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The model of the emotionally-valuable component of the content of primary school foreign-language education: designing and testing

Abstract

The purpose of this article is to develop and test an invariant of the basic model of the emotionally-valuable component (EVC) of the content of foreign-language education, allowing the implementation of this component at a primary stage in a secondary school (grades 2–4)¹. The leading approach to the study is emotionally-valuable, the methods are systemic-structural, comparative, organizational-functional; designing, modelling; experimental teaching; mathematical statistics; tabular and graphical representation of information. The use of the presented complex of complementary methods allowed us to solve all the problems of the study, namely: to present the concept of a foreign-language text of emotionally-valuable content; to select a specific type of such texts for inclusion in the model of the EVC in the conditions of primary foreign-language education; to describe the techniques of working with texts of emotionally-valuable contents at a primary stage in a secondary school and,

¹ In this article, the concepts «the invariant of the basic model of the EVC of foreign-language education, adapted to the conditions of a junior level in a secondary school" and "the model of the EVC of the content of primary school foreign-language education" are used as synonyms.

finally, to design and test the model of the EVC, adapted to the conditions of teaching a foreign language in a primary school. The results of the study prove the expediency of including the EVC in the component structure of the content of foreign-language education and the construction of its models not only for a primary level, but, in perspective, for all stages of school foreign-language education. The novelty of the work consists in the substantiation of the author's concept of the EVC as the basis for the introduction of the emotionally-valuable approach in the practice of school-foreign language education.

Keywords: the emotionally-valuable component (EVC) of the content of foreign-language education, a model, designing, testing.

1. Introduction

With the declaration of principles of humanization and democratization of education in the 1990-s the first state standards of education began to be developed. However, only the third generation of standards, currently in force, recorded changes in the content of foreign-language education which occurred as a result of school reform. The federal component of the state standard of secondary (complete) education assumes that the mandatory minimum content of basic educational programs in any subject, including a foreign language, comprises the basic values and achievements of national and world culture, fundamental scientific ideas and facts that determine a person's general worldview and provide conditions for students' socialization, intellectual and cultural development, the formation of their social and functional literacy (Collection..., 2008).

Thus, the content of modern foreign-language education involves not only the mastery of the linguistic code, but also the formation of value orientations at students' entry in a different socio-cultural space and their comprehension of another picture of the world. Changes and additions to the content of foreign-language education at various levels in a secondary school should be aimed at the formation of a student's multicultural linguistic personality (Karaulov, 2010; Khalyapina, 2006, etc.) in the aggregate of his intellectual, volitional and emotionally-valuable spheres. The

study of the examples of structuring the content of general (Lerner, 2002) and foreign-language education (Bim, 2005; Nikitenko, 2011; Passov, 2010) also shows that for many researchers it is indisputable that its component composition should include not only knowledge and skill components, but also a certain extralinguistic factor: spiritual values, culture, non-verbal means of communication. In the works of a number of scientists this component is called emotionally-valuable (EVC). In our research the EVC is presented as a set of valuable, emotional, volitional subcomponents and their constituents, as well as personal universal educational actions (UEA) (Tatarinova, 2016).

The purpose of the EVC is to create an organic connection between the “ratio” – “intellectual” components of the content of education and the formation of a student as a multicultural linguistic personality’s emotionally-valuable attitude to educational material and the world. The above is due to the need to overcome dangerous technocratic trends and, in the figurative expression of E.G. Tareva, to shift “from the pedestal” the idea of primacy of knowledge, speech skills, topics and areas of communication, etc. (Tareva, 2014). This requires the creation of the basic model of the component which was presented in our earlier studies (Tatarinova, 2014), and on its basis – the invariants of the model for different stages of school foreign-language education. The latter should be potentially ready for functioning at any time of an educational process to master a foreign-language culture.

The article attempts to develop and test the author’s invariant of the model that allows the implementation of the EVC of the content of foreign-language education at a primary stage in a secondary school.

2. Materials and methods

In accordance with the personality-oriented paradigm which is regarded as a methodological basis for the modernization of the content of foreign-language education, as a way to its humanization, to taking into account an increasing role of a human factor in it, the approaches to the study are: emotionally-valuable (the leading approach), as well as personal-activity, socio-cultural, etc.

The object of this study is a foreign-language educational process in a primary school. The subject of the research is the model of EVC of the content of primary school foreign-language education. A set of complementary methods was used in the research: a) systemic-structural, comparative, organizational-functional; b) designing, modelling; c) experimental teaching; mathematical statistics; d) tabular and graphical representation of information. The practical implementation of the EVC involves working with foreign-language texts of emotionally-valuable contents. That is why, having set a goal to design and test the model of EVC of the content of primary foreign-language education, the following specific objectives of the study were identified:

1) to define the concept “a foreign-language text of emotionally-valuable contents” as the main unit of the content of foreign-language education and the implementation of its EVC;

2) to substantiate the choice of the type of texts of emotionally-valuable content for inclusion in the invariant of the basic model of the EVC of foreign-language education, adapted to the conditions of a junior level in a secondary school;

3) to describe the techniques of working with foreign-language texts of emotionally-valuable contents in a primary school;

4) to present the invariant of the basic model of the EVC of foreign-language education, adapted to the conditions of a junior level in a secondary school;

5) to test the model of the EVC of the content of primary school foreign-language education.

