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THE IMPLEMENTATION OF EMOTIONALLY-VALUABLE COMPONENT OF THE CONTENT OF FOREIGN-LANGUAGE EDUCATION (ON THE MATERIAL OF STUDY COURSE “SPOTLIGHT”)

Part I

M. N. Tatarinova¹, O. V. Sungurova²

Vyatka State University, Kirov, Russia.

E-mail: ¹mayya.tatarinova@mail.ru; ²olga-khlupina13@yandex.ru

Abstract. *Introduction.* The revaluation of the tasks and results of school foreign-language education in our country updated the role of the emotionally-valuable component (EVC) of the content of foreign-language courses. There is broad agreement that the compliance of its criteria today is the most important prerequisite of foreign languages viability.

The *aim* of this article is to provide a scientific answer to the question if there is necessary background for the implementation of the EVC of the content of foreign-language education in the current study course “Spotlight”.

Methodology and research methods. As the fundamental methodological tool the emotionally-valuable (axiological) approach to the study was applied. A number of complementary methods were used: a theoretical systemic-structural and comparative analysis; an analytical experiment – the content-analysis of the current English-language study course for a secondary school; a constructive (creative) experiment (experiential learning); a method and principles of visibility (a tabular and graphical presentation of information); methods of mathematical statistics.

Results and scientific novelty. It is proved that the EVC in the linear structure of the school subject “A foreign-language” is able to ensure an integral formation of a student’s personality with developed intellectual, volitional and emotionally-valuable spheres. A practical implementation of this component is possible through students’ work with speech patterns of emotionally-valuable context. The indicators of emotional value of teaching materials are selected. The content-analysis of the text library of the study course “Spotlight” showed that it does not fully meet the requirements for super-phrasal units of the EVC, intended to maintain an appropriate level of language skills and encourage the acquisition of various kinds of foreign-language speech activities: speaking, listening, reading and

written speech. Therefore, additional adjustment of a number of speech samples is required in order to create all the necessary background for the exploitation of the EVC of the school programme content at different stages of foreign-language training. The results of experiential learning a foreign language, involving carefully selected texts of a sufficient and high degree of emotional value, and the use by teachers of special techniques of work, adequate to the axiological potential of speech samples, prove the appropriateness of such an approach to the organisation of an educational process. The axiological orientation of the training content significantly improves students' speech activities and contributes to the development of their emotionally-valuable relations with the surrounding world.

Practical significance. The materials in this publication may be in demand when making constructive changes and additions to the content and technologies of school foreign-language education.

Keywords: content of foreign-language education, emotionally-valuable component (EVC), text of emotionally-valuable contents; text library, study course, study course "Spotlight", content-analysis of "Spotlight" text library.

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РЕАЛИЗАЦИЯ ЭМОЦИОНАЛЬНО-ЦЕННОСТНОГО КОМПОНЕНТА СОДЕРЖАНИЯ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ (НА МАТЕРИАЛАХ УЧЕБНО- МЕТОДИЧЕСКОГО КОМПЛЕКСА «АНГЛИЙСКИЙ В ФОКУСЕ») Часть I

М. Н. Татаринова¹, О. В. Сунгурова²

Вятский государственный университет, Киров, Россия.

E-mail: ¹maуya.tatarinova@mail.ru; ²olga-khlupina13@yandex.ru

Аннотация. Введение. Переоценка задач и результатов школьного иноязычного образования в нашей стране актуализировала роль эмоционально-ценностного компонента (ЭЦК) содержания иноязычных дисциплин, соблюде-

ние критериев которого сегодня многие специалисты признают важнейшей предпосылкой эффективности освоения иностранных языков.

Цель статьи – дать научно обоснованный ответ на вопрос, существуют ли в действующем учебно-методическом комплексе (УМК) «Английский в фокусе» все надлежащие условия для реализации ЭЦК содержания иноязычного образования.

Методология и методы. В качестве базового методологического инструментария в работе выступал аксиологический подход к исследованию заявленной темы. Был задействован комплекс взаимодополняющих методов: теоретический системно-структурный и сравнительно-сопоставительный анализ; аналитический эксперимент – контент-анализ действующего УМК по английскому языку для общеобразовательной школы; конструктивный (созидательный) эксперимент (опытное обучение); метод и принципы наглядности (табличное и графическое представление информации); методы математической статистики.

