



Svitlana Kulbida (2018). Introduction features of bilingual Education of deaf People in Ukraine/ - Освіта впродовж життя: соціальні запити, сучасні виклики та пріоритети в реалізації: матеріали конференції. - Київ, 22 березня 2018 року. – К., 2018. – С. 140-150. Режим доступу [https: Osvita\\_sbornik\\_2018\\_full.pdf](https://osvita.sbornik.2018.full.pdf).



**Svitlana Kulbida**  
Doctor of Pedagogy, Professor  
The Institute of Special Pedagogy NAPS, Ukraine

### **INTRODUCTION FEATURES OF BILINGUAL EDUCATION OF DEAF PEOPLE IN UKRAINE**

The content and methodological bases of bilingual study (Ukrainian language and Ukrainian Sign Language (USL)) in special education of deaf people are presented in the article. The position of the social significance of bilingual education for deaf and hard of hearing persons, assumptions and objectives are revealed. The principles and conditions of implementation and background for the introduction are presented.

**Keywords:** deaf persons, hard of hearing persons, bilingual education, social significance, provisions, principles, conditions of implementation, tasks.

Nowadays education has significant experience in bilingual education, based on the achievements of socio-cultural approach that has a significant impact on public stereotypes, particularly in attitude toward persons with special needs, including deaf and hard of hearing persons.

The system of special education in Ukraine is a social institution; its development is condition of the civilizational transformations that define the long term perspective. Some social indicators are dependent on the quality of teaching, including the formation of deaf person's status in the issue of social relations, in a large extent determined by the nature and level of education. The methodological bases for determining the content of bilingual deaf education are universal values, humanism and centrality to urgent needs and future interests of the deaf child. The purpose of bilingual teaching (Ukrainian language and Ukrainian sign language) for deaf and hard of hearing people is to meet the individual needs of



Svitlana Kulbida (2018). Introduction features of bilingual Education of deaf People in Ukraine/ - Освіта впродовж життя: соціальні запити, сучасні виклики та пріоритети в реалізації: матеріали конференції. - Київ, 22 березня 2018 року. – К., 2018. – С. 140-150. Режим доступу <https://osvita.sbornik.2018.full.pdf>.

deaf citizens of Ukraine in an accessible and effective teaching method, which takes into account actual capabilities of the child and the realization of educational rights and the needs of the state in the professional, educated citizens who possess the appropriate level of knowledge, intellectual, communicative and social development.

The main provisions of bilingual education are highlighted in the works of Olena Drobot, Natalia Zborowska, Natalia Ivanyusheva, Svetlana Kulbida, Iryna Chepchyna, Margarita Kurzina and others. The social importance of bilingual education is expressed in the following positions:

- ☒ ensuring cultural (in linguistic) identity of the deaf community;
- ☒ raising the education level and quality of education of the deaf;
- ☒ reorientation of the training focus with a focus on the development of speech, on the development of thinking, intelligence and personality of deaf in general;
- ☒ implementation of needs for the deaf on the available, expedient, convenient method of teaching;
- ☒ support of positive identity formation of deaf as members of linguistic and cultural minorities.

The main tasks of bilingual deaf education:

- ☒ definitive legal, organizational, educational and methodical, staffing conditions as the implementation and development of bilingual education of deaf;
- ☒ the introduction of bilingual education at all study levels for the deaf identity;
- ☒ creating a system of linguistic and pedagogical support and informing for the parents of deaf;
- ☒ improvement and development of the linguistic component of subjects;



Svitlana Kulbida (2018). Introduction features of bilingual Education of deaf People in Ukraine/ - Освіта впродовж життя: соціальні запити, сучасні виклики та пріоритети в реалізації: матеріали конференції. - Київ, 22 березня 2018 року. – К., 2018. – С. 140-150. Режим доступу <https://osvita.sbornik.2018.full.pdf>.

☒ comprehensive development of the child's identity on the basis of the identification of instincts and abilities, satisfaction of interests and needs;

☒ maintain and strengthen the moral, physical and mental health of students;

☒ the formation of desire and ability to learn, training needs and the ability to learn throughout life, development of practical skills and creative application of the knowledge acquired.