The theoretical-methodological basis of the study was determined

– by research in axiology, philosophical and psychological-pedagogical concepts of values (Galskova, Tareva, 2012; Passov, 2010; Russell, 2012);

– by the conceptual ideas about the dialectical unity of rational and emotional in the mental development of a personality (Bar-On, 2006; Breslav, 2004; Goleman, 2008; Yanovskaya, 2008, etc.);

– by the concept of a multicultural linguistic personality that will be capable of an active and productive life in a global multicultural society. Such a personality is

conscripted to have a developed sense of understanding and respect for other cultures, the ability to live in peace and harmony with people as representatives of different linguistic and cultural groups (Karaulov, 2010; Khalyapina, 2006);

– by works in the field of designing and implementation of a modern foreign-language education, evaluation of its quality (Biboltova et al., 2013; Bim, 2005; Nikitenko, 2011; Passov, 2010; Addick, 2002);

– by research, covering the problems of teaching a foreign language as a means of intercultural communication, a way of learning the achievements of national and universal culture, understanding oneself as a citizen of one's own country and a member of the world community (Nikitenko, 2010; 2011; Tareva, 2014; Knapp-Potthoff, 1997).

Experimental work, aimed at achieving the goal of the study, was carried out in accordance with the requirements for this method of research in psychological and pedagogical literature (Batrakova, 2016; Biborodova, Chernyavskaya, 2014; Sidenko, 2000) and methodological works (Kuklina, 2009; Lyakhovitsky, 1981; Shamov, 2014).

The study involved the students of grade 3 “a” of Kirov regional state educational autonomous institution “Lyceum of natural sciences” (13 pupils) and grade 3 “b” of Kirov regional state educational budgetary institution “Secondary school with advanced study of some subjects of the town of Nolinsk” (12 pupils).). Thus, the volume of our sample was small (the number of participants was 25, i.e. fewer than 30). It was limited by the number of pupils in grades 3 “a” and 3 “b” of the above mentioned schools of Kirov Region that agreed to take part in the experiment. However, since a sample size depends on the statistical methods to be applied, those ones were selected that can be used with a relatively small number of testees (Methods..., 2014). In particular, this concerns to Fisher exact probability criterion. In addition, when evaluating the results of a small sample, corrected sample dispersion was additionally calculated in the study².

² In accordance with the logic of presentation of the article, the procedures for statistical processing of the study results will be presented further in the investigation.

Anyway, in accordance with the requirement of the criterion of representativeness, the experimental groups of the small sample qualitatively and proportionally reflected the essential types of the general totality of students. To achieve representativeness, a set of the following ways was used:

- stratometric selection. The general totality was interpreted as a certain number of groups with specific characteristics (age, status, level of learning a foreign language and development of the qualities of a multicultural linguistic personality). Thus, in compliance with the purpose of the study, the experimental selection included students of the junior level of school foreign-language education;

- involvement in the experiment of really existing groups. It was assumed that these groups were representative.

In addition to the criterion of representativeness to form the experimental selection the following criteria were taken into account:

- the content criterion (the criterion of operational validity), in conformity with which the indicators of the level of a multicultural linguistic personality's formation were studied for students of a secondary school;

- the criterion of selection equivalency (the internal validity criterion): the obtained results were applied to each member of the selectin. This became achievable as its participants (students) did not differ from each other in significant characteristics (they were equivalent).

The objectives of the pilot study identified the need to include two stages in it. The first of them performed a diagnostic function (Sidenko, 2000) and entailed *a stating type of experiment* on studying the existing conditions for mastering the EVC of the content of foreign language education by students (Biborodova, Chernyavskaya, 2014).

In the course of the study the methodological characteristics of groups (MCG) were compiled, which implied the creation of a diagnostic system, including the indicators of students' mastery of the content of foreign-language education within its "intellectual" components and the EVC. Each MCG was presented in the form of a table in which the horizontal information was about the properties of a student as a

multicultural linguistic personality, and vertically there were the students' names (Table 1):

Table 1. Methodological characteristics of the group from the standpoint of a student as a multicultural linguistic personality's development

<i>Students' codes</i>	<i>Traits of a multicultural linguistic personality</i>					
	<i>The level of key competences in the field of foreign-language education</i>	<i>The level of development of the system of nationwide and universal values</i>	<i>The level of development of personal UEA</i>	<i>The level of development of volitional sphere</i>	<i>The level of development of emotional competence and emotional intelligence</i>	<i>The total result of mastering the EVC of the content of foreign-language education</i>
	1	2	3	4	5	6

Column 1 contains data on level of students' mastering the key competences in the field of foreign-language education. The objects of diagnosis are the results of the text stage of teaching speaking as the leading type of foreign-language speech activities in a primary school.

To ensure the ease of processing and interpretation of the results, as well as to make statistical conclusions about them, S.S. Kuklina rightly notes that the selected criteria should be measurable and expressed in the same units (Kuklina, 2009). The indicator, demonstrating the level of a student's proficiency in foreign-language speaking, the success rate was used (V.P. Bepalko, A.N. Shamov). It was calculated by the following formula:

$$R_s = \frac{a}{n} \quad (1)$$

where R_s is the success rate, a is the number of scored points, and n is the maximum possible number of points (Shamov, 2014).

We chose the lower index of the coefficient as 0.7, corresponding to the number of points 13–14 and the school mark "3" as the minimum index of R_s , ensuring a suf-

ficient quality of students' key competences in the field of foreign-language education:

- low: 0.7 and less;
- high: 0.9–1.
- medium: 0.8;

Let us proceed to the description of diagnostic methods for assessing the level of mastery of the EVC of the content of foreign-language education. We start with the level of development of the system of national and universal values (**column 2**). For this purpose, we developed the procedure “Determining the level of development of the system of national and universal values in a foreign-language lesson” for students of different age groups. In the content of the procedure national and universal values, reflected in the program requirements for a foreign language and in the subject content of the educational-methodical complex, were included.

In **column 3** the indicators of the level of development of students' personal UEA are presented. In particular, for personal UEA of self-determination and sense formation the modified procedure “Who am I?” was used (the modification of the technique of T. S. Kuhn). For actions of moral and ethical evaluation the diagnostic procedure “Unfinished sentences” was applied (Program..., 2012).

The parameters of development of a student's volitional sphere are displayed in **column 4**. They were determined with the help of the test-questionnaire by A.V. Zverkov and E.V. Eidman “The study of volitional self-regulation” (Test-questionnaire ...). To determine the level of development of primary schoolchildren's emotional competence and emotional intelligence (**column 5**) the diagnostic technique “Three desires” was implemented (Training program..., 2016).

