

REGIONAL STUDIES FOR THE EDUCATION OF THE FUTURE TEACHERS: THE POTENTIAL OF SOUTHERN KURZEME

Summary

The systematic research of Southern Kurzeme subdialects continues more than 20 years. It often is a personally significant work for the research participants (students, teachers, student of local lore, etc.) because it is related to a subdialect of their birthplace as a feature of the participant's local identity. Along with the scientific contribution, such studies strengthen the identity and self-esteem of each participant.

The aim of the article is, after the evaluation of existing studies of Southern Kurzeme language, to provide recommendations for the inclusion of the results of these studies in the education of pupils and future teachers by developing their transversal skills.

Tasks of the article: 1) to assess the potential of the Southern Kurzeme studies carried out so far in the education of future humanities teachers; 2) to identify the potential of regional studies in the diversification of the content of combined subjects in the new learning model by providing separate examples.

The introduction describes the topicality, purpose, study methods and tasks of the article. The first part of the article "The Southern Kurzeme language studies in the education of future humanities teachers" provides an insight into regional studies at the University of Liepāja, describing how the interest of future teachers in regional studies should be made. The second part of the article "The potential of the regional studies in the development of the content of combined subjects" provides separate recommendations for including regional studies in the content of combined subjects. At the end of the article are given the main conclusions and recommendations.

The research on regional types of language, their origins, changes, the relationship between subdialect and written language can be used in various ways in the development of personality and studies of future teachers of the Latvian language and literature, not only in the content of lectures. Traditionally students are involved in field studies, processing and digitizing already existing language collections, decoding of recordings, preparation of

publications, etc. Thus, the research methods in dialectology are learned in practice. In Latvia started Latvian language and literature teacher's study model envisages to integrate several aspects of humanities into one study course. Such an integrated approach is to be supported, but the implementation of the new study program was only started in the autumn of 2020, therefore for perfection of the program quality it requires monitoring of the experience and proposals of teaching staff and researchers.

Main conclusions: 1) In the new educational model of the various subjects of future teacher regional studies has potential not only in humanities, but also in acquiring other educational fields, like, natural sciences, technology, social and civil education; 2) It is necessary to monitor and improve the content of new studies to find optimal relationships between theory and practice without losing the traditions of field studies; 3) The developed examples (e. g. names of tools, names of regional dishes, names of the elements of the regional costumes) confirm that the cooperation between researchers and readers of the regional studies with readers from other educational fields can deepen interdisciplinary links in the study process, making it more personal.

KEYWORDS: linguistics, regional studies, dialectology, subdialect, teacher education.

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