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ORGANIZATION OF THE EDUCATIONAL PROCESS IN SCHOOLS WITH POLISH AND THE SPECIAL BOARDING-SCHOOLS FOR DEAF CHILDREN IN THE CONDITIONS OF INDEPENDENT UKRAINE AS A REFLECTION OF EXTERNAL DIFFERENTIATION BETWEEN 1991 AND 2010

On the modern stage of community development, the Ukrainian state guarantees equal rights for all people resident on its territory. For years of independence, legal frameworks of public national policy that is built on the principles of equality of social, cultural rights and freedoms of all citizens are created in Ukraine. Becoming independent, Ukrainian state is a reliable defence for children-invalids and children in schools of national minorities. Development of independent Ukraine opened new prospects for the revival of all nationalities. Children with special needs and all nationalities as single Ukraine are the subjects of political process.

In organization of educational process in the special schools, important development of global co-operation in accordance with modern social culture is a study of language of deaf-and-dumb children. Row of documents of the European level of *Recommendation of Parliamentary Assembly of CE About rights for national languages in the states – councillors of Europe 2003, About rights for the national minorities 2001, Resolution of the European Parliament 1998, The European Charter of Regional Languages and Languages of Minorities 1992* gave official status to the national gesture languages of deaf, gesture languages became part of cultural riches of Europe, in particular, by part of European linguistic and cultural heritage, as valuable and natural means of intercourse for people with speech impairment. Questions of theory and history of organization of the special education and deaf children always were the topics research of: V. Bondarua, V. Zasenko, I. Colesnuka, V. Shevchenko, L. Fomichovoy, M. Yrmachenko and others (Shevchenko, 2016).

As in organization of educational process of deaf children so school with Polish is based on principles of equality of receipt of the systematized knowledge, abilities and skills for forming of harmonious personality and creation by the state of terms for maintenance and development of national languages and cultures in particular

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and to gesture speech. By legal framework of forming public ethnic policy, in particular on providing of necessities of national minorities, became Ukrainian *Law On the languages of Ukrainian SSR 1989, Declaration of rights for nationalities of Ukraine 1991, Law of Ukraine On national minorities in Ukraine 1992, Constitution of Ukraine 1996, Scope convention of CE about defence of national minorities 1997, National doctrine of development of formation 2002* and other. Forming of bases of modern ethnic politics of the Ukrainian state is impossible without experience in 20-30th of XX of century, unless considerable steps were done in area of decision of problems of development of national minorities, their cultures, in providing of their rights and freedoms in Ukraine. National politics of the state provided a reliable basis for further national and cultural development in Ukraine. N. Avdienko, B. Churko, V. Vouynolovich analyse the steps done by the state in the direction of their creation. L. Berezovskay, O. Rafalsky, I. Mironovoy, O. Syhomlinskay and others deserve attention of research of modern scientists, in that the questions of organization of the system of education are illuminated for national minorities (Berezovskay, 2013).

Now development of cultures of all people of Ukraine is inalienable making culture of all multinational Ukrainian people. A main direction of updating of school in Ukraine was realization of idea of nationality on the basis of mastering of traditions of national cultures: revival of role of school in development of culture of people, individualization and differentiation of educationally-educator process. The basic way of realization of the individualized studies is the differentiated approach – national criterion of differentiation of school education. General school of republic functioned as “educational establishments of different types” (1994, p. 35).

The input of differentiation on a national criterion was assisted by position about providing all nations that live in Ukraine, with education and studies by their mother tongue. External differentiation means different types of educational establishments, and special optional classes, courses. Internal differentiation is this distribution of curricula, programs, after the level of complication, by a presence/by absence of separate objects, different terms of studies within the limits of educational establishments in accordance with their types and orientation. External differentiation of organization of school education was based on incapacities and inclinations of students, and on their belonging foremost to certain gender or nationality (Berezovskay, 2013). Differentiated teaching it is conceptual approach of specific organization of educational process. It lets the teacher to take into account differences between students and provide an optimal educational process for each of them.

Rights for not only national minorities on pleasure of educational necessities the mother tongue, but also a different group of populations of Ukraine was provided in Ukraine. Language – one of “ponderable signs of national and cultural identity, and maintenance of language, his study, support and development is support of the culture. The legislation of Ukraine avouches for the representatives of national minorities educating by the mother tongue or study of the mother tongue, equal possibilities for access to education (Melnuk and Chernichko, 2010, p. 9).