Column 6 contains the total result of mastering the EVC of the content of foreign-language education. It summarizes the data from columns 2–5.

The second stage of experimental work is *the formative experiment* in which, as stated by L.V. Bayborodova and A.P. Chernyavskaya, the introduction of a new factor (new means, techniques, forms, methods, technologies, etc.) takes place, and the effectiveness (or applicability, optimality, availability) of its usage is determined (Biborodova, Chernyavskaya, 2014). This stage involves the use of methods of experi-

mental training, aimed at testing the model of the EVC of the content of primary foreign-language education.

The formative experiment began with the phase of *organization* which, according to M.V. Lyakhovitsky, covers a number of steps (Lyakhovitsky, 1981). Its first step was the preparation of experimental materials: texts of emotionally-valuable contents and techniques of working with them as tools of implementing the EVC, as well as means of monitoring and recording the results of the study (Kuklina, 2009). In the selection of texts of emotionally-valuable content additional textbooks and manuals were used (Baranova et al., 2011; Biboletova et al., 2008; Thompson, Simmons, 2009).

As for teachers, we involved in the experiment those who were focused on work with emotionally-valuable speech material and expressed a desire to master the methods of implementation of the EVC of the content of foreign-language education, to form students' value orientations, to contribute to the formation of a foreign language learner as a multicultural linguistic personality.

According to the requirement of certainty, among the main characteristics of an educational process that affect the mastery of the content of foreign-language education, variable and objectively non-variable components were identified (Lyakhovitsky, 1981). The group of the latter included:

- 1) the length of time to achieve the objective of work with each text;
- 2) the amount of speech material to be learnt;
- 3) the level of foreign-language education where experimental work is carried out, so that students' age characteristics as the internal conditions for functioning the techniques of working with the texts would be approximately the same;
- 4) the time for checkout: immediately after the experiment;
- 5) the procedure of checkout and processing of the obtained data.

The following components were used as variable:

- 1) the quality of speech material to be learnt in experimental groups. The content of the speech material with which the work was carried out met all the criteria of a text of emotionally-valuable content. Before the experiment, however, speech materi-

al and exercises, proposed by the authors of the educational-methodical complex “English in focus”, was used (Bykova et al., 2017);

2) means, ways, external conditions (axiological and activity components) as constituent parts of work with speech material.

The second phase of the formative experiment is the *implementation* phase. As it is known, it provides the realization of the ideas, set out in the goal and objectives of the study. After carrying out the experimental lessons, the phases of *assertion* and *interpretation* began. The third phase of experimental work is devoted to quantitative and qualitative characteristics of the results, their appropriate processing, and the fourth phase is the explanation of the results and proof of their reliability. In the phase of assertion the so-called vertical form of checkout was used (A.N. Shamov), involving the comparison of the indicators of mastering the key competences in the field of foreign-language education and the EVC of its content in by the same students, but at different times: before and after the pilot training (Shamov, 2014).

The results were processed, using a special program, designed for a statistical analysis of quantitative data. For this purpose, measuring the spread of data was applied, based on the difference between each individual result and the average arithmetic rate of the group. This measure of spread is *dispersion*, or average square of deviation σ^2 . Dispersion shows how much individual results deviate from the average arithmetic rate in the given selection. The bigger the dispersion, the greater the deviation or spread of the data. Dispersion is counted by the following formula:

$$\sigma^2 = \frac{\sum_{i=1}^n (x_i - M)^2}{n} \quad (2)$$

where σ^2 is dispersion, $\sum(x_i - M)^2$ is an expression that means that for all values of x from the first to the last in this selection, the difference between individual results and the average one is calculated, these differences are squared and summed; n is the selection size.

Furthermore, since the sample in the study was small, *corrected sample dispersion* was calculated to improve the accuracy of the obtained statistical data:

$$\mu_{[x (M.B)]} = \sqrt{\frac{\sigma^2}{n-1}} \quad (3)$$

where unlike large samples in the denominator instead of n there is $(n-1)$. In this case not the distribution of the sample average values, but the magnitude of their deviations from the average initial population was calculated (Batrakova, 2016).

However, a more convenient characteristic of variation is the result, derived from dispersion, called *standard deviation*, expressed in the same units as the average arithmetic. Therefore, in the second stage of statistical processing of the experimental data, the square root from dispersion was we extracted. The result σ is standard deviation. It allows you to say within what range from the average most of the results of the study is.

Finally, with the help of secondary methods of statistical data, processing the regularity and significance of the results of the formative experiment within the statistical error and the absence of the influence of randomness in the data, were justified. Two hypotheses were formulated:

- H_0 – a null hypothesis: the difference in the results of pre- and post-experimental checkouts is due to random reasons;
- H_1 – an alternative hypothesis: the difference in the results of pre- and post-experimental checkouts is determined by the influence of non-random factors, namely the formative experiment.

To compare two data sets, Fisher criterion was used which is calculated by the formula:

$$F_f = \frac{\sigma_{bigger}^2}{\sigma_{smaller}^2} \quad (4)$$

where in the numerator there is a bigger meaning of the selection dispersion (the sum of square deviations), and in the denominator – a less one. The main principle of statistical hypothesis testing was used to conclude the validity of differences between

the results. The critical points for F_{cr} are contained in a special table and are the values of k_1 (the top row of the table) and k_2 (the left column of the table) (Tables...). $k_1 = n_1 - 1$ for the first selection (that is, for the one whose variance is bigger), and $k_2 = n_2 - 1$ for the second selection where n is the number of data in the selection. The null hypothesis is rejected at the level of 5% if the actual value F_f exceeds or is equal to the critical (standard) value F_{cr} at the level of 5%. In this case the hypothesis H_1 is accepted.

