

## ANALYSIS OF AUTHENTIC FRENCH-SPEAKING TEXTBOOK “WITHOUT BORDERS 2”

### АНАЛІЗ АВТЕНТИЧНОГО ФРАНКОМОВНОГО ПІДРУЧНИКА «БЕЗ КОРДОНІВ 2»

The article is devoted to the analysis of authentic French-speaking textbook “Without Borders 2” of publishing house “CLE INTERNATIONAL”, city Paris, France as an effective means of communication. Special attention is paid to correspondence of content of textbook to its aim, expediency of using of the mentioned textbook at practical sessions at higher educational institutions of Ukraine. It is emphasized methodological aspect of teaching book, the author points out a positive role of data, introduction and recommendations, underlining the aim of sessions for students of higher education. Contemporary scientific search examines the usage of the most spread types of tests and among them: asking-answering questions, translation, matching, completing, gap-filling, information transfer, recording, correction, paragraphing, multiple choice, finding differences (similarities) and so on. The article underlines crucial importance of functions of textbook, necessity of inculcation into educational process of such creative tasks for students as working out portfolios, work in groups, making notes, making up dialogues, organization of discussions, presentations, and role-play. Unquestionable advantages of the textbook are: complete compatibility to the demands of the teaching programs, prominent clarity of the material structuring, availability of technical support of the textbook user, visible scientific correctness in the contents and completeness in the main theses revealing, utilization of up-to-date and generally accepted scientific terms. Practical intention of teaching material, its bond with life is fully transparent. The textbook gives possibilities for providing of differential approach to teaching, and its content is in accord with age characteristics of the higher education seekers. The language of teaching material is clear and simple, motivation of the youth's learning activities and raising the interest to the subject with methods proposed in the textbook shows the presence of problematic-searching tasks. Didactic adequacy of the tasks system in the textbook, its capacity to facilitate independent activities for the acquirers of higher education and for lecturers, and the logic of the illustrative material layout and use are considerable advantages of the textbook as both a stand-alone and an additional information source. Mentioned article focuses on conformity of the textbook to contemporary pedagogical requirements of higher school of Ukraine.

**Key words:** analysis, authentic French-speaking textbook, content, aim, lecturer, student of higher education, higher educational institution.

Стаття присвячена аналізу автентичного франкомовного підручника «Без кордонів 2» видавництва «Кле Інтернаціональ», місто Париж, Франція як ефективного засобу комунікації. Особлива увага приділяється відповідності змісту навчального посібника її меті, доцільності використання вищезазначеної навчальної книги на практичних занят-

тях у вищих навчальних закладах України. Робиться наголос на методичному аспекті підручника, автор вказує на позитивну роль вихідних даних, вступу та рекомендацій, підкреслюючи мету занять для здобувачів вищої освіти. Сучасний науковий пошук розглядає використання найбільш поширених типів тестів, серед яких: питально-відповідних вправ, перекладу, співвіднесення (зіставлення), доповнення, заповнення пробілів (пропусків), перекодування інформації, логічного перегрупування, виправлення, розподілу фраз по групах, множинного вибору, зіставлення (відрізнення подібностей і розходжень) та ін. Стаття підкреслює суттєву важливість функцій посібника, необхідність впровадження в освітній процес таких креативних завдань для здобувачів вищої освіти, як розробку портфоліо, роботу в групах, складання записів, діалогів, організацію дискусій, презентацій, рольових ігор. До безперечних переваг відноситься відповідність вимогам навчальної програми, у ньому простежується чіткість структуривання навчального матеріалу, є в наявності технічні засоби полегшення користування підручником, присутня наукова коректність змісту та повнота розкриття основних положень, використання сучасної загальноприйнятої наукової термінології. Чітко простежується практична спрямованість навчального матеріалу книги, його зв'язок з життям. Підручник надає можливості для забезпечення диференційованого підходу до навчання, змістове наповнення відповідає віковим особливостям здобувачів вищої освіти. Мова викладу навчального матеріалу підручника чітка і зрозуміла, мотивація навчальної діяльності молоді, розвиток інтересу до навчального предмету засобами, запропонованими в підручнику, свідчать про наявність завдань проблемно-пошукового характеру. Дидактична доцільність системи завдань, поданих у навчальній книзі, її можливість для здійснення здобувачами самостійної навчальної діяльності, логіка розміщення та використання ілюстративного матеріалу як самостійного або додаткового джерела інформації є вагомими бонусами. Перевага підручника полягає у її цілісності, компактності й динаміці й на основі ретельно розробленого посібника кожен викладач вищої школи може розробити власний мета-план та спрогнозувати мета-діяльність. Такий вид активної діяльності викладача буде дуже корисним особисто для нього та для здобувачів вищої освіти. Вищезгадана стаття фокусується на відповідності посібника сучасним педагогічним вимогам вищої школи України.

