

ІСТОРІЯ МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНИХ МОВ

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IMPLEMENTATION OF THE DIRECT METHOD OF TEACHING FOREIGN LANGUAGES IN FRENCH TEXTBOOKS USED IN GALICIA (THE FIRST HALF OF THE 20TH CENTURY)

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Abstract. The article under discussion deals with the analysis of French textbooks used at the lessons of the French language in Galicia in the first half of the twentieth century. The authors carry out an overview of the sources relevant to the issue under study and prove that the topic has never been an object of any scientific research before. In the article, we have reviewed five French textbooks and identified the main method of French language teaching implemented in them. The books, which were used, can be divided into three groups – textbooks, readers, and grammar reference books. All the textbooks under analysis were recommended by the education authority of Galicia. The textbooks are analyzed according to the criteria proposed by N. Borysko. Thus, the French textbooks used in Galicia are found to be compiled by means of the direct method of teaching foreign languages that is marked with a wide range of phonetic material, the absence of translation exercises, the emphasis on a practical approach to improving foreign language competencies.

Keywords: textbook; Galicia; French language; criteria; direct method.

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Реалізація прямого методу навчання іноземних мов у підручниках з французької мови у Галичині (перша половина ХХ століття)

Анотація. Вступ. У всі часи підручник відіграв важливу роль для навчання будь-якої дисципліни в цілому, іноземної мови зокрема. Аналіз праць, присвячених питанням підручникотворення, дає можливість стверджувати, що досліджень присвячених аналізу структури і змісту підручників з французької мови, які використовувалися на Галичині впродовж першої половини ХХ століття не було. **Мета.** Метою статті є аналіз змісту та структури підручників з французької мови, які використовувалися у Галичині упродовж вказаного періоду, визначення груп, на які поділялися ці підручники, відображення відповідності підручників критеріям їхнього аналізу, а також реалізації у них прямого методу навчання іноземних мов. **Методи.** Було досліджено освітні документи, що стосувалися шкільної освіти Галичини і тогочасні підручники з французької мови. **Результати.** Віднайдені підручники поділяються на три групи: підручники, хрестоматії для читання та граматичні довідники. Зміст та структура підручників дозволяє стверджувати про використання положень прямого методу навчання іноземних мов. Навчальний матеріал давав змогу учням опанувати французькою мовою з практичного боку: навчитися висловлюватися в усній та письмовій формах, вміти вести бесіду на повсякденні теми, вміти писати листи та ін. Особливу увагу в більшості підручників приділено правильній вимові звуків французької мови. Граматика у підручниках займала не першочергове місце. Характерною рисою підручників цього періоду є їхня спрямованість на зацікавлення учня. **Висновки.** Навчання французької мови в Галичині протягом першої половини ХХ століття провадилося засобами прямого методу навчання іноземних мов. У проаналізованих підручниках повністю відображено методичні ідеї та підходи, притаманні тогочасній науці, а саме практичне спрямування опанування іноземних мов.

Ключові слова: підручник; Галичина; французька мова; критерії; прямий метод навчання іноземних мов.

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Реализация прямого метода обучения иностранным языкам в учебниках по французскому языку в Галиции (первая половина XX века)

Анотация. Статья посвящена анализу учебников по французскому языку, использовавшихся на уроках французского языка в Галиции в первой половине XX века. Авторы осуществляют обзор источников, имеющих отношение к исследуемой проблеме, и доказывают, что ранее данная тема не была объектом каких-либо научных исследований. В статье рассмотрены пять учебников французского языка, а также определён основной метод обучения, реализованный в них. Книги можно разделить на три группы – учебники, книги для чтения и справочники по грамматике. Все анализируемые учебники рекомендованы Управлением образования Галиции. Учебники проанализированы по критериям, предложенным Н. Бориско. Таким образом, в учебниках французского языка, используемых в Галиции, был использован прямой метод обучения иностранным языкам, отличительными чертами которого были широкий набор фонетических материалов, отсутствие упражнений на перевод, практический подход к совершенствованию компетентности в иностранном языке.

Ключевые слова: учебник; Галиция; французский язык; критерии; прямой метод обучения иностранным языкам.

