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ACTIVITIES OF THE MINORITIES' SPECIAL SCHOOLS IN UKRAINE EDUCATING DEAF CHILDREN

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Abstract

The scientific and theoretical and comparative analysis shows that special training and education of children with hearing impairment in Ukraine has a long, interesting history. During the nineteenth – early twentieth century, Ukraine opened new units, educational content for deaf children improved, secondary education expanded, and level of school work carried out to prepare students for practice increased. However, the network of schools and other units no longer meets current needs as many children remain outside the system of special education. The emergence of special schools for the deaf is a progressive phenomenon, which emerged in Ukraine as a natural development of the system of education and training of deaf in foster homes (orphanages).

Keywords: ASL; special institutions; Ukrainian, Jewish, Polish, German and Hungarian tradition; hearing impairment, learning, education, children.

Streszczenie

Przeprowadzona teoretyczna i porównawcza analiza naukowa pokazuje, że kształcenie dzieci z upośledzeniem słuchu na Ukrainie ma długą, ciekawą historię. Podczas XIX i na początku XX wieku, na Ukrainie doszło do otwarcia nowych placówek, treści edukacyjne dla dzieci głuchych zostały udoskonalone, rozszerzone zostało wykształcenie średnie, zwiększono poziom pracy szkoły, wprowadzone zostało przygotowanie studentów do wykonywania zawodu. Jednak sieć szkół i innych jednostek nie spełnia nadal aktualnych potrzeb, bowiem wiele dzieci pozostaje poza systemem kształcenia specjalnego. Powstanie szkół specjalnych dla osób niesłyszących jest zjawiskiem progresywnym, bowiem szkoła dla osób niesłyszących na Ukrainie pojawiła się jako naturalny rozwój systemu edukacji i kształcenia osób niesłyszących w rodzinach zastępczych (sierocińcach).

Słowa kluczowe: ASL; instytucje specjalne; tradycje ukraińskie, żydowskie, polskie, niemieckie i węgierskie, ubytek słuchu, nauka, edukacja, dzieci.

The changes that occurred in the second half of XIX-XX century in the system of public education, directly affect the training and education of deaf children. New special schools for deaf children were opened, but the network still could not meet their existing needs. 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 deaf, considering it a public matter. The public, who took care of problems of the ASL pedagogy, not only carried out the training and education of deaf children in individual institutions, they also were defenders of civil rights of persons with hearing impairment.

Ukraine has developed its own system of education and training, taking into account national characteristics and identity of the Ukrainian people. In foundation it was based on respect for the child and caring for its full development. Now, it also draws from international regulations, such as the *Universal Declaration of Human Rights*, the *UN's Convention on the Rights of the Child*, *Declaration on the Rights of Disabled Persons and Standard Rules on the Equalization of Opportunities for Persons with Disabilities*, but also *Vocational Rehabilitation and Employment (Disabled Persons) Convention* by International Labour Organisation. On the more local scale, the *National Doctrine of Education of Ukraine in the XXI Century* (2001), as well as the law of Ukraine *On education, On special secondary boarding schools for children with mental and physical development impairments* (1993) or *On the Rehabilitation of the Disabled in Ukraine* (2005) etc., all aimed at creating the legal, socio-economic and scientific-educational conditions for social integration of people with physical and mental development impairments. The implementation of these objectives contributes significantly to the research achievements of scientific and pedagogical views on history of teaching and education.

Analysis of historical and pedagogical literature shows that the study of the history of the national system of special education has drawn the attention of many prominent educators and surdo-pedagogists. The first attempts to explore the history and show the state special schools were made by E.V. Chlyenov, M.V. Bogdanov-Berezovsky and M.M. Ladovsky. Whereas for our study works of scientists of the last century are most important, including widely reflected writings on teaching children with hearing impairments of A.G. Bassova, K.D. Boyko, A.M. Goldberg, A.D. Dobrov, A.I. Dyachkova, N.M. Zasenka, I.P. Sokolyansky and others. At

the same time, active participation in the development of educational and methodological support for special education by I. Eremenko and under his leadership „differentiated instruction in a special school”, while under editorship of V. Bondar an important position was published entitled: *Preparing high school students to self-employment* (Lutsk K. et al.). Finally, significant role was played by intelligencia and fundamental work in the history of surdo-pedagogy was done by scientists such as M.D. Yarmachenka (Svhevchenko 2010).