**Ключові слова:** аналіз, автентичний франкомовний навчальний підручник, зміст, мета, викладач, здобувач вищої освіти, вищий навчальний заклад.

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**Formulation of the problem in general.** In the system of modern higher education, foreign languages occupy a special place due to its social,

cognitive and developmental functions as another effective means of communication, knowledge of the surrounding world and expansion of its borders.

In order to expand and gradually disappear barriers and borders in the linguistic sense of the word, we will consider a range of issues related to the study of the French language, namely the importance of using authentic French-language textbooks in the territory of Ukraine for training students of higher education.

**Analysis of recent researches and publications.** Leading Ukrainian scientists O. Boryslavska, O. Vlasenko, P. Vorona, H. Dranenکو, I. Zaverukha, E. Zakharchenko, V. Malinovskyi, A. Matvienko, I. Presnyakov, M. Pukhtynskyi, O. Sushkevich, N. Shapovalova take care of problems of analysis of French-language textbooks. The question of their comprehensive or partial use in the system of higher education of Ukraine requires, in our opinion, more detailed consideration.

French researchers K. Bart-Melkonian, J. Bordeaux, M. Verdelian, R. Vaughn, T. Grosse, R. David, J.-F. Devemi, F. Dominique, E. Massacre, J. L. Poje, A. S. Chambest, in turn, conducts an analysis of their own French-language textbooks and manuals. A certain part of these scientific searches is devoted to various aspects of the pedagogical activity of teachers working on textbooks in the higher education system of France.

**Highlighting previously unresolved parts of the overall problem.** In our opinion, the analysis of authentic French-language textbooks is not very common in the scientific literature of our country, so we will try to highlight this aspect by means of a multi-vector analysis of the textbook.

**The purpose of the article.** The practical significance, and, therefore, the relevance of the modern pedagogical problem, its weight determined the choice and purpose of our article – the implementation of a comprehensive analysis of the authentic French-language textbook “Without Borders 2” from the publishing house “Clé Internationale”, the city of Paris, France, the use of which contributes to further oral and written communication between teachers and students of higher education in Ukraine.

**Presenting the main material.** The authentic French-language textbook “Without Borders 2” published by “Clé International”, Paris, France first appeared in France in 1989 as a logical continuation of the textbook “Without Borders 1”. Authors of the fundamental scientific and methodical publication: F. Dominique, J. Girardet, M. Verdelyan, M. Verdelyan, graphic concept – K. Comballier, illustrations – K. de Sierra. The textbook comes complete with a notebook for the student, a book for the teacher (lecturer) and four video cassettes. The structure of the textbook consists of a title page, endpaper, preface, lesson instructions, four sections with mandatory summaries, grammar material, French verb conjugation table, dictionary and table of contents. Four types of activities are clearly described in the textbook:

listening, speaking, reading and writing. “Without Borders 2” is divided into grammar, communication and civilization.

Despite the relatively solid age of the textbook (35 years), it has not lost its importance and relevance. This is evidenced at least by the fact that an authentic French source of knowledge was republished several times not only in France, but also abroad, for example, in the Italian city of Bergamo (1999), in the Swiss city of Bern (2001), in other cities and countries. First of all the mentioned French textbook was created for native speakers in France, secondly for French speakers in French speaking countries and thirdly for the foreigners who want to study French as a foreign language. The last time “Without Borders 2” was reprinted a year ago in France (2023, limited edition). All this indicates a very high level of the textbook.

Undoubtedly, one of the most powerful advantages of the textbook is its flexibility, since it is designed for teaching in the range of 100 to 150 hours, which allows lecturers and students of higher education to choose the material, dividing it into core and supporting or minor. The time also can be varied from 45 minutes to one hour and 20 minutes.

As for the French-language textbook “Without Borders 2”, it fully complies with modern European and global educational trends, pan-European recommendations on language education: study, teaching, evaluation, it can be compared as a didactic model [3]. It contains or inspires the following types of tests: true /false statements, translation, table completion, logical rearrangement / resequencing / logical sequence, quiz / survey / competition / game, prediction / total prediction, picture / picture completion, paragraphing , making a plan, taking notes (making short notes), multiple choice, making a semantic map, correlation / comparison, making a list (counting objects), naming, mosaic (restoring the general content of the text, recoding information, filling in gaps) / gaps, comparing / distinguishing similarities and differences, corrections, additions, restoration / division into categories, question-and-answer exercises.

