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ORGANIZATION OF EDUCATIONAL PROCESS IN SCHOOLS WITH POLISH EDUCATING AND THE SPECIAL SCHOOL FOR DEAF CHILDREN IN THE CONDITIONS OF INDEPENDENT UKRAINE (1991-2010). COMPARATIVE ASPECTS

On the modern stage of community development the Ukrainian state guarantees equal rights for all people resident on her territory. For years independence legal frameworks of public national policy that is built on principles of equality of social, cultural rights and freedoms of all citizens are created in Ukraine. Opened new special schools for deaf children, but the network still could not meet existing needs them. There were periods of time in more than 10 years when there were no attempts to change the situation. Only individuals tried to draw public attention to the issue of assistance to a deaf, considering the matter public. The public, who took care of problems ASL pedagogy, not only carried out the training and education of deaf children in individual institutions but also was a defender of civil rights with hearing impairment. Becoming of the independent Ukrainian state is a reliable defence for children-invalids and children of schools of national minorities. Development of independent Ukraine opened new prospects for the revival of all nationalities. Children with the special necessities and all nationalities as single Ukraine are the subjects of the political process.

Ukraine has developed its own system of education and training, taking into account national characteristics and identity of the Ukrainian people. It the fore guidelines based on respect for the child, caring for its full development. In the organization of educational process in the special schools' important development of global co-operation in accordance with a modern social culture is a study of the language of deaf-and-dumbs. Row of documents of the European level of Recommendation of Parliamentary Assembly of Council of Europe *About Rights for National Languages in the States* – Council of Europe (2003), *About Rights for the National Minorities* (2001), resolution of European Parliament (1998), the *European Charter from Regional Languages and Languages of Minorities* (1992) gave official status to the national

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gesture languages of deaf, gesture languages confessed deaf 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 violation rumor. They are based on international regulations, such as the *Universal Declaration on the Rights of Man*, the UN Convention *On the Rights of the Child*, *The Declaration on the Rights of the Disabled*, *Convention on Vocational Rehabilitation and Employment of Disabled Persons*, *Standard Rules on the Equal Opportunities for Disabled People* and Law of Ukraine *On Education*, *On Special Secondary Boarding School for Children with Mental and Physical Development* (1993), *National Doctrine of Education of Ukraine in the XXI Century* (2001), *On the Rehabilitation of the Disabled in Ukraine* (2005) et al., aimed at creating the legal, socio-economic and scientific-educational conditions for social integration of people with physical features and mental development. The implementation of these objectives contributes significantly to the research achievements of scientific and pedagogical views on history teaching and education. Questions of theory and history of organization of the special educating and education and deaf children always were the article of many researches (V. Bondarua, V. Zasenka, I. Colesnuka, V. Shevchenko, L. Formichovoy, M. Yrmachenko and other).

As in organization of educational process of deaf children so in schools with Polish of educating 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 and to gesture-speech. By legal framework of forming of public ethnic policy, in particular on providing of necessities of national minorities, became Law of Ukrainian *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 Defense 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 century, when 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. Scientists analyses the steps done by the state in the direction of their creation (N. Avdienko, B. Churko, V. Vouynolovich). Deserve attention of research of modern scientists L. Berezovskay, O. Rafalskogo, I. Mironovoy, O. Syhomlinskayand other, in that the questions of the organization of the system of education are illuminated for national minorities.

Now the development of cultures of all people of Ukraine is inalienable making the culture of all multinational Ukrainian people. The main direction of updating of school in Ukraine was the realization of idea of nationality on the basis of mastering of traditions of national cultures: the revival of role of a school in development of the culture of people, individualization, and differentiation of educationally-educator

process. The basic way of the realization of the individualized studies is the differentiated approach – the national criterion of differentiation of school education. The general school of republic functioned as “educational establishments of different types” (*Conception...*, 1994, p. 35).

The input of differentiation on a national criterion was assisted by position about providing of all nations that live in Ukraine, by education and studies by their mother tongue. External differentiation it is 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 an 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 not capabilities and inclinations of students, and on their belonging foremost to certain sex or nationality (Berezovskay, 2013). Differentiated teaching it is a conceptual approach of specific organization of educational process. He gives to 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 the pleasure of educational necessities the mother tongue but also a different group of the population of Ukraine was provided in Ukraine. Language – one of the ponderable signs of national and cultural identity, and maintenance of language, his study, support, and development in 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, Chernuchko, 2010). The significant role played by intelligence and fundamental work in the history Surdo-Pedagogy scientists such as MD Yarmachenko (1968).

Our analysis of the literature shows that the development of deaf schools in the study period was not explored. Works of scientists certainly enriched the scientific knowledge base of our study. They certainly enriched the scientific knowledge base of our study. However, as a separate complete a thorough historical and pedagogical phenomenon of Surdo-Pedagogy in Ukraine within the second half of XIX-XX centuries late not been studied. So we try to reproduce the work of Ukrainian, Jewish, Polish, German and Hungarian special schools in Ukraine as a reflection of external differentiation in the second half of XIX – the end of the twentieth century.

As we know, the external differentiation in most cases can occur in the following areas: national (linguistic, regional) features for social (urban, rural children, etc.), on religious grounds (Catholics, Orthodox, etc.) for cognitive inclinations and preferences children (Humanities, Natural and others. Direction of training level standard or advanced), the level of cognitive abilities of students (gifted children or children with special needs), age of children (elementary or secondary school). In terms of Russian education was an important teaching child their native language.

