

Уведення до структури методичної системи особистісних компонентів зумовлене провідною роллю постатей школяра та вчителя в освітньому процесі. Складовими цільового компонента експериментальної системи визначені мета, завдання, які визначають сутність і спрямованість інших компонентів: методологічного, змістового, процесуального, підручничкового, результативно-оцінювального.

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### **STORIES «TRAGEDY OF JEWISH GHETTOS IN UKRAINE, BY TESTIMONIES OF LITTLE VICTIMS» AS A PART OF THE SPACE OF INFORMAL EDUCATION (THE HISTORY OF THE HOLOCAUST)**

Specialists of the system of school education and spheres relative to the history teaching are now observing the peculiar «program shift» – the history of the Holocaust and its special role in the culture of memory are presented to pupils of increasingly early age [10, p. 19]. Thus, educational sessions that promote knowing, extension and deepening of pupils' knowledge, including in an informal form are relevant. Given the scope of information that constitutes knowledge about the Holocaust, separate sessions can include the theme of tragedy of Jewish ghettos in Ukraine, by evidences of little victims. Every year November – October are worth to be chosen for such sessions since in the fall of 1939 in Polish Piotrków Trybunalski Nazis have established the first ghetto in the World War II. In the fall of 1941, Nazis have started to organize ghettos in cities and towns of occupied Ukraine; the first of them was the ghetto in Lviv.

For simplifying perception of material and then for careful emotional deriving of pupils from the state of dipping into the atmosphere of tragic every-day life of occupied Europe, besides computer presentations (hereinafter CP) and lectures, there are provided educational films, educational activities, creative «breaks», feedback. In general, so-called «deepening» as a group form of influence is an important issue in educational work and, if possible, should be agreed with a school psychologist [8, p. 107]. Thus, pupils of different age will be able to start discovering knowledge about the Holocaust on the example of ghettos. For preparing of such sessions are

available materials from the Internet, libraries, those distributed by the Ukrainian Center for Holocaust Studies (hereafter UCHS), Tkuma Ukrainian Institute for Holocaust Studies etc. Consequently, the theme of sessions that can take place in schools or museums can be chosen as general «Tragedy of Jewish Ghettos in Ukraine by Evidences of Little Victims», and a theme of each single story should be determined particularly [7, p. 47-51].

Generalizing educational and pedagogic aims of sessions, by analogy with lessons, we determined that they would outline a concept and promote popularization of relevant scientific knowledge of history of Ukraine, the World War II and the Holocaust among pupils, complement a content of school curricula. There are aims to approach empathy and tolerance as a sign of the mature civil society is humanity. As a result, knowledge will promote understanding of little connoisseurs of history of the theme, which is highlighted in Ukrainian, world scientific and publicistic literature, pieces of arts, museums and curriculums. Analyzing types of school lessons, we determine that sessions can be similar to combined lessons [11]. A target audience will be, first of all, pupils of 10th and 11th classes (who study history of the World War II). However, by using methodologies of teaching it is possible to «adapt» the material to younger pupils. In addition, we should note that it is worth to choose English as the language of sessions as 2016 was officially the Year of English Language in Ukraine and many projects continue this year. It should further expand access of Ukrainians to the world educational and cultural opportunities. Conventional plans of sessions can be characterized as follows:

Session 1. «Immersion» in the history. Presentation of general theme and theme of the session № 1. Introduction. Identification of knowledge about the tragedy of Jews of Europe: «*I study (not yet study) at school, but I know (don't know) about...*». «Search» of the theme in literature (provided), Google. «*Let's get acquainted with terms*»: genocide, the Holocaust, Shoah, the Destruction of the European Jews, the Holocaust by Bullets, a ghetto, the Final Solution of the Jewish Question, deportation etc. Continuation of the theme: «*It is important also to know...*»: the Porajmos, Roma and Sinti genocide, other victims. CP «*Shoes and Suitcases – Images Common to Many*» (Cipok a Duna-parton memorial, Budapest; the film «Shoes»; photos from performances of the playwright Małgorzata Sikorska-Miszczuk «Suitcase») [4]; Conclusions and discussion. Informal homework (hereafter HW) – to ask friends about the theme, share acquired experience.