In Ukraine establishment for nationalities of educating divided into schools: with the mother tongue of educating of ethnic minorities; bilingual. The study of such objects as the mother tongue, literature was envisaged in curricula; a culture and traditions of ethnic minorities was studied. Into first place from 1990 and for 2000 a cultural factor went out gradually. School with Polish began to be associated as establishment, which had in full to present an ethnic culture, traditions, newest achievements and public opinion. On the other hand – where an acquaintance of students with a culture, history, world view of people, the representatives of one or another ethnos lived among that. For deaf children, also there were changes in education. The possibility to use a mother tongue was given too. Therefore, they gesticulated freely. In addition, for satisfaction of educational necessities of representatives of national minorities and for deaf children there was the ramified enough network of general educational establishments. It is educational schools of I, I-II, I-III of the stages, state, as well as private, so collective patterns of ownership. The mother tongue of Ukraine developed freely for all citizens.

Educational establishments were formed in accordance with the educational queries of deaf children and ethnic minorities, national composition of region. At choice languages influenced compactness of population. Possibilities of study of the mother tongue were realized in different forms: preschool educational establishments; unilingual schools; Ukrainian schools; bilingual and trilingual schools; optional study of language of national minority as a separate object in schools with Ukrainian of studies; courses, optional study of the mother tongue at cultural centers; the representatives of national minorities had the opportunity to study in schools where there was an official language, and the language of minority was quite not studied.

In 1991 schools of deaf children there were different establishments: special school-garden for children with a speech impairment; special general school-boarding-school of the first, second stage of deaf children; special general school-boarding-school of the first, one third of the stage deaf; special general school-boarding-school of deaf children; special general school-boarding-school for children with speech impairment with deep professional preparation; special general school-boarding-school for children with speech impairment; multi-field educational-rehabilitation centre for children with psychophysical defects and speech impairment; centre of children with speech impairment and other.

Their activity was regulated by current *Law of Ukraine on Education* position: *About middle all educational educating and education of establishments*, by model status middle all educational and educator establishment. In the places of compact residence of national ethnic groups (western region) 210 schools with teaching on national languages and more than 100 establishments began to work for deaf children and invalids. Presently 58 educational special educational establishments – boarding-schools function in Ukraine, schools of preschool and educational-rehabilitation for children with speech impairment. After previous differentiation: schools for deaf children – 28, for children with a speech impairment – 30. In connection with

events in Crimea and on east of Ukraine the amount of schools diminished to 52. (Shevchenko, 2016).

Organization of universal and special education, creations of resource centers was the necessary condition of effective decision of tasks of education and socialization of children with the special necessities. Presently, deaf children study in the special schools, as through the features of psychical and physical development they need the special correction studies. Such children cannot be sent in auxiliary school, because they are not mentally diminished in to the intellectual development (Syhomlinskiy, 1976).

New special possibilities of inclusion of educating children with special needs are now opened, but on this stage, it in the prospect of development there are innovative methods for children with the special necessities. In opinion of scientists, this is the best method of adaptation of children with the special requirements in the world of hearing and possibility to satisfy present requirements in them. In 2009 formation of educational-rehabilitation centers was envisaged on the base of the special educational boarding-schools. There will be work of specialists and uses of equipment of the marked schools. An aim is improvements of studies of children that need to the correction of physical and mental development. In classes with an inclusion and special classes of educational establishments will be special work assignments with students. For example, as in a regional resource centre Edmonton (Canada), where operates as a separate structure that has the state of workers (special teacher in a help to the deaf children, special teacher in a help to the children, speech therapist, specialists on a physical rehabilitation and others like that), complex of on-line tutorials and methodical materials for the children of different age, special equipment. The specialists of centre participate in realization of accompaniment of children with the special requirements in establishments with an inclusion and organize the studies of specialists (Blaze, 1997).

Paying attention to education of deaf children, resource consultative-methodical centre of correction work and inclusion in Kyiv created Institute of the special pedagogics of NAPN of Ukraine jointly with the Scientific and production enterprise of VABOS psychophysical and correction-rehabilitation services to the children with the special necessities and their parents, consultations to the specialists and teachers. Work of centre assignment is in-plant training of pedagogical shots for the special education, realization of inclusion. Worked out by the scientists of theoretical approaches in industry of inclusion of education with modern educational technologies creates terms for introduction of modern model of accompaniment of education of children with the special necessities.