The study was conducted from 2015 to 2018 and included several stages. At the first stage (2015) the task was to determine the methodological and theoretical bases for the formulation of the research problem. The logic was determined, the investigation methods were specified.

At the second stage (2016) it was necessary to clarify the research program, the formulation of its goals and objectives, to present the concept of a foreign-language text of emotionally-valuable content; to justify the choice of the type of texts to be included in the model of the EVC of the content of primary foreign-language education and to choose an adequate technique of working with them as a model unit of a training impact (the technological level of the concept).

At the third stage (2017) the invariant of the basic model of the EVC of foreign-language education, adapted to the conditions of a junior level in a secondary school, was designed and tested.

The fourth and final stage (2018) was devoted to the systematization of the results and clarification of certain positions of the study, styling its materials and their preparation for publication.

3. Results

3.1. Foreign-language text of emotionally-valuable contents

A foreign-language text of emotionally-valuable contents is a coherent foreign-language speech micro- or macro-utterance that reflects the spiritual experience of mankind and guarantees the implementation of the EVC of the content of foreign-language education.

A foreign-language text of emotionally-valuable contents provides:

- the reflection of the highest humanistic values that have developed the history of human life (man, happiness, society, nature);
- the representation in the content of the desired emotionally-volitional and emotionally-evaluative relations of students to the world, to each other, to reality, to what they are doing in the process of mastering a foreign-language culture;
- taking into account the level of schoolchildren's multicultural and bilingual development, correspondence of the text contents to students' cognitive and communicative needs and opportunities, their life experience and background knowledge;
- the description of objective socio-cultural reality; the introduction of students to the lives of people, belonging to different social strata, races, minorities; learning the identity and originality of representatives of different communities; the vision of the world by a native speaker of another language, including the idea of the world through the prism of the culture of their country and understanding the uniqueness of their own cultural values in the context of global processes;
- the shift of emphasis from the formation of narrowly subject skills and abilities to their integration with other subject and meta-subject skills for a complex spiritual and intellectual development of a personality.

3.2. Argumentation for the selection of the type of texts to include in the model of the emotionally-valuable component of the content of primary school foreign-language education

At the junior level, covering grades 2–4, we intend to consider texts for teaching foreign-language speaking. The selection of the type of texts is due to the fact that a primary school age, according to researchers (Nikitenko, 2010; 2011; Rogova, 1988; and Son Van Huynh et al., 2018), is the most favourable for mastering this type of foreign-language speech activities when the flexibility of the speech apparatus and schoolchildren's simulation abilities for oral verbal communication in a foreign language are actively developing.

3.3. Techniques of working with texts of emotionally-valuable contents

The content and procedural aspects of education are closely connected, and the EVC as a component of social experience and the content of foreign-language education in the aggregate of motives, needs, interests, value orientations, etc. invariably encourages students to work. Therefore, for mastering this component by a student it is necessary from a methodological point of view not only to have a foreign text that has a certain set of indicators of emotional value, but also a set of adequate techniques of working with it.

Applying the comparative method, in characterizing the concept of a technique the ideas of E.I. Passov were used. He differentiates two levels of the term – “a technique-concept” (a theoretical level of the notion) and “a technique-act” (a technological level), giving the latter purposefulness (Passov, 2006).

We agree with Z.N. Nikitenko that there are a of challenges of working with primary schoolchildren: lack of differentiation of moral concepts, their desire to identify only their external characteristics, situational ethical actions, failure of speech and social experience. To overcome these difficulties successfully a teacher should strengthen an upbringing component of foreign-language education in elementary school in close unity with the development of students' cognitive and verbal abilities (Nikitenko, 2010). In the context of teaching foreign-language speaking this can be achieved through a properly chosen *technique of working with a foreign-language “spoken” text of emotionally-valuable contents*.

Based on the above, under *the technique of mastering the EVC of the content of foreign-language education* a unit of an educational process is understood, integrating specific conditions, spiritual, material and operational means of working with a text of emotionally-valuable contents, as well as ways of their use. Having an idea of the nature of a technique, a teacher can choose one, adequate to achieving a goal in concrete conditions.

3.4. The invariant of the basic model of the emotionally-valuable component of foreign-language education, adapted to the conditions of a junior level in a secondary school

In this part of the article the model of the EVC of the content of primary school foreign-language education – the invariant of the basic model, adapted to the conditions of a junior level in a secondary school will be introduced (Figure 1). Let us describe it.

- The conceptual block of the model includes a number of leading approaches that have an impact on modernization of the content of foreign language education; principles of selection of the content of foreign-language education; specific criteria for sampling foreign-language micro- and macro-texts, reflecting the content of this component.

- At the content-organizational level of designing the model certain principles and criteria ensure the selection process of the EVC content:

- a) the general didactic principles of conformity of the content of education in all its components and at all levels of construction to the requirements of the development of the society, science, culture and personality (the core of the system); the unity of the content and procedural aspects of teaching; the unanimity of its educational, developmental and educational functions; variability and a problematical character;

- b) the specific principles of emotionally-valuable significance of speech material, dialogue of cultures, cross-culture, communication, authenticity;

- c) the criteria of integral reflection of the tasks of an individual's harmonious development and the formation of his/her basic culture; its scientific and practical significance; the compliance of the complexity of the content with students' educational opportunities; taking into account an international experience of designing the content of education.