Результаты и научная новизна. Доказывается, что включение ЭЦК в линейную структуру школьного предмета «Иностранный язык» способно обеспечить формирование целостной личности ученика с развитыми интеллектуальной, волевой и эмоционально-ценностной сферами. Практическая реализация данного компонента осуществляется через организацию работы учащихся с речевыми образцами, обладающими эмоционально-ценностным контекстом. Выделены показатели эмоциональной ценности дидактического материала. Контент-анализ текстотеки УМК «Английский в фокусе» показал, что она не в полной мере отвечает требованиям к сверхфразовым единствам ЭЦК, призванным поддерживать должный уровень языковой подготовки и стимулировать овладение различными видами иноязычной речевой деятельности: говорением, аудированием, чтением и письменной речью. Следовательно, нужна дополнительная методическая коррекция набора речевых образцов, чтобы на различных ступенях иноязычной подготовки создать благоприятные предпосылки для максимально полной эксплуатации ресурсов ЭЦК содержания школьной программы. Результаты опытного обучения иностранному языку с привлечением тщательно отобранных текстов средней и высокой степени эмоциональной ценности и использование педагогами специальных приемов работы с ними, адекватных аксиологическому потенциалу речевых образцов, подтверждают целесообразность подобного подхода к построению учебно-воспитательного процесса. Аксиологическая ориентация учебного контента значительно увеличивает продуктивность речевой деятельности учащихся и способствует приобретению школьниками опыта эмоционально-ценностного отношения к окружающему миру.

Практическая значимость. Материалы, представленные в публикации, могут быть востребованы при внесении конструктивных изменений и допол-

нений в содержание и технологии иноязычного обучения в общеобразовательной школе.

Ключевые слова: содержание иноязычного образования, эмоционально-ценностный компонент (ЭЦК), текст эмоционально-ценностного содержания, текстотека, учебно-методический комплекс (УМК), УМК «Английский в фокусе», контент-анализ текстотеки УМК «Английский в фокусе».

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Introduction

In modern Russia, there is a radical revision of the results of school foreign-language education, their reassessment from the standpoint of new paradigms, put forward by time, – God, good, man, work, homeland, patriotism. Philosophical preconditions of modernisation of Russian education initiate successive processes of its improvement, determined by the federal law “On education in the Russian Federation”¹, the priority national project “Education”, the Russian education 2020 strategy, the national educational initiative “Our new school”, State standards for general education, the special federal programme for the development of education for 2016–2020, etc. According to the provisions of these documents, the problems, associated with improving foreign-language education content, are solved; the relevance of the emotionally-valuable component (EVC) of foreign-language competences in secondary school is substantiated.

This implies a change in the ideas, concerning the content of education: it should be free from the manifestations of negative rationalist and technocratic trends in favour of personal-activity and emotionally-valuable bases.

¹ Об образовании в Российской Федерации. Федеральный закон № 273-ФЗ от 29.12.2012. On education in the Russian Federation. Federal law № 273-FL from 29.12.2012. (In Russ.)

Such understanding of the content of education appeared in the 1980-s (V. V. Kraevsky, I. Ya. Lerner, M. N. Skatkin)¹. In the works of these scientists education was looked upon as a purposeful process which is a unity of learning, activities on a reproductive and creative use of knowledge, as well as on the realisation of each student's value attitude to reality, based on his/her needs and motives.

The first three components are associated with a person's cognitive activities, so, in the summary they can be characterised as "the intellectual" unit of the education content. The EVC, first identified by the above-mentioned researchers, has its own structure and functions. It involves a student's affective perception of a multicultural world, his/her activities in the field of art – the so-called emotional creativity and an emotionally-valuable development. As rightly pointed out by I. Ya. Lerner, ignoring the EVC can disrupt an educational process. The fact is that a lesson that lacks emotional aspects does not find a student's response, it is insignificant, is not a need, and a learner has no positive attitude to it [1].

However, there is still one-sidedness in the design and implementation of the content of foreign-language education: among its components there is no experience of students' emotionally-valuable relations, i.e. no EVC. A student is perceived by a teacher not as a free and creative personality with a system of values and life senses, but rather as a programmed object of teaching foreign-language communication. The reassessment of the content and results of school foreign-language education in our country implies a particular relevance of the EVC.

The component is reflected in speech samples – texts, intended for teaching foreign-language speaking, listening, reading and written speech which must meet the criteria of emotional value. This is the most important prerequisite for the implementation of the EVC of the content of foreign-language education.

