of Ukrainians. Data on participation of Ukrainians, who live in Australia, in Petro Jatsyk International Ukrainian Language Competition can be an additional confirmation. The competition is organized jointly by Ukrainian Central School Council of Australia and Center for Ukrainian Studies named after M. Zerov at Monash University for children and youth from 9 to 21 years old. In Australia, for the first time in the history of the competition, the Internet is used for its simultaneous holding in different states and for partial calculation of points. Number of participants: 61 (2010), 48 (2011), 41 (2012). Until now, it has been attended by Ukrainian students from Sydney, Newcastle, Adelaide, Melbourne, Geelong and Canberra.

Considering the socio-cultural and demographic realities, as well as growing process of assimilation of younger generations, Ukrainians from diaspora put the main emphasis on bilingual education of younger generation. Moreover, the practice of previous years has confirmed its feasibility and efficiency, undoubtedly, in the presence of appropriate organizational and pedagogical conditions and measures.

The analysis of the world realities suggests that an effective form of mastering the Ukrainian language at the present stage for children of foreign Ukrainians can also be charter schools, which are becoming more common in the United States because they meet the requirements of community and provide quality education, moreover Ukraine has already created institutions that can help foreign Ukrainians in development of native language education. One of such educational institutions is the International Ukrainian School, the main purpose of which is to ensure the implementation of the constitutional right of Ukrainian citizens whose parents are temporarily abroad and children whose parents have citizenship of other states to receive general secondary education.

Characteristic tendency of Ukrainian schooling in diaspora is updating of pedagogical staff. However, its system is completely prevailed by middle-generation teachers with a significant percentage of younger generation, some of them are graduates of Ukrainian studies schools. Thus, in 2008, 87% were fourth-wave teachers, most of them were teachers in Ukraine, know the language, their subject. Because of this, they do not have problems during education of pupils of 1–6 grades. However, in 7–11 grades there are some problems. One is that some teachers of the fourth wave teach and speak monotonously. Often pupils do not understand them, because it is their second language. In addition, these teachers are accustomed to an achronic (monologue) style of teaching rather than discussion. They believe that, as the teacher said, so it should be. And here, emphasizes Nadia-Liudmyla Khoynatska, students got used to expressing their own opinion, here the emphasis is on individuality, not on mass, so they need to change the way of learning¹⁰.

¹⁰ N.-L. Khoynatska, *Teachers of the "fourth wave" at the school of Ukrainian studies: positives and negatives*, "Ridna shkola (USA)" 2005, vol. 1.

These and other circumstances and trends, according to Svitlana Romaniuk, encourage the organizers of Ukrainian schooling to constantly improve the methodological work with native teachers, search and implementation of new forms and methods of increasing their pedagogical skills and professional competence¹¹. To the traditional teachers' conferences and seminars, methodical courses, scientific-practical conferences as proven forms of exchange of ideas, acquaintance with effective educational methods and pedagogical experience in the late XX – early XXI century teachers' professional workshops and seminars for educators have been added, the Methodical Center of the Ukrainian Language of the University of Alberta and the Native School of UNO Canada are being systematically conducted; portals for teachers (UCC National Council); teacher training seminars (UCC–Toronto School Board); training seminars for teachers, where teachers themselves act as pupils; demonstration lessons for teachers with the participation of students conducted by the author of the program “Nova” Olenka Bilash (University of Alberta); educational forums of the Methodical Center of the Ukrainian Language (University of Alberta). The use of modern information technologies and interactive teaching methods makes it possible to quickly share the gained experience, to solve current didactic problems, to introduce the latest educational techniques in learning the Ukrainian language.

It is expedient to emphasize that the key to success in this area is coordination of activity and cooperation between all Ukrainian-language educational institutions, as well as the continuation of dialogue among Ukrainian educators in the world. Undoubtedly, such information provides an opportunity to develop the system of native language education and ensure its further progress.

Thus, the analysis of current trends in development of native language education of foreign Ukrainians suggests that teaching the Ukrainian language in diaspora is aimed at educating Ukrainian-speaking individuals, awakening individual language creation for such language acquisition, which provides free self-expression in different areas of human activity, helps to keep the Ukrainian ethnic substance from denationali-

¹¹ S. Romaniuk, op. cit., p. 449.

zation and assimilation and to establish it abroad, to know and enrich Ukraine, the Ukrainian world.

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Abstract

The article analyzes the current state of Ukrainian schooling in the western diaspora, highlights current issues that have determined its development at a turn of the millennium, reveals features of methodical work with native teachers in the information society and active migration processes.

keywords: migration processes, native-language education, Ukrainian schooling, western diaspora, Ukrainian language, pedagogical staff, modern tendencies, educational techniques

słowa kluczowe: procesy migracyjne, nauczanie w języku ojczystym, szkolnictwo ukraińskie, diaspora zachodnia, język ukraiński, kadra pedagogiczna, tendencje współczesne, środki dydaktyczne