

Formation of Students' Emotional-valuable Relations in Foreign Language Education

Maya N. Tatarinova
Vyatka State University of Humanities, RUSSIA
Laysan A. Ribakova
Kazan (Volga region) Federal University, RUSSIA
Aigerim K. Mynbayeva
Al-Farabi Kazakh National University, KAZAKHSTAN

•Received 19 September 2013 •Revised 11 February 2013 •Accepted 21 April 2015

The relevance of the research problem is due to the fact that in foreign language education one-sidedness is viewed, because there is no fixed experience of emotional-valuable relations. As a consequence, their implementation in foreign language education occurs randomly and intuitively. The purpose of the article is to carry out the selection of elements contributing to the formation of students' emotional-valuable relations. The leading approach to the investigation is modelling. The article presents a selection of elements in the content of foreign language education, contributing to the formation of students' emotional-valuable the experience. It is revealed that their joint modelling and functioning allows to achieve the goal of forming a free, developed, educated person that holds the key competencies, man of culture, its creator. The model of formation of students' emotional-valuable relations in foreign language education is introduced. The article can be useful for training foreign language teachers in order to make the learning process on the subject student-oriented, and the content of foreign language education - emotional-valuable.

Keywords: emotional-valuable relations, dialogue technologies, emotional-valuable attitude, foreign language culture, teacher, native speakers, foreign language education

INTRODUCTION

Pedagogical bases of the investigation

General pedagogical foundations of research are related to personality-oriented paradigm of education, which replaced the authoritarian, knowledge-oriented technocratic paradigm designed for an average student, with a focus on preparing a good performer. However, the value orientation of the society changed, the biggest value was considered to be a free, educated, developed personality, able to live and work in a constantly changing world, be competitive, integrate into the world community (Bim, 2005; 2007).

In particular, today the state standard of secondary (complete) education involves, that

Correspondence: Maya N. Tatarinova,
Vyatka State University of Humanities, Russia, 610002, Kirov, Krasnoarmeyskaya
Street, 26, Russia.
E-mail: mayya.tatarinova@mail.ru
doi: 10.29333/iejme/327

is the compulsory minimum content of basic education programmes in any subject, and a foreign language too, “includes basic values and achievements of national and world culture” (The Sourcebook of normative documents. Foreign language, 2008). This is due to the introduction in foreign language education some of modern leading pedagogical approaches, influencing the solution of problems connected with modernization of foreign language education content: personality-activity, cultural (sociocultural), competence, axiological and emotional-valuable, systematic-structural and functional.

Emotional-valuable relations in foreign language education

In connection with the foregoing, it is becoming increasingly important, shaping the experience of students’ emotional-valuable relations, by which we mean a purposeful, active and interactive communicative, informative, transformational and value-oriented activities, aimed at the spiritual experience of the people in the country of the studied language, their cultural values in comparison with the native culture in the context of dialogue of cultures.

Emotional-valuable “content” is associated with the communicative side of learning, which is fundamental for foreign language acquisition in general and foreign language communication in particular. That’s why of special interest are forms, methods, techniques and technologies of training, creating the atmosphere of cooperation, when the teacher focuses on the student as a personality and its development prospects (Bim, 2005; Byrdina, 2010; Galskova, 2008; Kuklina, 2007; Passov, 2000; Khlupina, 2005; Fahrutdinova, Yarmakeev & Fakhrutdinov, 2014).

The logic of reasoning in the article

The logic of our reasoning in this article is defined by the fact that we have

- 1) To study and characterize the goal of modern foreign language education;
- 2) To identify the role of emotional-valuable relationships as a component of foreign language education content in achieving its goal;
- 3) To make a selection of elements in the content of foreign language education, contributing to the formation of students’ emotional-valuable the experience;
- 4) To present a model of students’ emotional-valuable experience formation in foreign language education.

METHODOLOGY

The main goal of modern foreign language education

Based on the statements of E.I. Passov, V.P. Kuzovlev & V.S. Korostelev (1987) that “only culture in its various forms contribute to the development of the human personality”, we follow I. L. Bim & E. V. Bondarevskaya’s (2009; 1995) term ‘man of culture’ - a free, developed, educated person that holds the key competencies (language, speech, linguistic, sociocultural), the creator of culture. This kind of person is the goal of foreign language education.

