

6. Юркевич В. С. О наивной и культурной креативности / В. С. Юркевич // Основные концепции творчества и одаренности. – М. : Молодая гвардия, 1997. – 117 с.

**Лилия Яременко. Творческие способности в свете личностного развития.**

*В статье анализируется процесс формирования творческих способностей и рассматриваются возрастные особенности их формирования.*

**Ключевые слова:** творческие способности, возрастные периоды.

**Liliya Yaremenko. Creativity skills in the context of personal development.**

*The article analyzes the process of creativity skills development and considers age peculiarities of their formation.*

**Key words:** creativity skills, age periods.

## **РОЗДІЛ VIII. ОСОБЛИВОСТІ ВИРІШЕННЯ АКТУАЛЬНИХ ОСВІТНІХ ПИТАНЬ: ВІТЧИЗНЯНИЙ І ЗАРУБІЖНИЙ НАУКОВО- ПЕДАГОГІЧНИЙ ДОСВІД**

**Beata Trębicka-Postrzygacz, Alicja Antas-Jaszczuk**

### **JÓZEF SIKORSKI - FOUNDER OF THE POLISH CULTURE OF EDUCATIONAL. THE PIONEER OF TEACHING DEAF CHILDREN IN THE ROYAL CARE INSTITUTION FOR THE DEAF IN POZNAŃ**

*Józef Sikorski was the first teacher at the Royal Care Institution for Deaf Children in Poznań which was established in 1832. It was the third of its kind institution over the Polish region for deaf children. It was opened within the Teacher Training College in Poznań where Sikorski was one of the staff teaching Music. Even though J. Sikorski did not publish any theoretical thesis it was him to direct correct ways while working with the deaf children in Poznań Care Institution. Thus he is regarded as the founder of surdopedagogical system in Poznań. He was born on 1<sup>st</sup> November 1805 in Sarnów a little town neighbouring Rawicz. Before he decided to take over the position of the teacher of deaf children he had been trained for 2 years in Berlin. After his return he had been working for four years as a teacher assistant before he was nominated for a certified teacher. He was the author of school curricula of high pedagogical value. His authorship didactic programmes and the methods of teaching Polish language set a pattern for his followers and the basis for their work until the period of World War II. Pedagogical value of the curricula can be proved by the fact that they were incorporated in relevant institutions in Kościan, Lubliniec and Wejherowo. J. Sikorski together with another colleague from his school – Jan Toparkus throughout the period of 14 years succeeded in training a group of 300 college students towards the work with deaf children. Voluntary actions were also labelled to J. Sikorski, including his work for the Society of School Help, he was the co-founder of the Polish Pedagogical Society in Poznań, he was the member of the editorial board of “the Polish School”. Józef Sikorski died of pneumonia on 13<sup>th</sup> May 1855.*

**Key words:** Józef Sikorski, teacher, deaf children, teaching.

Special needs education for the deaf in the Grand Duchy of Poznań initiated in the times of Poland annexation. Its preparatory period falls over the times of 1825 – 1832. The situation, which was both politically and economically unfavourable in those times, meant that it had taken a few years before the school for the deaf was

allowed to be established. It was thanks to the Provincial School College of the Grand Duchy of Poznań which helped with initiating the school [4, s.51]. The institution was named as the Royal Institution for the Deaf in Poznań [1, s.28]. It was supposed to be the third (the first one was the Institute for the Deaf in Warsaw established in 1817 followed by the Institution for the Deaf in Lvov which initiated in 1830) institution set up over the area of Polish territory providing education prospects for deaf children. It was opened on 28<sup>th</sup> January 1832 as a part of the Teachers' Seminar (College) in Poznań which was managed by its director Stefan Gruszczyński.

It was Józef Sikorski, the teacher of Music at the Teacher Training College in Poznań at that time, who was nominated for the position of the first teacher at the Royal Care Institution for the Deaf [1, s.19]. Even though J. Sikorski did not create any theoretical thesis it was him who shaped proper work with deaf children at the care centre in Poznań. His influence stretched as far as the times proceeding World War II. His heritage of authorship on curricula and methods of teaching Polish language was used over the following tens of years. Thus Józef Sikorski is regarded to be the true founder of surdopedagogical system in Poznań [6, s.22].

He was born on 1<sup>st</sup> November 1805 in Sarnów, a little town in the neighbourhood of Rawicz in the south of Wielkopolska Region and was the son of a master butcher whose first name was also Józef. It was also in Sarnów when he graduated elementary school. One of his teachers at that time – Roman Ciastkowski realized that Sikorski was musically gifted. As an 18-year-old he showed remarkable talent to master playing a few musical instruments including: the recorder, the French horn, the violin, the piano and the organ. His further education was continued at the Teacher Training College in Poznań. It was also there when his musical talent was recognized. Even before he took to his state final exams at the secondary school he had already been given a position of a teacher assistant. Józef Sikorski taught his younger colleagues to play the piano and the violin [1, s. 19-20].

