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DOI: <https://doi.org/10.24195/2414-4665-2017-12-7>**Svitlana Romaniuk,***Doctor of Pedagogy, associate professor,
Yuriy Fedkovich Chernivtsi National University,
2 Kotsiubynskyi Str., Chernivtsi, Ukraine,
svdelev@gmail.com*

EVOLUTION OF ORGANIZATIONAL FORMS OF TEACHING UKRAINIAN LANGUAGE IN WESTERN DIASPORA

The necessity of preservation and development of the native language (through the example of the Ukrainian language) as the main characteristic of the nation regardless of the place of residence of its native speakers has been grounded in the article. It is proved that the efficiency of this process depends on many factors. The most important of them in the Diaspora is the availability of training facilities, qualified teaching staff, motivation for learning the Ukrainian language of the pupils in their native schools and courses of Ukrainian studies, effective forms of organization of the educational process. Ukrainian teachers, organizing educational process of teaching the mother tongue in a multilingual environment of the countries of residence of Ukrainians resorted to various forms of its implementation in their native schools, schools of Ukrainian studies and Ukrainian studies courses. Quite often their choice depended on the number of classrooms in the school, availability of teachers, pupils with the same level of proficiency of language mastering in the specific class, didactic resources, etc. It is argued that the teachers of schools and courses of Ukrainian studies, native schools, pre-school institutions, children's front rooms and kindergartens in the United States, Canada, Australia and Great Britain, in addition to traditional lessons as a basic form of mastering the native language, used the lessons of thinking in nature, trips to nature, observation, created the atmosphere of care about the beautiful, developing in this way the language and thinking of children, their individual creative abilities, constantly concerned about how to make educational institutions the school of search and discovery for the young generation of Diaspora Ukrainians.

Keywords: *native schools, types of schools, educational process, Ukrainian language, lesson, lecture, western Diaspora.*

Introduction

In the context of globalization of European and the world level the preservation and development of the native language as the main characteristic of the nation is of particular importance because it is “the living hiding place of the human spirit, its wealthy treasury, into which the people put their ancient life, their hopes, mind, experience, feelings”. [2, p. 134]. However, the process of language mastering, acquiring the knowledge and skills of speech activity, defined by the content of language education, is a complex and multifaceted phenomenon. Its effectiveness depends on many factors that are manifested differently, depending on the conditions of the didactic interaction of the subjects of study. The most important of them in the Diaspora is the availability of training facilities, qualified teaching staff, motivation for the study of Ukrainian language of the pupils of native schools and courses of Ukrainian studies, effective forms of organization of the educational process. However, the latter factor, despite its leading role, is not sufficiently studied in scientific literature.

Aims and Tasks

The paper aims to reveal the peculiarities of organization of studying the Ukrainian language in the multiethnic society of western Diaspora.

The following tasks are set:

1) to carry out retrospective-pedagogical analysis of the evolution of the forms of teaching the Ukrainian lan-

guage in the western diaspora;

2) to identify the peculiarities of studying the native language in the system of Ukrainian schooling in the leading English-speaking countries of the world;

3) to analyse the didactic provision of the Ukrainian language teaching in the educational institutions of Ukrainians abroad.

Research Methods

To address the mentioned tasks, we used the following methods of scientific research:

1) historical-structural, which enabled to reveal the peculiarities of the development of organizational forms of teaching Ukrainian language in the western diaspora;

2) comparative-historical - to reveal the evolution of the methodological principles of teaching the native language of foreign Ukrainians in the system of Ukrainian schooling of the countries of residence;

3) historical-typological - to clear out the identity of the evolution of the phenomenon under investigation in the Ukrainian diasporas of the English-speaking countries on the basis of similar conditions of its development;

4) the method of pedagogical reconstruction, which allowed to reproduce the historical-pedagogical realities of the genesis of didactic provision of teaching the Ukrainian language in the western diaspora.

Research Results

Migration processes in the second half of the XIX – first half of the XX century led to the mass resettlement of

Ukrainians in different continents of the planet, which caused the emergence in the early twenty-first century of such ethno-cultural phenomenon as Ukrainians of the world.