The analysis of man’s of culture characteristics suggests that it is not a set of properties and functions, is not the sum of virtues and standards of culture, but this man can realize his individual abilities, intellectual and moral possibilities with maximum efficiency. It is possessed by a passion for self-realization, self-affirmation (Bim, 2011).

Dialogue technology as the basis for the formation of the students' experience of emotional-valuable relations

An absolute value in the formation of a modern student's axisphere has a dialogue technology. The axisphere is the sphere of values and norms (Byrdina, 2010), i.e. the experience of emotional-valuable relations. Its potential and tools give students the ability to listen actively, to perceive and accurately argue their position.

This indicates that the selection of elements in the content of foreign language education, contributing to the formation of the student's axisphere - the experience of his emotional-valuable relations should be conducted within dialogue technologies. This ought to be done from the standpoint that covers all the major components of this process, namely: forming

- the experience of the student's emotional-valuable attitude towards foreign language culture;
- the experience of the student's emotional-valuable attitude towards the teacher and fellow-students as speech partners;
- the experience of the student's emotional-valuable attitude towards a foreign language and its role in the society;
- the experience of the student's emotional-valuable attitude towards native speakers;
- the experience of focused on the student's value system (motivation) (Pisarenko, 1998).

Let us characterize these areas.

The experience of student's emotional-valuable attitude towards foreign language culture

The first area of the student's experience of emotional-valuable relations in foreign language education is his emotional-valuable attitude towards foreign language culture. It is based on a dialogue of cultures concept, the main positions of which stood the test of time (Viktorova, 1998). This concept looks at culture as a form of communication between peoples, a kind of dialogue: culture is where there are two (at least) cultures; self-consciousness of culture is the form of being on the verge of a different culture. Native culture is the basis, which makes the introduction of a person to the culture of another people possible through studying and understanding the formation of the emotional-valuable attitude experience with the help of a foreign language.

Since education is now becoming more international, multilingual and multicultural, there are difficulties in developing methodical bases of teaching culture of the studied language country. We share the opinion of A.V. Vartanov that longtime experience of teaching a foreign language cannot always be applied to new target conditions, "...The notion teaching a language is gradually replaced by a new concept - teaching a language and culture" (Vartanov, 2003). The basis of such teaching is culture as a way of life, especially customs and beliefs of a certain group of people at a specific time; it consists of ideas, customs and art; culture is also a certain society, which is perceived with regard to its ideas, art and lifestyle (Ter-Minasova, 2000).

Culture as a complex and multilateral concept can hardly be mastered in full. Obviously, there should be a selection of elements in the culture of the studied language country, necessary and sufficient for solving the problem of the student's experience of emotional-valuable attitude formation towards foreign language culture. The basis for the formation of such experience may be linguistic country

study, firmly included in the practice of foreign language education through research of E. M. Vereshchagin and V. G. Kostomarov (1983).

So, it is necessary to select the material carefully, because the system of foreign language education has the challenge of training students to cultural, professional and personal contacts with representatives of countries possessing different social traditions, structure and language culture (Evdokimova, 2007). O. N. Prokhorova and E. V. Pupynina (2008) rightly pointed out that the existing textbooks and manuals in English are focused on the implementation of cultural aspects; special attention is paid to such topics as "Attractions", "National Holidays", "Traditions and Customs", "Outstanding People", "School education". All the spiritual heritage of people, their mentality, their adequate understanding provides the key to understanding spiritual culture in general. However, the topics important for interpersonal communication are rarely paid attention to. So, mass culture on electronic media is becoming one of the most powerful means of translation modern Western values into Russian society, which, according to N. D. Galskova, implicitly claim to be of universal value grounds (Galskova, 2008).

All in all, it must be recognized that with a fairly extensive theoretical analysis of learning a language and culture, the technological aspect of this process is little developed. The goal changed, but the learning process has remained virtually unchanged (Vartanov, 2003). No one doubts the fact that without special training actions, the student is unlikely to master the experience of emotional-valuable attitude to foreign language culture effectively.

The experience of student's emotional-valuable attitude towards teacher and fellow-students as speech partners

The second area of the student's experience of emotional-valuable relations in foreign language education is his emotional-valuable attitude towards a teacher and fellow-students as speech partners. This direction is based on the conceptual position about value-semantic equality of all members of the school community displaying mutual trust and respect (Masharova, Khodyreva & Kharungev, 2004). This situation focuses a teacher on the use of interpersonal relationships in creating emotional well-being of students, conditions for effective exchange of methods and results, lifestyle and norms of behaviour, way of thinking and moral values.