The implementation of bilingual education for deaf people in accordance with a number of principles, such as:

☒ continuity - ensuring the implementation of bilingual education at all levels of education - primary, secondary, vocational, higher and ect.;

☒ parity - none of the languages should not be devalued and persecuted;

☒ humanization - introduction attitude towards deaf person, not as a disabled person, but as a representative of the cultural and linguistic communities;

☒ availability - the appropriate volume of educational information, knowledge and skills in accordance with the standards of education;

☒ individual approach - the appropriate methods and techniques of teaching skills of the child and his/her age needs and perspectives of development.

Conditions for the introduction of bilingual education:

☒ access to the courses by the method of the bilingualism; ☒ first language of deaf children should be a language that is accessible and understandable;

☒ mastering of the native sign language should be introduced as soon as possible in order to have time to take critical periods of learning.

☒ the use of best models for learning native sign language, the social identity development, promotion of the high self-esteem of deaf children;



Svitlana Kulbida (2018). Introduction features of bilingual Education of deaf People in Ukraine/ - Освіта впродовж життя: соціальні запити, сучасні виклики та пріоритети в реалізації: матеріали конференції. - Київ, 22 березня 2018 року. – К., 2018. – С. 140-150. Режим доступу <https://osvita.sbornik.2018.full.pdf>.

☒ native sign language, successfully studied by deaf child, it provides better access to understanding of the educational material;

☒ sign language and verbal language - are not identical, and should be studied separately from each other as scheduled and in use;

☒ study of verbal language of deaf child should be seen as learning a second language on the basis of foreign;

☒ oral spoken language should not be a primary tool for studying VL of the deaf children;

☒ development of verbal speech skills should be made according to the program, which provides a variety of methods, each of which takes into account the specific combination of the etiology and degree of hearing loss of each child.

The content of bilingual education The content is determined on the fundamental basis, the scientific and systematic knowledge of their value to the social formation of the person, the humanization and democratization of bilingual education, the ideas of multiculturalism and mutual respect between the linguistic and cultural groups in society. The selection takes into account the content of its availability, scientific, continuity and perspective, practical orientation, opportunities for common cultural, scientific and technological development for the person, individualization, differentiation of the study.

The content of the special education is modernized so that graduates of educational institutions could quickly and effectively adapt to independent living, purposefully use its potential as self-realization on a professional and personal level, and in the interests of society and the state. By semantic components the bilingual teaching is divided into subject-substantial component and the language component. Subject-substantial component of bilingual deaf education should correspond to the subject-substantial component of the standard in the corresponding level of the educational system for hearing people. The language



Svitlana Kulbida (2018). Introduction features of bilingual Education of deaf People in Ukraine/ - Освіта впродовж життя: соціальні запити, сучасні виклики та пріоритети в реалізації: матеріали конференції. - Київ, 22 березня 2018 року. – К., 2018. – С. 140-150. Режим доступу [https: Osvita\\_sbornik\\_2018\\_full.pdf](https://osvita.sbornik_2018_full.pdf).

component of bilingual education for deaf is based on the support in the educational process operation of parity and national verbal sign languages. Given the fact that the current system of special education for the deaf was based on the principles of bio-medical concept of deafness, the main is oral teaching method, then the transition to a bilingual system of education socio-cultural understanding of deafness district should significantly increase the proportion subject "USL" and activate the mastery and use in interpersonal communication within the educational process Ukrainian sign language.

The implementation of the language component should be manifested in the awareness and purposeful design of study under the following aspects:

a) introducing into the curriculum (invariant component) of a number of academic subjects designed to develop sign language communicative competence, as a manifestation of the cultural heritage of the Deaf community, among them - the "Ukrainian sign language", "History of the Deaf", "Deaf culture";

b) sign language should be recognized and used as means of learning and communication with non-language subjects and areas of knowledge;

c) sign language can be used as means of transforming of the received information by student in personal system of knowledge, skills, beliefs;

d) sign language communication serves as means for the development and self-expression of deaf student's identity, strengthening in the society.

