

## Local Studies as a Facility of the Learners' patriotic Education in Different Educational Communities During the Course of the French Language

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### ABSTRACT

The significance of the problem is determined by the requirement of the modern society in the education of spiritually-moral, social-active, patriotically-oriental person. The aim of the article is to find out the possibilities of the local studies in the patriotic education of learners in the course of the French language. The main approach of the topic's research is a personal pragmatist strategy that allows considering the learner as an active doer of the patriotic values. This article includes the possibilities of applying local studies information in the course of the foreign language, the aids of the patriotic educational arrangements, the difficulties of the local studies using in the course of the French language, the reasoning of its phase-gate learning. The information of the article can be useful for teachers and lecturers of the French language for writing textbooks, study guides in French to prepare lectures, seminars, and special courses of study French Teaching Methodology and also in practice of the teaching French language in the general education institution and in the Institution of Higher Education.

### KEYWORDS

Local studies, patriotic upbringing, French language, Federal State Education Standards

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## Introduction

Nowadays the patriotic education is admitted like an essential part of an educational process both in the general education institution and in the Institution of Higher Education. All researchers of the patriotic education's problem of the younger generation (scientists, public men, teachers) come to the point that if "we want to save our country, if we wish to revive the prior majesty of our Motherland we need to change ultimately our attitude towards students' and school students' upbringing" (Surova, 2000).

Patriotism is an integrative quality of a person that reflects people's positive attitude to their Homeland-Russia and their small Motherland and also

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their respect to history, culture, state languages which finds expression in an active citizenship, willingness to proceed for the prosperity” (Egoshina, 2007). O. R. Fisher estimates the aim of the patriotic education like “the upbringing of a dedicated patriot who loves his Motherland, devoted to the Country, gets ready to be in service and defends Motherland’s interests” (Schefer, 2003). So the patriotic upbringing is the security of a stable country’s development in the future.

Responsibilities of youth’s education in the spirit of patriotism are set out in the state programme “Patriotic education of Russian citizens for 2006 and 2010 years” (2005). One of this task is the development of patriotic’s feelings and citizens’ conscious based on historic values and the understanding of Russian role in the World’s destinies, the conservation and the development the honor’s feeling for the country.

### **Methodological Framework**

The general methodology is based on axiological principals that reflect national and world values of society’s spiritual-moral life and compose one of an essential base of its strategy in the educational field; it’s also based on the prime principals of anthropology, culturology and orthodox pedagogics about the entirety and the organic hierarchy of humanity (spirit, soul, body), about the priority of the metaphysical beginning over the material, about the human’s education through the country’s and world’s culture learning ; it’s based on a personal-pragmatist approach that is aimed to the inclusion of a generalized humanity’s experience in its axiological aspect that is significant for a distinct person.

The personal-pragmatist approach is based on the point of that the person is characterized by independence, reflection, facility to the creation, the desire for a constant self-improvement. The research is intended for a person treating like an active creator of cultural values: a man takes over the culture of previous generations and so he prepares backgrounds for the further work and approves himself as a creator of a something new in the culture. The role of the teacher is to guide students for a kind, creative work that is aimed for people’s benefit, society, self-development to form altruistic tendencies to reduce and correct a person’s selfishness.

It’s clear from the above-mentioned that an educative work of the educational institution must be referred to the transmission of an accumulated sociocultural experience from old generations to the young, to create conditions for the students’ self-development. In this case the personal-pragmatist approach is characterized like an absolute value from the point of student’s perception and in view of this it means to have such educational situations that supposed to form spiritually-moral, community-minded, patriotically oriented person.

### **Results and Discussions**

#### ***Facilities and Pedagogic Conditions of Patriotic Education***

Priority directions of the patriotic education are folk, ethnographic, archeological, ecological, regional or a simple tour travelling around a native region. That’s why for the education of the patriotism in the educational work we can use a folk subject, such as, popular folklore, popular poetry, fairytales,

epos, phraseology, mother-tongue's vocabulary, a great variety of the ornamental-applied art, popular ceremonies and traditions, in other words, all the spiritual values that our great and little motherland is rich in and that is the center of a national character.