The main factor of its preservation and development is the system of national education, which was not homogeneous, and at different stages of the development of ethnic communities in the countries of settlement gave different results, particularly in the formation of speech competence of the young generations of Ukrainians / people of Ukrainian origin as their primary ethno-cultural characteristics. It is necessary however to emphasize that the effectiveness of the learning process, and therefore the study of a language, depends primarily on its organizational execution. In this context, we consider the opinion of V. Bondar to be suitable, who claims: “It doesn’t matter how the didactic systems in schools of the reproduced or the new type develop and whatever their concepts of training and education are, they necessarily are realized in specific organizational forms. In order to have more new in these schools, the teachers make an attempt to replace the term “lesson” with other terms: role-playing classes, lecture-seminar forms of organization of learning, teaching and research classes, classes on solution of research tasks, the new information technologies, etc. All new forms, which are held on the schedule, with a constant composition of pupils, under the guidance of a teacher, begin and end synchronously for pupils of all school, and they are the lessons, and the whole school system is of learning remains class-lesson system” [1, p. 99].

The results of our research confirm the justice of the offered statement. Ukrainian pedagogues, organizing the educational process of teaching the mother tongue in the multilingual environment of the countries of residence, have resorted to various forms of its implementation. And quite often their choice depended on the number of classrooms in the school, availability of teachers, pupils with the same level of language proficiency in a specific class, didactic resources, etc.

We should note that in the first years of settlement of Ukrainians in other countries, native schools as the main means of obtaining Ukrainian education had few pupils and so they had to be united into the different age groups, or to create so-called “united” (combined) classes, or to work with a few classes simultaneously. The establishment of the learning process was complicated by the fact that, as the researchers note, “native school predominantly worked in the halls reading rooms, people's homes or parishes that did not meet the requirements of training facilities neither from the point of view of convenience, nor from the point of view of hygiene”. [5, p.135]. Under such circumstances, the teachers had to work very hard and complicated to provide the proper level of assimilation of knowledge by pupils, who, we should emphasize it, not always had the motivation to study in Ukrainian schools. The educational process was also complicated by the fact that the study of the Ukrainian language in native school consisted of two parts: mastering the pronuncia-

tion, grammar and writing (by appropriate textbooks), and reading texts from the primer and readers, the number of which, especially in the post-war period, increased. At the same time to expand the pupils’ knowledge, the teachers often used additional materials from newspapers, magazines, and calendars of those times that were sent to the USA and Canada from Ukraine – both western and eastern, or were published by ethnic communities in these countries.

Organization of the educational process in native schools was facilitated by the fact that on the basis of generalization of experience of the activity of Ukrainian schooling in 1920-1940-s in North America due to the joint efforts of Association of Ukrainian Pedagogues of Canada, National Ukrainian Education Committee and Ukrainian Congress Committee of America types of schools were clearly defined, the guidelines as for establishing their activity were developed. In particular, it was stated that “the Ukrainian private evening schools by their organizational form have one-, two- or more classes, regardless of the number of departments. Where one teacher works and has under his or her care four or even five or six departments, the school is single-class, where there are two teachers, the school is two-classes, where three teachers work – of three classes, etc. That is the type of school depended on the number of teachers in it. Classes in all Ukrainian private evening schools took place in the evenings, two or three times a week. In some better organized schools the studies takes place even every evening” [4, p.4].

Of course, with this organization of the activity of native schools it was the most difficult to organize the learning process directly in the class, especially conducting the lessons in Ukrainian, the study of which was limited to 80 hours.

As a rule, the teacher had to conduct lessons in the united (combined) classes with the pupils of different years of study (departments). This led to considerable difficulties in the selection of the lesson structure, the use of methods of organization of educational activity of pupils.

The analysis shows that the organizers of schooling, having examined and generalized the years of experience of work of teachers of native schools, found the best option (practice confirmed it later) of combination of the departments and the choice of forms and methods of educational work for one- and two-class school.

In a two-class school, for example, one teacher conducts educational work in the I and the II departments, working in one room and the second teacher – in III + IV and V + VI departments that study in the other room. With this combination of lessons, the pupils of the III and IV departments separately learn Ukrainian language, because it is the main subject, and all together they study history and geography of Ukraine. The same situation is in the V and VI departments. Lessons with the teacher in this case last for 20 minutes and the same time pupils work independently.