Dialogue technology creates an atmosphere of cooperation, where the teacher looks at the student as a personality and sees his prospects. Since learning foreign language communication takes place through communication, which is a highly personal process, where the exchange of ideas, interests, transfer of traits, in communicative teaching accounting students' personal characteristics is of paramount importance. Common thoughts, attitudes and moods provide intellectual and emotional readiness to act together in the right direction. Psychological community is manifested in the internal, spiritual solidarity, unified collective consciousness and mutual revenue.

As a result, students not only communicate effectively and learn the experience of developed humanity, but also join the partner's values, and their business and personal relations are defined through the concepts of morality, responsibility, openness, communicativeness, organization (Kuklina, 2007).

The teacher, equipped with the necessary professional skills, can help the student in the formation of his 'I' in this world, his appreciation and his dignity as a student through success in the activity (Evdokimova, 2007). In this respect, the teacher of a foreign language culture should be proficient in his native culture and the culture of the taught language (Vartanov, 2003). Moreover, we agree with M. G. Yanovskaya (2012) that in the educational process, stimulating value emotions, the teacher's

artistry plays a greater role. In foreign language education teachers frequently use not only their own knowledge, skills and abilities, but also emotions, their own type of communication (Ryabokon, 1998).

On the contrary, the teacher's detachment prevents the production of spontaneous monologues and dialogues even when the level of lexical and grammatical material development is sufficient (Khlopina, 2005). To overcome the effect of detachment, the teacher uses humour, appreciates students' efforts, cares for the results of their work, encourages students to express their thoughts, supports their point of view, does not reject topics for discussion "for insignificance", answers students' questions, uses the pronouns 'we', 'our', smiles, goes to eye contact, supports mobility, free movement in class (Overton-Healy, 1995).

So, harmonization of expressiveness, stability and flexibility in dealing with students combined with emotional intelligence are the teacher's personal qualities, which contribute to students' acquisition of the experience of emotional-valuable attitude to the teacher.

The experience of student's emotional-valuable attitude towards foreign language and its role in society

The third area of the student's experience of emotional-valuable relations in foreign language education is his emotional-valuable attitude towards a foreign language and its role in the society. In conditions, when there is the formation of the "geo-economic world", overcoming the language barrier in the cultural dialogue of nations is an important component of modern man's skills. Knowledge of at least one foreign language plays the central role in it (Galskova, 2008).

We cannot but agree with A. L. Berdichevskaya (2004) that the mechanism of this educational process is communicative by nature, i.e. it is communication, supported by the dialogue of cultures. Therefore, the assimilation of facts of culture cannot happen in isolation from the use of language as a means of communication. The imitation of cultural pattern with imperfect knowledge of a foreign language, characteristic for middle school, can greatly reduce the motivation for its study, because with insufficient knowledge of a foreign language is very difficult to be like alien in speech and behaviour. In this respect, the imitation of a cultural pattern can bring additional misunderstanding in the communication process. The fact is that the student with limited knowledge of a foreign language and in communication with their foreign peers imitating the language of the latter, "most likely, will impress as not a very funny clown at the circus, and may produce an even sadder impression" (Baryshnikov, 2002).

The main route of learning a foreign language can be displayed in the formula, which was proposed by E.I. Passov (2000): 'culture through language and language through culture'. Communication in intercultural situations, even if the participants speak a common language, always inherent conflict between knowledge and ignorance, between a stranger and a fellow countryman, between the willingness to understand and prejudice. Mastering every new language, one expands not only his horizons, but also the limits of his worldview and attitude. This process cannot proceed impartially, for it is evaluated through the prism taken in native linguistic society of cultural norms and values. Knowledge of any language as an instrument of mutual understanding between ethnic groups and the national-cultural societies, tolerance to their representatives, having, perhaps, a polar view of the world. This is what makes modern man socially mobile in the labour market in European and global spaces, giving him the opportunity to enter the globalized world freely.

One of the important aspects of the formation the student's experience of emotional-valuable attitude towards a foreign language and its role in the society is the principle of reliance on the student's native language in the process of learning a foreign language, specific to domestic methodology: a foreign language should be taught on the basis of the native one; teaching should be constructed so that knowledge and skills in the field of native and foreign languages could mutually improve each other (Silistra & Korndorf, 2010). Developing this idea, N.D. Galskova (2008) concludes, that modern language education is intended to bring in "the picture of the world created with the native language, new paints of a different culture, interiorized through the target language".