Works of mentioned scientists certainly enriched the scientific knowledge base of our study; nonetheless, our analysis of the literature shows that the development of schools for the deaf in the studied period was not explored. As a separate thorough historical and pedagogical phenomenon Surdo-Pedagogy in Ukraine within the second half of XIX-XX century has not been studied. For this reason 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 ninetieth – the end of the twentieth century.

As we know, the external differentiation in most cases can occur in the following areas: national (linguistic, regional) social (urban, rural children, etc.), religious (Catholics, Orthodox, etc.), cognitive inclinations and preferences (humanities, natural sciences, etc), education level (standard or advanced), the level of cognitive abilities of students (gifted children vs. children with special needs), age (elementary or secondary school).

Additionally, in terms of Russian education, an important factor was teaching children their native language. The educational community appealed to the Government of the Russian Empire to allow for 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.

Social Situation of the deaf varied at different historical stages. According to documentary materials, during the period of the Russian Empire, on the territory of Ukraine, there were many attempts to improve and restructure the education system. These attempts were not always successful, as special educational institutions subordinated to different authorities.

The study showed that at that time in Ukraine there were special schools

of various types. They were under the auspices of the All-Russian Empress Maria Feodorovna (schools, shelters), Office of the Holy Synod (parish schools and institutions organized by the clergy), private (opened by Ukrainian, Jewish and German colonists). Lets note that special institutions on the territory of Western Ukraine, which was not part of the Russian Empire, subordinated to agencies of their countries. Lets briefly consider some of the above-mentioned types.

Schools, colleges and schools-shelters for the deaf were at custody of Empress Maria Feodorovna. They existed mostly on donations, because they guardianship gave little help. Because of limited funding in these schools, there were no clear curricullums, programs, manuals and textbooks, as well as not enough teachers. In fact, they were unable to develop.

Among the various types of schools in the Empire in late XIXth - early XXth century, parish schools and institutions, organized by the clergy marked their place. Among them were special schools for deaf children, which were established in Kharkiv, Kiev and Malin province. There, priests taught the law of God, and thus educated mainly in religious schools and female schools of spiritual department. Still teachers in other subjects also had a high level of education.

The content of education in special schools for the deaf focused primarily on studying the tenets of the Orthodox faith. Much attention was paid also to other areas, subjects such as the law of God, Slavonic and Russian Church, arithmetics, linear drawing, calligraphy, national history, geography, information about natural phenomena, hygiene, agricultural classes, crafts, bookbinding and didactics. In these schools almost all items needed for primary and general education were taught.

In Ukraine in the late nineteenth and early twentieth century, there were private institutions for the deaf financed from funds of founders, benefactors and government loans. These institutions differed from each other not only pedagogical concepts that underlie the learning, but also the composition of students, financial condition, material and organizational conditions. The content of training curricula and programs was also uneven in different schools.

Archival and literary sources indicate that in some areas where the most

of Jews in Ukraine were, by private initiative and at their own expense, around 1890's, schools for deaf children enrolled in Hebrew began to be opened. The first such school appeared in Lviv, then in Odessa and Kiev, where a small number of deaf children studied – not only local Jews, but also from other towns and villages. Every year 13 to 26 students, including 5-7 new people depending on the capacity, come to class.

In 1892 the Bardaha school enrolled 11 local deaf children, 10 – from the outskirts of the city, 1 – from Bukovina, 1 – from Romania, one – from Russia; 1895 – 16: 9 boys and 7 girls (Baranowski 1895, p. 384). Bardaha school for deaf Jewish children existed until 1939. From the 1939/40 academic year it was annexed to the Lviv school for deaf children. Note that in Lviv the first special institution, which played a significant role in the formation of the Jewish deaf children was created. Thanks to this, they received comprehensive training and handicraft. In general, this school is almost no different from other special schools of the time.