Introduction (problem statement). At all times, a textbook has played an important role in teaching and learning any discipline on the whole, and a foreign language (FL) in particular. The history of compiling FL textbooks dates back to the XVIII century, when learning a foreign language was based on reading religious and literary texts, as well as translating them into their native language and vice versa. Turning to the previous experience, we might claim that a multidimensional historical process usually relies on a specific historical material. What is more, it is necessary for a modern teacher to identify the causes and consequences of the diversity of the existing methods of FL teaching.

From the point of view of modern science, the textbook is regarded as one of the most complex and perfect achievements of human culture, which summarizes and crystallizes its accomplishments in numerous areas of human life and activities: science, pedagogical and artistic culture, technology, etc. Therefore, it is now the object of the study of many sciences (Роман, 2010). The textbook serves as a teaching tool; it accumulates samples of oral and written speech, language and country studies material, the latter being selected and organized with a due regard to its functional significance in various forms of communication and activities, with a particular emphasis on the positive experience of students in their native language and prevention of interference (Щукин, 2008, p. 364). According to the French scientist J. Lebrun (2002), the textbook is a bank and a substrate of information that feeds the student in his reflections and the teacher in his search.

Scholars have written numerous works on the education of Galicia in the past. These are the monograph by B.H. Stuparyk (1994) (researched schooling in Galicia during 1772–1939), the article by L.H. Bayik (1965) (covers the history of the development of the Ukrainian school in Galicia during 1869–1939), H. Rusyn (2015) (studies the historical development of school education in Galicia). The PhD theses by T.K. Zavgorodna (2000) (highlights the development of the theory and practice of education in Galicia during 1919–1939), M.M. Barna (1996) (outlines the development of pedagogical education in Eastern Galicia during 1867–1939) and M.I. Rieger (1970) (investigates the history of the development of German teaching methods in Galicia from the end of the 16th century to 1918). The history of the English textbooks compiling is presented in the PhD Thesis by O. M. Tumak (2018) (characterizes the content and structure of English textbooks in Bukovina during 1867-1918) and articles by O. Ya. Gomenyuk (2019) (analyzes English textbooks that were used in Bukovina from 1918 to 1940).

The analysis of recent researches and publications. The issue of compiling textbooks is an object of numerous scientific works by such Ukrainian scientists as N. Borysko, O. Guz, V. Roman,

A. Shchukin, and others. Besides, it is important to take into account the works by such French Methodists as B. Germain, E. Klett, J. Lebrun, A. Louis, I. Mazel (*Survey of readers. Criteria of analysis and application*, 2011), and others. In particular, O. Guz (Гуз, 2010) emphasizes that in the process of using the textbook, those learning a FL are able to understand their immediate and distant goals, determine their language and speech levels. Any textbook allows setting a learning speed and evaluating learning progress. According to V. Roman (Роман, 2010), a FL textbook is, in its essence, a micro-model of the teaching system as a whole. This model reflects all the system components: its objectives, content and structure of the educational material, the pedagogical process (various forms of teachers' and students' activities), methods that are disclosed in a set of techniques, as well as other teaching tools.

The detailed analysis of the works devoted to FL textbooks enables us to claim that no research on the analysis of the structure and content of the French language textbooks, used in Galicia in the first half of the twentieth century, had been carried out previously. Therefore, **the purpose** of our article is to analyze the content and structure of the French language textbooks, used in Galicia during this period, to distinguish the groups, into which these books are subdivided; to outline the conformity of the textbooks to the criteria of their compilation; to prove the implementation of the direct method of teaching FL in them.

The results of the study. The textbook in this paper is considered as a component of the educational system of FL teaching and learning, which should meet the requirements of the curriculum and correspond to the tasks of a certain type of educational institution, age, and other student's characteristics. It should contain a language material, samples of oral and written speech, information about the country, which language is being studied. The material should be selected and organized with regard to its functional significance in various forms of communication, as well as to the positive experience of students in speaking their native language and preventing interference. The textbook material must be served in certain doses, which constitute the content of separate lessons. Each lesson, as a rule, should contain a text, a lexical and a grammatical commentary to the text, a grammatical material, exercises, and an illustrative material. The textbook should implement the concept of a certain method of FL teaching and be the central link in managing the educational process. The main goal of a textbook is to be one of the most effective ways of optimizing FL learning.