Among others the most effective facilities of the effective patriotic education B.V. Kupriyanov (2005) points out the education through symbolics.

V.I. Andreev (2003) concerns to the pedagogical facilities of the patriotic education the following:

- study of history, traditions, culture of their nation, region and Motherland;
- participation in different kinds of competitions, subject Olympiads for the honor of school, city, region, Russia;
- discussions, conferences about ecological problems, natural and material resources conservancy of area, region, country; participation in childlike, adolescent and teenage movements;
- presentation of Russian achievements in the field of space, aviation, medicine, sport and the others;
- guide tours around the country, meetings with interesting personalities, patriots of their Motherland;
- visit of the expositions that reflect the achievements of Russian masters, painters, architects (Andreev, 2003).

So, it should be taken into account that the patriotic education has not only a prior and a self consistent direction in the character building but also a multifold structure and the interconnection with the other approaches of the educational process.

### ***Historical Backgrounds of the Patriotic Education.***

It's reasonable to mention that there is a subject "Native studies" in school programmes in Czarist-era which was renamed into "local studies". In the Explanatory Dictionary of the Living Great Russian Language by Vladimir Dahl (2007) local studies is determined like "the totality of knowledge (historic, geographic and etc) about a certain region or a whole country, it's a well-rounded study of district, nature, farm unit, history, mode of life predominantly by local schools".

A.N. Tubelskoy (2001) considers that "in case of the selection of the educational content of any educational field, they include first of all, hypothesis, conceptions, programmes and the other educational matters such elements or their complexes, that favour for a person self knowledge, self expression, an original acquisition of the liberty according to the individual values and convictions...". Self-knowledge is always started with the perception of the social realm, "the entrance to the world of different relationships, acquisition of its position in the world.

Local studies permit to enlarge and deepen knowledge and students' views about the world around us, to master skills of using the different methods of science subjects for the realization of regional and others researches. That's why the main methodological principle of the students' patriotic education must be the learning and the perception of their small Motherland. The first teacher's

task is to help students to understand the values of native culture, to get to know their country's history, the history of their region and also of their city (Kukushkin, 2005).

### ***Opportunities of the Subject “Foreign Language” in the Process of Students’ Patriotic Education***

During the lessons of foreign languages teachers try to shape students’ worldview, to upbringing patriotic feeling, public spirit, love for the native language due to skills and abilities of using foreign languages in the process of two cultures dialogue between the native and the foreign one.

N.V. Baryshnikov (1992), R.D. Galskova (2004), E.I. Passov and N.E. Kuzovleva, (2010) and some other methodologists in the field of foreign languages confirm that it’s necessary to know and understand the own national culture to be an interesting partner of the intercultural communication.

Intercultural communication is a two-sided process. During all our life a man acquires a necessary experience: develop skills and abilities to introduce himself properly in an unfamiliar society, in a new group and etc. Interpersonal communication between people of different languages and culture can be realized if the communicants are interested in each other, if they strike for the same purpose: sympathetic understanding, mutual enrichment by the means of intercultural communication. Communicating with foreigners presumes the necessity to acquaint them with our country, its problems, culture because it’s unfamiliar to them at all to know about our Motherland but not so much. So the communication is held with the completeness and the efficiency in case if much attention is paid to the national native culture during the process of studying a foreign language.

N.V. Baryshnikov (1992) underlines that the dominating of a foreign culture in the process of studying foreign language can play a bad role for students. It goes without saying that they will be unattractive interlocutors for the potential foreign partners. From this position, only the information about regional study, culture and geography of different places, about history of small Motherland can give the additional material to the meaningful content.

A.A. Mirolubov (2001) takes into account that “when you work over the sociocultural component you should use the elements of the native culture (for the comparison) to comprehend not only the particulars of the world’s perception by the individuals who are speaking a learning language and also to find out the specific of a such perception by native people” A.A. Mirolubov (2001). Any knowledge acquired by learning foreign language will be understood only through the lens of knowledge due to the process of learning native culture (Vartanov, 2003).