- Based on the essence of a technique and its components, an adequate one was selected for the junior level of secondary school education, including material and operational means; ways of working with texts of emotionally-valuable contents in support of the corresponding external and internal conditions. This is the basis for

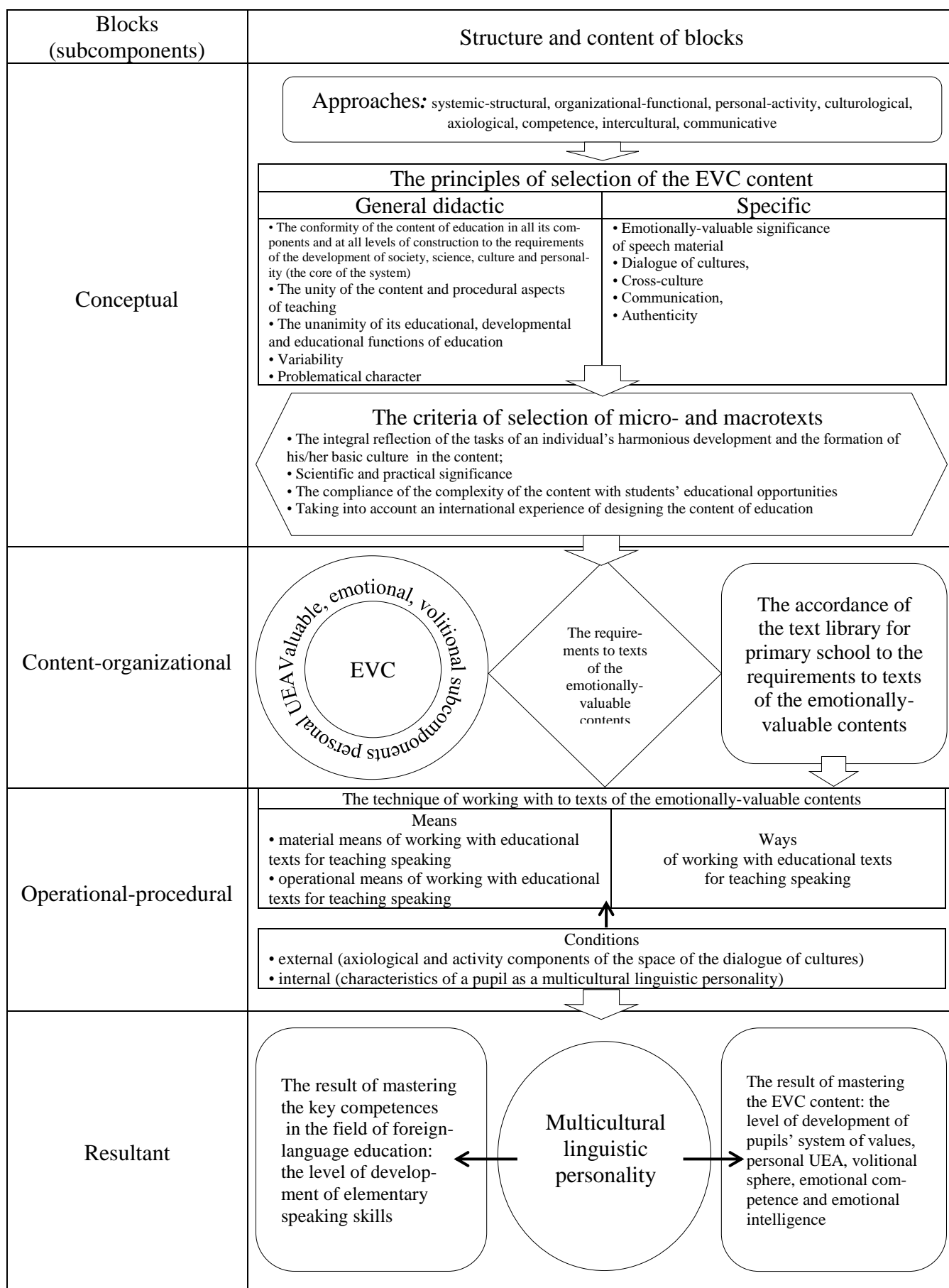


Fig. 1. The model of the emotionally-valuable component of the content of foreign language education for the junior level (grades 2–4)

functioning of the operational-procedural block of the model of the EVC, modified for a primary school.

- At the level of the resultant block the results of mastering the “intellectual” components and the EVC of the content of foreign-language education by primary schoolchildren are presented. In the first case, it is the level of development of pupils’ elementary communicative skills in the field of speaking; in the second – the level of development of their system of national and universal values, personal UEA, volitional sphere, emotional competence and emotional intelligence. Their characteristics are planned to be given in the course of experimental work on the implementation of the model of the EVC of the content of foreign-language education in a primary school.

3.5. The results of experimental work on testing the invariant of the model of emotionally-valuable component of the content of primary foreign-language education

Here are examples of MCG, compiled from the standpoint of a student as a multicultural linguistic personality’s development on the results of the input (Table 2) and final control (Table 3³). Figure 2 illustrates the dynamics of mastering the key competencies and the sub-components of the EVC of the content of foreign-language by primary schoolchildren.

The main statistical characteristics of the level of students’ skills and habits within the framework of the key competences in the field of foreign-language education are presented in Table 4, and the level of proficiency within the EVC of the content of foreign-language education – in Table 5.

Table 6 shows the dynamics of mastering the key competences in the field of foreign-language education and the sub-components of the EVC of its content by the pupils of experimental groups.

³ Limited by the volume of the article, we show the examples of the MCG only for the pupils of grade 3 “a” of Kirov lyceum of natural sciences.

Table 7 contains information on changes in the indicators of proficiency in the sphere of the key competencies in the field of foreign language-education and the sub-components of the EVC by different pupils of the experimental groups.