Session 2. Tragedy of Jewish Ghettos in Ukraine by Evidences of Little Victims. Repetitive introduction. Repetition of the terminology for those who has visited previous meeting and flash information for those who came at first time (is repeated at all sessions). A lecture and communication in the form «question – answer». CP «*Who We Were*» (statistics of ghettos in Europe, Ukraine, victims of the Holocaust, including children). Educational activities «*Recognize Me by Touching My Things*». Using vintage suitcases with things picked as «illustrations» of the life of children in ghettos, pupils try to describe

«owners» of things. They will list characters of these people, circumstances and time where things were used, determine what is not among these things, what makes the things strange, their essence and possible fate of their owners. Then they will compare these things with their own ones and make a conclusion: «*These people are as such as surrounding persons. Things do not show that their owners were other. So why they are victims of the Holocaust?*». Presentation through pages of a vintage «photo album» «*It Was Thing of Mine*» (flash acquaintance with little victims of ghettos in Ukraine). Invitation to take a look at their evidences at next sessions. Conclusions and discussion. Informal HW – to make a photo and a post in social networks or to draw and describe a thing that impressed.

Session 3. «From the First Person – the Story of Malka». Repetitive introduction. A lecture and communication in the form «question – answer». CP «*Malka and Kopale Rozental*». Segments of the film «The Heavens Will Open for You» (Yad Vashem; translation into Ukrainian by UCHS) [9, p. 10-14; 5]. Educational activities «*Suitcase*». The story «*Mother Lulled Her Daughter*» (a memory of Malka about her mother and rescue, the history of the Lemko song). Stories from books of Gabriele Hannemann «Marisha, the Girl from the Barrel» and Yoram Kaniuk «Commander of the Exodus» [6, 13]. A creative «break» for making a drawing and a letter for Malka with the invitation to visit Ukraine again. Conclusions and discussion. Informal HW – to choose a colouring (on the basis of saved pictures of children of ghettos, Internet) or to draw a picture and formulate a wish for Malka, a message to the history, future.

Session 4. «From the First Person – the Story of Others: Brothers and Sisters of Tilda, Itta, Rivka, Sisters of Hanna and Susanna». Repetitive introduction. A lecture and communication in the form «question – answer». Segments of educational films [1-3]. Educational activities «*Suitcase: Toys – the Only Friends*». Stories from books of Helga Hošková-Weissová «Helga's Diary» and Nelly Toll «Behind the Secret Window» [14, 15]. A creative «break» for making a postcard for Nelly with the invitation to visit Ukraine, and for Helga – with best wishes. Conclusions and discussion. Informal HW – to choose a colouring or to draw a picture, formulate a wish or a message to the history, future; try to write what a child, a teenager can save in case of a tragedy.

Session 5. Memory – Peace and Tolerance (conclusions for those who have visited at least one of the sessions or the event for those who come for the first time). Repetitive introduction. A lecture «*Paint the World*» and discussion in the form «question – answer» of pictures drawn in ghettos by N. Toll, H. Hošková-Weissová and from the book of G. Hannemann. Discussion of forms, aims of remembrance work. The story «*Create a Memory*»: «stolperstein» memorials in the culture of memory of Europe. A creative «break» for making replicas of the memorial with own hands. Discussion about texts of diplomas «Righteous Among the Nations» and «Righteous of Babin Yar». CP «*Outside the Session*» – a virtual tour through sites of

memory in Europe, websites of museums and organizations, which popularize knowledge of the Holocaust (Yad Vashem, the United States Holocaust Memorial Museum, USC Shoah Foundation – The Institute for Visual History and Education, UCHS, Tkuma). Conclusions and discussion. Creation of an «album» of drawings and postcards made by participants of sessions and «*The Map of Sites of Memory*» (cities and towns where children – victims of the Holocaust – were born and lived in Lviv, Vinnytsia, Odesa regions etc.), which were honoured by pupils during the meetings.

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