Schooling in these schools was diverse, it was performed in Hebrew, Polish and Russian. Some subjects were studied in programs developed by pedagogical school staff on the basis of existing programs for deaf schools, with new techniques in this special science training. The main attention was paid to the comprehensive training of students. Therefore they studied such subjects as sign language, Russian grammar, language development, Russian alphabet, Hebrew language, arithmetics, geography and science. Craftswomen also carried out training of students, needlework occupied a central place. Schooling of deaf children developed also as residential, where the organization and content of the educational process took place mainly in educational boarding buildings and shelters.

According to the literature, in the first half of the nineteenth century schools have adopted new regulations and made some organizational and methodological changes. These changes in the overall system of public education directly affected the education of children with hearing impairment. Thus, in Ukraine, Galicia, Bukovina and Transcarpathia after the reform of 1869, there were favorable conditions for the establishment of schools of different categories, including specialized, aimed at bringing up children in religious traditions, knowledge and skills necessary for life. This is confirmed by the fact that Jewish deaf children at a Jewish

school in the city of Lviv in the early years studied Hebrew, while Polish children learnt Polish.

Since the founding of Odessa many Jews constantly lived in it, their number in the the city population in second half of the nineteenth century, according to the 1897 census, was 138,935 (34,4% of the population), which is 121,000 more than in 1855. It is clear that many of the Jewish people had various disabilities, including deaf, both adults and children. Until the last quarter of the nineteenth century, they remained without any schooling (IFSC 1995, p. 8). Therefore, the Odessa School of refuge for Jewish deaf children was opened in Odessa. Officially it began its work on March 1, 1905.

Later, in the early 90s of XIX century, Y. Kogan opened in Odessa a private house schooling for Jewish Zaika deaf children and children with impaired speech. Kohan actually was the first person in the Russian Empire, which has organized at the time the only private school for deaf Jewish children (Kaminsky 1912, p. 6).

In 1905 the Jewish Society „Friends” took this unit in its acquiescence. Its aim was to turn the deaf to useful and full members of society who would be literate, able to orally and in writing to express their opinions and have some useful occupation. As no such institution of that time had, except the boarding schools of some students, it only made a profit of 20 rubles per month. But a month after the beginning of the partnership it began to receive substantial donations from citizens who sympathize with the Jewish deaf children. The only teacher in the school was Kogan.

In this Jewish shelter school the following subjects were studied: sign language, Russian grammar, language development, Russian charter, arithmetics, geography and science. In the academic year 1911/12, 3 and 4 classes of Hebrew were introduced as a compulsory subject (learning prayers and laws of the Jewish faith in Hebrew). In 1912 prayers translations and Jewish religion history (mostly) were imposed. Among the large number of subjects and hours Hebrew was given only 6 hours a week.

In the first years of study, the institution had no clear structure and methodology. Subsequently, the teaching of certain subjects carried out developed a sound method based on existing programs of other schools

for the deaf. As specialists in deaf education among Jews in Russia were absent, the institution itself had to educate them. Students were also taught some occupation. The school taught all Jewish deaf children in Odessa, while there was no other such institution in Ukraine.

Among the types of special private schools that existed in Ukraine in the study period, there were schools for deaf children of German colonists in Kherson and Tauride provinces. Note that before World War in south Ukraine (Melitopolschyna, Crimea, Kherson, Mykolaiv and Odessa regions), there were about 1,000 German colonies, inhabited by 350-370 thousand Germans (*The Kherson Germans* 2002, p. 3). Among them were people with disabilities, including the deaf. The first attempts to teach deaf children in Ukraine German villages fall at the 80's of the XIX century. In 1880, in the Tauride village in Tihhe province and in 1887 in the Vormsk village in Odessa County, Mennonites organized their own schools, which ceased operations with the outbreak of the World War II.

In 1887 in Vormsk village in Odessa County and in Berezan district in Kherson province, schools for deaf were opened for German colonists. Vormsk School for deaf existed solely on donations received from the German colonists in Bessarabia and Kherson provinces (*Vormsk school for the deaf and mute* 1905, p. 75). Pure oral method dominated both German schools, primarily was due to the fact that their organizers and teachers fully transferred their establishments from the German experience teaching the deaf, where at that time this educational system was the most popular one. But the school could not provide education of deaf children who need special education.

