

Teaching EFL in multilingual audience of the republic of tatarstan: Philological and methodological approaches

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Abstract

In article authors pay attention to a regional component teaching situation in the Russian educational system in the XXI century on the example of the English speech practice classes for the students of foreign philology department who are trained in "English and Literature", their native language being Tatar. Growth of national consciousness, accentuation of national culture and originality have served as the emergence reason in a practical language course of the regional components higher school with accurately expressed regional content. Implementation of linguistic rates regional component is provided with both philological, and pedagogical methods. In most cases, effective studying of a subject in the field of linguistics requires serial equal pro rata application of classic and innovative methods. Use of the following philological methods when training English in Tatar-speaking audience is recommended: comparisons, contextology, linguistic analysis of the art text, contrast analysis; training methods: Explanatory and illustration, research, method of data problem statement. These methods have been successfully applied on the second year in groups 10.1.-412/411 within project development of English teaching in the Republic of Tatarstan, relying on the following sub-Themes: Greetings, City, Sightseeing, Meals, Theater. During creating presentation such components of language training as work on a pronunciation, translation, creating text have been mentioned. Further use of these methods in case of creating more complex texts about the Republic of Tatarstan and implementation of the gained knowledge in the course of communication in a foreign language is possible.

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Keywords

Education system, English, National consciousness, National culture, Regional component, Tatar