National-Regional Component of the French Language Teaching in High School

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Abstract

The relevance of the investigated problem is caused by the need to improve the methods of teaching the national-regional component in the French language classes in high school. This implies responsiveness to the achievements of teaching national-regional component in the foreign language classes. The aim of the article is to comprehensively describe the methods of teaching the national and regional components, as well as present the forms of classroom and extracurricular works with students which contribute to effective motivating learning a foreign language in high school. The leading approaches to the study are problem-topical and systemic-structural. The main results of the study are to systematize the methods of teaching the national-regional component in learning French. The basic elements of methods of studying regional features in the language teaching are differentiated. National-regional component has a successive character and is introduced at all stages of the educational system. In the Republic of Tatarstan the national-regional component is very important, as the Republic of Tatarstan is multinational. The materials of the article may be useful in teaching history and geography of the Republic of Tatarstan in French and can be used to create training programs for tour guides, students-volunteers for international sporting and cultural events.

Keywords: teaching the French language, national-regional component, education, Tatarstan region.
1. Introduction

1.1. Topicality of the problem

The introduction of a national-regional component into educational process of higher education is one of the priorities of education reforming. “Regionalization of education is considered as a means of revival and development of education, currently it is a leading and long-term strategy which determines the ways of formation of a holistic regional space based on the interaction of national, regional, federal and international experience of education development” (Ratner, 2007).

At the same time, currently there is a significant separation within the framework of realization of the national-regional component of educational content at the republican and municipal levels which is characterized by a focus solely on the social and cultural values of their own ethnic group beyond the interaction with other ethno-cultural formations (Belogurov, 2001).

Practice shows that the goal-directed use of regional national component in the classes in a foreign language stimulates intellectual and emotional spheres of personality of students, contributes to the psychological comfort in the class, motivation increase as learning a foreign language and native culture, and ultimately creative self-realization of personality.

1.2. Regional distinctions of Tatarstan

The principle of regionalization at the moment is one of the major factors in the development of education, the implementation of which represents a new stage of development of variation education in the territory of modern Russia. This principle allows the ethno-regional educational systems to act as the subjects of development strategies in accordance with the region’s distinctive geo-economic and socio-cultural features (Aslanov, Kudayev, 2008). Thus, in the region of Tatarstan with extensive developing the tourism and sports infrastructures there have increased the demands for the introduction of a national-regional component of the curriculum because of the need to solve the complex problem of familiarizing young people with general civilization knowledge and values, at the same time ensuring its national self-identification. In this case the main purpose of implementation of a national-regional component in the educational practice of university is educating and teaching the basics of the national culture and foreign language to human being, with its simultaneous including into the system of world's common cultural and moral values. It is therefore extremely important to instill in students a love for the native land, respect and understanding of another culture and religion, as well as the traditions of other nations, to educate in students so required qualities nowadays as tolerance and liberal attitude towards religion.

1.3. Status of the problem


1.4. Research hypothesis

The analysis of theoretical studies and practical work in the aspect of the problem investigated, and in particular language teaching in high school in terms of national and regional components, has shown that this area is still insufficiently examined, which enables us to generate a hypothesis of the investigated problem: the use of a national-regional component in French teaching in high school will be effective if this component of education is filled with a concrete content, used for pragmatic purposes, promotes self-identification and socialization of the university student's personality in a modern, multicultural society.

2. Methodological framework

2.1. The objectives of the research.

The overall objectives of intercultural education involve conflicts resolution through dialogue, critical perception of their own culture and traditions, tolerance education, recognition of equality of opportunity for all, responsible social behavior.

Since the educational situation of modern Russia is characterized by strengthening ethnization of educational content, increasing the role of national culture in the process of socialization and interiorization of the individual, namely the ethno-cultural factor should be a basis for multicultural education. The guiding principle in realizing the national in multicultural education - a sociocultural context of personality development - implies a maximum consideration of specific national realities and determination of their place and importance in the international world. The goal set determines an educational strategy for the formation of personality, who is capable of active and effective life in the multiethnic and multicultural environment and has a strong sense of understanding and respect for different national cultures (Shapovalov, 1997).

