



Using public service-
advertising in teaching
french as a foreign language
in Language Departments

USING PUBLIC SERVICE ADVERTISING IN TEACHING FRENCH AS A FOREIGN LANGUAGE IN LANGUAGE DEPARTMENTS

USANDO EL SERVICIO PÚBLICO DE PUBLICIDAD EN LA ENSEÑANZA DE FRANCÉS COMO LENGUA EXTRANJERA EN LOS DEPARTAMENTOS DE IDIOMAS.

ABSTRACT

One of the most important components of professional competence of a modern competitive specialist is a high level of foreign language communicative competence, which leads to the search for the most optimal ways of teaching foreign languages. The article deals with the linguistic and didactic potential of social advertising texts as an effective means of formation of intercultural communicative competence of students in teaching French as a foreign language. The importance and expediency of the use of social advertising in the classroom for the practice of speech and linguistic studies in the language University is being proved. Being an authentic resource, it contributes to the immersion of students in the socio-cultural reality of the country of the studied language and can act as an auxiliary tool in mastering the skills of listening, speaking and writing and the formation of intercultural communication. In the course of the study it was found that social advertising materials are not only one of the effective means of formation of foreign language communicative competence, information, analytical and creative skills of students, but also contribute to the formation of value orientations and behavioral models of modern students in accordance with specific social norms and ideals through polycode advertising text. Thus, it can be stated that social advertising is a means of moral and cultural enrichment of the individual.

KEYWORDS: social advertising, communicative competence, French language teaching, creativity, value orientations.

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RESUMEN

Uno de los componentes más importantes de la competencia profesional de un especialista competitivo moderno es un alto nivel de competencia comunicativa en el idioma extranjero, que lleva a la búsqueda de las formas más óptimas de enseñar idiomas extranjeros. El artículo trata sobre el potencial lingüístico y didáctico de los textos de publicidad social como un medio eficaz de formación de la competencia comunicativa intercultural de los estudiantes en la enseñanza del francés como lengua extranjera. Se está probando la importancia y la conveniencia del uso de la publicidad social en el aula para la práctica del habla y los estudios lingüísticos en la Universidad de idiomas. Al ser un recurso auténtico, contribuye a la inmersión de los estudiantes en la realidad sociocultural del país del idioma estudiado y puede actuar como una herramienta auxiliar en el dominio de las habilidades de escucha, expresión oral y escritura y en la formación de la comunicación intercultural. En el curso del estudio, se encontró que los materiales de publicidad social no solo son uno de los medios efectivos de formación de competencias comunicativas, información, analíticas y creativas de los estudiantes en idiomas extranjeros, sino que también contribuyen a la formación de orientaciones de valor y modelos de comportamiento. de estudiantes modernos de acuerdo con normas e ideales sociales específicos a través de textos publicitarios de código de código. Por lo tanto, se puede afirmar que la publicidad social es un medio de enriquecimiento moral y cultural del individuo.

PALABRAS CLAVE: publicidad social, competencia comunicativa, enseñanza de la lengua francesa, creatividad, orientaciones de valor.

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INTRODUCTION

To date, advertising materials are not widely used in the methodology of teaching foreign languages in the Russian education system due to the fact that many teachers underestimate their linguistic and methodological potential.

However, it is worth noting that one of the most obvious “aids” in the study of the language and modern French society can be advertising in all its diversity. “Advertising discourse is a reflection of the cultural and spiritual values and national mentality, presented in the form of a special code woven into the language” [Gazizova, Dunyasheva, 2016]. Advertising is a mirror of modern society. No wonder the English writer Norman Douglas said that the ideals of the nation can be judged by its advertising [Ermishin, 2006].

Advertising, being a creolized text, is a unique didactic material that allows to organize the teaching of foreign languages in a new way, using innovative forms and methods of teaching aimed at the formation of intercultural communicative competence.

The choice of texts of social advertising as a means of learning the French language may be due to the following factors: availability of promotional materials, thanks to the Internet; the authenticity of the material; the possibility of immersing students in a natural language environment; reflected in advertising texts of the new language trends; conciseness and memorability of advertising slogans; the encyclopaedic value of advertising material; the possibility of creative self-realization of students. In addition, the “advertising messages trigger emotions, grabbing and holding the attention of an audience, and therefore stimulate students’ interest and motivation” [Martin, 2012].