It is worth adding that sign language should be used as a means of communication with the child in extracurricular time as well. Given the fact that about 90% of deaf children have hearing parents, particular attention should be paid to the study and child's learning of sign language in preschool education. Learning sign language in the system of bilingual education takes place in several directions:



Svitlana Kulbida (2018). Introduction features of bilingual Education of deaf People in Ukraine/ - Освіта впродовж життя: соціальні запити, сучасні виклики та пріоритети в реалізації: матеріали конференції. - Київ, 22 березня 2018 року. – К., 2018. – С. 140-150. Режим доступу <https://osvita.sbornik.2018.full.pdf>.

☐ sign language as native / first language. This category includes deaf children from deaf families that learned sign language from birth:

☐ sign language as a second language.

This category includes hard of hearing children, deaf children from hearing families, late deafened persons who began to study sign language only since organized special training.

☐ sign language as a foreign language. For hearing people who learn sign language in artificial conditions, it is a foreign language. In particular, this is true regarding toward teachers of the deaf and sign language interpreters.

The prerequisites for implementing of the bilingual education in the system of special education for the deaf are: recognizing the importance of the role of sign language in the development of the child's psyche and his subject competence; ensure the development of a didactic foundations of the educational process on the basis of verbal and sign language parity; creating programs and implementing quality training and retraining of teachers in accordance with the requirements of bilingual education, which involves the development of competences number: sign language, communicative, substantive, methodological, etc.;. creation of monitoring system of the results implementation of the bilingual education, changes in academic achievement and personal development of children.

The implementation of the outlined provisions will help:

☐ to improve deaf education system oriented towards the realization of the deaf people rights by means of the available and understandable information;

☐ to create conditions for the optimal and appropriate mental development of deaf children according to the age;

☐ to ensure the development of the deaf child with subject and sign language communicative competence.





Svitlana Kulbida (2018). Introduction features of bilingual Education of deaf People in Ukraine/ - Освіта впродовж життя: соціальні запити, сучасні виклики та пріоритети в реалізації: матеріали конференції. - Київ, 22 березня 2018 року. – К., 2018. – С. 140-150. Режим доступу [https: osvita\\_sbornik\\_2018\\_full.pdf](https://osvita.sbornik_2018_full.pdf).

The bilingual education is an effective tool for mastering special knowledge for deaf people, means of developing skills for intercultural and multicultural education, as well as a means of identity formation, by bringing it to wider interaction with the outside world. Recognition of sign and verbal national languages, as equal for teaching deaf on one side and the use of natural abilities of deaf people for their personal and professional development, providing opportunities for the expansion of self-realization and installation of wider contacts, on the other, makes the position of the special education for deaf impressive humanistic background.

#### Sources.

1. Кульбіда С.В. Вечірня спеціальна середня школа України для осіб з вадами слуху /становлення та розвиток/ : Автореф. дис... канд. пед. наук: 13.00.03 / С. В. Кульбіда; Ін-т дефектології АПН України. - К., 1999. - 22 с. Режим доступу: <http://irbis-nbu.gov.ua>.  
Kulbida S.V. Vechirnia spetsialna serednia shkola Ukrainy dlia osib z vadamy slukhu /stanovlennia ta rozvytok/ : Avtoref. dys... kand. Ped. nauk: 13.00.03 / S. V. Kulbida; In-t defektolohii APN Ukrainy. - K., 1999. - 22 s. Режим доступу: <http://irbis-nbu.gov.ua>.
2. Кульбіда С. В. Білінгвальне навчання нечуючих: стан, перспектива розвитку / С. В. Кульбіда // Дефектологія. - 2006. - N 3. - С. 2-3. Режим доступу: <http://irbis-nbu.gov.ua>  
Kulbida S. V. Bilinhvalne navchannia nechuiuchykh: stan, perspektyva rozvytku / S. V. Kulbida // Defektolohiia. - 2006. - No 3. - S. 2-3. Режим доступу: <http://irbis-nbu.gov.ua>
3. Кульбіда С.В. До 10-річного ювілею лабораторії жестової мови Інституту спеціальної педагогіки НАПН України / С. В. Кульбіда // Особлива дитина : навчання і виховання. – 2016. – No 1/77. – С. 94 – 95.  
Kulbida S.V. Do 10-richnoho yuvileiu laboratorii zhestovoi movy Instytutu spetsialnoi pedahohiky NAPN Ukrainy / S. V. Kulbida // Osoblyva dytyna : navchannia i vykhovannia. – 2016. – No 1/77. – S. 94 – 95.
4. Кульбіда С.В. До питання про білінгвальне навчання нечуючих: теорія і практика. С. Кульбіда.- Жестова мова й сучасність : Зб. наукових праць. – Вип. 1.- Київ: Наукова думка, 2006.- С.16 – 22.  
Kulbida S.V. Do pytannia pro bilinhvalne navchannia nechuiuchykh: teoriia i praktyka Zhestova mova y suchasnist: Zbirnyk naukovykh prats. – Vyp. 1.- Kyiv: Naukova dumka, 2006.- S.16 – 22.
5. Кульбіда С.В. Концептуальні засади навчання нечуючих і використання жестової мови (на матеріалах зарубіжної теорії та практики) / С.В. Кульбіда // Жестова мова й сучасність: збірник наукових праць. – 2008. – Вип. 3. – С. 26 – 33. Режим доступу: <http://lib.iitta.gov.ua/1978/>  
Kulbida S.V. Kontseptualni zasady navchannia nechuiuchykh i vykorystannia zhestovoi movy (na materialakh zarubizhnoi teorii ta praktyky) / S.V. Kulbida // Zhestova mova y suchasnist: zbirnyk naukovykh prats. – 2008. – Vyp. 3. – S. 26 – 33. Режим доступу: <http://lib.iitta.gov.ua/1978/>