His final exam was the next achievement which can be confirmed by the official statement based on the state examinations annals from 1826 sent by J. Gruszczyński to the local authorities. The note stated that “Jerzy Sikorski did all the essays in Polish and German with very good grade. Furthermore, at the presence of the prelate Dunin who was the school councilor, Józef Sikorski performed trial lessons in all subjects at an elementary level and successfully passed oral examinations in Religion, Mathematics, Nature, History, Didactics and Methodology. Besides, he speaks German as well as Polish which is his mother tongue. He sings with remarkably good tenor voice and plays skillfully a few musical instruments” [1, s.20].

It was J. Gruszczyński's suggestion to send such a talented student for further studies to Berlin. However his fate turned out to be different. Even though he did set off for Berlin, his aim was quite different from initially suggested by the head of the Teacher College. Sikorski went there in order to be trained towards working with deaf children. He stayed in Berlin since the 1<sup>st</sup> September 1829 till 29<sup>th</sup> April 1831. He went back to Poznań afterwards with the course certificated by Ludwig Grasshoff – the director of the Institute in Berlin [2, s.1].

During his stay abroad, Sikorski got new didactic experience – although working with people of hearing abilities but still using the experience of more and more popular in those times pedagogy by Jan Henryk Pestalozzi. “Sikorski realized that every single teaching should be based on the fact and has to lead towards getting

new experience by the students defined as - the intellectual experience” [1, s.23].

After his return from Berlin, Sikorski had been working for the first four years as a teacher assistant before he was nominated for the position of the teacher already in 1836. It was officially stated in the papers in regent’s offices of Poznań and Bydgoszcz. In May 1838 Sikorski was allowed to take a civil oath [3, s.7]. It was in 1836 when he submitted to the Royal School Board a detailed curriculum which was the basis for the new, innovative and original school curriculum for teaching Polish two years after [1, s.28]. The curriculum for the Polish classes was finally completed in 1848[2, s. 2-3].

It was Józef Sikorski who was appointed as the author to draw up a school curriculum for Polish classes as the Deaf Institution in Poznań had not followed any curriculum before. The provincial College of Education, suspecting that such kind of teaching programme should be used by the Deaf Institute in Warsaw, decided to send Sikorski with an official delegation in order to learn about the programme for teaching Polish, its methods and specialist literature. After his return he made a report based on his visit experience. Regretfully the stay did not come up to his expectations as he only had a chance to inspect classes too little extended as it referred to teaching Polish [1, s.30]. As he admitted “at Warsaw Institute for the Deaf he did not find what he had expected, still he was glad not to waste his time there” [2, s.2].

After he returned to Poznań, Sikorski started teaching in Polish. While working on the school curriculum he tried to follow the principles: "to search for new ways and combine them with the nature of Polish language. It was not satisfactory to acquire practical knowledge about the methods of teaching Polish but what is essential is the perfect knowledge of the language and clear understanding of the deaf needs” [3, s. 10]. Thus the year of 1836 is regarded as the initials to appoint the Poznań institution with the ways of methods of educating, especially in the field of Polish language”. According to Sikorski’s concept the aim of education was mainly “to regain by the deaf the language of his closest surrounding and educating him based on religion and moral attitudes to become a civil right citizen” [1, s. 28-29].

Based on the principles of the programme, the whole teaching material was divided into periods to increase the level of difficulty throughout the following years. Thus the process of deafness turning back had to start with removing its causes first. It was supposed to take over the first two years extended by another year in case of any linked disorders found.

During the first years it was taught to pronounce sounds and reading the speaker’s mouth as well as writing, reading and linking sounds into syllables. After a year of an articulatory training there followed two and three syllable word period. The articulatory training was carried out parallel with what nowadays can be referred to as hearing education, which means simple recognition of the surrounding and attribute it to its natural sounds.

The proper teaching which meant “teaching the language” took 6 years, paying attention to increase the level of difficulty every 2 years. Thus, three main stages of difficulty can be noticed: starting with labeling reality through quantity notions, questions and answers, classifying objects and their features, determining functions, conjugation, declension, comparative and superlative of adjectives, the structure of contrastive sentences, cause and effect, descriptions leading up to short letters and official notes [1, s.30].

The curriculum invented by Sikorski incorporated a detailed plan for teaching

calculus, geometry, drawing, nature, geography and history. While teaching calculus it was the same stage division basis followed. The teaching materials comprised four areas: calculating, adding, subtracting, multiplying; dividing, length and weight measures; performing mathematical operations on denominate numbers; fractions.

Teaching drawing included copying ready patterns, exercises in creating different forms, changing shapes and putting together, drawing still nature objects. The subject of nature was introduced since the fourth year of the school curriculum and it was divided into animal world, flora, minerals, human and the body.

Teaching Geography comprised the information on the neighbouring area – the house, the city of Poznań, the county, the district, Poznań Province, the Prussia, neighbouring countries, Europe, the old and new world. The curriculum referring to teaching History concerned the history of the ancient nations and the history of Prussia [3, s.29].

Sikorski paid close attention to correlation referred to the subjects taught, steady and slow growth of the content but most important was the articulation. He also pointed out the importance of practicing word and sentence stress [1, s.29].