All of the aforesaid gives us the right to admit that the local studies’ material anticipates a foreign communication to a personal experience of learners and allows them during a study discussion to operate facts and details which they come across in daily routine, objective reality of their native culture, so it’s necessary to use such an educational component for the effectiveness of studying foreign language.

Educational value of studying a subject “foreign language” has an implicit character and for its realization it’s pointless to hold a long term conversation,

it's sufficient to have a statement in a foreign language which content has an effect on students' minds and tempers. However, we should keep in mind that a wise education is come from teacher's behavior, actions, not from words.

The lesson is an important part in an educational system of work with students. The experience has shown that any interesting out-of-school and extracurricular activities have never compensated educational gaps during a lesson.

N.V. Baryshnikov (1992) in the teacher's book "Education of the French language in a secondary school: questions and answers" N.V. Baryshnikov (1992) writes that the learning objectives in the process of studying are realized in a complex way during students' learning of French language, in other words during the achievement of practical purpose is done educative and developmental objectives. The teacher can create a great variety of different situations from the textbooks that are significant for educative and developmental purpose.

On the basis of educational material, the teacher plans lesson's educative and developmental objectives. It's very important to have the accuracy of the statements because it is the guaranty of a successful accomplishment of the modest but exact educational objectives. The planning of global educative lesson's tasks leads to a formal attitude to the lessons and even their non-fulfillment. Such formulating of an educative lesson's tasks as students' upbringing of environmental friendliness, love to labour and so on can't be accomplished during a lesson. Real obtainable objectives must be formulated exactly in many cases like a mediate influence on students by the facilities of the French language. Let's see how it's held in practice.

According to the lesson topic "My hometown" during training certain educational tasks are solved such as to attract the attention of students to the careful attitude to the monuments of their hometown, to nature, to the need to maintain the cleanliness of the streets, in parks and suburban areas. The teacher introduces the subject to students by a series of questions, the meaning and content of which can have an educational effect: Do you love your hometown? Why do you love your hometown? What destination do you prefer in our hometown? What do you do to make our town more beautiful? Did you plant a tree in your street? Why shall we protect the nature and environment of every town and country?

Of course, one lesson cannot develop respect for nature, love for one's native city, and so on: i. e all the questions of patriotic and environmental education will not be solved. However, there is positive though indirect impact on the students.

The use of local history material also responds to the principles and cultural approach in teaching foreign languages. The concept of culture includes the totality of all factors (material and spiritual content), which surround the individual and contribute to its socialization in the society. Getting acquainted with the culture of a foreign language, the students constantly compare it with the native culture. Therefore, the larger is the area of knowledge of the native culture facts of the students, the more productive is the work on the acquaintance with another culture.

Consequently, the problem of informative and educational aspects of foreign language education is not only the acquaintance of students with a foreign culture, history, literature, etc., but also the ability to pass a similar knowledge to foreign language speakers. Only by carrying their native culture, traditions and customs the student is able to conduct a real dialogue of cultures.

As practice shows, student faces a number of difficulties wanting to talk in a foreign language of their country, region. First of all, he feels the need for an appropriate factual content for his speech, which would be interesting for a foreign partner. It is realized only under the condition that the students themselves are well aware of the reality in which they live, i.e in this case they need not only a comparison but relevant knowledge.

However, knowledge about their country and their native land is used in learning a foreign language partially or not systematically. In both school and university textbooks in French, for example, there is a trend of dominance of regional geographic material of studied language over Russia. In this regard, the student may well talk about Paris, the Louvre, but when he is asked about the Peterhof or the Tretyakov Gallery and the culture of his native city, the country, he appears to be unprepared.

Thus, practice shows that the student is not able to transfer the knowledge of the literature, history, geography, etc. in their native language into the studied language. One of the reasons for this phenomenon is "the lack of knowledge of a specific language, the lack of experience of its use, the lack of relevant topics and issues in the content of foreign language courses" (Yushkova, 2005). In this regard, it is not surprising that students are unable to talk about their country and its rich cultural heritage, its beautiful historical monuments, its wonderful people with the "mysterious Russian soul", not to mention any historical events that have played a significant role in the life of Russia. It is possible to improve the situation by the introduction in the process of foreign language teaching manuals on the culture of Russia.

