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**Wydawnictwo Wyższej Szkoły Agrobiznesu
w Łomży**

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EDUCATIONAL COMPONENT „UKRAINIAN DIALECTOLOGY” IN THE CONTEXT OF TRAINING OF FUTURE TEACHERS OF UKRAINIAN LANGUAGE AND LITERATURE

Summary

The article raises the issue of the importance of studying the educational component "Ukrainian dialectology" at philological faculties of higher educational institutions, which contributes not only to the formation of a general linguistic worldview of future teachers of Ukrainian language and literature, but also awareness of the importance and value of dialectology data. languages, ethnolinguistics, ethnography and other disciplines of different cycles and awareness of the importance of dialect language for the emergence, development and functioning of literary language. In the process of studying a certain discipline, higher education students form a number of general and special competencies and program learning outcomes. At the same time, attention is focused on the logical completion of the discipline - dialectological practice, which allows to apply theoretical material in the process of collecting dialect material that can be used in the professional activities of Ukrainian language teachers during the period of work with gifted children.

Keywords: educational component, Ukrainian dialectology, dialectological practice, competence, teacher-vocabulary.

Introduction

The curricula of higher educational institutions of Ukraine for the training of teachers of Ukrainian language and literature and philologists provide for the study of the educational

component "Ukrainian dialectology". "Ukrainian dialectology" is one of the disciplines of the historical-linguistic cycle, which is given an important place in the system of sciences of the humanities, because it is important for the formation of the general linguistic worldview of future teachers of vocabulary and philology. various forms of language existence (national, dialectal, literary), there is an awareness of the importance of dialectal language for the formation, development, enrichment and functioning of literary language in general, the value of dialectology data for studying the history of language, ethnolinguistics, ethnography and other disciplines. In the process of teaching Ukrainian dialectology, higher education is prepared for a conscious understanding of the essence of the national language and effective perception of the course of historical grammar, history of the Ukrainian language, understanding of many processes and phenomena inherent in modern Ukrainian literary language and those still preserved in dialects. without becoming the property of modern literary language, although their presence in the spoken society indicates that they were characteristic of our language in different periods of its development.

First of all, it should be noted that the problems of Ukrainian dialectology as a science in general and as an educational component in particular are quite relevant for modern linguistics, as in recent decades the attitude towards dialects has changed for the better. important aspects in the education of patriotism of the younger generation, the preservation of the traditions of the people, because in the dialects in verbal form accumulated the traditional material and spiritual culture of the ethnos.

All the above has intensified scholars, as evidenced by a number of publications of Ukrainian dialectologists, among which we note the work of P. Hrytsenko, G. Arkushin, M. Nikonchuk, K. Glukhovtseva, G. Martynova, A. Popovsky, L. Frolyak, P. Lyzants, M. Lesyuk, N. Hobzey, T. Tishchenko, S. Pantso, A. Sagarovsky, Y. Gromyk, L. Ryabets, V. Lesnova, T. Yastremska, M. Bigusyak, L. Dyka, Y. Bidnoshia, G. Kobyrnka, M. Voloshinova, D. Mareeva and many others.

At the same time, for the successful implementation of teaching and learning activities it is important to provide the course with educational and teaching materials, including textbooks and manuals. Note that so far the main textbook in the process of training a teacher of vocabulary is "Ukrainian dialectology" by S. Bevzenko [1], as well as educational and scientific publications by J. Dzendelivsky [2], F. Zhilko [3], A. Moskalenko [4], I. Matvias [5], which are used as a theoretical and methodological basis in the teaching of the educational component. Instead, we note that the factual material presented in their review of their time of publication is based on dialectal data mainly of the second half of the twentieth century. This

means that today there is an urgent need for new educational and teaching publications, the authors of which, based on the existing theoretical basis, summarize the views of linguists, dialectologists, interpret them in accordance with modern conditions that need to be updated given the dynamics of speech, replenish the factual base with new spoken material presented in monographic, lexicographic, linguogeographical and textual editions, which represents the dialect speech of different zones of the Ukrainian-speaking dialect continuum of the XXI century. [e.g., see: 6; 7; 8; 9], updating the approach to teaching the discipline "Ukrainian dialectology". In addition, we note that valuable generalized information is presented in the theoretical publication "Ukrainian language. Encyclopedia "[10], in which the material about dialectology in general and peculiarities of Ukrainian dialects in particular is represented in condensed form.