Thus, learning a foreign language in the context of forming the student's experience of emotional-valuable relations has a great personality-developing and practical potential, because along with factual and encyclopaedic, the value aspect is also included in this subject.

The experience of student's emotional-valuable attitude towards native speakers

The fourth area of the student's experience of emotional-valuable relations in foreign language education is his emotional-valuable attitude towards native speakers. According to A.V. Vartanov (2003), "it is an undisputed fact that understanding a foreign-language communicator can be achieved only when the source has an idea about the vision of the world medium of another language".

With this purpose, students must be taught the following:

- to expand and systematize cross-cultural knowledge relating to the cultural characteristics of native speakers;
- to show tolerance to the peculiarities of native speakers' mentality;
- to observe the ethics of interpersonal and intercultural communication (Bim, 2005). The use or non-use of these forms of communication immediately shows, who is 'friend or foe', which reflects on the key and sometimes on the results of communication;
- to overcome the stereotypes of speakers of different languages and cultures established in history (Miloserdova, 2004).

So, in the process of communicating with native speakers, students have a unique opportunity to learn naturally and easily not only pronunciation, words, grammar and stylistic devices, but also non-verbal methods of communication (looks, facial expressions, gestures, posture). Finally, classes with native speakers are known for their ease and emancipation. Following a clear course program, the native speaker is interested to create a favourable psychological background thus creating relieving stress when using a foreign language.

The experience focused on the student's value system (motivation)

The fifth area of the student's experience of emotional-valuable relations in foreign language education is experience focused on his value system (motivation). Personality-oriented approach rests on the certainty of his supporters in the crucial role of motivation, activating the identity of students, and aims at fracture in their motivational sphere. Motives, interests, situations, attitudes are interrelated, constitute a harmonious unity of the personality, are internal energisation activities (Burenkova, Arkhipova, Semenov & Samarenkina, 2015).

Rod motivational mechanism is cognitive interest, which, as stated in psychological and pedagogical literature, invariably paired with vivid emotions, positive experiences. V. Rogova (1988) and Z. N. Nikitenko (2010) rightly argue that interest as an emotionally coloured motive of foreign language education is the

internal motive emanating from the foreign language speech activity. In order to maintain interest in the subject the foreign language teacher must agree on the content and methods of the studied material presentation with students' cognitive needs, which prevents creation of negative attitudes.

From this perspective, modern educational-methodical complexes in foreign languages must include assignments that help students to acquire objective and personal meaning of the concepts of good and evil, spirituality, indifference, honesty, justice, conscience. Exercises that appeal to students' senses and emotions encourage them to express their own opinions, evaluations, stimulate the development of value orientations. Optimally selected material strengthens all components of motivation as a system of personal values: needs, interests, emotions, motives. However, it must be remembered that not all students see the fertile soil of motives for language learning in the country and culture, not all is interesting in the culture, and this is not so easy to awaken interest. The vast majority of students, in general, have a positive attitude towards language learning, light up interest when some other aptitude is affected (Gurvich, 2005).

In language learning it is important to create an emotional atmosphere in general and freedom of feelings expression, when no one, including the teacher, knows what will be discussed, what feelings and emotions will appear. The teacher should direct students' attention and activity on the ways of expressing emotions in languages, use a positive mood to maintain motivation and interest in the subject. This requires the formation of sensuous-imaginative, intuitive and descriptive types of thinking and makes the process of foreign language education moving, dramatic and never complete.

RESULTS

The model of formation of students' emotional-valuable experience in foreign language education

This allows us to conclude that all five components of the formation of the experience of students' emotional-valuable relations in foreign language education create conditions, somehow motivating the learning process. Drawn to the value system of the individual, they are an important prerequisite for solving many controversial issues relating to the subject-semantic content of foreign language education. Let us present the conceptual framework, purpose and content of the formation of students' emotional-valuable relations in foreign language education in the form of model (Figure 1).