All French-language textbooks of the selected territory and certain chronological frames can be divided into three groups: textbooks (educational books that contain conversational topics, grammar and reading texts); readers (contain samples of authentic texts for reading); grammar reference books (contain grammatical material, namely explanations and exercises).

The issue of evaluating the content of textbooks is closely related to the criteria for analyzing and evaluating FL methodological complexes, which makes it possible to evaluate them objectively, to analyze and to generalize the acquired experience due to transformational processes. The objective criterion for evaluating the quality of a textbook is an orientation to the requirements of the current curriculum. We share the opinion of N. Borysko that the educational and methodological complex is a subsystem within the FL teaching system, which reflects and models all its elements; all the elements of FL teaching and learning should belong to the main objects of analysis and evaluation (Бориско, 1999). This purpose of the textbook results from its main functions, namely communicative; informative; organizational and managerial; developing and educational.

In contemporary FL teaching, there exist numerous criteria for analyzing textbooks. In Ukrainian science, this issue was dealt with by N. Borysko, who had created the criteria for analyzing the educational and methodological complexes. In French methodological science, the criteria for analyzing readers have been worked out by A. Louis (2015). In foreign methodological science, the criteria for analyzing French language textbooks have been developed and described in detail by M.-S. Bertoletti and P. Dahlet (1984), who dealt with the ergonomic analysis of the textbooks, the types of materials

contained in them, the availability of applications, linguistic and thematic content, the availability of tests, and other tools for evaluating students. In addition, a significant contribution to the development of the criteria was made by the association SAVOIR-LIVRE, founded by French publishers Belin, Bordas, Hachette, Hatier, Nathan, etc. Here we can find the division of criteria into three large sections – practical, didactic, and pedagogical. Among practical criteria we can evaluate a quality of illustrations, a textbook's format, a variety of information supports, some advice for a teacher and some for a student, the table of references, etc. Didactic criteria include what a textbook proposes (contents, sufficient quantity of exercises, means of evaluation, exercises which involve a student into an active learning, gamification, etc.), what type of learning is imposed by a textbook (linear and non-linear use), interdisciplinary relations, learning by using of everyday contexts, actual problems, etc. Thanks for pedagogical criteria we can find out if a textbook presents a strong relation between theoretical and practical skills, if proposed activities solicit student's activity and initiative, if a textbook is suitable for the age and level of students, and in what aspects a textbook is helpful for students (*How to choose a textbook at school?*, 2015).

We will try to analyze the structure and content of the French language textbooks, found on a certain territory and used in certain chronological frames, using the objects and evaluation of educational and methodological complexes developed by N. Borysko. In our opinion, they ensure the best opportunity for analyzing the textbooks compiled in the first half of the twentieth century. We will consider the textbooks, according to the following criteria: social needs; a specific learning and teaching environment; the psycho-pedagogical and methodological concept of teaching materials; FL learning objectives; the contents of a school subject and its distribution; the content of the educational process; the structure and scope; the macrostructure; the microstructure; technical design of individual components.

Having familiarized with the definition of the concept of a textbook, as well as the groups and criteria for its analysis, we move on to the historical and educational prerequisites that directly influenced the development of the FL teaching methods in general and the compilation of textbooks in particular.

Galicia, during the period under studies, was under the reign of Poland, and therefore, it was a part of Europe, which certainly affected the development of education and science on its territory. The teachers of that time faced a new problem – to teach students to speak in a FL so that they could express themselves in oral and written speech.

The end of the XIX century was marked with an increasing interest in FL teaching and learning. The choice of the most effective FL teaching method during this period was discussed at the regional school councils, in the pedagogical publications and at the state level – in legislative educational documents. It has led to significant changes in curricula, textbooks and teaching methods.

At the same time, there were some reforms in the education sector, which have necessitated a revision of the curricula for public schools, approved by the Ministry of Religion and Education of the Austro-Hungarian Empire in 1888. In comparison with the curriculum of 1867, the new one had an entirely different objective. It aimed at students' clear understanding of messages in FL, their ability to speak fluently, as well as at developing the skills of expressive reading of written and printed texts. The new objective required important changes in the whole system of FL training.

The new objective has set the task of teaching students' practical mastery of FL, primarily oral and written speech. It has also caused various related problems: the problem of the educational value of these new requirements and the problem of theoretical justification of this new practical aim of FL teaching and learning.