Table 2. The methodical characteristic of the pupils of grade 3 “a” of Kirov lyceum of natural sciences from the standpoint of the development of a multicultural linguistic personality’ qualities by the results of entrance control

<i>Pupils' codes</i>	<i>Traits of a multicultural linguistic personality</i>					
	<i>The level of key competences in the field of foreign-language education</i>	<i>The level of development of the system of nationwide and universal values</i>	<i>The level of development of personal UEA</i>	<i>The level of development of volitional sphere</i>	<i>The level of development of emotional competence and emotional intelligence</i>	<i>The total result of mastering the EVC of the content of foreign-language education</i>
<i>Measuring units</i>	<i>Indicators of R_s</i>	<i>P o i n t s</i>				
1) KLNS3a1 ⁴	0,7 (low)	3,2 (middle)	8 (middle)	21 (high)	6 (high)	38,2 (high)
2) KLNS3a2	0,6 (low)	2,1 (low)	6 (middle)	8 (middle)	3 (low)	19,1 (middle)
3) KLNS3a3	0,5 (low)	3,5 (middle)	7 (middle)	7 (middle)	4 (middle)	21,5 (middle)
4) KLNS3a4	0,2 (low)	1,7 (low)	8 (middle)	8 (middle)	3 (low)	20,7 (middle)
5) KLNS3a5	0,8 (middle)	3,2 (middle)	8 (middle)	17 (high)	4 (middle)	32,2 (high)
6) KLNS3a6	0,5 (low)	2,8 (middle)	10 (high)	15 (high)	4 (middle)	31,8 (high)
7) KLNS3a7	0,4 (low)	2,7 (middle)	7 (middle)	14 (high)	2 (low)	25,7 (middle)
8) KLNS3a8	0,7 (low)	2,9 (middle)	8 (middle)	19 (high)	4 (middle)	33,9 (high)
9) KLNS3a9	0,6 (low)	2,1 (low)	9 (high)	12 (high)	3 (low)	26,1 (middle)

⁴ The pupils' personal data were encrypted as follows: KLNS is the abbreviation of the school's name (Kirov lyceum of natural sciences); 3a is a pupil's grade; 1 is the position of a pupil in the group's list.

10) KLNS3a10	0,2 (low)	2,3 (low)	8 (middle)	19 (high)	4 (middle)	33,3 (high)
11) KLNS3a11	0,5 (low)	2,3 (low)	8 (middle)	13 (high)	4 (middle)	27,3 (middle)
12) KLNS3a12	0,6 (low)	2,5 (middle)	8 (middle)	9 (middle)	6 (high)	25,5 (middle)
13) KLNS3a13	0,6 (low)	2,7 (middle)	8 (middle)	6 (middle)	0 (low)	16,7 (low)

Table 3. The methodical characteristic of the pupils of grade 3 “a” of Kirov lyceum of natural sciences from the standpoint of the development of a multicultural linguistic personality’ qualities by the results of final control

<i>Pupils' codes</i>	<i>Traits of a multicultural linguistic personality</i>					
	<i>The level of key competences in the field of foreign-language education</i>	<i>The level of development of the system of nationwide and universal values</i>	<i>The level of development of personal UEA</i>	<i>The level of development of volitional sphere</i>	<i>The level of development of emotional competence and emotional intelligence</i>	<i>The total result of mastering the EVC of the content of foreign-language education</i>
<i>Measuring units</i>	<i>Indicators of R_s</i>	<i>P o i n t s</i>				
1) KLNS3a1 ⁵	0,75 (low)	3,3 (middle)	9 (high)	21 (high)	6 (high)	39,3 (high)
2) KLNS3a2	0,7 (low)	2,3 (low)	8 (middle)	15 (high)	3 (low)	28,3 (middle)
3) KLNS3a3	0,6 (low)	3,8 (middle)	9 (high)	9 (middle)	5 (high)	26,8 (middle)
4) KLNS3a4	0,55 (low)	2,5 (middle)	9 (high)	14 (high)	3 (low)	28,5 (middle)
5) KLNS3a5	0,85 (middle)	3,6 (middle)	8 (middle)	19 (high)	5 (high)	35,6 (high)
6) KLNS3a6	0,9 (high)	2,8 (middle)	10 (high)	14 (high)	4 (middle)	30,8 (middle)
7) KLNS3a7	0,55 (low)	2,9 (middle)	10 (high)	16 (high)	3 (low)	31,9 (high)

⁵ The pupils' personal data were encrypted as follows: KLNS is the abbreviation of the school's name (Kirov lyceum of natural sciences); 3a is a pupil's grade; 1 is the position of a pupil in the group's list.

8) KLNS3a8	0,8 (middle)	3,4 (middle)	10 (high)	19 (high)	4 (middle)	36,4 (high)
9) KLNS3a9	0,65 (low)	2,4 (low)	11 (high)	13 (high)	4 (middle)	30,4 (middle)
10) KLNS3a10	0,5 (low)	3,3 (middle)	9 (high)	21 (high)	5 (high)	38,3 (high)
11) KLNS3a11	0,6 (low)	2,5 (middle)	8 (middle)	19 (high)	5 (high)	34,5 (high)
12) KLNS3a12	0,7 (low)	2,9 (middle)	10 (high)	16 (high)	6 (high)	34,9 (high)
13) KLNS3a13	0,7 (low)	3 (middle)	8 (middle)	23 (high)	4 (middle)	38 (high)