The description of the model

The model represents a conceptual framework, purpose and content of the formation of students' experience of emotional-valuable attitude to the world. The scheme shows that this experience will be successful if

1) its conceptual framework (conceptual unit) is student-centered paradigm of the modern educational process: pedagogical approaches dealing with the design and implementation of educational content: personality-activity, emotional-valuable and axiological, cultural, systematic-structural and competence;

2) its goal (target unit) would be man of culture as a free, creative and adaptive, humane, holistic and spiritual personality that holds the key competencies in foreign language education (language, speech, linguistic, sociocultural);

3) its informative component (content unit) within the dialogue technology will be the experience of the student's emotional-valuable attitude towards foreign language culture; the teacher and fellow-students as speech partners; a foreign

language and its role in the society; native speakers and the experience focused on the student's value system (motivation).

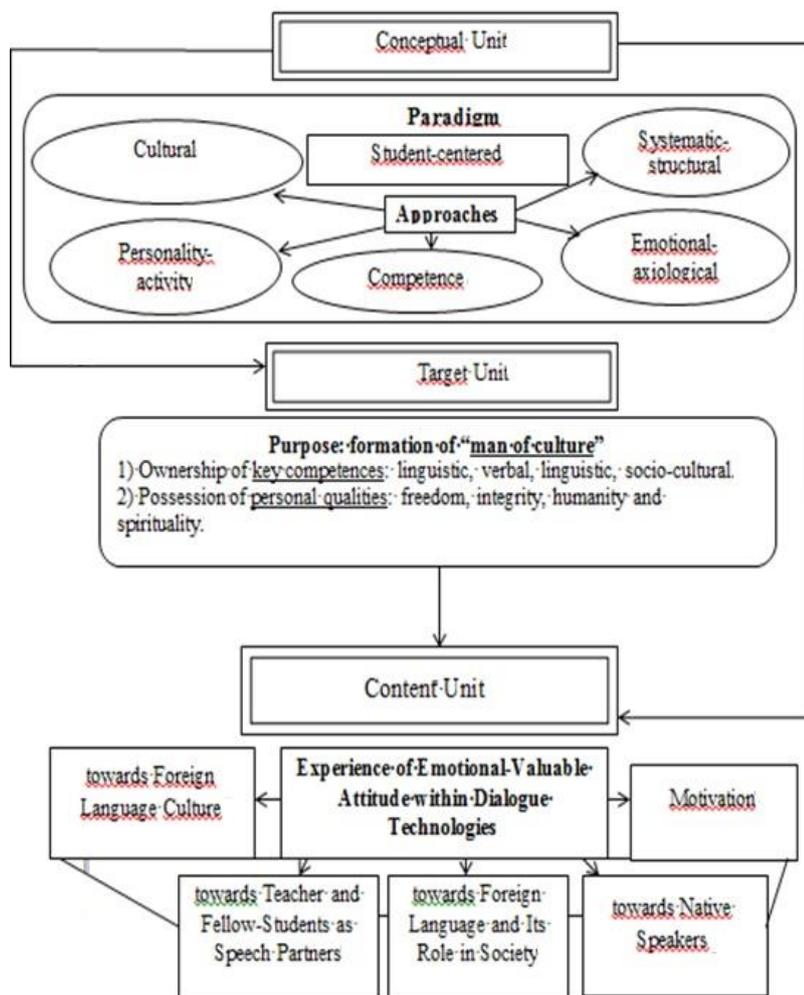


Figure 1. The model of formation of students' emotional-valuable relations in foreign language education

DISCUSSIONS

In the study, we used:

- research in the field of axiology, philosophical and psychological-pedagogical concepts about values, their nature and place in reality, the value structure of the world (Bondarevskaya, 1995; Byrdina, 2010; Kharungev, 2004; Khodyreva, 2004; Masharova, 2004; Viktorova, 1998);

- positive ideas about the revitalization of students' emotional sphere, the need to increase motivation, satisfaction, preservation and development of their personal interest to the subject 'foreign language' in different spheres of communication (Khlupina, 2005; Overton-Healy, 1995; Panfilova, Panfilov & Merzon, 2015; Pisarenko, 1998; Yanovskaya, 2012);

- works in the design and implementation of modern foreign language education, assessment of its quality (Arkadyev, 2008; Bim, 2005, 2007, 2009, 2011; Dneprov, 2008; Drofa, 2008; Galskova, 2008; Gurvich, 2005; Korndorf, 2010; Korostelev, 1987; Kostomarov, 1983; Kuzovlev, 1987; Nikitenko, 2010; Passov, 1987, 2000;