A great bonus of the textbook is its focus on the creation of a metaplan followed by the creation of a meta-activity for both French teachers and students of higher education. Structurally, it can be denoted as follows:

#### Metaplan

Topic:  
Structure  
Life as it is / Life as it should be  
4 adjectives to prove / 4 adjectives to prove  
Why doesn't this work?  
4 arguments  
Conclusions  
I can't / I can  
4 items / 4 items

Metaplan can be followed by meta activity both for students and lecturers. We believe that number 4 will be optimal in the case of creating a metaplan for teaching French at higher education institutions, taking into account in practice the relatively small number of applicants for higher education and the online mode on the zoom platform.

The authors of the authentic French-language textbook have worked very fruitfully on it, because at the pages of the textbook "Without Borders 2" we will find versatile material that covers almost all areas of young people's lives. Lexical topics include work, free time, recreation, hobbies, science, art, physical culture and sports... Compilers: F. Dominique, J. Girardet, M. Verdélian, M. Verdélian, K. Comballier, C. de Sierra, placing on the pages of the book, the national symbols: Marianne, the Gallic cock, the French flag – tricolor, the country on the map – a hexagon, as well as the landscapes of Paris – Notre Dame Cathedral, Arc de Triomphe, emphasize their respect for France. Reproductions of famous canvases by French artists J. Bero, J. B. Grioz, E. Degas, poems of national poets E. Gallimar, V. Hugo, J. Prévère make the above-mentioned textbook an effective tool not only for teaching, but also for education.

Questions related to Francophonie as a movement have been troubling French society for centuries, because France does not want to lose its leadership in the French-speaking world, and we can also trace the echo of this, turning the pages of the textbook. Satire and humor, preferences and customs, emotions, French cuisine, correspondence, transport adventures – almost all spheres of life can be found on the pages of the educational source and all this is decorated with various drawings, collages, photographs, letters, comics, cartoons.

Observing the unconditional advantages of the French textbook "Without Borders 2", we have a question about logistics and it is not entirely clear to us why, with a large variety of French vehicles, we can't find well-known French automobile brands in the textbook such as "Renault", "Peugeot", "Citroën", "Matra", and instead of them on the pages of a teaching book we see German "Volkswagen", American "Jeep" [5].

Nevertheless, the scientific-methodical edition is a completed work of a very high level, and it is about such things that well-known Ukrainian scientists N. P. Volkova, I. M. Dychkivska, M. M. Fitsula write that they are effective means of learning, books, containing the basics of scientific knowledge from a certain educational discipline, the tasks in such textbooks are set out in accordance with the purpose of education, the defined program and modern requirements of didactics [1, 2, 4].

The analysis fully confirmed our expectations: an almost flawless textbook that logically and men 1", supplemented it, expanded the horizons where

the content corresponds to the purpose, and where you can really master the skills of listening, speaking, reading and writing. By developing the textbook, both pedagogues and students of higher education are able to include modern pedagogical techniques and technologies such as "Onion Diagram", "Iceberg", "Traffic Lights", "Reading Circles", "Think-Pair-Share", "Fish Bowl", "K-W-L", (know what learn), quizzes, dramatization, "The Rule of Seven Reactions", "Brainstorming", projects and then conduct research activities in branches of the French language.

One of the advantages of the textbook is a number of exercises aimed at further memory development. Thanks to the textbook, students of higher education have a desire to master their memory, manage it, and increase its productivity. It is worth considering the fact that the process of memorization is not reduced to understanding, special methods of reproduction, preservation of consciously learned information are needed, which are successfully implemented in the columns of a printed source together with audio applications. Hence, the subject material memorization, first enters the short-term memory, and then with the help of exercises it must be transferred to the long-term memory. Both types of memory are of great importance for the successful implementation of speech activity, so the lecturer's task is to help young people to grow and to strengthen skills while learning French language.

**Conclusions.** Comprehensive use of various tasks in the textbook "Without Borders 2" benefits teachers and students of higher education. At higher education institutions of Ukraine, lecturers where the French language is studied can confidently use such a textbook in order for young people to adapt more quickly to European and global educational standards in general and to French-language standards in particular. By carefully studying the manual, it is quite possible for those who are seeking higher education to prepare for and successfully pass the French language exams (DELFL and DALF exams) in Ukrainian cities: Kyiv, Kharkiv, Odesa.

Remembering our realities, we would like to note that in the higher education system of Ukraine there is a steady tendency to increase the presence of various authentic French-language guides for students of higher education, such as "Without Borders 1", "Beautiful City 1", "Pixel 1", which please us in the context of increasing interest to the French language in Ukraine. First of all, it creates good opportunities for improving the quality of education among students of higher education.

Summing up, we emphasize the conformity of the authentic French-language textbook "Without Borders 2" to modern pedagogical requirements of higher education. On our part, scientific research we will continue with a further analysis of other scientific sources,

which will able us to conduct comparative studies in the future, considering their differences and similarities.

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