Svitlana Kulbida (2018). Introduction features of bilingual Education of deaf People in Ukraine/ - Освіта впродовж життя: соціальні запити, сучасні виклики та пріоритети в реалізації: матеріали конференції. - Київ, 22 березня 2018 року. – К., 2018. – С. 140-150. Режим доступу [https://osvita\\_sbornik\\_2018\\_full\\_pdf](https://osvita_sbornik_2018_full_pdf).

6. Кульбіда С. В. Нове в законодавстві України щодо забезпечення прав глухих як лінгвістичної меншини / С. В. Кульбіда // Актуальні проблеми навчання і виховання людей з особливими потребами. – 2013. – N10 (12). – С. 39–52. Режим доступу <https://scholar.google.com.ua>

Kulbida S. V. Nove v zakonodavstvi Ukrainy shchodo zabezpechennia prav hlukhykh yak lnhvistychnoi menshyny / S. V. Kulbida // Aktualni problemy navchannia i vykhovannia liudei z osoblyvymu potrebamy. – 2013. – No 10 (12). – S. 39– 52. Режим доступу: <https://scholar.google.com.ua>

7. Кульбіда С.В. Освіта XXI століття Дефектологія.-No2.-2006.- С.54 – 56.

Kulbida S.V. Osvita XXI stolittia Defektolohiia.-No2.-2006.-S.54– 56.

### **ПРЕДСТАВЛЕННЯ ОСОБЛИВОСТЕЙ БІЛІНГВАЛЬНОЇ ОСВІТИ ГЛУХИХ ЛЮДЕЙ В УКРАЇНІ**

Визначено зміст та методологічну основу двомовного навчання (українська мова і українська жестова мова (УЖМ)) в систему спеціальної освіти нечуючих. Розкрито позиції соціальної значущості двомовного навчання глухих і слабочуючих осіб, вихідні положення та завдання. Змістовно представлено принципи реалізації та умови та передумови запровадження.

**Ключові слова:** глухі особи, слабочуючі особи, двомовне навчання, соціальна значущість, положення, принципи, умови реалізації, завдання.

### **ПРЕДСТАВЛЕНИЕ ОСОБЕННОСТЕЙ ДВУЯЗЫЧНОГО ОБРАЗОВАНИЯ ГЛУХИХ ЛЮДЕЙ В УКРАИНЕ**

Раскрыто содержание и методологическая основа двуязычного обучения (украинский язык и украинский жестовый язык в системе специального образования неслышащих. Определены позиции социальной значимости двуязычного обучения глухих и слабослышащих лиц, исходные положения и задачи. Содержательно представлены принципы реализации, условия внедрения.

**Ключевые слова:** глухие лица, слабослышащие лица, двуязычное обучение, социальная значимость, положения, принципы, условия внедрения, задачи.