Aim, subject and research methods

The subject of our scientific research is the importance of the educational component "Ukrainian dialectology" in the context of teacher training.

The purpose of the article is to determine the place of the discipline "Ukrainian dialectology" in the system of modern higher education, to highlight the main tasks of dialectology at the present stage of its development, to characterize its significance in the modern linguistic and cultural space of Ukraine.

The main method of research is descriptive, which turned out to be the most optimal in solving the goal of the article.

It should be noted that in the process of teaching this discipline it is important to focus the attention of higher education students on the fact that most of them encountered dialectal speech from early childhood, as the idiolect of many of them was formed in the spoken environment, because they heard words and expressions, adopted them, becoming a member of the community with the appropriate micro-society and features of speech.

At the same time, in kindergartens, educators instilled in children love and respect for their mother tongue, explained the importance of the native language, taught them to nurture it, encouraged children to preserve such words as expressions of mentality of a certain ethnic group of the respective area, which is the key to true patriotism, which begins with love for the small homeland, for the word of grandfather, grandmother or mother's lullaby.

In addition, in the process of studying in general secondary education, acquaintance with dialectal elements continues, especially in Ukrainian language lessons during the study of the section "Lexicology", where the current Ukrainian language program provides in the 6th grade the study of groups of words by use, including - commonly used and stylistically colored words, dialectal, professional words and terms, spatial words [11, p. 24], as well as in the 8th grade during the repetition of the section "Lexicology", during which the student is required to argue that the word belongs to a certain group of vocabulary [11, p. 44], which involves the discovery of dialectal elements, understanding their significance for the literary language, culture of the ethnos. In view of the above, during the teaching of the educational component "Ukrainian dialectology" we focus on how a teacher of Ukrainian language and literature should behave when he gets a job in a rural area, especially one that has distinct dialectal features. All this suggests that when teaching Ukrainian to school-age children, especially in rural areas, in particular in areas where there are a number of spoken features that are clearly different from the literary language, vocabulary teachers are called to correctly explain the meaning of dialect data, to educate students in a positive attitude to spoken words, understanding of their specifics and scope, respect for the dialect word as an expression of the worldview and mentality of a particular ethnic group, the means of its identification, the basis of belonging to a particular ethnic group. According to P. Lyzanets, native language teachers must remember that most children, especially rural ones, when entering school or higher education, use the dialects of their native village, the living spoken language of their parents, so they need to be explained the role and meaning. these words for literary language so that they understand and realize the importance and the uniqueness of dialect data for the Ukrainian literary language, for the culture and history of the native land and the Ukrainian people in general [12, p. 255].

At the same time, it should be noted that the importance of knowledge of dialectology can be traced in the teaching of Ukrainian literature in secondary schools, because the program of Ukrainian literature involves the study of works by writers who deliberately used dialectisms to reflect the color of the area. Of Ukraine (eg, V. Stefanyk "Stone Cross", M. Kotsyubynsky "Shadows of Forgotten Ancestors", V. Gerasimyuk "Living Fire", V. Drozd "Iriy", etc.), so it is important to deepen knowledge in Ukrainian literature lessons. about dialect elements, to teach students to find them in a work of art, to encourage understanding of the purpose of their use by the author as a necessary component of the work to create its integrity, an important element of the writer's idiosyncrasy.

In the process of teaching Ukrainian dialectology in higher educational institutions, higher education students develop a number of general and special competencies. In particular,

