FOREIGN LANGUAGES AS A SOURCE OF RISING NATIONAL AWARENESS

Diana R. Bashirova and Tatiana S. Pimenova

Tatar State Humanitarian Pedagogical University, Russia

In the era of globalization of today we consider it very important to pay attention to the national awareness of the school children. Numerous researches show that there is a tendency of cultural level decreasing, according to which quite many students, are not aware not only of the world's cultural heritage, but often, have a very vague idea of their own national culture. School curriculum contains various subjects that can contribute forming of national awareness, they allow students to gain knowledge about national culture, art and history. As we know, language is a reflection of the culture and history of the nation that is why the subject "foreign language", in our opinion, is a unique source in the process of national awareness formation of schoolchildren. We believe that the best results can be achieved in case the learning of a foreign language is based on the cross-cultural comparative approach, i.e. the foreign language learning provides the dialogue of cultures.

Keywords: National awareness, Cultural heritage, ESL teaching, Cross-cultural comparative approach in education.

INTRODUCTION

The purpose of our study is to determine the role of cultural heritage study in the formation of national awareness of students.

In accordance with the purpose of the study the following research tasks have been put:

- Explore the literature on the topic of the research.
- Determine the functions of a foreign language in the formation of national identity.
- Identify the most effective ways to achieve this goal and to prove that a foreign language is a universal means of forming national identity.
- Develop a manual "English language and the city of Kazan" which contains the material concerning history and culture Kazan and republic of Tatarstan for the school students with in-depth study of specific subjects.
- Approbate the methods and material of the manual at school №1, Kazan, Vakhitovsky district, in the framework of preparation for the Universiade - 2013.

"English and the Local Lore"
Russian pedagogical encyclopedia defines the study of local lore as “the comprehensive study of part of a country or of a city, village, or other settlement by the local inhabitants, who regard the area as their homeland.” The basic method involved in the study of local lore is the gathering of information, objects of material culture, and other data contributing to a broader knowledge of the region and its economic and cultural development. Local lore studies are of great sociopolitical and cultural significance, and they play a major role in the educational process.

The importance of the studies of local lore is stressed by such prominent pedagogues as Disterveg, Comenius, Pestalozzi, Rousseau. In Russian pedagogy this idea was developed by Blonsky, Kapterev, Lunacharsky, Semenov, Ushinsky, Shatskii, etc.

Tatar scientists also study this matter, for example in the work by Nigmatov and Huziahmetov we find the following: "The moral development of pupils is formed on the basis of ethnic and cultural traditions... We must use all the moral values in the revival and development of national culture and awareness of the people."

We find it very prominent to integrate English language lessons and the study of local lore; this process can be characterized by the following features:

- Educational opportunities; semantization of vocabulary on the basis of a regional component.
- Broadening of the students’ outlook; learning the traditions, cultural peculiarities, sights, the achievements and views of the outstanding people.
- Obtaining new information about the history of his native land, which is served in an unusual form is especially productive and increases the interest of students.
- This knowledge and ability to reproduce it in a foreign language is especially important in the republic of Tatarstan, that is to host the global event – Universiade-2013. Students gain the basic skills of the guides, which will be very helpful to accept foreign guests.

One way of achieving the goal – forming of national awareness of schoolchildren by means of English language – is the introduction into the general course of this discipline an optional or elective course, such as "English and the Local Lore", “The history of the country in English” or a series of lessons on this topic.

"English language and the city of Kazan"

The aim of training manual "English language and the city of Kazan" is to present capital of the Republic of Tatarstan with the names of outstanding people - from the first educators of X century to the prominent scientists, philosophers and talented artists of the XXI century - who made a great contribution to the development of our city and now they are its story and glory. A teaching guide is the implementation of the education of national awareness of students through a foreign language.

This manual is addressed to the students with I-II courses departments of foreign languages and the students of humanitarian profile, the schools with intensive English language learning and a wide circle of readers interested in the history of his native land. The manual can be also used by the students of foreign languages departments while their teaching practice.

The manual "English language and the city of Kazan" was tested at the Faculty of Foreign Languages of the Tatar State Humanitarian Pedagogical University and in 10-11 grades at school №1 of Kazan, where the specialized lyceum classes were created.
Since the book includes articles that contain biographical information about prominent personalities of science, education and the arts, it can also be used as a reference. In the first section of the manual the extracts from the original works in English are found. They are selected from the works of famous historians, for example the texts from the book by A.A. Rorlih "The Origin of the Volga Tatars".

In the second section of the manual we have provided the brief biographical information about outstanding people of our republic, which had the great achievements and influences the history and culture of our land.

The third section contains fragments of the lessons that can be recommended for a 10-11-grades schools with intensive English language learning as well as for students of I and II courses ESL pedagogical colleges.

Materials of the present educational and methodological aids may be recommended for the training of guides and interpreters for the program "Towards the Universiade 2013".

Education has a stronger effect if it is based on innovative approaches of presenting the material. The integration of disciplines such as foreign language and studies of the Local Lore has great potential to develop unconventional and interesting lessons.

There are various ways of using the manual "English language and the city of Kazan" at the lessons:

- Studying the information from the textbook on the lessons, here is an extract of the lesson, containing the material
- Conferences. Our university has a tradition to organize an annual conference “XXI century and English language”, which is held in the school №1, Vakhitov district, Kazan. Students make their reports in English on different topics, including the Local lore studies.
- Method of projects. A good way to organize the material, it promotes the formation of students' cognitive interest in learning a foreign language and history of his native city, the development of self-reliance, teamwork, development of creative abilities, communication skills, culture, communication and reflective skills.
- Uncommon ways of representing material. As an example of the uncommon way of combining the Local lore studies and English language we have made a video «Kazan Portrayed in its Names», which can be used as a training film on an integrated lesson.

The main idea and concept of this video is to develop students' cognitive interest in the history of his native city, and, consequently, contribute to the formation of their national awareness.

The video raises a question “What does it mean to be a patriot?” It includes a dialogue, which is based on biographical data of several famous people of Kazan, whose names are given to the streets of the city.

Thus, identifying the role of cross-cultural comparative approach and the impact of English language learning on the forming the national awareness, the following conclusions can be drawn:

- A foreign language can be seen not only as a means of communication and cognition, but also as a means of opening the unique features of the mother culture;
• Cross-cultural approach implies the consideration of human problems from the standpoint of two or more cultures, which contributes to the comparative-contrastive analysis of native culture phenomena;
• Cross-cultural comparative approach in teaching a foreign language, leads to the comparison of the native culture with the culture of the target language, thereby enriching and deepening the knowledge about the realities of national culture is an effective means of educating students of national identity.

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