In connection with the stated, the purpose of this article is to find an answer to the question if the speech material (micro- and macro-texts) of the study course "Spotlight", functioning in the Russian Federation, is characterised by a sufficient degree of emotional value, i.e. whether in the study course there is all the necessary background for the implementation of the EVC in all diversity of its sub-components and functions.

¹ Лернер И. Я. Человеческий фактор и функции содержания образования // Советская педагогика. 1987. № 11. С. 60–65. Lerner I. Ya. A human factor and functions of the content of education. *Sovetskaya pedagogika = Soviet pedagogy*. 1987; 11: 60–65. (In Russ.)

Achieving this goal involves a number of interrelated concomitant objectives:

- 1) to characterise the structure and functions of EVC of the content of foreign-language education;
- 2) to define the concept of "a foreign-language text of emotionally-valuable contents";
- 3) to identify the indicators of emotional value of a foreign-language text;
- 4) to carry out the content-analysis of the study course "Spotlight" text library in order to identify the prerequisites for the implementation of the EVC of the content of foreign-language education;
- 5) to organise and conduct experiential learning in order to see whether the emotionally-valuable approach to the selection of texts improves students' speech activities.

Literature Review

In accordance with the personality-oriented paradigm, considered as a methodological basis of modernisation of the content of foreign-language education, as a way to its humanisation, to accounting an increasing role of a human factor, the leading approach to the research is emotionally-valuable. Within the framework of this approach, the world of values is considered as a socio-cultural reality, necessary for a person as a means of satisfying his/her needs. The value orientation of education has traditionally been set in all educational systems with the help of ideology. Life values in the content of education contribute to the development of schoolchildren's emotional sphere.

Foreign language education plays a significant role in the formation of personal values. The axiological essence of the language and the cultural meaning of teaching it are emphasised in well-known documents of different years¹, reflected in the provisions of linguodidactics about a culture-like character of teaching foreign languages. O. G. Oberemko rightly points out that the actualisation of axiological bases of communicative competence formation is due to the priority of humanitarian and cultural meanings of foreign-language education [2, p. 162].

In the course of the study, we turned, first of all, to domestic and foreign psychological and pedagogical concepts of values (N. A. Astashova, S. K. Bondyрева, A. P. Smantser (2018), V. I. Nevskaya (2000), O. G. Oberemko (2016), E. I. Passov (2000, 2010); as well as V. S. Bogaluskaya, F. V. Kadol

¹ Декларация о языках народов России, 1991 г. "The peoples of Russia (languages) act" (In Russ.); "A common European framework of reference for languages: learning, teaching, assessment", 2001.

(2017), D. Habenicht (2009); L. V. Khvedchenya (2013), J. Russel (2012), C. Schmitt (2011)) [2–11]. The above researchers characterise the nature and place of values in reality, their relationship with each other, the structure of a personality, social and cultural factors of his/her education and development. So far the only monograph, devoted to the philosophical inquiry of the process of teaching a foreign language, is the book by V. I. Nevskaya “Dialectics of teaching” [4]. The author proposes to introduce into a methodical thesaurus such systemic categories as “the state” and “the link between states”. She believes that the development of their content will make a significant contribution to the formation of a new branch of methodology – methodological axiology.

Determining the moral ideals to be aimed at, the nomenclature of cultural values, presented by E. I. Passov, was studied. In the concept of communicative foreign-language education “The development of individuality in the dialogue of cultures” they make up the content of an educational aspect of foreign-language culture [5, p. 57]. It is interpreted as a set of values, knowledge, traditions, rules, norms of behaviour, axiological relations, senses and ways of creative activity of another nation in the dialogue of cultures.

Secondly, positive ideas of students’ emotional sphere revitalisation were studied. They emphasise the necessity of increasing their motivation, satisfaction, of developing their interest to the subject “a foreign language” in different spheres of communication (V. M. Alyushin (2015), S. V. Chernyshov, Yu.N. Khusainova (2016), O. V. Kotomina (2017), O. V. Sungurova (2014), M. G. Yanovskaya (2008) [12–16], and also M. Beaudoin (1999)¹, K. Kato, R. Zweig, B. Schechter Clyde, N. Barzilai, G. Atzmon (2016), R. Maguire, A. Egan, P. Hyland, P. Maguire (2017), J. Overton-Healy (1995)², C. Radu (2014), P. Viguer, M. J. Cantero, R. Bañuls (2017), N. Wang, T. Young, S. C. Wilhite, G. Marczyk (2011), L. Zysberg, C. Orenshtein, E. Gimmon, R. Robinson (2017) [17–22]).

