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**THE SIGNIFICANCE OF LOCAL COUNTRY
STUDIES MATERIALS IN TEACHING A
FOREIGN LANGUAGE AT THE LEVEL OF
SECONDARY EDUCATION**

**НЕОБХОДИМОСТЬ ИСПОЛЬЗОВАНИЯ
ЛИНГВОКРАЕВЕДЧЕСКИХ МАТЕРИАЛОВ В
ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ НА
УРОВНЕ ОСНОВНОГО ОБЩЕГО
ОБРАЗОВАНИЯ**

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Keywords: local country studies materials, secondary education.

Ключевые слова: местное страноведение, лингвокраеведческие материалы, основное общее образование.

Abstract. The article examines the significance of local country study in teaching a foreign language at the secondary school level. It reveals the research how to educate students about the Pskov region through the use of selected readings in English. If implemented texts would serve a useful function in helping students develop expressions and vocabulary to discuss their own region. This is often lacking in language programs as many language books focus on the countries where the language is spoken. However, at the intermediate levels of language development, using language to discuss familiar topics helps students acquire language features more easily.

Аннотация. В статье рассматривается необходимость использования материалов по местному страноведению в обучении английскому языку

на уровне основного общего образования. Основанием для изучения данной проблемы является недостаток в современных учебно-методических комплексах материалов лингвокраеведческой направленности. На примере разработанного пособия о Псковской области будет проиллюстрирован потенциал страноведческой деятельности как комплексное средство обучения и воспитания школьников.

According to the new Foreign Language State Standard, the obligatory minimum content of the main educational programs includes socio-cultural knowledge and skills. The formation of socio-cultural knowledge and skills means expanding the volume of regional knowledge due to new topics and issues of speech communication, taking into account the specifics of the chosen profile, deepening knowledge about the country or countries of the language being studied, their science and culture, historical and modern realities, public figures, the place of these countries in world society, world culture, relations with our country [8].

The term “local country studies” includes two concepts at once: “regional studies” and “local history”. In a narrow sense, country studies as a science deal with the study of different countries and regions as the main units of the political, economic and socio-cultural differentiation of the globe, their complex characteristics having a socio-natural orientation. While local history studies the nature, population, economy, history and culture of any part of the country, administrative or natural area.

The choice of the definition of “local country studies” is due to the fact that in order to carry out a direct dialogue of cultures, students need not only to get acquainted with the culture of the country of the language being studied, its history, customs, traditions and modern life, but also to compare it with the cultural values of their country, their region, their small homeland, which contributes to the formation of socio-cultural competence of students. At the same time, the study of regional studies forms not just socio-cultural, but also regional competence.

Country-specific competence is often considered as a component of socio-cultural competence. Some methodologists define this competence as: a set of knowledge about the country of the language being studied. The presence of such knowledge provides a certain level of skills and abilities to use the national-cultural component of language, speech etiquette and non-verbal means of communication for communication purposes [1, p. 204].

Russian researchers do not deny the acquisition of knowledge about the country of the language being studied, but also prove the need to study their native culture by using country-specific materials. According to E.G. Tareva: “There is an erroneous appropriation by students of the idea of uniqueness, of the culture being mastered, since there is a centralization of educational efforts on the culture of the country of the language being studied. Students don't need

to turn into representatives of a different society according to their mentality and worldview” [7, p. 16].

This statement can be confirmed by a number of negative trends, which include the following provisions:

1. simplification and schematization of the process of formation of foreign language socio-cultural competence among students;
2. exaggeration of the role and importance of the culture of the country of the studied language;
3. the introduction into educational practice of methods and technologies that provide for their hidden removal from their national culture in the process of mastering the culture of the country of the language being studied by students [2, p. 163].

Based on the above, the task of the foreign language teachers in different education institutions is to create an educational situation in which a genuine equality of cultural givens is ensured, interacting and complementing each other, but at the same time not protruding the advantages of one to the detriment of the other. Moreover, the study of local regional studies increases the internal motivation to study English, as students get acquainted with the facts of culture previously unknown, which is confirmed by the research of the American psychologist L. Jacobowitz, who proved that successful promotion in a foreign language depends on motivation for all 50 % [5, p. 93].

