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DIALECTOLOGICAL PRACTICE: TRADITION AND INNOVATION
ДІАЛЕКТОЛОГІЧНА ПРАКТИКА: ТРАДИЦІЯ ТА ІННОВАЦІЇ**Marieiev D. A. / Марєєв Д. А.***PhD, assistant / к.філ.н., асистент*

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Abstract. *The article deals with the problem of the organization of dialectological practice which trains future philologists and teachers-linguists for professional activity.*

Key words: *dialectological practice, language competence, method of teaching of dialectology, expedition method.*

Анотація. *У статті розглянуто проблему організації діалектологічної практики, під час якої здійснюється підготовка майбутніх філологів та учителів-словесників.*

Ключові слова: *діалектологічна практика, мовна компетентність, методика викладання діалектології, експедиційний метод.*

Introduction.

According to the educational plans and programs of philological faculties (specialties / specializations 035.01 Ukrainian language and literature, 014.01 Secondary education (Ukrainian language and literature)) of higher educational institutions studying of the course "Ukrainian dialectology" is mainly completed by dialectological practice. Its main task is to familiarize students with live speech, to teach them to collect relevant dialect materials, to systematize, classify and interpret them linguistically" [5, p. 1]. Programs of such practice are mostly different; it is caused by the scientific interests of teachers and departments. Also, the nature of its organization is distinctive, and it will be discussed in the article.

Outline of the main research material.**1. Forms of practice organization.**

The analysis of the scientific literature on the organization of educational dialectological practice indicates that in higher educational institutions students have the opportunity to choose one of its forms: laboratory and field [2, p. 78; 8, p. 76].

According to the laboratory form, a student or group of students process expedition materials previously collected by faculty and other students. It involves different types of work: from designing of cards, cataloging of records for processing them, analyzing of texts etc. Nowadays, both traditional methods of archiving practice data (design of informational cards on paper) and modern (design of digital cards, databases, etc.) are used. Pre-processed materials become a source for scientific researches of participants of the educational process – abstracts, articles, coursework, bachelor's, master's theses, and partially – PhD and doctoral theses.

The purpose of field practice (expedition) is to collect dialect material by questionnaire or topic. Moreover, teachers, scientists, and students guided by teacher can develop collection programs.

During dialectological expeditions students can travel to certain settlements with their teachers and independently at their place of residence.

In the first case, academic groups are divided into expeditionary groups of 3 – 5 (or more, up to 12 – 15) persons, headed by the head of practice [5, p. 3; 7, p. 6]. The strength of the organization of this type of activity is the opportunity for students to observe the work of an experienced material collector and then under his tutelage to continue the study of dialects. In a relatively short period of time, this group of explorators can collect significant volume of reliable language material. However, organizing of these types of expeditions is expensive. They demand the explorators' travel to the predetermined material collection place and their household supplies.

Due to cost savings, higher education institutions practice recording materials by students at their place of residence. However, as H. Hrymashevych rightly remarked, "it does not always meet the purpose and the set tasks" [4]. On the other hand, dialectological practice at the future place of work has a positive effect on the formation of future teachers'-linguists skills in detecting the influence of the dialect environment on the language of students, which will be a valuable experience for further correction of errors that have a speech conditionality; practice enriches and enhances students' knowledge of local lore, including customs, rituals, and village residents' preferences.

Despite the form of practice organization – group or individual – students' personal linguistic observations of dialect speech have a positive impact on their comprehensive development: deepen and expand their knowledge of Ukrainian dialectology; form communicative competence; increase interest in the language and culture of the region; form research skills; expand the scientific, linguistic outlook.

2. Forms of practice materials recording.

The "handwriting" (i.e. making of notes on paper during the response of the informant) and technical method of recording (see [6] for details) are used for the fixation of dialect practice material.

In today's context, it is necessary to move away from the practice of writing dialect material on paper without fixing information on digital media. First, handwriting is not a reliable method, because recorders miss part of the information (see [1, p. 5; 3, pp. 29 – 30] for details). In addition, there is no way to verify: if the student actually questioned the informants or made self-answered questions (questionnaire method with all its disadvantages). Audio and video files give opportunity to trace, firstly, the quality of the exploration (whether the informant was selected correctly, whether his/her answer was affected), secondly, to verify whether the printed version of the practice is identic to the digital medium variant; the correctness of the transcription of the answers and narratives. Among the various types of recording, according to scientists, the best way of fixing is video recording, "because here not only the recorded voice, but also the image of the respondent himself with his look, gestures, facial expressions, smile" [1, p. 5]. If it is not possible to submit a video, students make only audio. The next step in the practice is to transcribe texts and answers to the questionnaire.

Conclusions.

Dialectological practice is an important component of the training system for

philologists and future teachers-linguists. Today, laboratory and expeditionary practices are practiced. The ways of recording dialect material have changed with the development of scientific and technological progress: instead of fixing the material on paper, they propose to do it in a technical way.

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