This educational strategy defines the following learning objectives: a deep and comprehensive acquisition of the fundamentals of national culture, which is a prerequisite for integration into other cultures; formation of representations about the diversity of national cultures and education of positive attitudes to cultural differences providing the conditions for self-realization; familiarization of the individual with the basics of world culture, disclosure of objective reasons of the globalization process, interdependence of peoples in modern conditions.

The system-structural approach has afforded an opportunity to thoroughly consider the system of regional component teaching in high school and choose the best teaching techniques for studying geography, history and culture of the country of the target language for undergraduates.

2.2. Research basis

The research basis is Kazan Federal University.

3. Results

In the learning process of disciplines of general trade cycle an integrative program with consideration for the regional component has been developed and implemented in the educational process, the main purpose of which is to form professionally significant knowledge base and develop an individual motivation to learn. The developed special training program “Training tour guides in French” is a maximum practice-oriented. It implements the principle of professional
motivation and complies with the content of training students-volunteers in a developed sports infrastructure of the region, allowing to hold sports competitions on the international level.

Table 1. Participation of volunteer students according to www.sport-in-kazan.ru, www.kazan2015.com

<table>
<thead>
<tr>
<th>№</th>
<th>Name of event</th>
<th>The number of the involved students-volunteers from Kazan higher schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kazan Student Games 2013</td>
<td>15000</td>
</tr>
<tr>
<td>2</td>
<td>World Fencing Championships 2014</td>
<td>200</td>
</tr>
<tr>
<td>3</td>
<td>FINA 2015</td>
<td>1588</td>
</tr>
<tr>
<td>4</td>
<td>European Badminton Championship 2016</td>
<td>200</td>
</tr>
</tbody>
</table>

The basic criterion for the recruitment of volunteer students is the knowledge of foreign languages, especially when recruiting attaches to work directly with teams of foreign participants.

Table 2. Involvement of students in extracurricular activity according to www.kpfu.ru.

<table>
<thead>
<tr>
<th>№</th>
<th>Name of event</th>
<th>Number of the involved students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>1</td>
<td>All-Russian contest “Polyglot”</td>
<td>200</td>
</tr>
<tr>
<td>2</td>
<td>Contest Tourist guide in a foreign language</td>
<td>80</td>
</tr>
</tbody>
</table>

Over 11 years an Open All-Russian contest “Polyglot” for language qualifications for the students of non-language specialties has been held in the Kazan Federal University. The national-regional component is widely used in devising the tasks on oral translation from Russian into a foreign language in nomination for “Translator”. So, in 2015, the sights of Kazan were the main topic for interpretation. Thus, students were given access to history, geography and culture of Tatarstan. Within the cultural program for the participants of the competition, the students of KFU were offered quests with national and regional components, such as the quest to the 200th anniversary of Kazan University, the integration into French culture was carried out in the context of a joint cultural project with the center of the Hermitage Kazan “a 40-minute masterpiece”, dedicated to impressionist painters.

But in the classes, the regional component is introduced, for example, in terms of grammatical cycle:
- passive constructions: La cathédrale de l’Annonciation a été construite en...;
  La mosquée Coul-Charif a été construite...;
L’Université a été fondée en 1804;
La visite du musée est accompagné par ...;
- the use of Passé simple in describing the legends about Kazan: Il envoya ses ambassadeurs à Kazan, mais la fière princesse refusa ses avances. Peu après, le tsar arriva avec son armée et, au terme du siège de la ville, Suimbika fut contrainte d’épouser Ivan le Terrible. Cependant, la princesse lui demanda un cadeau de mariage un peu particulier: une tour à sept étages, la plus haute de la ville. C’était méconnaître les architectes du tsar: une semaine plus tard, Suimbika grimpa en haut de la tour pour regarder une dernière fois sa ville natale et dire adieu à ses habitants. Pour rester parmi eux à tout jamais, elle se jeta dans le vide. 
- the use of Futur proche: nous allons visiter, vous allez voir;
- imperative mood: Tournez à gauche
  regardez à droite;
- numerals: Ce monument date du XVI ème siècle;
  Cette magnifique mosquée date du début du XXI ème siècle;
- noun gender: un monument;
  une église;
  un château;
  un palais;
  un temple;
  une cathédrale;