2.METHODS

As for social advertising, it also has a high educational potential, as it is a special “type of communication focused on drawing attention to the most pressing problems of society, its moral values. The purpose of social advertising is the humanization of society, the formation of moral values” [Nikolaishvili, 2008]. Thus, in the context of teaching foreign languages, socially-oriented advertising is also a means of forming a new responsible attitude to social problems and moral values.

MATERIALS AND METHODS

The research is based on the most interesting and effective from a linguistic point of view, creolized texts of French social advertising placed on the websites of public organizations, state institutions and professional associations, as well as on the pages of print media used in the process of learning the French language students of the Department of Roman Philology, Kazan Federal University to promote intercultural communicative competence.

To solve the tasks set in the study, a set of theoretical and empirical methods was used: a system analysis of linguistic, psychological, pedagogical, scientific and methodological literature on the problem under consideration; a directed sample of advertising material; pedagogical monitoring; observation; analysis of the results of educational activities; a survey and questioning of students.

RESULTS AND DISCUSSION

French social advertising is a unique socio-cultural phenomenon. It is original, emotional, creative and brightly reflects the modern language, national peculiarities, traditions, customs and ideals of the French people. In addition, it should be noted that, since advertising is a social phenomenon familiar to today’s youth, its use in French classes can increase the interest and motivation of students to learn. Thus, the texts of social advertising can be effectively used as an additional resource in teaching French both in the classroom and in the framework of the organization of autonomous work of students, contributing to the understanding of students of different linguistic cultures and the formation of communicative competence.

Advertising materials have a high didactic potential for initiating discussions, debates and role-playing games. A special feature of the integration of social advertising in the French language classes is the possibility of involving students in an active discussion of social, moral, global problems of mankind, raised in the texts of social orientation, which contributes to the development of skills of spontaneous foreign language speech and discussion culture of students. For example, an advertisement for a non-governmental international organization "Doctors without borders": "Au prix de ce café, nous achetons 1 traitance contre le paludisme. 1 euro par semaine, si pour vous C'est peu, pour nous C'est beaucoup" MSF, can give impetus to the discussion of both malaria control and human solidarity [Le Monde Magazine, 2011]. Social advertising is a mouthpiece for all citizens who believe in solidarity and humanistic values [Cossette, Daignault, 2011].

It should be noted that since advertising is a creolized text that includes verbal and non-verbal components that complement each other, its use in teaching French has its advantages, allowing you to work not only with the slogan, but also to develop students' skills in decoding and interpreting visual information. Television advertising is undoubtedly the most advantageous in comparison with text advertising. The obvious advantages of video advertising is that it uses several channels of information transmission at the same time, using various special effects. In addition, from the first seconds of its viewing, it immerses students in the socio-cultural reality of the country of the studied language [Tubbs, 1993].

The possibilities of using social advertising in French classes are inexhaustible. In junior courses, authentic advertising materials can be used in groups with different levels of language training, for example: in teaching reading; as phonetic exercises; in the study of certain grammatical categories.

Advertising texts of social orientation at senior courses can be used as additional material: to train listening skills of authentic texts; in the study of expressive means of language; to solve a wide range of communicative tasks (we are talking about building monological and dialogical statements, organization of

various types of educational discussions, writing cultural comments, essays, etc.).

No less interesting task, aimed at the development of information and analytical skills is the task, involving a comparison of French social advertising with advertising, affecting similar problems in the home country, on such parameters as the organization of media text, lexical saturation, grammatical and stylistic features of the text, the role of the visual component, information content, perlocution of the advertising message.

Special importance is given to creative tasks that are performed by students at the final stage of work with advertising materials of social orientation. Creative tasks stimulate the intellectual development of the student's personality, activate his potential, form critical thinking [Sadykova, Shelestova, 2016], contribute to the development of new creative products by the subjects of educational activity, characterized by novelty, originality of the solution [Ostroumova et al., 2014].

As creative tasks, you can invite students to write a new slogan; choose an illustration to the text of social advertising and vice versa; create your own creolized advertising text in the framework of the studied topic (family values, our common home planet, global problems of mankind, youth problems, healthy lifestyle, etc.). It can be both printed advertising and video. Implementation of a creative project (individual or group) will allow students to express their vision of the problem, their position, their attitude to the problem and the way to solve it, as well as to demonstrate creativity, knowledge of communicative competence and information competence.