Analysis of the stages and progress of the special education trends on Ukraine for deaf children and schools with Polish of educating proves that during great while education was not complete national freedom, as a result was doomed to lag. At the same time, she was the weapon of people of fight for national rights, democratization and educating in native language. Comparing schools of beginning of XX and

XXI of item we can say that the situation of the special education stood changes also. Schools for deaf children tried to give an educational background and carried out professional preparation of the pupils, preparing them to independent life. In Ukraine at assistance public, educating and educations of deaf-mute children not only true but also formed ideas about the necessity of their specially organized educating. Establishments differed in pedagogical conceptions that were the basis of educating, composition of students and organizational terms. The educating, curricula, programs differed considerably (Yrmachenko, 1968).

For example, on Bukovina, in Chernovtsy, deaf-mute and blind students studied in one apartment of the institute. Educating conducted on Romanian, German languages, depending on that, what state Bukovina entered in the complement of. Institute worked with a clean verbal method, and sign language and mimicry was severely forbidden. Students combined employment on work in the economy and workshops. Though establishment and provided studies only insignificant part of deaf-mute children of edge, but by then his activity was the progressive phenomenon in pedagogical education. It is the first in area of educational-rehabilitation centre, in that one can get education and pass the complex medical, psychological, social, professional rehabilitation of children with the psychical and physical features of development: by violations of speech, mental impairment, autism, difficult defects of development. All terms are here created for valuable development of child with the special needs (Shevchenko and Savchyk, 2012). Remembrances of nursery governess the work of Volodumur-Volunsoy's special boarding-school for the deaf children of Solomatinoy B.M. certifies that at the beginning of organization of educational work about vehicles sound was not even known. A main task was to form a language for students, develop the logical thinking, put sounds, fasten their pronunciation in a verbal language, to teach to read and understand maintenance, write.

Development of schools for deaf children and with Polish studies, testifies that long-time education did not have complete national freedom. The home developers of theoretical bases of formation of national minorities and special pedagogics advanced idea that had combined public education and culture of all people of Ukraine. Conception of multicultural education was predetermined by the necessity of organization of the departmental of ethnic culture and respect teaching to the deaf children, forming of respect and sense of dignity for the representatives of all cultures regardless of ethnic origin. Maintenance of Ukrainian cultural and historical traditions, and also histories and cultures of all people, is in Ukraine.

A situation gets better with organization of educational and educator process of the special schools and schools of national minorities of Ukraine in relation to vital functions and maintenance of their history and culture. Thus, it is possible to draw conclusion, that the Ukrainian state, as democratic and legal, avouches for development all resident on territory of Ukraine. In its way, it provides for the realization of political, economic, social, cultural rights for all children under right international law and educating in native language.

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ОРГАНИЗАЦИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В ШКОЛАХ С ПОЛЬСКИМ ЯЗЫКОМ ОБУЧЕНИЯ И СПЕЦИАЛЬНЫЕ ШКОЛЬНЫЕ ИНТЕРНАТЫ ДЛЯ ГЛУХИХ ДЕТЕЙ В УСЛОВИЯХ НЕЗАВИСИМОЙ УКРАИНЫ КАК ОТРАЖЕНИЕ ВНЕШНЕГО ДИФФЕРЕНЦИРОВАНИЯ (1991-2010).

Ключевые слова: школы с польским языком обучения, специальные учреждения, родной язык, польский язык, язык глухонемых, образование, дети

Анотация: Наш проводимый научный сравнительный анализ показывает, что специальное обучение глухих детей и образований школ с польским языком имеет одинаковую историю в Украине. На современном этапе общественного развития Украинское государство гарантирует равные права для всех национальностей, проживающих на ее территории. Становление независимого Украинского государства стало надежной защитой для детей-инвалидов специальных школ-интернатов и детей школ национальных меньшинств. Развитие независимой Украины открыло новые перспективы для возрождения всех национальностей. Анализ этапов и тенденций развития школы, образования национальных меньшинств и специального образования на Украине, доказывает, что в течение длительного времени образование не

было полной национальной свободой, в результате чего была обречена на отставание. В то же время она была оружием народа борьбы за национальные права, демократизацию и обучение на родном языке.

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Keywords: schools with Polish, special establishments, the mother tongue, Polish, language of deaf-and-dumb children, education

Abstract: Our scientific comparative analysis shows that the special educating of deaf children and formations of schools with Polish has alike history in Ukraine. On the modern stage of community development, the Ukrainian state guarantees equal rights for all nationalities resident on its territory. Development of independent Ukraine opened new prospects for the revival of all nationalities. The analysis of the stages and progress of school trends, formations of national minorities and special education, on Ukraine proves that before education was not complete in terms of national freedom, as a result was doomed to a lag. At the same time, it was the weapon of people to fight for national rights, democratization and education in their native language.