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PROBLEMS OF REPRESENTING REGIONAL SPECIFICITY IN FRENCH TEXTBOOKS IN THE CONTEXT OF THE MODERNIZATION OF FOREIGN LANGUAGE EDUCATION IN THE LUGANSK PEOPLE'S REPUBLIC

N. V. Gritskova

FSBEI HE "Lugansk state pedagogical university" (Russian Federation, the Lugansk People's Republic, 291011, Lugansk, 2 Oboronnaya st.; e-mail: interpreter912@mail.ru)

Summary. The article analyzes the challenges of representing regional specificities in French textbooks. The author examines the process of modernizing educational materials in the Lugansk People's Republic. It is emphasized that the lack of the systematically integrated regional component reduces the students' motivation and hinders the development of the intercultural competence.

Key words: regional component, dialogue of cultures, foreign language education, the Lugansk People's Republic.

ПРОБЛЕМЫ РЕПРЕЗЕНТАЦИИ РЕГИОНАЛЬНОЙ СПЕЦИФИКИ В УЧЕБНИКАХ ПО ФРАНЦУЗСКОМУ ЯЗЫКУ В УСЛОВИЯХ МОДЕРНИЗАЦИИ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ ЛУГАНСКОЙ НАРОДНОЙ РЕСПУБЛИКИ

Н. В. Грицкова

ФГБОУ ВО «Луганский государственный педагогический университет» (Российская Федерация, Луганская Народная Республика, 291011, г. Луганск, ул. Оборонная, 2; e-mail: interpreter912@mail.ru)

Аннотация. В статье проанализированы проблемы отражения региональных особенностей в учебниках французского языка. Автор рассматривает процесс обновления учебных материалов в Луганской Народной Республике. Подчеркивается, что отсутствие системно представленного регионального компонента снижает мотивацию студентов, ограничивает формирование межкультурной компетенции.

Ключевые слова: региональный компонент, диалог культур, иноязычное образование, Луганская Народная Республика.

In the context of the educational system's transformation, the alignment of the federal educational standards with the regional sociocultural characteristics has acquired particular significance. In this framework, foreign language

education in the Lugansk People's Republic serves as an essential tool for fostering both the communicative and civic identities of students [5]. However, the analysis of French textbooks currently utilized in the educational process reveals a complete absence of the LPR's regional specificity, which creates methodological and pedagogical contradictions within the learning process [4, pp. 12-13]. The universities in the LPR employ academic textbooks by domestic authors, such as Popova I. N. *Manuel de français*, Gromova T. N. *Cours pratique de langue française*, Kriuchkov G. G. *Cours approfondi de langue française*, alongside authentic teaching materials from French publishers, including CLE (*En contact*, *Odyssée*, *Premium*, *Vite et bien*), Hachette (*Mon alter ego*, *Inspire*, *Cosmopolite*), and Didier (*Nouvelle Génération*, *Édito*, *L'atelier*).

The texts, dialogues, and exercises in the aforementioned educational publications lack tasks designed to compare French culture with the local sociocultural space of the LPR. This absence constrains the potential for developing intercultural competence based on the principle of the dialogue of cultures [2, pp. 81-85].

A fundamental issue resides in the standardized nature of most textbooks, which are conceptualized for a broad target audience and lack mechanisms for the regional adaptation. Consequently, while students gain familiarity with the socio-cultural realities of Paris, Lyon, or Marseille, they are not afforded the opportunity to articulate the characteristics of their own city – such as historical landmarks, cultural traditions, and local social phenomena – in French. This lack of context-specific tasks undermines the motivational potential of the curriculum, as the language is perceived as an Summary construct detached from the students' personal lived experiences.

The second issue pertains to the underdeveloped state of methodological guidelines concerning the incorporation of regional material into French language pedagogy. Notwithstanding individual instructor initiative, the integration of regional components is frequently episodic and relegated to an extra-curricular status. The absence of the systematic approach prevents regional themes from becoming an integral constituent of the curriculum. Instead, they are perceived as auxiliary elements that do not significantly contribute to the cultivation of the core competencies. Meanwhile, contemporary educational paradigms emphasize the synthesis of subject-specific, meta-disciplinary, and personal outcomes – a goal that remains unattainable without the deliberate inclusion of the regional context in the instructional design [1, pp. 157-170].

The salient aspect further concerns the lexical composition of the textbooks [3, pp. 49-53]. Within the study of thematic units such as "City", "Culture", and "Traditions", students acquire vocabulary pertaining to French sociocultural realities. However, they are not provided with the linguistic resources necessary to represent their home region. Consequently, a distinct imbalance emerges. While students demonstrate proficiency in discussing French

landmarks, they encounter significant difficulties when characterizing the cultural sites of Lugansk or other localities within the LPR in the target language. This underscores the imperative for developing instructional tasks aimed at activating vocabulary within the framework of the regional content. Such activities may include designing projects centered on one's hometown, preparing presentations on local historical and cultural monuments, and simulating dialogues with the hypothetical Francophone visitors.

Consequently, the aforementioned problem is of the comprehensive nature, encompassing the substantive, methodological, and pedagogical dimensions of the instructional process [1, pp. 157-170]. The absence of the systematically structured regional component constrains the development of the intercultural competence. Therefore, the integration of the regional material into the framework of French textbooks should be regarded as a paramount objective in the contemporary development of foreign language education within the Lugansk People's Republic.

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