Language is a vehicle of culture. "Learning a foreign language is characterized by unique opportunities for the creation of a wide socio-cultural educational environment..." [Subich et al., 2016]. Promotional materials are an effective means of forming sociocultural competence due to the fact that they are a source of background knowledge, non-equivalent vocabulary and national realities, which find reflection in creolized texts of social advertising. "The concept of "sociocultural competition" invokes the ability to use specific information about nation, speech etiquette knowledge and communication technology in order to achieve mutual understand-

ding with other culture bears” [Rakhimova, 2017].

The use of social advertising in the learning process is invaluable for students ‘ understanding of French society and the formation of spiritual and moral ideals, internal values. For example, the integration into the process of teaching advertising of French public funds and associations that enjoy great support among the population of the country, whose activities are aimed at achieving social, charitable goals can help students to realize the urgency and global nature of social problems raised in France, the mobilization role of social advertising in the life of society, as well as affect the formation of the worldview of students. In this context, you can use advertising campaigns known in the country of the Fund, the Abbot Pierre, is actively advocating for the provision of assistance to the homeless and urging the French to support the needy, for example: “On dénombre près de 3 millions de logements sans occupant #OnAttendQuoi pour y loger les 140 000 personnes sans domicile?”(the use of the hashtag in this advertisement is explained by the desire of the creators of the text to focus on the main idea) [La Fondation Abbé Pierre], or advertising posters of the Association “Les Restos du Cœur”, known in France for helping the poor and the homeless by calling on the French to show solidarity. The formation of ecological consciousness of students can contribute to the so-called advertising of a new “attitude to the world”. A striking example is the advertising campaign against the killing of animals for the production of leather and fur or videos Greenpeace France.

The use of posters from the Restons civils sur toute la ligne advertising campaign, which calls on the French to show respect for other passengers on public transport, can contribute to the awareness of modern social problems in large cities and change the behavioral attitudes of students [Richebois, 2011]. The uniqueness of this advertising campaign is that it reflects the uncivilized behavior of residents of the metropolis and is aimed at their “education”. The linguistic technique used in the text, such as rhyme, contributes to the rapid memorization of advertising, and visual images (violators of the order are presented in the form of people with animal heads, having features of their behavior) enhance the emotionality and expressiveness of the message.

During the study, we conducted a survey among senior students (115 people), the purpose of which was to determine the degree of influence of French social advertising on the formation of behavioral attitudes and value orientations of students. 95% of the surveyed students studying French, said that they regularly face French social advertising on the Internet, 5% see it in the print media and on French television channels. The most significant and interesting topics, according to the survey, are the problems of environmental protection (25 %), the fight against smoking (19 %), HIV and AIDS (17 %), as well as violence (15 %), the theme of road safety (14 %), gender equality (6 %), charity (4 %). 90 % of respondents indicated that advertising has a predominantly positive impression.

In terms of changes in the lives of students surveyed through social advertising, 85 % of students said that they have revised their attitude to social problems and their value orientation. When asked about the need for social advertising in the life of modern man, the majority of students (81%) said that it is definitely necessary because of the importance of solving acute social and global problems, while 19% of students believe that it is necessary only when the problem has reached its critical point.

SUMMARY

Based on the study, we can say that advertising materials should be actively used in the process of teaching foreign languages at the University. They contribute to the better assimilation of language material, the development of communication skills and information and analytical skills in the use of information and communication technologies, innovative forms and methods of teaching foreign languages, comfortable “authentic” environment. In addition, the materials of social advertising contribute to the formation of a new social consciousness, which is integrated into the social reality of each student through the methodical presentation of new values and behaviors through social advertising, which is a relay of social values of society and a means of forming new values. The study also revealed that in the process of studying social advertising there is a correlation of their own social values (value orientations) with the values of the French society, their reassessment and rethinking. This is particularly important as “values and value orientations are a

kind of social regulator of behavior, playing an important role in the formation of moral consciousness, determining its direction, content and forms of expression" [Mingaleva, Makarova, 2013].

CONCLUSION

Texts of social advertising, being actual authentic material, which reflects the linguistic specificity and socio-cultural reality of the country of the studied language, of course, have a high linguistic and didactic potential. The organization of the process of teaching a foreign language with the inclusion of texts of social advertising helps prepare students for an adequate perception of other cultures. The integration of creolized advertising texts into the process of teaching foreign languages can effectively contribute to the development of communicative competence, creative thinking, creative abilities, stimulating students' speech-thinking activities, development of discussion skills and culture. In addition, the work with the use of advertising materials of social orientation helps to increase the interest and motivation of students to study a foreign language, as well as the assimilation of students' behaviors, value orientations necessary for every modern civilized person.

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