

4	<p>The concepts of minority and majority integration might differ. While the majority may call mother tongue education as a way of self-separation and takes every opportunity to suppress the native language of the students (even within a first-language school system), we argue that first language education is a basic right and it also helps the social integrity of the community.</p> <p>From a language pedagogy perspective, it also seems more efficient if children acquire subject knowledge in their mother tongue</p>
8	<p>Ukrainian is taught either by teachers who were trained to teach the language to native speakers as the first language, or by teachers with qualifications other than Ukrainian and who attended a brief retraining course to be able to teach the language. Some of these teachers do not know the language and culture of the nationality of those they teach Ukrainian, even though the Hague Recommendations on the educational rights of minorities claim that the state language should be taught by bilingual teachers.</p> <p>The textbooks were justly criticised for concentrating too much on the theoretical teaching of grammar and not being communication-oriented. After examining the textbooks, one may have the impression that education experts consider the knowledge of the Ukrainian grammar system as the goal to achieve rather than learning to communicate in Ukrainian. Schools do not facilitate the acquisition of the Ukrainian language but deliver theoretical, grammatical knowledge about it</p> <p>Though ‘Ukrainian language’ is a school subject with an identical name in the timetables of Ukrainian and non-Ukrainian schools, it refers to different contents. In SULI, children are admitted to school with native Ukrainian skills, thus the pedagogical goal of Ukrainian teaching in their case is to teach them to read and write, as well as to develop their language skills, make them aware of the norms of the standard language, provide them with a firm foundation for foreign languages, and so on. In schools, however, where Ukrainian is not the language of instruction, merely a school subject, the main goal is to teach children who do not speak Ukrainian to be able to communicate in it. If we have this difference in goals as a starting point, it is evident that quite different methods must be used to teach the subject ‘Ukrainian language’ in the two different types of schools. If the goals of teaching Ukrainian are different in the various schools, then it is logical that the performance requirements should also be different. In Ukraine, however, the requirements regarding the subject ‘Ukrainian language and literature’ are the same for everybody. It means that school-leavers must know the same material in ‘Ukrainian language and literature’, regardless of what their mother tongue is and what school they attended (whether they studied Ukrainian as their own mother tongue or only as one of the school subjects) (Csernicskó 2012).</p>
9	<p>A significant part of Transcarpathian Hungarian parents see this education as a segregation programme that stops their children from successful integration and social mobility.</p> <p>Our mutual responsibility and interest – that of the Ukrainian state and of Transcarpathian Hungarians – is that the school of Hungarian language of instruction</p>

	should facilitate integration rather than segregation, and that the education system forces prosperity in the students' home country rather than prompts them to emigrate.
10	The viewpoint of the Hungarian national minority in Ukraine about the notorious Article 7 is clear: first and foremost, the organisations protecting the interests of the Hungarian minority in Ukraine believe that it is contrary to the Constitution of Ukraine in that it does not allow members of national minorities to receive education in the country wholly in their mother tongue (involving pre-primary, primary, secondary and tertiary education), although Part 5 of Article 53 of the Constitution of Ukraine guarantees this right. ² Article 7 of the Law does not offer solutions to the problems of language teaching.
30	The necessary instrument of integration is bilingualism: the majority language guarantees the opportunity of full-scale participation in social life, while mother tongue (or first language: the terms are used interchangeably) maintenance guarantees the preservation of one's own identity and culture. BUT: ... first and second language skills must be developed in a parallel manner, while not ignoring the first language in order to develop the second.
31	On the other hand, we are also sure that besides these two goals, teaching all the other school subjects at a high level is of equal importance. We must not allow that teaching and learning Ukrainian gain higher importance than good quality school education, as in a well-functioning state, the command of the state language is not the main requirement of social integration. Instead of bilingual schooling (= transitional educational programme) we would like to preserve the 'language shelter (maintenance)' educational programme. In summary, bilingual education is possible, although it needs the right investment. It needs to be well planned and managed. However, we cannot neglect the fact that Ukraine, which became independent in 1991, still has not created the required conditions for teaching the Ukrainian language as a school discipline for the 28 years of its existence. We are convinced that teaching Ukrainian in Transcarpathian SHLI can only be effective and fruitful if the state is willing to cooperate with the experts of the Hungarian minority (i.e. representatives of Hungarian interest protection organisations in Transcarpathia) in every respect.