Obviously, the study of regional studies is necessary at all levels of education and training. However, the main attention should be paid to the main school, since it forms the abstract thinking of schoolchildren, which allows them to see all the phenomena of life at the same time, in their deep interrelation.

In order to obtain more detailed specifics, the educational and methodological complexes used in Russian schools in the English language and some country-specific manuals in English have been analyzed. The analysis revealed that there is a significant number of materials of a country-specific nature, in particular, information from the history, culture, geography of the countries of the languages studied. There is no doubt that it is impossible to include country-specific materials on all subjects of the Russian Federation in the student's books. Nevertheless, the priority is to teach the student to speak in English about what surrounds him, what is close and dear to him since childhood, what he is proud and ready to share with his potential partner in intercultural communication, and therefore there is a need to use additional materials on local country studies.

In many regions of the country, the practice of introducing country-specific materials into the process of teaching English has become common (for example, in the Republic of Bashkortostan [4], in the Urals [6]). In the libraries of Pskov, there are works on local regional studies in Russian, but they contain, to a greater extent, information about the city, but not about the region [3].

To this end, a draft guide on country studies “Some Ways of Learning about Pskov and The Pskov Region” was developed, which includes information about the geographical features of the Pskov region, as well as about 14 cities and 14 urban-type settlements of the Pskov region. Such a project is designed for an elective course in a primary school.

The manual is recommended to be used as an additional material when learning English in the framework of federal training courses, because:

1) the developed elective course provides interdisciplinary links between the English language and history, geography, cultural studies;

2) the developed model of educational tasks contributes to the development of general academic skills, forms regional competence, fosters a sense of patriotism and pride in the native land;

3) texts and exercises introduce students to the geographical and cultural features of the Pskov region, historical facts and famous personalities who lived in the region;

4) with the help of texts and exercises, students train the ability to speak and talk about the sights and interesting features of their native land;

5) the structure of the manual allows you to improve reading, speaking, writing skills. For example: the heading “Stop and think!” contains a number of tasks that help develop various types of speech activity.

The materials of the textbook “Some Ways of Learning about Pskov and The Pskov Region” were tested in schools of the Pskov region (in Velikiye Luki, Sebez, Chikhachevo village (Bezhanitsky district), Kachanovo village (Palkinsky district)). The survey of students revealed an improvement in knowledge about their native land. The conversation with the teachers demonstrated that the students actively participated in the lesson, their knowledge of regional studies improved and their interest in further education of their homeland increased.

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**ABOUT THE FEATURES OF TEACHING A
FOREIGN LANGUAGE OF THE SILVER AGE
REPRESENTATIVES WITHIN THE CONCEPT OF
LIFELONG EDUCATION**

**ОБ ОСОБЕННОСТЯХ ОБУЧЕНИЯ
ИНОСТРАННОМУ ЯЗЫКУ ПРЕДСТАВИТЕЛЕЙ
СЕРЕБРЯНОГО ВОЗРАСТА В РАМКАХ
КОНЦЕПЦИИ НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ**

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Keywords: lifelong education, silver age, participatory approach, the principle of the subject of activity, the principle of life activity, the principle of potential and actual, the principle of feedback, teaching a foreign language, classification of exercises.

Ключевые слова: непрерывное образование, серебряный возраст, партисипативный подход, принцип субъекта деятельности, принцип жизнедеятельности, принцип потенциального и актуального, принцип обратной связи, обучение иностранному языку, классификация упражнений.

Abstract. For many countries today, the process of population aging is relevant, which affects the implementation of domestic government policies. The idea of training representatives of the silver age is considered in the context of the concept of lifelong education. The article outlines the goals, objectives and principles of teaching representatives of the silver age within the framework of foreign language classes, and presents an approximate classification of exercises for mastering grammatical skills.

Аннотация. Для многих стран сегодня актуален процесс старения населения, что влияет на реализацию внутренней государственной политики. Идея обучения представителей серебряного возраста