All this has stipulated the use of the direct method of FL teaching, which was characterized by the promotion of practical knowledge of FL. Consequently, the introduction of the direct method of FL teaching put forward a practical goal of teaching oral speech, which gave students a quick,

though not quite correct and limited ability to use a FL, that is the ability to communicate verbally with foreigners in a short dialogue. The proponents of this method (in Germany – B. Eggert, G. Wendt, V. Vietor, F. Franke, M. Berlitz, M. Walter; in France, F. Gouene, P. Passy, Ch. Schweitzer, E. Simono, I. Carre; in England – C. Broil; in Belgium – C. Alge; in Denmark – O. Espersen; in Sweden – M. Pilmgren) assumed that the child who studies a FL knows neither translation nor grammar. He just hears the language and tries to imitate it, which is supposed to ensure quick and good results. It is presumed that pupils should avoid any translation or grammar during their training. They should listen to a foreign language, try to imitate it, and in this way, improve their oral speech (Лабінська, 2013). That is why in the process of learning, it was necessary to use exclusively a FL. From the very first lesson, the teacher had to avoid the native language, replacing it with facial expressions, gestures, drawings, synonyms, antonyms, etc. To repeat after the teacher, the students were to be attentive and diligent. However, despite the shortcomings, the direct method was widely applied at schools of that time and was supposed to help achieve the newly set goals.

After analyzing the historical and educational background, as well as setting a new goal for teaching a FL, we are going to proceed to the analysis of the theoretical works on the methods of French teaching in Galicia in the first half of the XX century. The textbooks of the period under discussion reflected the peculiarities of that time, marking the transition from grammar-translation methods to the introduction of the direct method of teaching a FL and mixing them.

According to O. Homeniuk, the main goal of the direct method “was to teach speaking, which allowed students to communicate at the very early stage of language learning. Then they started learning to read and write. According to the founders of this method, students had to start learning a foreign language as children, that is, beginning with speaking”.

The theoretical work by Stefan Kwiatkowski (1921) “Dydaktyka I metodyka językow nowozytnych” (Teaching Methods and Didactics of Foreign Languages) indicates that in the 1920s, FL teachers used a method called direct, intuitive, natural, which is synonymous to the term “direct method”. Besides, S. Kwiatkowski believes that teaching all the subjects at school should be based on the comprehensive and harmonious development of a student, whereas the main goal of FL teaching at school should result in student’s ability to express his thoughts orally and in writing, as well as to read literary and scientific works in the language he is learning. The author also notes that FL teaching in secondary schools should be closely related to teaching other subjects, which will contribute to the comprehensive development of the student.

In spite of the fact that S. Kvyatkovsky did not deny the use of the native language in FL lessons, the scholar believes that the direct method in FL teaching, and in particular in school education, causes much more questions and difficulties than the indirect method. Using the native language, or even taking it as a starting point, we can make sure that the foreign language is comprehended correctly. The author also believes that at a higher level of training, it is necessary to engage students in translating sentences from their native language into a foreign one.

The document entitled “Program nauki w gimnazjach państwowych z polskim językiem nauczania (tymczasowy)” (School Curriculum for State Gymnasiums with Polish as a Language of Teaching) (1934), recommended by the Ministry of Religious Recognition and Public Education of Poland for teaching foreign languages, also insisted on the direct method of FL teaching. At the same time, the above method did not exclude the use of the native language, which contradicted to the main provisions of the direct method and the conceptual ideas of its founders. Explanations in the native language, as noted in the curriculum, can be applied when the explanations are not sufficiently clear and pupils need to clarify some notions.

On regarding, the theoretical work by S. Kwiatkowski, we will proceed to the analysis of the French language textbooks of that time, the latter being recommended for the use in schools and gymnasiums of Galicia by the Ministry of Religious Recognition and Public Education of Poland.

The textbooks found will be considered in a chronological order. They will include K. Mellerowicz' "Premières leçons de français" (1921); M.-B. Javorska's "Nauka języka francuskiego" (2nd part); S. Kwiatkowski's "Deuxième livre de grammaire" (1927); J. Ceslinsky's "Lectures sur la civilisation française" (2nd part – 1930); S. Cherny and F. Jungmans "Les aventures de Polo. Premier livre de français" (1937). It is essential that most of the textbooks found were written in Polish.