24		<p style="text-align: center;">On the state standard for elementary education, amending the Law on Secondary Education, the implementation of the language clause of the Law on Education, from the KMPSZ (Trancarpathian Hungarian Pedagogical Association)</p> <p>With regard to the state standard for elementary education adopted in the Government Decree No. 87 on 21 February 2018, it would be reasonable to clarify several contradictions. According to point 6, the requirements for learning outcomes should be determined considering the competence-based approach to education. Point 7 lists these key competences, but also does, in many cases, ignore the needs of students who are not native speakers of the state language and contradicts the pedagogical principles of education, and does not ensure equality in access to education.</p>
25	<p>Point 7 of the state standard</p> <p>7. The key competences are as follows:</p> <p>1) knowledge of the state language, including a clear and comprehensible expression in both oral and written form, the ability of understandable and well-grounded reasoning, love of reading, understanding of the word's beauty, understanding the role of language in communication and cultural self-expression, the ability to use Ukrainian as a native language in different life situations;</p>	<p>If the state standard for elementary education emphasizes the fluent knowledge of the state language among the main competences, this circumstance creates unequal chances for native speakers of minority languages. Since it requires a higher level of language proficiency and the ability to express their thoughts, feelings, arguments and communication in oral and written form by the end of primary school, for a child whose native language is not the state language it is impossible to satisfy these requirements. In fact, many children who are studying in Ukrainian schools do not even meet those requirements, not to mention those who study in other schools.</p> <p>Thus, this condition of the state standard is either impossible to satisfy, or is an explicit discrimination of children and parents of minority nations, since it places them in an unfavorable position and forces them to choose not to study in their native language. In our opinion, in order to comply with the principle of equality, some changes are needed in the standards of knowledge of the state language. For students who are studying in an indigenous or minority language, the appropriate standards for the knowledge of Ukrainian as a foreign language must be developed, starting with level A1 for primary education.</p>
26	<p>2) native language (non-state language) and foreign language competence that enables the active use of the given language in different situations, including everyday life, the educational process, in community and cultural life, understanding simpler foreign-language expressions, intercultural communication skills;</p>	<p>In the case of the native language (if it is other than the state language) the description of competence actually compares it to a foreign language, so the requirement here is much more limited and poorer than the expected knowledge of the state language. In this light, this point of the state standard obviously degrades the native language of students whose first language is not the state language.</p>
27	<p>9) civil and social competences that make possible the understanding of democracy, justice, equality of rights, prosperity, healthy lifestyle, the importance of equal rights and</p>	<p>In the light of this, all students with Ukrainian citizenship are equal, as these values are fundamental. If in a Ukrainian school, where is a class with native or minority language of instruction, a student cannot learn a foreign language because his/her native language is a foreign language, so in this school there are two categories of children - there are children who have a native</p>

<p>opportunities, cooperation with other individuals to achieve a common goal, <u>respect for the rights of others</u> as well as ability to act in situations that are related to the various manifestations of discrimination and <u>respect for the cultural diversity of different nations, as well as self-identification as a Ukrainian citizen.</u></p>	<p>language and children whose native language is a foreign language. A student in a Ukrainian school can continue to study later if he or she has a good knowledge of a foreign language (for example, English) and a student in a minority class will start primary school before attending elementary school without having learned a foreign language. Where is equality in this situation?</p>
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In sections 7.1 and 7.2 there are contradictions regarding the expected competences of the state language and native language. In paragraph 12, the generally expected learning outcomes are the same for the requirements for Ukrainian language and literature, as well as the language and literature of indigenous peoples and national minorities. Fulfilling these requirements for students who do not speak the state language as their native language but study in their native language is virtually impossible. This encourages parents not to choose such institutions; otherwise their children will be in a disadvantaged position during the final exams. At the same time, with regard to foreign language education (as in point 7.2, a language other than the state language is considered a foreign language), the requirements for knowledge of the foreign language (in our case the native language) are much lower than in the case of the state language. It is logical that we cannot compare the native language to the foreign language, but this principle should be applied equally to all citizens without discriminating against the students whose native language is not the state language.