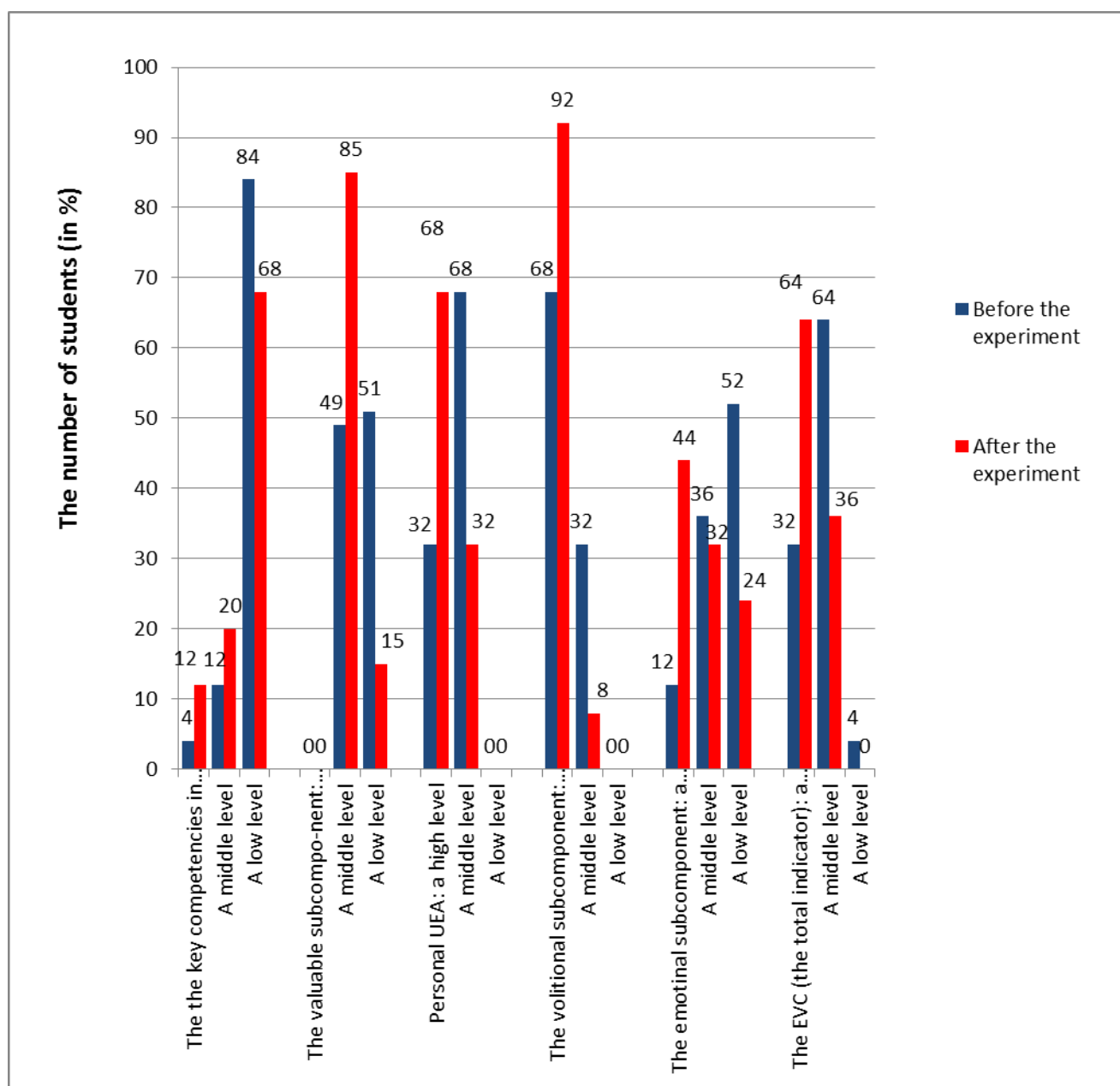


Fig. 2. The dynamics of mastering the key competencies and sub-components of the emotionally-valuable component of the content of foreign-language education for primary schoolchildren

Table 4. The main statistical characteristics of the level of mastering the key competencies in the field of foreign-language education by primary schoolchildren

<i>The level of school foreign-language education</i>	<i>Characteristics</i>	<i>Before the experiment</i>	<i>After the experiment</i>
		I n d i c a t o r s o f R_s	
Junior	The average value	0,55	0,7
	The minimum value	0,2	0,5
	The maximum value	0,9	0,95
	Standard deviation	0,18	0,13
	The sum of square deviations of data points from the average value	0,81	0,4
	Corrected sample dispersion	0,04	0,03
	Fisher criterion	$F_f=2$ $F_{cr}=1 (<2)$	

Table 5. The main statistical characteristics of the level of mastering the emotionally-valuable component of the content of foreign-language education by primary schoolchildren

<i>The level of school foreign-language education</i>	<i>Characteristics</i>	<i>Before the experiment</i>	<i>After the experiment</i>
		P o i n t s	
Junior	The average value	28,1	32
	The minimum value	16,7	26,8
	The maximum value	40,8	41,9
	Standard deviation	5,9	4,3
	The sum of square deviations of data points from the average value	859,4	454,1

	Corrected sample dispersion	1,22	0,89
	Fisher criterion	$F_f=1,89$ $F_{cr}=1 (<1,89)$	

Table 6. The dynamics of mastering the key competences in the field of foreign-language education and the sub-components of its emotionally-valuable component by the pupils of experimental groups

<i>The indicators of mastering the component structure of the content of foreign-language education</i>												
<i>The level of mastering</i>	<i>The key competences in the field of foreign-language education</i>		<i>The EVC</i>									
			<i>The valuable subcomponent</i>		<i>Personal UEA</i>		<i>The volitional subcomponent</i>		<i>The emotional subcomponent</i>		<i>The total indicators</i>	
	<i>Before the experiment</i>	<i>After the experiment</i>	<i>Before the experiment</i>	<i>After the experiment</i>	<i>Before the experiment</i>	<i>After the experiment</i>	<i>Before the experiment</i>	<i>After the experiment</i>	<i>Before the experiment</i>	<i>After the experiment</i>	<i>Before the experiment</i>	<i>After the experiment</i>
The number of pupils : 25												
High	1	3	–	–	8	17	17	23	3	11	32	16
Middle	3	5	13	21	17	8	8	2	9	8	64	9
Low	21	17	12	4	–	–	–	–	13	6	4	–

Table 7. The change in indicators of mastering the key competences in the field of foreign-language education and the sub-components of its emotionally-valuable component

by the pupils of experimental groups

<i>The change in pupils' indicators</i>	<i>The key competences in the field of foreign-language education</i>	<i>The EVC</i>				
		<i>The valuable subcomponent</i>	<i>Personal UEA</i>	<i>The volitional subcomponent</i>	<i>The emotional subcomponent</i>	<i>The total indicators</i>
T h e n u m b e r o f p u p i l s : 2 5						
The indicators grew up	24	24	15	20	15	24
The indicators remained the same	1	1	9	4	10	–
The indicators fell	–	–	–	1	–	1

4. Discussion

As a result of the study, conducted in the period from 2015 to 2018, all its tasks were solved.