Kazimir Mellerovich's textbook "Premiers leçons de français avec prononciation figurée et 160 gravures dans le texte" (1921) is intended for studying French at school, but the author does not specify the type of schools and the year of study. The document, issued by the Ministry of Education, indicates that the textbook is intended for the 1st grade of lower secondary schools. The author's methodological concept is presented in the Preface. It states that the textbook is compiled in such a way that each lesson is devoted to a certain conversational topic. It also provides all the necessary tools for improving lexical and grammatical material. The author lays particular emphasis on the phonetic transcription, since learning the correct pronunciation is possible only in case of analogies between the native language and a foreign one. To ensure this, the textbook provides a phonetic table indicating French sounds and their correspondences in the Polish language, as the textbook was intended for Polish-speaking pupils. Grammar is presented inductively, with the examples, from which students have to make up the rule themselves. The vocabulary section, according to the author, is of prior importance in the textbook. The author claims having implemented the direct method of FL teaching. What is more, the textbook contains numerous illustrations that prevent from translating unknown words.

Regarding the content and structure, the textbook consists of 117 short lessons. The first 34 lessons are divided into 3 parts, namely vocabulary, phonetics, and grammar. In each lesson, a certain sound is considered: the author gives the sign of the sound transcription and a letter combination that renders the sound in writing. Then a list of phrases that contain this sound follows. New vocabulary is introduced through short texts or dialogues. The semantization of vocabulary is often related to its graphically illustrated meaning. At the end of each lesson, there is a homework and pronunciation rules. All remarks are given in the French language.

In addition, the textbook contains a supplement including texts and grammar material. After every text, we find questions to its content and grammar exercises. There are also grammar rules with examples at the bottom of some pages. The texts are mostly informative or educational. The lessons in the textbook are not divided into separate conversational topics. Each lesson has a title that corresponds to the vocabulary that is being studied (for example, "My pencil case is blue", "Where are you? I'm in class", "My portrait", "Week of lazy students", etc.).

Thus, the textbook conforms to the provisions of the direct method of FL teaching. Above all, it happens so due to using only French-language material in grammar and vocabulary explanation, as well as applying a great number of illustrations. It is interesting that the textbook has been reviewed by Doctor of Philology, Secretary of the International Phonetic Association P. Passy, who was one of the founders of the direct method in FL teaching. The review states that the direct method appears to be rather successful. It also points out the effective selection of conversational topics and the accurate construction of the material, oriented to the increasing level of complexity.

Maria-Bronislava Javorska's textbook "Nauka języka francuskiego", 2nd part (1921) was intended for female schools, although the author does not specify the year of study. The basic purpose of the textbook is to teach oral dialogic and monological speech.

The book is divided into conversational topics. Each of them is divided into three lessons. The material, offered in the textbook, covers the following themes: "At school", "What I see from my window" (occurs 4 times, separately for each time of the year), "Orientation lesson", "Alice cleans the room", "Christmas", "What we eat, what we drink", "Shopping", "On the beach", "Botany lesson".

Each lesson contains lexical and grammar material, nevertheless there are no explanations of pronunciation. The lexical material of the textbook is presented through the use of new vocabulary in dialogues or texts. It would be expedient to emphasize that the unknown vocabulary is not singled out separately, but its semantization takes place by means of setting appropriate examples. The grammar phenomena are introduced in the context of the proposed text or dialogue and are highlighted in a different font or in italics. All the selected grammar structures are explained in Polish. On the other hand, certain lessons do not contain lexical and grammatical sections.

The texts for reading are mostly adapted. Among the educational texts, we find the ones about the culture and art of France, description French artists' paintings and poetry. The texts offer questions that students should answer with a regard of the material they have already read.

In the textbook, great attention has been drawn to the monologue speech. We find questions to discuss in class. For example, in lesson 7, "What do I see from my window?", the students are asked the following questions: *Énumérez les quatre saisons. Aimez-vous l'automne? Regardez par la fenêtre de votre classe : voyez-vous des arbres? Que font les hirondelles? Ouvrez la fenêtre : fait-il froid aujourd'hui? Le vent souffle-t-il? Est-ce une brise ou un vent d'automne? Aimez-vous la danse des feuilles?*

In order to develop writing skills, the students are given written homework, like letters to friends, which also indicates the practical orientation of the book. At the end of the textbook, there are Polish-French and French-Polish dictionaries, tables of conjugation of irregular verbs, and table of contents.