It should be kept in mind that such organization of lessons is stipulated by the fact that in the native Ukrainian schools the teachers have to work simultaneously with two or three departments that require great mental and physical efforts, use of different forms of work. To achieve the desired results in teaching native school pupils they use three basic forms of educational work at one lesson: collective, individual and independent.

At the lesson of reading, for example, the teacher organizes the work so that at the least consumption of time most of the pupils were able to read some texts aloud. With this aim, for reading some pupils get the material in smaller amount. Along with reading aloud reading silently is also used. In the united classes the teachers often use reading silently, but one mustn't abuse this method of training. Success is achieved when in classes 1-2 the pupil reads one or two sentences, and classes 3-4 – a passage. Due to this, in one lesson the teacher will be able to interview 5-8 students in each of them.

At the same time, the grammar lessons in the united classes are held as in normal classes. They have the following stages: explanation, presentation of the new material, consolidation, development of the necessary skills and homework.

Lessons on the development of oral and written speech of pupils in the united classes the teacher combines so that the types of work that require his/her compulsory attendance, are united with the same lessons in another class, where one can use a fully independent work of pupils. Here the drawings from the textbook or some pictures with different tasks for oral and written work are used. When the pupils look at the drawings and prepare for work, the teacher has the opportunity to work with another class.

After reviewing the picture, the pupils of the 4 class can write a short story or answer the questions under the picture [7, p.8].

The analysis of accumulated experience has given us reasons to believe that Diaspora linguo-didactics defend their view that learning grammar should be built on the examples taken from the immediate environment of the pupils. In each class there are many things, objects, living persons that can be submitted as examples during the study of the noun and other parts of speech. In addition, the pupils themselves perform in the class some work, for example: write, read, talk, communicate, sing and the like. These actions can also serve the teacher as means of study of the verb. In the first and the second departments one should not submit the definitions on the parts of speech, for example: it is a noun, adjective, verb, etc. More information on this topic the pupils get in the higher departments [4, p.11].

For students of native schools could learn the main provisions of morphology, it was recommended to give material, gradually complicating it: on the basis of principles of methodology, grammatical material should be studied in the 1st department, starting with simple concepts and gradually moving to more complex ones. If a

teacher wants his or her pupils to learn information about the morphology, it is necessary to offer only a few examples in the class, but to require students to perform more written exercises at school during independent work, or at home [4, p.12].

The study of syntax was carried out on the same methodological principles as the morphology. However, this work has certain peculiarities, because the mastering of syntax is based on sentences that pupils must memorize. To help pupils to master this material in preparation of various types of sentences, the teacher uses, as an auxiliary material, samples of actual sentences and offers them the following task: on the basis of the words 'mother', 'Petrus', 'Mariika' compose a simple sentence or write it as a simple extended sentence, etc. [4, p.12].

To achieve the programme results, as the analysis of school practices shows, is possible only under the condition that the work on the formation and improvement of speech culture of foreign Ukrainians will permeate the entire learning process, if the knowledge of the Ukrainian language, standards of speech, communication speech qualities, that students get, will be used for the formation of speech abilities and skills, will form comprehensive system of reference points of language activity aimed at the dissemination, preservation and improvement of speech culture of the young generation in the English speaking environment. With the purpose of increase of interest of pupils in the Ukrainian language the classes in native schools and schools of Ukrainian studies are conducted in the form of didactic games, playing interesting situations, informal discussions, that provides accessibility of learning and improves the level of speech culture of pupils. In the methodology of language teaching, according to Diaspora linguo-didactics three aspects of learning should be consistently applied - presentation, repetition, verification. It is the only way to achieve positive result in the mastering of the Ukrainian language by Ukrainians abroad.

The research revealed that in the programs of studying the Ukrainian language, which were worked out in the 50-80-ies of XX century, interesting recommendations as for the methods of teaching the language in the Diaspora have been offered. The authors rightly argue that the methodology requires a teacher to have great self-confidence and independence in selecting ways and means of knowledge transfer. Although there are already established methods of teaching, but the teacher, knowing them, produces after some time of practical activity his/her own methods and applies them throughout his or her pedagogical work, depending on the conditions of organization of the educational process.