mastering this discipline contributes to the formation of general (ability to generalize the basic concepts of the subject area and professional activity; ability to use information and communication technologies; ability to learn and master modern knowledge; ability to search, process, analyze and synthesize information from various sources; ability to adapt and act in a new situation; ability to work in a team; ability to act with social responsibility and awareness of the values of civil society) and special (ability to use in professional activities personality-oriented, activity and competence approaches to teaching Ukrainian language and literature; ability to freely, flexibly and effectively use the language learned orally and in writing, in different genre and style varieties and situations of communication in the process of professional and interpersonal communication, the ability to collect and analyze, systematize and interpret language, literary facts for solving professional problems during the educational process; ability to navigate in the history and theory of Ukrainian language and literature in the world context, the ability to use the achievements of linguistics and literary studies to form a national consciousness, worldview, values of students in modern society; ability to carry out scientific research, summarize and publish its results and apply them in professional activities; ability to take into account the regional linguistic and literary context for the development of professional knowledge and the formation of professional competencies, the implementation of educational goals; ability to understand linguistic-philosophical ideas, language and literature as a socio-cultural phenomenon, to have methods of linguistic-philosophical analysis) competencies. At the same time, the educational component "Ukrainian dialectology" provides the implementation of program learning outcomes, among which - to know the general theoretical principles, concepts and scientific concepts, categories of philological disciplines; know the main periods of development of the Ukrainian language, its system organization and norms, features of the use of language units in artistic and scientific discourses; be able to work with scientific and scientific-methodical sources, systematize and apply information in the implementation of educational and scientific activities; apply knowledge about the patterns and features of the development of linguistic processes in synchrony and diachrony and the relationship of linguistics with other branches of science and practice.

The main tasks of the educational component "Ukrainian dialectology" are the study of such problems as: dialectology, its subject, object, meaning and tasks; the problem of Ukrainian dialectogenesis; the relationship between the concepts of literary language and vernacular; synchronous and diachronic dialectology; sources of studying dialects; methods of collecting dialect material and research of dialect phenomena; the role of the vernacular for the formation

of literary language; social and territorial differentiation of language: social and territorial dialects; territorial varieties of language: idiolect, dialect, group of dialects, speech, adverbs; the problem of endemisms (endemics, dialectal phenomena); types of dialectal phenomena; regionalisms, localisms; connection of dialectology with other branches of linguistics and other disciplines; allocation of dialectology in a separate science; the role of Konstantin Mikhalechuk's works in the development of Ukrainian dialectology; vocalism of the Ukrainian language; consonantism of Ukrainian dialects; phonetic features of speeches; morphological features of speech; lexical features of speeches; syntactic features of speech; lingual features of the south-eastern dialect; lingual features of the south-western dialect; linguistic features of the Polissya dialect; significance of Polissya for the ethnogenesis of the Slavs; the current state of research of Ukrainian dialects; Ukrainian dialectological centers; dialect lexicography; dialect textography; Ukrainian linguistic geography; phonetic (scientific) transcription.

After studying Ukrainian dialectology, higher education students should know: the subject, object, meaning and tasks of dialectology; main problems of Ukrainian dialectogenesis; the names of dialectologists who cover issues of ethnogenesis and dialectogenesis, and the names of their main works; definition of "literary language", "vernacular"; sources of studying dialects; methods of collecting dialect material and methods of research of dialect phenomena; issues of social differentiation, types of social dialects; territorial varieties of language, definition of such concepts as: idiolect, dialect, group of dialects, speech, adverbs; definition of endemisms (endemics, dialectal phenomena), regionalisms and localisms; types of dialectal phenomena; the main features of the vocal system of each speech; the main features of the system of consonantism of each speech; phonetic features of speeches; morphological features of dialects; lexical features of speeches; syntactic features of dialects; lingual features of the south-eastern dialect; lingual features of the south-western dialect; linguistic features of the Polissya dialect; Ukrainian dialectological centers.

At the same time, students must be able to apply different methods of collecting dialect material and its study of dialectology; record dialect material by scientific transcription; identify narrow local formations; determine the phonetic and morphological features of speech; analyze dialect texts; determine the types of dialectal phenomena; apply dialectological data when studying other disciplines of the humanities; work with scientific dialectological literature and linguistic atlases.

It is important to note that in the process of studying Ukrainian dialectology students can independently determine the tasks of this discipline, which over the past few years, given the extralingual factors associated with the situation in modern Ukraine, are experiencing

dynamics, because the main tasks – to explore Ukrainian vernaculars on the territory of continuous spread of the Ukrainian language, as well as resettled Ukrainian dialects; to study speeches at the present stage of development of the Ukrainian language, as well as at various previous stages of its history; to study different language levels in the dialects of the Ukrainian language; comprehensively study the speech groups of national minorities throughout Ukraine; to expand and deepen the study of Ukrainian dialect groups outside Ukraine; pay due attention to the study of interdialect contacts of both related and unrelated languages – we should add the following: collect as much as possible previously recorded dialect material from the territories now called LPR and DPR, update and disseminate it to confirm with dialect data as well as to record as fully as possible the dialect material in the places of compact residence of migrants from rural settlements from this area today, in order to prove the unity of the Ukrainian territory, as well as to publish and republish as much as possible (if possible) already published materials representing this dialect area, collected before the infamous events in Ukraine [eg, see: 13; 14; 15].