We believe that the textbook by M.-B. Jaworska meets all the requirements of the curriculum and conforms to the purpose of FL teaching during the period under investigation. The material, presented in the textbook, aims at improving oral dialogic and monological speech and writing. The textbook is not overloaded with grammar material. The training was conducted with due regard to the native language, in compliance with the principle of situational and thematic organization of educational material. Consequently, we might assert that the textbook is compiled with prevalence of the direct method of FL teaching.

Stefan Kwiatkowski's grammar guide "Deuxième livre de grammaire" (3rd edition) (1927) was intended for the 5th grade of Higher secondary schools.

The textbook consists of 11 large grammar topics, which are divided into separate sub-topics. The book covers such grammar phenomena as word formation, noun, adjective, pronoun, verb (tenses and moods, pronominal verbs, present, and past participles, subjunctive mood), adverb, preposition, negation, conjunction and interjection. It is worth noting that the author lays emphasis not only on morphology, but also on French syntax. For example, in the topic "Sentences", where he cites a sentence with syntactic analysis: *Le garçon (sujet) est (verbe) appliqué (attribut). Le soldat (sujet) est (verbe) courageux (attribut). La sœur (sujet) chante (verbe et attribut).*

The textbook contains explanations (exceptionally in French) to all grammar rules, as well as examples of their usage in a sentence. The author outlines that the textbook contains 48 practical exercises, dedicated to the grammar phenomena under studies. The types of exercises are the same: opening brackets, filling in gaps in sentences and transforming nouns, adjectives, and participles from one gender to another.

Taking into consideration the fact that French is the only language of the textbook, we can assume that the grammar reference of S. Kwiatkovsky also touches upon the textbooks with the direct method of FL teaching.

A reader by Jan Cieslinski "Lectures sur la civilisation française. Deuxième partie" (1930) was recommended for the 8th grade of Higher secondary schools as compulsory reading.

The textbook contains exclusively literary texts and pieces poetry that are related to the problems in France at that time. These are the issues of Napoleon, the Great Revolution, the era of Romanticism, the enrichment of society and the development of cities, positivism and the cult of science, the Great War, the return of France to work after the Great War. After each text, we find explanations of proper names vocabulary from the texts. The pages of the textbook contain some photos and illustrations.

In our opinion, the purpose of this textbook was also to develop students' reading skills, to enhance their cultural level, as well as to reveal their ability to discuss social issues, which all together meets the main provisions of the direct method of FL teaching.

Textbook of the French language by S. Czerny and F. Jungman "Les aventures de Polo. Premier livre de français" (1937) was aimed at the first grade of the gymnasium.

The educational material in the textbook is focused on a single storyline – the adventures of a hero named Polo. In each lesson of the textbook, students learn about his family, his journeys, holidays, friends, trips to the circus, birthdays, etc.

The textbook consists of lessons with lexical material, which is presented in the form of words and phrases. The lexical material was consolidated, employing creative tasks, drawing, gymnastics, games, etc. Apart from it, every lesson has a text and questions to it. Another component of the lesson is grammar material and exercises for consolidation. At the end of the lesson, there are French sayings or collocations.

Particular emphasis has been laid on the phonetic component of this textbook. In each lesson, students learn a certain sound and the phenomena of coupling and binding, which are indicated in the phrases for reading. Among the novelties of the textbook are the author's explanations of pronunciation. He uses photographs that show the position of the lips when pronouncing certain sounds, which was not peculiar for the previous textbooks. In addition, the book contains phonetic exercises. All grammar material is explained in French. Each lesson contains vocabulary and grammar exercises (exercises de langue). At the end of the book, there are a French-Polish dictionary and table of contents, divided into 5 columns: Actions, practical exercises, dialogues; Story; Games, anecdotes, sayings; Poems, songs; Exercises, grammar. The illustrative material of the textbook performs informative and educational functions.

The proposed textbook corresponds to the conceptual ideas of the founders of the direct method of FL teaching. All the educational material is presented exclusively in French. There is a large amount of illustrative material, which is used to teach phonetics and semantics of vocabulary. The textbook contains a game aspect of learning, as well as exercises that encourage students to be creative and use their imagination. A new characteristic feature of the textbook is the deployment of a single storyline, around which the educational material is built and through which students learn French.