This entails the structure of the lecture (lesson), which lasts 45 minutes, and its components are offered:

1. Prayer and check for the presence of the pupils (5 min.)
2. Check of the homework (10 min.)
3. Explanation of new material (20 min.)
4. Consolidation (5 min.)

5. Homework (5 min.) [4, p.36].

Besides, the programs have advices as for conducting different parts of the lectures. Among them the following ideas deserve our attention.

Presentation of the new material, according to Canadian teachers, is the most important part of the methodical units (lessons). It takes place through the narrative or reading of the text from the book. The teacher should clearly define the topic, write it on the blackboard. When beginning the presentation of the new material, the teacher should connect it with the previous topic. This connection can be better ensured in the teaching of history and geography. If the topic is new, the teacher should at least with one or two sentences associate it with the previously studied topic. Teaching material should be divided into two, three or more parts. After the presentation of each part it is necessary to identify the main idea and ask the pupils whether they understood the material. All main points should be written on the blackboard. The teacher's story should be combined with various didactic material: portraits, figures, tables, maps, models, etc. An important stage of the lecture is the consolidation of the new material. Partially it takes place during the teaching of its parts. The consolidation is as follows:

1. The teacher tells again the main thoughts of the new lecture.
2. He or she connects with short sentences some parts into a whole.
3. The teacher asks questions and pupils answer.
4. The pupils speak themselves.
5. The teacher gives the topic of homework, if it is determined by the program.

Explanation of the homework should take 3-5 minutes of the lesson. Homework is of great moral and educational value, because it brings full satisfaction to the pupils for their hard mental work and enriches their knowledge during the lesson. It is only given based on the learning material, which is thoroughly studied at the previous or penultimate lecture. The topic and the questions of the homework questions should be prepared at home.

With the purpose of activation of cognitive activity, creating the atmosphere of interest in the study of the Ukrainian language, the program's authors recommend to start the training with a brief conversation or discussion with pupils. At the first lessons the teacher should teach pupils writing and elements of grammar of the Ukrainian language, therefore, they are of grammatical-orthographical character. The goal of these lessons is to promote the development of speech culture, the ability to conduct freely in the language environment. For the development of coherent speech, the method of conversations or free sayings, close to the literary text is actual. In the process of this work the explanation of unfamiliar words is provided, i.e., vocabulary work takes place during the retelling of small parts of texts. Thus pupils learn the best language patterns, the heard and read literature of the high artistic level becomes part of their everyday experience, it contributes to the development of thinking.

When the children begin to understand words, they perceive every new piece of information through the terms they already know. They use language to explain their thoughts to others. When their inner world develops, their thoughts become more complicated and the need in speech (hence in language learning) increases. Thanks to this approach, "the path to the heart and mind of the child comes from two sides, opposite at the first glance: from the book, from the word read to oral speech and from the live word, which entered the spiritual world of the child, to the book, reading, writing". [6, p.194].

The peculiarity of the educational process in schools of Ukrainian studies and in native schools is that the language there is studied as a whole, not as a linear obtaining of certain skills. The main way to master the content is through its structure, not through the study of separate words. Children learn the language rather by its general principles not by the visual rules. The language is studied through its use in different circumstances in different ways. Mental activity should reflect those motives for which children use language in everyday life. Pupils make hypotheses, speculate, make judgments, and fantasize – all these are activities, which have both conceptual and communicative functions. The meaning that the child brings into the language is determined by what he or she perceives and how he or she comprehends the world around. This interpretation can vary depending on cultural and personal factors.