His followers who included a group of his previous assistants throughout tens of years based on the curricula with minor changes incorporated in the meantime. The teaching programmes, still with little changes, preserved until the break of the World War II. The pedagogical value of Sikorski's school curricula can be proved by the fact, that they were incorporated in similar institutions in Kościan, Lubliniec and Wejherowo [3, s.11].

Apart from working out on the curricula, J. Sikorski supported by his teacher trainer colleague Jan Toparkus throughout the period of 14 years were educating students towards the work in teaching the deaf. During the time they succeeded in training a group of about 300 teachers in order to work with deaf children. Unfortunately, there were a few of them who took up the job as a teacher working with deaf children [5, s.2].

Sikorski was also involved in charity actions including his work for the Society of Educational Help. He was the co-founder of the Polish Pedagogical Society in Poznań (1848), a member of the editorial committee of "the Polish School". It might be said that Sikorski turned up in all those places where patriotic feelings arose. He claimed that Polish patriotic attitudes were most eagerly fired by the Catholic Church. That is why he was actively involved in the work of St. Jan Jerozolimski Parish. He was also promoting the ideas of national freedom among the citizens of Poznań. It was his closest family home environment where he created patriotic atmosphere by keeping contacts with noble Polish families [3, s.12].

The fact of having a large family forced Sikorski to take up numerous professional enterprises. That is why he was working two full-time jobs (at the school for the deaf and the college). Moreover, he provided tuition classes in Music for the college students. Sikorski married Ms Jankowska's (the town inn keeper's) daughter who gave birth to their six children. His future wife Sikorski met during his stay in Warsaw. It was also then, when he had fallen in pneumonia which was never cured properly and lead to his death after years [1, s.30]. Józef Sikorski died on 13<sup>th</sup> May

1855 but his burial ground was not stated in the death certificate record<sup>1</sup>.

## REFERENCES

1. Bekczar J. Na przekór kalectwu. (Against Disability) Poznań 1997.
2. Lorkiewicz Cz., Sporny F. Historia Państwowego Zakładu Wychowawczego dla Dzieci Głuchych w Poznaniu ( the History of the State Childcare Centre for the Deaf in Poznań). Poznań 1964. (maszynopis)
3. Vademecum surdopedagoga poznańskiego, Poznań 1990.
4. Kalendarz-Informator Polskiego Związku Towarzystw Głuchoniemych 1933- 1934 Calendar-Reporter of the Polish Deaf Association Union, Komitet Wydawniczy: Sapiejewski J., Włostowski K., Rysiński S., Łabęcki H., Dobrowolski W., Warszawa 1933.
5. Matuszewski W. 50 jährigen Jubilatum der Provinzial Taubstumm-Anstalt zu Posen. (in:) Akta der Provinzial, Poznań 1882
6. Wyrembek J. Pracownicy pedagogiczni. 1832-1992. (in:) Wyrembek. J., Rocznica 160-lecia Ośrodka Szkolno-Wychowawczego dla Dzieci Głuchych w Poznaniu. Na przekór kalectwu. Pedagogy Scholars in 1832-1992 (in:) Wyrembek J., 160<sup>th</sup> Anniversary of the Childcare Centre for the Deaf in Poznań. Against Disability

УДК 372.3/4

М. В. Коломієць

## ДОСЛІДЖЕННЯ В СУЧАСНІЙ ПЕДАГОГІЧНІЙ ПРАКТИЦІ

*У статті розкривається сутність понять «дослідження», «дослідницька поведінка», «дослідницька діяльність», «дослідницьке навчання». Обґрунтовується необхідність дослідження як одного із ефективних способів пізнання світу.*

*Ключові слова: дослідження, дослідницька діяльність, дослідницьке навчання, дослідницька поведінка.*

**Постановка проблеми.** Навчання шляхом дослідження в сучасній педагогічній практиці розглядається як один із ефективних способів пізнання світу, який оточує дитину.

Світ змінюється дуже швидко, і це змушує психологічну науку переглядати роль та значення дослідницької поведінки в житті людини, а педагогіку орієнтує на переоцінку ролі дослідницьких методів навчання.

Дитяча потреба в дослідницькому пошуку обумовлюється біологічно. Кожна здорова дитина народжується дослідником. Прагнення нових вражень, допитливість, цікавість, бажання спостерігати та експериментувати традиційно визначаються як важливі риси дитячої поведінки. Дослідницька активність – природний стан дитини. Саме це внутрішнє прагнення до пізнання через дослідження спричиняє дослідницьку поведінку і створює умови для дослідницького навчання.

**Мета статті.** Висвітлення сутності базових понять дослідницького підходу у навчанні та обґрунтування необхідності організації дослідження як одного із ефективних способів пізнання світу.

**Виклад основного матеріалу.** Дослідження – це процес пошуку

---

<sup>1</sup> Józef Sikorski's death certificate was issued on the basis of the declaration of death, which was made by Valenty Matuszewski, who later became director of the Institute for the Deaf in Poznan, and the bereaved family caregiver Sikorski.\* The world committee on culture and development under UN and UNESCO auspices headed by J. P. de Cuéllar.