Having analyzed the structure and content of the French language textbooks, used in Galicia during the understudy period, we can schematically reflect the educational and methodological material they contained. The procedure for analyzing textbooks is as follows: 1 – K. Mellerowicz "Premières leçons de français" (1921); 2 – M.-B. Javorskaya "Nauka języka francuskiego" (2nd part); 3 – S. Kwiatkowski "Deuxième livre de grammaire" (1927); 4 – J. Ceslinsky "Lectures sur la civilisation française" (2nd part – 1930); 5 – S. Cherny, F. Jungman "Les aventures de Polo. Premier livre de français" (1937). In the course of analysis, we use the scheme proposed by N. Borysko (see table 1).

Table 1

Results of the analysis of French-language textbooks (1 – 1921, 2 – 1927, 3 – 1927, 4 – 1930, 5 – 1937) used in Galicia (the first half of the twentieth century)

Criteria for analyzing the structure and content of textbooks		Presence/Absence					
		1	2	3	4	5	
I. Social needs	Geographical location	+	+	+	+	+	
	Historical and economic proximity	+	+	+	+	+	
II. Regard of training conditions	Curriculum	+	+	+	+	+	
	Type of an educational establishment	+	+	+	+	+	
III. Implementation of the author's methodological concept	In the preface	+	-	-	-	-	
	Through modeling the content of the training	+	+	+	+	+	
IV. Modeling objectives in the content of the subject and the goals of the learning process	Purpose of the textbook	+	+	+	+	+	
	The implementation of the objectives	+	+	+	+	+	
V. The content of training and its implementation in the textbook	By areas and communicative situations	+	+	-	-	+	
	The authenticity of the sources	-	-	-	+	+	
	Availability of social and cultural knowledge about the country, whose language is being studied	+	+	-	+	+	
	Selection and modeling of language minima	Phonetic	+	-	-	-	+
		Lexical	+	+	-	+	+
		Grammatical	+	+	+	-	+
	Organization	Cyclic	-	+	-	-	+
Thematic		+	-	+	+	-	
VI. The presence of exercises for the formation and development of skills	Vocabulary	+	+	-	+	+	
	Grammar	+	+	+	-	+	
	Phonetics	+	-	-	-	+	
	Listening	-	-	-	-	-	
	Reading	+	+	-	+	+	
	Speaking	+	+	-	-	+	
	Writing	+	+	+	-	+	
	Translation	-	-	-	-	-	
VII. Macrostructure	Division into parts	+	+	+	+	+	
	Component composition	Minimum	+	+	+	+	
		Sufficient	-	-	-	-	-
VIII. Microstructure	Step-by-step improvement of the educational material in the selected lesson model	+	+	+	+	+	
	Mandatory and optional functional and structural elements	-	-	-	-	-	
IX. Technical implementation of individual components	Listening component	-	-	-	-	-	
	Printed component	+	+	+	+	+	

Conclusions and the prospects for further researches. Thus, the textbooks, presented and described in the article, corresponded to the curriculum. The analyzed books had a rescript of the Ministry of Internal Affairs of Poland. The content and structure of the found textbooks allow us to assert the use of the provisions of the direct method of a FL teaching. The material, presented in the textbooks, enabled students to master the French language from the practical side: learning to express their thoughts in oral and written forms, being able to converse on everyday topics, being able to write letters, etc. In most textbooks, special attention is paid to the correct pronunciation of French sounds. Besides, it is worth outlining that grammar in textbooks was an important element, but not a priority. The arrangement of educational material in some textbooks was cyclical, and in others – thematic. On the whole, teaching of grammar material was carried out by induction. The students were first introduced to an example of the use of a grammar structure, and then explained the rule of its use.

Another characteristic feature of the textbooks of this period is their focus on getting the student interested in the learning process. Texts for teaching reading contained socio-cultural information about the country, whose language is being studied, in particular information from history, geography, and art of the French ethnic group. Teaching speaking was carried out in the form of answering the questions to the texts and the creation of some relatively easy messages to read.

Prospects for further research lie in the analysis of the mixed method of FL teaching, which was implemented in the educational process after the direct method of teaching foreign languages.

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