Analysis of the activity of schools and courses of Ukrainian studies, native schools, pre-school classes, children's front rooms and kindergartens in the United States, Canada, Australia and Great Britain shows that their teachers widely used in their practice the lessons of thinking in nature, trips to nature, observation, created the atmosphere of care about the beautiful, developing in this way the language and thinking of the child, individual creative abilities of pupils, constantly concerned about how to make educational institutions the school of search and discovery for the young generation of Diaspora Ukrainians. Under the conditions of the Diaspora this is vital, as the lessons in native schools, take place, as a rule, after the end of lessons in state schools or on weekends – Saturday or Sunday. That is why, it is very important that the Ukrainian school had the atmosphere of joy, creativity, knowledge, high spirituality, the atmosphere love to Ukraine. To achieve this goal, everything in kindergarten, at school, at the courses of Ukrainian studies, from the design to the language of communication, should constantly remind young children that this school is Ukrainian, here they learn their native language and with the help of it they dive into the profound world of the Ukrainian culture, high spirituality of the Ukrainian nation. By the way, this atmosphere, as practice shows, Ukrainian pedagogues in the Diaspora successfully use to enrich pupils' vocabulary, improving language culture. In fact, as noted by N. Popil [368], in the first period of schooling children realize that language consists of words. In this time, using the proper conversation about the word, the teacher shows

the children that there are many words in the language and they mean different things, so one should use make a word for each object. Here the teacher explains that there are many different objects, so the same number of words should be to call them. In the process of work on the word children understand that the Ukrainian language has rich vocabulary. At the same time, the teacher draws attention to the fact that their language as for its structure and accuracy often has the construction and structure corresponding to the English rules. To avoid this, the pupils perform special tasks for the construction of the sentences, in connection with the work on the grammar. The sentences are put together according to the words-parts of speech or patterns. Separately the words-names of objects and words-names of actions of these objects should also be given to pupils. The pupils select the appropriate words and make sentences with them. Work with pupils on making sentences through finishing (adding) them is very interesting. The teacher calls a word (name of subject), and pupils themselves add one-two-three and more words to make a sentence. For example: the teacher gives the word fish - and the pupils add -swims; lives in water; is very tasty and useful in consumption, etc.

One can organize work the other way. The teacher calls an action, and the pupils add the name of the corresponding object. So the pupils do the exercises on the combination of the words by their meaning.

The exercises on the expansion of simple sentences using the questions what? which? how? where? where from? and so on are quite interesting kind of work [3, p.9].

The correct application of the above mentioned forms and methods of work on making sentences will help to develop necessary skills of pupils that will contribute to the more complex work on the coherent text.

In the educational process of native schools and schools of Ukrainian studies in the USA, Canada, England and Australia in the 1960-s and subsequent decades, the use of visual aids became widespread, which contributes to the successful mastering of knowledge, acquiring abilities and skills. The visualization is used at different lessons, in different forms, which depend on the specifics of the subject. At the Ukrainian language lessons different text tables, diagrams, posters are widely used.

It should be noted that in the 70-90-s of XX century the searches of the Diaspora linguo-didactics in the sphere of methodology of the native language were concentrated around the problem of the initial stage of teaching Ukrainian in the system of native language schooling. The reason is that the assimilation processes at this time drastically reduced the number of the Ukrainian language speakers in the Diaspora. The vast majority of youths of school age did not have desire to study Ukrainian, and many of them renounced their godparents names, surnames, hid their

ethnicity. But still the organizers of native language schooling even in such circumstances, taking into consideration the experience of state schools teachers in the field of language education, persistently looked for methods and techniques that would have interested the young generation of Ukrainians abroad to study the Ukrainian language and thus gave them the opportunity to master the spiritual treasures of their homeland. In this multidimensional process, the emphasis, as before, belonged to the oral mastering of the Ukrainian language. Besides, the programs on Ukrainian, approved by World Coordinating Education Committee in 1970, directed the teachers of native schools and schools of Ukrainian studies.

So, the analysis of pedagogical experience shows that in mastering a language, in the formation and improvement of speech culture of Ukrainians abroad, important role belongs to the programs, textbooks and manuals, effective forms, methods, means and ways of conducting the educational process. They are in constant development and are being improved taking into account the experience and achievements of pedagogical science.

Conclusions

The analysis of the results of the research shows that during the period of Ukrainian schooling in the western diaspora, its pedagogues used different forms of teaching the Ukrainian language to younger generations. Their choice depended on the availability of classrooms, qualified teachers, pupils with the same level of knowledge of Ukrainian in a certain class, didactic means, etc. However, a traditional lesson was the main form of teaching the language. Though, it was often diversified with didactic games, playing real life situations, observing nature, discussions.