The most complete range of theoretical questions on the role of a personality’s emotional sphere is studied in M. G. Yanovskaya’s research “An emotional factor in the formation of a future specialist’s intelligence” [16]. The author analyses constructive functions of an emotional factor of an educational process and offers a practice-oriented material about an emotionally-valuable technology and profiles of a teacher, providing a positive impact of an emotional factor.

¹ Beaudoin M. Enseignement de l’oral et anxiété langagière. In: Apprendre les langues étrangères autrement = Learning other foreign languages. Paris: Hachette Edicef. 1999: 95–99. (In French)

² Overton-Healy J. Learning Enhancement: Utilizing Effective Teacher Communication Behaviours. *Educational practice and theory*. 1995; 17 (2): 71–77.

Similar ideas are found in foreign works on methods of teaching foreign languages where the concepts an emotional background, atmosphere of an educational process and an emotional climate of learning were investigated (M. Beaudoin, J. Overton-Healy). In C. Radu's [19], P. Viguer, M. J. Cantero, R. Bañuls's [20], N. Wang, T. Young, S. C. Wilhite, G. Marczyk's [21] and other foreign scholars' works it is stated that enhancing emotional intelligence, assessing students' emotional competence, development and validation of the widener emotional learning scale, positive emotions, a good mood create the background for the disclosure of students' creative abilities, improving a person's learning activities.

Thirdly, of utmost importance were the works in the field of designing and implementation of modern foreign-language education, evaluating its quality (M. Z. Biboletova (2013), I. L. Bim (2011), N. D. Galskova (2013); and also S. V. Gladio (2000), L. Klingberg, S. S. Kunanbayeva (2010) [23–28]. The conclusion was drawn that the point of view of many methodologists is based on their conviction that an educational process should include not only what can be seen or heard in the classroom, what is explicitly expressed or clearly represented by its subjects, but also their feelings and emotions, as well as those mental processes that occur in their minds.

As all the authors, mentioned above, have publications in the leading scientific periodicals, monographic and dissertational works, and also methodological resources. Thus, their papers provided an empirical basis for the study.

Materials and Methods

For the solution of the research tasks a series of mutually supportive methods was applied:

- a) of a theoretical analysis (systemic-structural, comparative);
- b) an analytical experiment (the content-analysis of the current English-language study course for a secondary school);
- c) a constructive (creative) experiment (experiential learning);
- d) a tabular and graphical presentation of information;
- e) mathematical statistics.

The systemic-structural and comparative methods allowed us to solve the research tasks, related to the characteristic of the structure and functions of the EVC of the content of foreign-language education; to defining the concept of a foreign-language text of emotionally-valuable contents and identifying the indicators of its emotional value.

For the solution of the next task of the study (the analysis of the study course) the method of *content-analysis* was applied¹. As provided by *the principle of formalisation* it was important that the studied content set a specific rule for a reliable fixation of the necessary characteristics. In turn, *the principle of statistical significance* dictated the following condition: the fragments of the content, a researcher is interested in, should occur with a sufficient frequency.

In accordance with the requirements of S. G. Vershlovsky and M. D. Matyushkina the first step in preparing for content-analysis should be the determination of the total number of texts to be considered [29]. At this stage of the investigation the education materials of the study course “Spotlight”, recommended by the Ministry of Education and Science of the Russian Federation for general education institutions, were used. This condition ensured *the reliability* of the text array under study.

After determining the set of documents, the following step was to assess its *volume*. As educators and researchers are given the right to form the biggest possible selection themselves, 282 foreign-language texts were taken, as presented in the textbooks and workbooks of the study course for the 4th, 7th, 9th and 11th grades, the final ones at each of the four stages of school foreign-language education [30–37].