Textbook "Russia - my motherland (Practice speech, 2005), prepared by members of the Department of French in Mari State University, is cultural book and is designed to realize tasks mentioned above within an organization work on the practice of the French language speech on the topic "Russia - my motherland". It contains information on various aspects of Russian reality: features of life, philosophy, customs and traditions of the Russian people; and is aimed at developing skills to perform speech activity on a material of history, geography, political system, religion, customs and traditions of the Russians.

The manual presents the following thematic units:

1. Geographical Position.
2. Historical Pages.
3. Political System.
4. Moscow.
5. Theatre.
6. Literature (XIX-XX cent.).
7. Cinema (Soviet period).
8. Russian Language.
9. Orthodox Festivals.
10. Cuisine.
11. Sport.

Each of the 11 thematic unities has the following structure:

1. Phonetic anticipation of the difficulties that appear while reading the main text of the lesson.

2. The basic text of the lesson, which is a logical and topically complete unit.

3. Vocabulary that includes words and phrases for active learning.

4. A set of exercises that develop skills of active speech activity on the basis of the main text of the lesson.
5. The text or texts which is intended to provide additional information about the lesson.
6. References and other sources (Internet), used in the preparation for the lesson.

Of course, this cultural tutorial has great potential because it contains materials on various topics, volumes and forms of presentation. It contains text and illustrations (charts, tables, illustrations, maps), which facilitate the perception of teaching material, exercises, thematic lexical units belonging to the certain sections, additional entertaining texts.

The success of this textbook is also connected with a differentiated approach. In this case the differentiated approach can be understood as the use of texts for different types of speech activity (reading, listening, speaking and writing), all forms of work (oral and written, home and classroom, frontal and individual, group, pair, playing learning, discussion) while taking into account the level of students' preparedness. Without a doubt, it can be used in the optional forms of work on the elective courses, as well as in various kinds of extracurricular activities. At the end of the tutorial there are clues to some of the exercises and the application showing the organization of the festivals "Christmas" and "Easter".

Teacher should pay much attention to the correlation of local historical material with the program. The set of national culture topics now includes the following: 1) Our Country through the Eyes of a Tourist; 2) Moscow; 3) Festivals and Traditions in Russia; 4) Outstanding People of Our Country; 5) Museums and Art Galleries; 6) Art (Music, Cinema, Theatre, Painting); 7) Hometown and its Sights; 8) Ecological Problems and their Solutions; 9) Writers and their Works; 10) Mass Media; 11) Educational System; 12) Youth Life (Sport, Hobbies, Music, Fashion).

The beginning of the academic year, semester and topic are food periods for the education of students. For example, in anticipation of the topic "Paris" it is possible to organize discussion aimed at patriotic education of students. During the conversation, you need to stress, first of all, the word *homeland*, ask to explain what this word means to them personally, what feelings they experience when they hear the word, with what words they associate with it. After the discussion of these issues the group of 4 people can be asked to give their opinions. For this, the group selects a leader who expresses the common position of the group. Then it is possible to find out the attitude of students to Russia and their native city with respect to France and Paris. The result of this conversation is the proverb "Grow where you planted", which is aimed at the orientation of students to the service for their homeland.

Formation of ethnic identity as a representative of the Republic of Mari El can also be performed with the help of local history materials. Thus, for example, developed by members of the Department of French Mari State University textbook "Travel Mari El" (Krylov, 2000) contains information about the republic of Mari El and its capital - the city of Yoshkar-Ola, their past and present; the geographical location of the republic, its symbols, political, administrative structure, history and culture of the Mari people, the national

customs and holidays. This manual also has an electronic analogue on the Internet site [http://dumari.narod.ru/ioshkar\\_ola.htm](http://dumari.narod.ru/ioshkar_ola.htm).

Due to the fact that the local history material is not represented in the programs and textbooks of the foreign language, it can be studied step by step. We represent this in the following table.