An outstanding Ukrainian scientist I.P. Sokolyansky in 1910 in his report to the All-Russia congress in Moscow for the first time raised the issue that the Ukrainian Deaf children should learn their native language.

„I ask – he said – How can a school that is concerned not only with the customs and living, but teaches children, even completely deaf, the needs of family education as reflected in the language of the student after? Whatever, it is the foundation of modern sign language”.

He stressed the need for establishment of such a school for deaf, which would have been inextricably linked with the life of people and in whatever training is carried out in their native language. An example was

Uzhgorod „institution” for the deaf, where the study was conducted in the native language. Also separate classes were created in which teaching Slovak, Ruthenian and Hungarian was taught. But the advent of the new government changed this. In the 1924 study of the Hungarian language is switched to Ukrainian.

Among special schools that need to be distinguished here is Kyiv School of Refuge for deaf children (1900-1941). This school began to operate thanks to the donation of patrons M.A. Tereshchenko and wife and Kiev governor E.S. Trepov. The analyzed materials indicate that in 1910 the head of the institution V.I. Stein, teachers A.M. Vasylevska and N.K. Patkanova, took an active part in the Third All-Russian Congress of surdo-pedagogists held in Moscow (Rau and Drozhzhina 1911, p. 316–317).

The first dedicated teacher at the Kyiv School was Nina K. Patkanova (1880-1929), who graduated from special educational courses at St. Petersburg College. She made the idea of creative approach to teaching to be carried out in early language teaching of deaf children, as she was a supporter of preschool education. In an institution for deaf children education is delivered in the spoken language with obligatory use of residual hearing and lip-reading. In the practice of the Kyiv School acoustic method was combined with learning pronunciation and lip-reading. Creator of this method was N.K. Patkanova. For her hard work, she was awarded the honorary title of the *Empress Maria Feodorovna's Guardianship of the Deaf* for the degree to which Patkanova was involved in education issues and improvement of living conditions of the deaf.

Actually, for social and national aspects of forming student groups, as noted in the *Code of folk of the SSR*,

„the number of migrant schools first centres based on the calculation: one teacher for 40 children (set)” and a footnote clarified: „For minority schools in those areas where they live in compact masses, the reduction is set to 20 children, and to no more than 10 in special-need groups”. (Lebedintsev 1921, p. 18)

It was believed that the teacher can still monitor many students. The concentration of important tasks in learning in reforming the education system in the early 20s was to ensure teaching of staff education and organization of their training under the new Soviet realities. Due to them,

attempts were made to modernize teacher training so that the creative element would appear in the teaching content, and with new approaches, methods and techniques, depending on a number of conditions the curriculum of the students and other conditions, teachers would „prepare for each lesson, reading new books, expanding knowledge” (Gelman et. al. 1926, p. 20-21). Therefore, the main attention was paid to the comprehensive training of teachers using various differentiated approaches to learning methods, types of work, combining them in accordance with the specific conditions of the educational process.

In early 1941 in Ukraine differentiated system of special schools for children with impaired intelligence was established. To improve the situation, the Government ordered renewing of the network of special schools. And as early as in 1945 at the joint and active participation of teachers, scientists and workers of public education, about 501 special schools was restructured.

Therefore, the early 60s were a favorable time for the expansion of the network of special schools, creating differentiated network of special schools for children with various disabilities. And only in 70's-80's there have been changes in the structure of special schools. They moved to the new curricula, increased in general, human knowledge and practical skills, creating conditions to prepare students for independent living. Also, the psychological research related to improving the principles and methods of selecting students significantly increased. This contributed to the timely graduation from special schools.

The first characteristics of educational institutions of Ukrainian, Jewish, German, Polish and Hungarian-based schools were the fundamental differentiating feature. 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 irrational combination of special subjects and pedagogical cycle and learning different languages.

So positive at the time was that at the beginning of the twentieth century Ukraine formed surdo-pedagogical public schools that not only carried

out training and education of deaf children in individual institutions but also acted with progressive ideas concerning their specially organized training. Practice has proved that universal special institutions were a prerequisite for education and training of deaf children of different nationalities.

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