Based on the requirements of the programme², the texts were analysed in accordance with speech activities, predominant at a particular stage:

- at a junior stage these were texts of kind I, aimed at teaching foreign-language speaking. The choice of texts is due to the fact that the current school age is the most favourable for mastering this type of foreign-language speech activities, when the flexibility of students’ verbal apparatus and their imitation abilities for oral communication in a foreign language are actively developing;
- at a middle stage the experimental work was organised on material of the second kind of texts, intended for teaching foreign-language listening. This time the choice is determined by the fact that it is in this age period that students’ perception of foreign-language speech material becomes a selective, purposeful, analytical and synthetic activity. As students have already gained some language and verbal experience, they can make probabilistic projections. Besides, an acti-

¹ Контент-анализ как метод исследования [Электрон. ресурс]. Режим доступа: <http://StudFiles.net> (дата обращения: 18.11.2018). Content analysis as a research method [cited November 18 2018]. Available from: <https://www.StudFiles.net>

² Сборник нормативных документов. Иностранный язык / сост. Э. Д. Днепров, А. Г. Аркадьев. 2-е изд., стереотип. Москва: Дрофа, 2013. 287 с. Sbornik normativnykh dokumentov. Inostrannye yazyki = The collection of normative documents. Foreign languages. Moscow: Drofa; 2013. 287 p.

ve improvement of school students' hearing and "inner speech" (verbal thought) continues, there is an increase in size of the random access memory;

- at a high stage work with speech material of the third kind, designed to teach reading in a foreign-language, was organised and carried out. The fact is that in accordance with the psychological characteristics of students of this age reading is a great opportunity for their communicative development. In addition, there is an active formation of older adolescents' moral and aesthetic feelings. An emotional dimension of their attention is more versatile, touching on various aspects of a personal improvement. This allows a teacher to develop students' skills of different sub-kinds of reading to maturity;

- for a profile-oriented stage of teaching foreign-language speech samples of the fourth kind, used to teach students written speech, were selected. At this age foreign-language writing acts primarily as a means of contributing to satisfaction, promotion and deepening of students' interests in their chosen field of knowledge, obtaining professionally relevant information.

Another step is to determine *a unit of analysis*, i.e. some dimension or characteristic, found in the text. In our case such a unit was *an indicator of emotional value*, namely a simple amount of its representation in the text. After identifying a semantic unit of content-analysis, *units of measurement* were to be determined. It is known that they may or may not coincide with units of analysis. As a result, a percentage ratio of indicator intensity in the text array to the total number of the studied texts was taken as a unit of measurement.

To assess the significance of a unit of analysis *i* on average for this text array, *a frequency index* was taken:

$$p_i = \frac{\sum_{t=1}^n f(i,t)}{n}$$

where $f(i, t)$ is frequency of occurrence of a unit of analysis *i* in the text *t*, *n* is the total number of texts.

The compilation of a list of analysis categories involves the use of the basic characteristics of an object, a system of which can be compared with a questionnaire: a category plays the role of a question in the survey and indicates what answers can be found in the text. In accordance with the requirements by V. I. Dobrenkov and S. I. Grigoryev [38] the categories of content-analysis of the text array in this investigation were:

- a) *relevant*, i.e. consistent with our research objectives;
- b) *comprehensive*, i.e. fully reflecting the meaning of the concepts of the research;

c) *mutually exclusive* – the same content was not equally included in different categories;

d) *reliable*, i.e., there was no doubt about the categorisation in the analysis of the document.

Since content-analysis allows the use of quantitative assessment of a particular unit, in our investigation a “sign” of an indicator was introduced:

- «+» – an indicator of emotional value is present in the text;
- «-» – an indicator of emotional value is not in the text;
- «+/-» – an indicator of emotional value is partially present in the text.

The stated positions allowed working out research tools for the content-analysis:

- an encoding matrix classifier;
- an instruction for a researcher;
- a form, including data on text documents;
- a report of content-analysis outcome.

The results of the analysis of the study course “Spotlight” speech material in order to identify the prerequisites for the implementation of the EVC of the content of foreign-language education are demonstrated with tables and charts (methods of a tabular and graphical presentation of information).

For the solution of the last task of the study, in its final stage, experiential learning was organised and conducted. Its purpose is to find out whether the emotionally-valuable approach to the selection of texts improves students’ speech activities. The study covered 140 students in junior, middle and senior grades:

- at a junior stage these were the students grade 3 “a” of Kirov lyceum of natural sciences and grade 3 “b” of a secondary school in Nolinsk, Kirov region;
- at a middle stage – the students of grade 5 “a” of secondary school № 16 in Kirov and grade 6 “c” of Kirov lyceum of information technologies;
- at a high stage – the students of grade 9 “b” of secondary school № 65 and grade 9 “a” of secondary school № 70 in Kirov;
- at a profile-oriented stage – the students of grade 10 “c” of gymnasium № 1 in Kirovo-Chepetsk, Kirov region, and grade 11 “b” of Kirov lyceum of economics and law.