The state standard for elementary education also includes a recommended curriculum titled Nova Ukrajinśká Shkola (New Ukrainian School).

The first sample curriculum repeats the main competences of the state standard, but does not contain any suggestions for a solution if native language is different from the state language. It is clear that the expected core competences of the curricula can only be achieved jointly, via different subjects. In other words, acquiring knowledge of language and literature (point 12 of the state standard) is acquired through all groups of subjects. In order to ensure equal rights for education, the language of education must be the same as the native language, which is an irrefutable principle of pedagogy, but in this case, it is necessary to correct the standard for the knowledge of the state language in the case of those students for whom it is not the native language and to draft the appropriate curriculum.

The attitude towards the studying of the state language by the students studying in indigenous or minority languages and the requirements of the state standard are quite controversial. The sample curriculum for elementary school, the "Ukrainian language in the first and second class of the Hungarian language schools", adopted by the Ministry of Education and Science on 22 February 2018 according to the state standard, contains the following sections: oral communication, language phenomena, discovering the media, reading, and written communication.

The Sample Curriculum also states that the above objectives should be achieved through the following integrated courses and subjects:

Class 1 - oral course

Class 2 - Literacy Integrated Course

Class 3 - an integrated course in Ukrainian language and reading

Class 4 - an integrated course in Ukrainian language and reading

The above distribution seems to be quite logical, but we can undoubtedly say that it is impossible to achieve that all students be proficient in the state language. It is therefore clearly necessary to amend these requirements. According to the basic principles of pedagogy, in the case of aboriginal or minority language, the standard for Ukrainian as a foreign language should be used (level A1 for elementary school).

In the 2017/18 academic year, secondary education institutions applied sample curricula for elementary schools adopted by the Ministry of Education and Science.

Only 50% of the hours are available in the Hungarian language schools compared to the Ukrainian language schools. In addition, the final requirements are the same for all schools. This means that it is impossible to apply the competence-based approach to the development of communication skills of the students of

Hungarian-language schools when teaching the state language. This was made even worse by the system of external independent knowledge assessment, which, in the case of the Ukrainian language, also requires the same knowledge from all graduates, despite the fact that their educational conditions differ.

It should also be noted that in minority language schools there always has been foreign language education alongside native and state language. This practice is to be abolished by the state standard, section 23, which contains the following. "Indigenous and minority-language secondary education institutions distribute the number of hours between the native or minority language and the foreign language; this needs to be incorporated into the curriculum. According to the decision of the teacher council, if the minority language is one of the official languages of the European Union, it can be taught as a foreign language." However, the sample curricula do not include an equal number of hours of instruction in state language, native language and foreign language. According to the "Ukrainian language in the first and second grade of the Hungarian schools", the first grade has 175 hours for this subject out of the 315 hours allowed for the language and literature subject group. If we also take the same number of lessons in the native language, which is clearly less than the time given to acquire the state language (if the state language is the native language), there are absolutely no available hours that could be used for foreign language teaching even we use the hours of the variable component. The same is the case in other grades. It is really impossible to achieve the same result in the state language-level of non-native speakers in indigenous or minority schools. There is a negative discrimination here regarding the possibility of foreign language learning in these schools. In addition, the right of indigenous or minority language institutions to determine by the curriculum, since all the variable hours must be occupied by the native or state language to ensure at least a minimal fulfilment of the relevant state standard. This is a rather discriminatory attitude which negatively affects the efficiency of the educational process and limits the students of these educational institutions and their parents.

According to everything stated above, the KMPSZ kindly requests the following:

1. Maintain the right of operation of indigenous and minority-language secondary schools.
2. Allow Hungarian-language schools to use the curriculum proposed in Table 1.
3. Develop new standards for indigenous and minority language schools for the teaching of the state language, based on the standard of teaching Ukrainian as a foreign language:
 - at the end of elementary school - Level A1
 - at the end of primary school - Level A2
 - at the end of high school - Level B1
4. Aboriginal and minority language schools should be obliged to provide foreign language (non-native) education.
5. Amend the law on secondary education, more specifically Article