The project work of the students of the department of international relations on compiling a Kazan guide book in French has contributed to increasing motivation to learn French. The work on the guide book was carried out in several stages. It was a collection of information about the city at the beginning. At the same time the students were acquiring the academic skills such as an observational perception of the information, checking its authenticity, knowledge integration from different fields (geography, history, etc.) into the real-life situation and developing the cognitive skills such as information selection in accordance with the intended ultimate goals, its processing, translation into French, translation correction in accordance with a genre of the guide. The next step was approbation of the material prepared during educational excursions with the teacher, and then arrangements of excursions for French tourists who visit the capital of Tatarstan. During this project work the students acquired both linguistic and sociolinguistic and pragmatic competence. The linguistic competences here include lexical elements (compound prepositions, thematic block of words), grammatical elements (the use of passive construction in describing historical monuments, the past tense of verbs, the imperative form of verbs, etc.), semantic competence (translation equivalence). The sociolinguistic competence includes first of all the knowledge and skills needed for effective language use in a social context. These comprise linguistic markers of social relations (selection and use of forms of greetings, forms of communication) (Common European Language Competences: Learning, Teaching, Assessment, 2005), the ability to work in a team, development of a sense of responsibility.

During the preparing and conducting tours in French, participating in contests for guides and preparing the guide book, the students mastered pragmatic competences consisting of discourse competence (knowledge of the rules of construction of utterances), bearing in mind the well-known and new information, topics, consistency and integrity, logic, style and register of communication, influence on the interlocutor. In compiling the guide book, a special attention was paid to the construction of the text: layout of the text in the page, argumentation, coherence.

Discourse competence classes began at very different stages of learning the French language and became the most important elements of training at more advanced stages. In the process of
working on the projects, the students increased motivation for the study of the French language, heightened their interest in studying the history of Kazan, which was the basis for formation of the youth organization “UNESCO for the preservation of non-material heritage”.

4. Discussions

The basic precondition which has contributed to the formation in the undergraduates of critical conceptualization of their own culture and traditions is an enhanced role of the Tatarstan region as one of the major tourist and sports centers in Russia that occupies a special position in relation to the presence of well-developed infrastructure, service, transport, hotel and restaurant business. The use of national-regional component in higher education actualizes the purposes of socialization of student's personality in a sociocultural environment of the region.

Adhering to the idea of pluralism in culture and society, the principles of intercultural dialogue and multiculturalism in education, claiming basic human values, it is possible to set the stage for the development of any variant of intercultural education that corresponds to the political and cultural situation of the educational space. It is necessary to set the task of developing the personality of the student and teacher in each educational institution.

Integration of the federal and national-regional component of the educational content on the basis of value criteria is possible in reality and desirable in almost every subject and at every school and extracurricular lesson (Strelova, 2001).

5. Conclusion

The regional component of education becomes an organic interlink in awareness of new relationship between the regions of our country. The need for language training with consideration for the national and regional components is dictated by the fact that the understanding of another culture is possible only on the basis of knowledge of the native one.

The ability to size up different types of cultures, adequately interpret phenomena and facts of native and foreign language cultures, compare and draw conclusions on the general and specific in the system of cultural values of the compared communities, get out of difficult situations in the process of intercultural dialogue, discuss private and global problems of humanity constitutes the core of social and cultural competence of the students the formation of which is one of the major problems of language education at the present stage.

6. Recommendations

The contents of this article are of interest for the teachers of French of higher and secondary educational institutions, the compilers of specialization course programs on training tour guides in a foreign language, volunteer student for international sporting and cultural events.

ACKNOWLEDGEMENTS

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