At each stage the level of students’ proficiency was determined in the sphere of the key competencies in speech activities, predominant at a particular age¹. Specially selected texts of a sufficient or high degree of emotional

¹ Above it was justified that at a junior stage it should be foreign-language speaking; at a middle stage – listening; at a high stage – reading; at a profile-oriented one – written speech.

value were used in experiential learning [39–73]¹. In their selection, the following points were taken into account:

- texts of emotionally-valuable contents for teaching speaking as important media of foreign-language culture should teach students to mobilise emotions, important for teaching communication techniques, speech etiquette, a story about one's friends, interests and hobbies, questions about their interlocutors' life, etc.;

- the emotionally-valuable speech material, used for teaching foreign-language listening, should recreate a natural environment of communication in the classroom, providing demonstration of the norms of speech behaviour in a foreign culture, with the peculiarities of its citizens life and mentality;

- speech patterns for teaching reading would involve students' interest in history, culture, art, customs, traditions, the way of people's everyday life, foreign peers' hobbies, etc.

- the contents of emotionally-valuable speech samples for teaching written speech would be defined by the originality of the cultural situation in our society. Working with such material should require a student's ability to evaluate the events and characters.

In addition, since an axiological constituent of a dialogue of cultures space cannot exist in isolation from an activity-oriented one, and an emotional value potential of speech material may remain unrealised, techniques of working with texts of a high or sufficient degree of emotional value should be adequate.

Therefore, one more task was to create such conditions, select such means and ways of working with texts of emotionally-valuable contents that would have a socio-cultural and value-oriented trend and model students' speech and non-speech behaviour, taking into account the values of different linguistic cultures.

In identifying the quantitative and qualitative impact of experiential learning the so-called vertical check was used (S. V. Chernyshov), which involves comparing the indicators of mastering the key competencies in the field of foreign-language education by the same students before and after the experimental training.

¹ In the list of references all textbooks and manuals, used in the selection of texts of emotionally-valuable contents, are arranged in the order of their application in experiential learning at different stages of school foreign language education, from junior to profile-oriented.

The indicator, demonstrating the level of a student's proficiency in foreign-language activities, the success rate was used (V. P. Bespalko, A. N. Shamov). It was calculated by the following formula:

$$R_s = \frac{a}{n}$$

where R_s is the success rate, a is the number of scored points, and n is the maximum possible number of points [74].

The results were processed with a special programme, designed for a statistical analysis of quantitative data (methods of mathematical statistics). For this purpose a measurement technique of a data range was used, based on the difference between each individual result and the simple average of the group (*variance*). A value, derived from variance, called *standard deviation*, was also calculated. It allows us to say in what range most of the results of the study is from the average. Finally, the task was to justify the relevance of the results of the constructive experiment within a range of statistical uncertainty and the absence of randomness in the obtained data. *Fisher index* was used for that.

(To be continued)

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Information about the authors:

Maya N. Tatarinova – Candidate of Pedagogical Sciences, Associate Professor, Department of Foreign Languages and Methods of Teaching Foreign Languages, Vyatka State University, Kirov, Russia. E-mail: mayya.tatarinova@mail.ru

Olga V. Sungurova – Candidate of Pedagogical Sciences, Associate Professor, Department of Foreign Languages and Methods of Teaching Foreign Languages, Vyatka State University, Kirov, Russia. E-mail: olga-khlupina13@yandex.ru

Contribution of the authors:

M. N. Tatarinova took part in determining the basic methodological and theoretical positions for the formulation of the research problem; stating its goals and objectives; organising, conducting and summarising the results of the experimental study.

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Информация об авторах:

Татарина Майя Николаевна – кандидат педагогических наук, доцент кафедры иностранных языков и методики обучения иностранным языкам, Вятский государственный университет, Киров, Россия. E-mail: mayya.tatarinova@mail.ru

Сунгурова Ольга Владимировна – кандидат педагогических наук, доцент кафедры иностранных языков и методики обучения иностранным языкам, Вятский государственный университет, Киров, Россия. E-mail: olga-khlopina13@yandex.ru

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