**Table 1.** Stages study of local history material within the foreign language course

Stage	Class	Course	Topic	Content
1	2-4	1	Me and My Family	an introduction to the native land, the city, the places associated with the personal experience of students (with minimized the content of the components). The main requirement is a communicative sufficiency and social acceptability in terms of learning the subject at an early stage.
2	5-6	2	Me and My Hometown	information about Yoshkar-Ola symbols, history and modernity of the city, tourist sights, sports and cultural life of the city.
3	7-8	3	Me and My Region	information about the geographical position of the region, the flora and fauna, about famous people of the Mari region.
4	9	4	Me and Culture of My Region	cultural life of the region and the city; museums, basics of guide profession. Students must master skills to speak logically and coherently about cultural events of the region and the city, make speech in front of a public with the prepared oral presentation on a given or selected topic.
5	10-11	5	Me and Society	the social life of the region and the city; work and participation in public life of the city and region, education, industry. In the foreground there is independent use of the French language in order to get new information that can present differently known facts, expand their knowledge, introduce new areas of application.

Work with study materials can be part or step of the lesson, individual lessons, have more time (day project, week project). The forms of training may be lessons, excursions, role plays, virtual trip around native land, conferential lesson, integrated lesson.

All this gives grounds to assert that the use of local history material creates favorable conditions for the organization of the different creative tasks, the use of various elements of the search and investigation in educational work, so it opens up opportunities for self-education of students and awakens their deep interest in the history of the region, the country, promotes patriotic education.

Consequently, patriotic education is a creative, purposeful, systematic process of interaction between teachers and students, which, on the one hand, involves the development of the historical and socio-cultural heritage of the country they live in, and on the other hand, it is a factor of formation of valuable attitude to the Fatherland, which intends to have impact on the consciousness,

the emotional sphere of the student personality and his behavior, the result of which is to turn the student into a true patriot, i.e. a man with a strong sense of love for the motherland and pride for their achievements, a sense of responsibility for its well-being and willingness to perform socially significant activities for its benefit.

### Conclusion

The educational potential of the subject "foreign language" has recently began to be developed by scientists. In the middle of the XX century the first studies on the problems of education of students in the process of learning a foreign language appeared. In this area, Z.K. Shnekendorf (1979) had research. The works of N.F. Bodieva (1991), S.V. Perkas (1990) and others are focused on education of patriotism and internationalism.

The last decade studies are devoted to the heroic and patriotic education of high school students (Gizatullin, 2005; Shahbazova, 2005; Pesman, 2015), the patriotic education of young people in general (Milyukova, 2009) and future teachers, in particular (Pavlov, 2005; Shabalina and Rybakov, 2014), different directions of patriotic education in foreign language courses (Domchenko, 2015; Yevdokimova, 2005; Egoshina, 2007; Rathert, 2012; Kadykova, 2009), the use of local history material in foreign language lessons (Praded 2008; Godunova, 2006; Kalayci & Humiston, 2015; Kornienko, 2004; Agcam, Coban, & Karadeniz, 2015; Toplenkina, 2007).

As for the problem of patriotic education by means of local history studies within the course of the French language, this problem has not been studied intentionally, that is why our study aims at filling this gap in pedagogics.

Education of patriotism a long process, which is complex in terms of context and rather unbalanced in terms of the methodical implementation. It is a comprehensive process that covers all areas of teaching and educational activity. Formation of a developed diversified multicultural identity, its world outlook, sense of patriotism and national dignity is possible by systemic development of national culture, both through the extra-curricular and lesson work. Lesson always was and is an important aspect of a whole pedagogical process. Inclusion of ethnic and cultural material in the content of classes in a foreign language will contribute to the education of Russian patriotism. Formation of patriotic feelings in many respects depends on the saturation of the material prepared by teacher for a lesson of a foreign language, teacher's emotionality and creativity, the knowledge and the correct use of modern methods and forms of work of teacher and student in the classroom.

Thus, within the purpose of patriotic education of students the local historical material should become a mandatory part of the study of a foreign language.

### Recommendations

Article materials may be useful for French teachers in the writing of textbooks and teaching aids in French, in the preparation of lectures, seminars, special courses on teaching the French language, as well as in the practice of teaching French language in the educational institution and the university.

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