First, the author's definition of a foreign-language text of emotionally-valuable contents is presented. It meets the general didactic and specific principles, as well as the criteria for the selection and organization of the content of education (Babansky, 1989; Lerner, 2002, along with Bim, 2005; Gaskova, Gez, 2004; Passov, 2010; Shamov, 2014 and others).

The first indicator of the emotional value of speech material (the reflection of the highest humanistic values that have developed the history of human life (man, happiness, society, nature)) is associated with the implementation of a valuable subcomponent of the content of foreign-language education. The second indicator (the representation in the content of the desired emotionally-volitional and emotionally-

evaluative relations of students to the world, to each other, to reality, to what they are doing in the process of mastering a foreign-language culture) reflects primarily the emotional and volitional subcomponents of the EVC.

The indicator “Taking into account the level of schoolchildren’s multicultural and bilingual development” is conscript to ensure the compliance of speech material with the needs of students’ emotionally-valuable development and communicative-cognitive interests, forming (like all the other indicators) personal UEA. Consequently, the first three indicators are mandatory to ensure that the degree of emotional value of a foreign text is sufficient. If speech material meets all the above requirements, the degree of its emotional value can be considered as high.

Secondly, texts of emotionally-valuable contents for teaching speaking as an oral productive form of foreign-language speech activities, chosen for the inclusion in the model of the EVC of the content of primary school foreign-language education,

are important carriers of a foreign-language culture. In accordance with the program requirements, they teach students:

- to mobilize significant emotions for an educational process;
 - communication techniques;
 - speech etiquette;
 - to make up a story about one's friends and the sphere of their interests and hobbies;
 - the ability to be interested in their interlocutors' pastime and hobbies, etc.
- (Collection..., 2008).

The subsystem of such texts is designed to provide the possibility for the EVC to function at any point of teaching speaking, emphasizing the primacy of the moral component of foreign-language education.

Third, if the contents of emotionally-valuable texts-samples involve the description of the socio-cultural reality in which a student "absorbs" the highest humanistic values of a human life and acquires the experience of emotionally-volitional and emotionally-evaluative relations, the presented techniques of working with them, according to L. M. Rizayeva's succinct statement, are "conductors", regulators – a mediating link that transfers information from an object (the content components) to the subject (a student), i.e. everything with the help of which the subject comprehends the object (Rizaeva, 2014: 76).

The search for techniques of working with texts of emotionally-valuable contents was conducted in reliance on *the principle of domination of techniques, actualizing a humanistic, value-orientation focus of foreign-language education*, proposed by L. V. Pavlova. Such techniques are not only informative and instructive, but also have a valuably-analytical, as well as affective-evaluative, interactive, reflexive-actualizing character. The named principle assumes that the used techniques of work with texts of emotionally-valuable contents are model units of an educational influence which:

- stimulate an emotional experience of cultural values, their critical evaluation;
- provide on their basis the experience of communication and interaction;

– contain elements of self-government and self-organization, responsibility for the results of activities;

– ensure conditions for a practical application of socio-cultural knowledge, skills and manifestations of students' socially-significant qualities in the process of solving communication problems (Pavlova, 2016).

Fourth, the presented model of the EVC of the content of primary foreign-language education is able to function at the junior level of teaching a foreign language, providing the first step in the implementation of the component. It is an invariant of its basic model, presented in our earlier study (Tatarinova, 2014). In particular, it was noted that due to its content-structural invariance, the basic model of research can appear in a new modified form, ready to function at any stage of school foreign-language education.

Fifth, testing of the invariant of the EVC model of the content of primary foreign-language education, namely, the data of Tables 2–7 and the diagram in Figure 1 show that the average group results of mastering by primary school students the key competencies in the field of foreign-language education and the EVC of its content improved after the experimental training and moved to a higher level. This confirms the effectiveness of the presented model and the validity of the conceptual postulates of the paper.

The positive dynamics in mastering not only foreign-language speaking, but also the EVC of the content of foreign-language education by schoolchildren of experimental groups proved the necessity and expediency of inclusion of this component in the system of components of the content of foreign-language education at all levels of education and the prospects for further research in the field of *methodological axiology* (the term by E. I. Passov) (Passov, 2010).

5. Conclusion

The results of testing the model of the EVC of the content of primary school foreign-language education led us to the idea of expediency and necessity of the author's concept of this component as the basis for the introduction of *an axiological*

(emotionally-valuable) approach to the practice of an educational process in a foreign language. It is possible through the construction and implementation of invariant models of the component for all levels of teaching a foreign language in a secondary school and assumes its focus on the formation of a student's value system as a socio-cultural reality, necessary for him/her to meet his/her needs. In turn, a value orientation of the content of school foreign-language education contributes to the development of students' emotionally-volitional sphere and the system of personal UEA.

It should be noted that this study has a number of limitations. First, it concerns the accuracy of the results of a small sample which is objectively lower than for a larger sample. However, we tried to use the former with caution, accompanied by an appropriate theoretical and practical justification. Secondly, the pilot training, conducted as a part of the experimental study, was not of an interregional nature, but was conducted only within Kirov Region of the Russian Federation. Expanding the scope of the experiment in the future will provide more complete and accurate data, collected for different regions of the country. Finally, some of the measured variables, in particular, the results of mastering the EVC of the content of foreign-language education by junior pupils are quite subjective and may not reflect a real situation.

Nevertheless, the inclusion of the EVC in the component system of the content of foreign-language education in the context of an axiological (*emotionally-valuable*) approach is effective only when taking into account the main positions of other approaches, applied in the practice of teaching a foreign language in a modern secondary school. The concept of the EVC of the content of foreign-language education is able to provide a harmonious introduction of a student to life as a multicultural linguistic personality – creative and fully developed.

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