Rogova, 1988; Ryabokon, 1998; Latypov & Sabirova, 2013; Silistra, 2010; Vereshchagin, 1983);

- works covering the problems of teaching a foreign language as a means of intercultural dialogue, equal dialogue of cultures, as a means of mutual enrichment of peoples, countries, continents, as a way of knowledge of national and universal culture achievements, understanding of ourselves as citizens of our country and members of the global community (Baryshnikov, 2002; Berdichevskaya, 2004; Evdokimova, 2007; Kuklina, 2007; Miloserdova, 2004; Prokhorova, 2008; Pupynina, 2008; Ter-Minasova, 2000; Vartanov, 2003; Yarmakeev & Pimenova, 2014).

However, previous studies have not addressed the issues of the purposeful formation of students' experience of emotional-valuable relations in foreign language education, that aimed us at this investigation.

CONCLUSION

We have carried out in the article the selection of elements in the content of foreign language education, contributing to the formation of students' emotional-valuable experience. Significant in this aspect is a dialogue technology. It provides conditions in which one's speech, cognitive and creative activities are stimulated, emotions and feelings are engaged, values are formed. We came to the conclusion that the main areas of forming students' emotional-valuable relations are the experience the student's emotional-valuable attitude towards foreign language culture, the teacher and fellow-students as speech partners, a foreign language and its role in the society, native speakers and the experience focused on the student's value system (motivation). It is supposed that their modelling and joint functioning will allow achieving the goal of foreign language education. All this speaks in favour of our proposed model for the formation of students' emotional-valuable attitude in foreign language education. Its conceptual, target and content units' function as a whole to make a student a free, developed, educated person that holds the key competencies, man of culture, its creator. This paper helps foreign language teachers teach within the frames of t student-oriented approach and choose emotional-valuable content of foreign language education.

RECOMMENDATIONS

Practical significance of the research lies in the fact that, first, on the basis of the developed model a system of didactic means of its implementation can be worked out. Thanks to a special organization, content richness and methodological equipment, aimed at achieving the goals and objectives of mastering foreign language culture in the dialogue of cultures at different stages, it would be potentially ready to function at any point of foreign language teaching-learning process at school.

Secondly, this system can be adapted to junior, middle, senior and profile-oriented levels of education. It should be presented in the form of adequate subsystems. Their application is intended to demonstrate the effectiveness for the harmonious development of the student's intellectual (qualities, skills and abilities of foreign language speech activity), volitional and emotional-valuable spheres.

ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

- Baryshnikov, N.V. (2002). Parameters of teaching intercultural communication in the secondary school. *Foreign languages at school*, 2, 28-32.
- Berdichevskaya, A.L. (2004). The Content of foreign language teaching on the basis of the person's base culture. *Foreign languages at school*, 2, 17-20.
- Bim, I. L. (2005). Modernization of the structure and content of school language education (FL). *Foreign languages at school*, 2, 2-6.
- Bim, I. L. (2007). What prevents the improvement of teaching foreign languages? *Foreign languages at school*, 4, 2-6.
- Bim, I. L. (2009). What does the personal orientation of education regarding the teacher's activity mean? *Foreign languages at school*, 3, 2-9.
- Bim, I. L. (2011). What new does the student-centered paradigm bring in education of the younger generation? *Foreign languages at school*, 10, 2-7.
- Bondarevskaya, E. V. (1995). Education as a revival of a citizen, man of culture and morality. Basic concepts of education in changing social conditions. Rostov-on-Don.
- Burenkova, O. M., Arkhipova, I. V., Semenov, S. A. & Samarenkina, S. Z. (2015). Motivation within role-playing as a means to intensify college students' educational activity. *International Education Studies*, 8 (6), 211-216.
- Byrdina, O.G. (2010). Dialogue technology of forming the student's valuable self-evaluation at the lessons of German. *Foreign languages at school*, 9, 22-26.
- Evdokimova, M. I. (2007). Educational potential of a foreign language lesson. *Foreign languages at school*, 4, 7-9.
- Fahrutdinova, R. A., Yarmakeev, I. E. & Fakhrutdinov, R. R. (2014). The formation of students' Foreign language communicative competence during the learning process of the English language through interactive learning technologies (The study on the basis of Kazan Federal University). *English Language Teaching*, 7 (12), 36-46.
- Galskova, N. D. (2008). Education in the field of foreign languages: new challenges and priorities. *Foreign languages at school*, 5, 2-7.
- Gurvich, P. B. (2005). About five blocks of the norms and recommendations of methods of teaching foreign languages. *Foreign languages at school*, 6, 34-40.
- Khlopina, O. V. (2005). Atmosphere of the educational process and its function in the foreign language acquisition. The improvement of teaching foreign languages in school and high school. Col. of scien. and method. Works, 10. Kirov. Publishing house of VSUH, 124-130.
- Kuklina, S. S. (2007). System of organizational forms of collective educational activity for students to learn foreign language communication. Monograph. Kirov. Publishing house of VSUH.
- Latypov, N. R. & Sabirova, D. R. (2013). Competence-based approach to aeronautical engineering education: Language aspect. *16th International Conference on Interactive Collaborative Learning, ICL, 2013*, (pp. 617-618). Kazan, Russian Federation: Kazan National Research Technological University.
- Masharova, T. V., E. A. Khodyreva & Kharungev A. A. (2004). Pedagogical modelling of the student's individual-personality development in information-educational environment. Kirov. Publishing house of VSUH.
- Miloserdova E. V. (2004). National cultural stereotypes and problems of intercultural communication. *Foreign languages at school*, 3, 80-84.
- Nikitenko, Z. N. (2010). Developing foreign language education in elementary school. Moscow: Glossa-Press.
- Overton-Healy, J. (1995). Learning enhancement: Utilizing Effective Teacher Communication Behaviours. *Educational Practice and Theory*, 17 (2), 71-77.
- Panfilova, V. M., Panfilov, A. N. & Merzon, E. E. (2015). Organizational-pedagogical conditions to form the foreign competence in students with the features of linguistic giftedness. *International Education Studies*, 8 (2), 176-185.
- Passov, E. I. (2000). Communicative foreign language education: the concept of communicative foreign language education "Development of personality in the dialogue of cultures". Moscow: Education.
- Passov, E. I., V. P. Kuzovlev, V. S. Korostelev. (1987). The Goal of foreign language teaching at the present stage of development of society. *Foreign languages at school*, 6, 14-17.

- Pisarenko, S. A. (1998). Sociocultural component of the learning content as a means to increase the motivation of learning foreign languages at the secondary stage of secondary school. Retrieved from: [http://5ballov.qip.EN"Abstracts"23203/?referat...](http://5ballov.qip.EN)
- Prokhorova, O. N. & Pupynina, E. V. (2008). The Experience of creating cultural training manual. *Foreign languages at school*, 5, 14-22.
- Rogova, G. V. (1988). Methods of teaching English language at the primary stage to secondary school. Handbook for teachers. M. Education.
- Ryabokon, A.V. (1998). Typology of individual learning styles activities and including them in the design of foreign language textbooks. *Bulletin of the CMO MSU*, 1, 58-63.
- Silistra, I. D. and I. B. Korndorf. (2010). For the high quality of teaching foreign languages in school. A new program about the content of teaching foreign languages at school. *Foreign languages at school*, 1, 8-22.
- Ter-Minasova, S.G. (2000). Language and intercultural communication: Textbook. Moscow: Slovo.
- The Sourcebook of normative documents. Foreign language. (2-e Izd, Stereotype). (2008). Comp. E. D. Dneprov, A. Arkadyev, Moscow: Drofa.
- Vartanov, A.V. (2003). From learning foreign languages to teaching foreign languages and cultures. *Foreign languages in school*, 2, 21-25.
- Vereshchagin, E. M. and V. G. Kostomarov. (1983). Language and culture: linguistic and cultural studies in teaching Russian as a foreign language. Methodological guidance. 3rd edition revised and enlarged. Moscow. Russian language.
- Viktorova, L.G. (1998). Dialogue concept of culture of M. M. Bakhtin – V. S. Bibler. *Paradigm. Journal of intercultural communication*, 1, 14-22.
- Yanovskaya, M. G. (2012). Teacher's personality in the context of emotional-axiological approach to the educational process. *Bulletin of Vyatka state Humanities University. Pedagogy and psychology*, 1(3), 6-10.
- Yarmakeev, I. E. & Pimenova, T. S. (2014). The formation of students' national self-awareness in EFL class. *English Language Teaching*, 7(12), 26-35.