While the educational community appealed to the Government of the Russian empire to allow the printing of educational books in Ukrainian and languages of

other nationalities living on Ukrainian territory (Greeks, Crimean Tatars, Jews, Poles, and others). This included deaf children.

In Ukraine of 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 were studied. Into first place from 1990 and for 2000, a cultural factor went out gradually. The school with Polish of educating began to be associated as the establishment, which had in full to present an ethnic culture, traditions, the newest achievements public and public opinion. On the other hand – where an acquaintance of students with a culture, history, worldview of people was, 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 to. In addition, for the 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 the 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 were different establishments: special school-garden for children with a monastic rumor; 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 (classes for children with a monastic rumor); special general school-boarding-school for children with a monastic rumor with deep professional preparation; special general school-boarding-school for children with a monastic rumor; multi-field educational-rehabilitation center for children with defects and monastic rumor; center of children with violations of rumor; of and other. Their activity was regulated by Law of Ukraine *On Education*, by 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 – schools-boarding-schools function in Ukraine, schools of preschool and educational-rehabilitation centers for chil-

dren with violations of rumor. After previous differentiation: from the schools for deaf children – 28, for children with a monastic rumor – 30. In connection with events in Crimea and on the East of Ukraine the number of schools diminished to 52. In regional centers, but not all, the preschool work for children with violations of rumor (Shevchenko, 2016).

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

The new special possibilities of inclusion of educating of children are now opened with the special necessities, but on this stage, it in the prospect of development and as an innovative method for children with the special necessities. In the opinion of scientists, 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 schools-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 center 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 online tutorials and methodical materials for the children of different age, special equipment (Joanna, 1997).

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 the fight for national rights, democratization and educating in the native language. Comparing schools of the beginning of XX and XXI of an item we can say that the situation of the special education stood changes. Schools for deaf children tried to give an educational background and carried out a 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, the 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 studying in one apartment of

“Institute.” Educating conducted on Romanian, German languages, depending on that, what state Bukovina entered in the complement of. An “Institute” worked after a clean verbal method, and dactyl as a language and mimicry was severely forbidden. Students combined employment on work in an economy and workshop. Though establishment and provided studies only an insignificant part of deaf-mute children of edge, by then his activity was the progressive phenomenon in pedagogical education. It is the first in the area of educational-rehabilitation center No. 1, in that can get the education and pass the complex medical, psychological, social, professional rehabilitation of children with the psychical and physical features of development: by violations of rumor, mental backwardness, autism, difficult defects of development. All terms are here created for the valuable development of a child with the special necessities (Shevchenko, Savchyk, 2012).

Thus, the first characteristic of educational institutions Ukrainian, Jewish, German, Polish and Hungarian foreign students was to study the differentiation of children, based on content. Lack of unity characterized the content of teaching certain subjects for study programs developed based on existing considering new approaches. The main indicator of a differentiated approach to the organization of their studies was that they were subject to changes in the new curriculum. Almost all plans of various schools saw an irrational combination of special subjects and pedagogical cycle and learning different languages.

Development of schools for deaf children and with Polish of studies testifies that longtime 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. The 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 the 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 a conclusion, that the Ukrainian state, as democratic and legal, avouches for development all resident on the territory of Ukraine. In its way provides realization of political, economic, social, cultural rights for all children under the right international law and educating in a native language.

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ORGANIZATION OF EDUCATIONAL PROCESS IN SCHOOLS WITH POLISH LANGUAGE OF INSTRUCTION AND SPECIAL SCHOOLS FOR DEAF CHILDREN IN CONDITIONS OF INDEPENDENT UKRAINE (1991-2010). COMPARATIVE ASPECT

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

Abstract: Our conducted 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 her territory. Becoming of the independent Ukrainian state became reliable defenses for the children-invalids of the special schools-boarding-schools and children of schools of national minorities. 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 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 the fight for national rights, democratization and educating in a native language.

**ORGANIZACJA PROCESU EDUKACYJNEGO
W SZKOŁACH Z POLSKIM JĘZYKIEM NAUCZANIA
I SZKOŁACH SPECJALNYCH PRZEZNACZONYCH
DLA DZIECI NIESŁYSZĄCYCH W WARUNKACH
WSPÓŁCZESNEJ UKRAINY (1991-2010).
ASPEKTY PORÓWNAWCZE**

Słowa kluczowe: szkoły z polskim językiem wykładowym, szkoły specjalne, język ojczysty, język polski, język migowy, edukacja, dzieci

Streszczenie: Przeprowadzona w niniejszym artykule analiza porównawcza pokazuje, że organizacja kształcenia specjalnego przeznaczonego dla dzieci głuchoniemych oraz organizacja szkół z polskim językiem wykładowym ma na Ukrainie podobną historię. Obecnie państwo ukraińskie gwarantuje równe prawa wszystkim narodowościom zamieszkującym jego terytorium. Wraz z powstaniem współczesnej Ukrainy zapewniono ochronę dzieciom ze szkół specjalnych (w tym dzieciom głuchoniemych). Efektem tych procesów było powstanie sieci internatów, tak dla dzieci ze szkół specjalnych, jak i dla dzieci ze szkół przeznaczonych dla mniejszości narodowych. Przeprowadzona analiza wykazuje również, że we wcześniejszym okresie rozwoju edukacji na terytorium współczesnej Ukrainy nie zapewniono pełnej wolności mniejszościom narodowym, jak i dogodnych warunków rozwoju edukacji specjalnej, w wyniku czego odnotowano szereg opóźnień.