The study of the Ukrainian language in the multicultural society of the English-speaking countries, in which Ukrainians live, consisted of two phases: mastery of pronunciation, grammar and writing (with appropriate textbooks) and reading texts from readers, as well as from Ukrainian newspapers, magazines and calendars, which greatly expanded the pupils' world outlook and formed their spiritual world based on ethno-cultural values.

The formation of linguistic knowledge and communicative skills of Ukrainian schoolchildren was due to, besides the mentioned, the use of other didactic means: textbooks, text tables, charts, posters, works of fiction. They are constantly updated, diversified, because the preservation and development of the native language is the most important task and the most difficult problem of foreign Ukrainians under the conditions of the multi-lingual society and the world information space.

Modern organizational forms of teaching the Ukrainian language, their didactic and teaching-methodological support in the countries of residence of Ukrainians require further research.

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Світлана Захарівна Романюк,

доктор педагогічних наук, професор кафедри педагогіки та методики початкової освіти
Чернівецький національний університет імені Юрія Федьковича,
вул. Коцюбинського, 2, м. Чернівці, Україна

ЕВОЛЮЦІЯ ОРГАНІЗАЦІЙНИХ ФОРМ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ В ЗАХІДНІЙ ДІАСПОРІ

У статті обґрунтовано необхідність збереження і розвитку рідної мови як основної ознаки нації незалежно від місця проживання її носіїв. Доведено, що процес оволодіння мовою, набуття учнями знань, умінь і навичок мовленнєвої діяльності, визначених змістом мовної освіти, - явище складне й багатогранне. Ефективність його залежить від багатьох чинників, які по-різному проявляються, залежно від умов дидактичної взаємодії суб'єктів навчання. Встановлено, що найголовнішими з них у діаспорі є наявність навчально-матеріальної бази, кваліфікованих педагогічних кадрів, мотивації до вивчення української мови в учнів рідних шкіл і курсів українознавства, ефективних форм організації навчально-виховного процесу. Аргументовано, що українські педагоги, організовуючи процес навчання рідної мови в багатомовному середовищі країн проживання українців, вдавалися до різних форм його проведення у рідних школах, школах та курсах українознавства. Досить часто вибір їх залежав від кількості класних кімнат у школі, наявності вчителів, учнів з однаковим рівнем володіння мовою у певному класі, дидактичних засобів та ін. У перші роки проживання українців в інших державах рідні школи нараховували небагато учнів, а тому для здобуття українознавчої освіти їх доводилося об'єднувати у різновікові групи або створювати так звані «злучені» (об'єднані) класи чи працювати одночасно з кількома класами. Вивчення української мови в рідній школі складалося з двох частин: оволодіння вимовою, граматикою та письмом (за відповідними підручниками) і читання текстів з букваря та читанок, кількість яких, особливо в післявоєнний період, зросла. Водночас для розширення знань учнів учителі нерідко використовували додаткові матеріали з тогочасних газет, журналів і календарів, що надходили до США і Канади з України – як західної, так і східної – або видавались етнічними громадами у цих країнах. Полегшувало організацію навчально-виховного процесу в рідних школах і те, що на основі узагальнення досвіду діяльності українського шкільництва в 20-40-і рр. ХХ ст. на терені Північної Америки спільними зусиллями ОУПК і УЦШР УККА у 1950-х рр. були чітко визначені типи шкіл, вироблені методичні рекомендації щодо налагодження їх діяльності. Учителі шкіл і курсів українознавства, рідних шкіл, класів передшкілля, дитячих світличок і садочків у США, Канаді, Австралії та Великій Британії широко використовували, крім традиційних уроків навчання мови, уроки мислення на природі, подорожі в природу, спостереження, створювали атмосферу турботи про живе й прекрасне, розвиваючи у такий спосіб мову й мислення дитини, індивідуальні творчі здібності учнів, постійно дбали про те, щоб рідномовні освітні заклади ставали для юного покоління діаспорних українців школою пошуку й відкриття.

Ключові слова: рідні школи, типи шкіл, навчально-виховний процес, українська мова, урок, лекція, західна діаспора.

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