The logical conclusion of the study of the educational component "Ukrainian dialectology" is dialectological practice, the purpose of which is to consolidate theoretical knowledge from the course "Ukrainian dialectology"; formation of practical skills of work with dialect material for its use in educational and future professional activity of the teacher-vocabulary; acquaintance with historical, ethnographic, economic characteristics of the studied area.

Tasks of dialectological practice – systematization and improvement of knowledge, skills and abilities of students of vocabulary, acquired in the process of studying Ukrainian dialectology; learning to freely operate with the acquired theoretical knowledge and skillfully apply it in practice; acquisition of skills and abilities of practical application of materials of practice during professional activity in establishments of general secondary education; formation of skills and abilities to apply dialect material during the introduction of the Ukrainian language, Ukrainian literature in general secondary education institutions, in the process of preparation and writing of student research papers in philological disciplines.

The practice is aimed at consolidating the theoretical provisions of Ukrainian dialectology and the ability to apply them during the practice. Students must complete the following tasks:

1. Collect dialect material in a certain dialect (record continuous text or answers to questions of the program-questionnaire).

2. Name to which dialect and dialect a particular dialect belongs.
3. Describe, if possible, the history of the village, the origin of its name, the number of inhabitants, etc.
4. Identify phonetic, morphological, syntactic and other features of speech.
5. Record samples of dialect texts on a dictaphone (telephone, audio, video) and reproduce them by phonetic transcription.
6. Provide information about informants (surname, name, patronymic, year of birth, place of birth, education, profession).

According to the results of dialectological practice, higher education students write term papers, diploma and qualification papers, scientific articles, test the materials of dialectological practice in speeches at student scientific conferences, use it during industrial pedagogical practice at school.

Research results

Thus, the course of Ukrainian dialectology as a subject of linguistics is of great importance for the formation of the general linguistic worldview of a philologist, future teacher of Ukrainian language and literature, because it will help him to more actively perceive the history of Ukrainian language, including historical grammar. , to observe intensive processes of interlingual and interdialectal interaction, consequences of influence of the Ukrainian literary language on speeches; equip the student with the necessary knowledge as a future teacher of vocabulary, who often has to work in a dialect environment.

Conclusions

Thus, the educational component of "Ukrainian dialectology" is important not only in the training of future teachers of vocabulary, but also in general, because dialect data are used by scientists in various fields of knowledge, because the living vernacular reflects the material and spiritual culture of the ethnos. it is possible to explain a number of phonetic, morphological, lexical processes in language; in addition, knowledge of dialects expands the worldview, makes a person involved in the history of his people, its past, present, future, because it is with the help of dialects that the speaker of a certain area realizes its originality, uniqueness, has the ability to compare itself with other native speakers of the Ukrainian language of the entire Ukrainian-speaking continuum.

At the same time, the role of teaching this course in modern conditions is growing, but, unfortunately, the existing plans created in each school do not contribute to the actualization of Ukrainian dialectology given the number of hours planned in them and which decreases annually due to so-called curriculum optimization. process, which leads to the leveling of important learning factors, laid down, among other things, in the course of Ukrainian dialectology. In addition, previously an important component that completed the study of this discipline was dialectological practice, during which students traveled with teachers to certain settlements for professional collection of dialect material to replenish the factual base of Ukrainian dialectology in general. Unfortunately, in most higher education institutions, due to cost savings, the practice has taken the form of recording material by students in the settlements where they live, which does not always meet the purpose and objectives.

All the above gives grounds to state that Ukrainian dialectology as a discipline requires new approaches to its teaching, involves the search for new forms and methods of its study, in particular, with the use of modern computer technology, which will enable professional training of higher education, facilitate their adaptation to the new speech environment, allow the teaching of linguistic disciplines in modern dialect speech with an understanding of its importance and need as a factor in civic consciousness and patriotism.

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