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Research paper



Model of the Emotionally-Valuable Component of the Content of Foreign Language Education in Middle School

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Abstract

The purpose of this article is to present an invariant of the basic model of the emotionally-valuable component (EVC) of the content of school foreign language (FL) education for its second stage (forms 5-7). Methods of theoretical analysis (systemic-structural, organizational, functional, comparative, typological) as well as designing and modelling were used. The basic model of the EVC of the content of school FL education is presented. Then it is adapted to the conditions of teaching FL at the middle stage of a comprehensive school. It allows to implement the EVC of the content of FL education at this stage and make another step in a pupil's formation as a multicultural linguistic personality.

Keywords: *basic model of constructing the EVC; EVC of the content of FL education; invariant of the basic model for the middle stage of school FL education; multicultural linguistic personality.*

1. Introduction

1.1. Relevance of the Problem

Modern foreign language (FL) education in a secondary school involves the acquisition of students' values when entering a new socio-cultural space and understanding, different from the national mentality of the picture of the world. In our opinion, to solve this problem successfully, it is necessary to make some changes and additions to the content of the subject "FL".

The structural composition of the content of FL education is still a matter of discussion. Today, however, there is little doubt in the necessity of the emotionally-valuable component (EVC) by which the introduction of students to national and universal cultural values is meant, and also the formation of their emotionally-volitional sphere, the development of personal and socially significant motivational and value orientations, skills and universal educational actions (UEA) in the process of comparison of a FL culture and a native one [1].

The purpose of the EVC is elaboration of students' positive emotionally-valuable attitude to the educational material, their axiological perception of the multicultural world, the growth of their emotional creativity. As rightly pointed out by I. Ya. Lerner, ignoring the EVC of the content of education (EC) may totally disrupt an educational process. The matter is that a lesson, deprived of its emotional "ingredient", does not find response from a student, it is insignificant, not needed, and lacks a learner's positive attitude [2].

However, in practice, for a long time the implementation of the EVC of EC has proceeded chaotically and intuitively. For this component to perform its functions effectively, its sub-component system must be appropriately selected and organized. Therefore, the basic model of designing the EVC of FL EC is needed, and on its basis invariant models of the component for each stage of school FL education can be constructed. In one of our earlier publications, the model of the EVC of the content of elementary FL education (grades 1-4) was presented [3]. In this article an attempt to adapt the basic model to the conditions of teaching FL at the middle stage of a comprehensive school (grades 5-7) will be made.

1.2. Aims and Objectives of the Research

The purpose of this article is to present an invariant of the basic model of the EVC of school FL EC for its second stage (forms 5-7). To achieve the purpose of the research, it was necessary to solve the following tasks:

1) to characterise the principles and criteria of selecting and structuring the sub-components of the EVC of FL EC and FL texts of emotionally-valuable contents;
2) introduce a technique of working with FL texts of emotionally-valuable contents;
3) describe the results of realization of the EVC of school FL EC;
4) present the basic model of the EVC of school FL EC;
5) adapt the basic model to the conditions of teaching FL at the middle stage of a comprehensive school (grades 5-7).

2. Literature Review

2.1. Analysis of Russian Works

The principles and various aspects of the EC formation are described in the works of Yu. K. Babansky, V. V. Kraevsky, I. Ya. Lerner, V. A. Slastenin, M. N. Skatkin, etc.; and also in the scientific study of the authors' schools for teaching FL (I. L. Bim, N. D. Galskova, N. I. Gez, R. K. Minyar-Beloruchev, E. I. Passov, G. V. Rogova). The researchers believe that the main social purpose (function) of education is the transfer of experience, gained by the

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previous generations. Experience, as a unity of awareness, skills, feelings and will, is acquired in the process of activity and is embodied in knowledge, competences, creativity and attitude to the world. V. A. Slastenin rightly states that both experience and activity are the most important determinants of EC [4].
As it is known, among the scientists, involved in designing the EC, there is no consensus about its component structure. Nevertheless, with all the diversity of views, there are components of EC the necessity of which is accepted by the majority of scholars. These include the EVC, the divergence in the interpretation of which is connected with its informative content and degree of detail of the description. The nature of the EVC of FL EC assumes, by figurative expression of E. G. Tareva, "the offset of knowledge and speech skills and habits from the pedestal" [5] and bringing to the fore the formation of students' emotionally-valuable attitude to the objects of reality by means of teaching a FL. This is what, as it is claimed in L. P. Khalyapina's research papers, will allow a personality to be dynamic, able to develop constantly, depending on the changing, often unpredictable conditions of existence in a consistent interaction and cooperation with other people [6].
Consequently, there is an acute problem of finding new methodological priorities. N. D. Galskova indicates personal and emotional constituents of students' contact with another culture as the imperatives of studying a FL. Then there is a comparison of this experience with learners' knowledge and feelings, only not from the standpoint of "bad-good", but from the perspective of "not like ours, but curious" [7].

2.1. Analysis of Foreign Works

The approaches of foreign scientists were also studied. Firstly, they concern
– the selection and organization of language and speech material, the criteria for this, language and speech units of different levels (R. Lado, Ch. Frieze, V. S. I. D. Salistra, Tsetlin, etc.);
– the concepts "a unit of material selection", "a unit of its organization", "methods of organization", "organization forms" (G. Gugenheim, H. Palmer);
– situations, topics and texts from the perspective of selection and organization of material (I. M. Berman, A. S. Hornby);
– questions of organization of educational and verbal units in the process of teaching various types of FL speech activity in a secondary school (H. Palmer, P. Hagbald, E. Werlich) [8].
Secondly, analyzing modern theory and practice of constructing the FL EC, L. V. Khvedchenya draws attention to the fact that in recent years researchers include "elements of regional geographic character, socio-cultural facts and empathy in it, which prevents the emergence of a communication barrier in a real dialogue of cultures" [9]. The scientist speaks about extralinguistic information in FL EC: spiritual and cultural values, non-verbal means of communication.
Thirdly, the concept of emotional intelligence (or emotional literacy) of a person was studied (G. Breslav, D. Caruso, D. Goleman, J. Mayer, P. Salovey, etc.). It is a set of emotional abilities which in the most generalized form consist in recognizing a person's own emotions, controlling them, understanding the emotions of other people [10].
D. Goleman also calls this an emotional ability of the individual. His judgement that it is a meta-ability, determining how well a person can use all his/her skills, including intelligence [11], is conceptually important for us.
In addition, in foreign methods of teaching FLs the concepts "emotional background", "the atmosphere of an educational process" and "an emotional climate of learning" are investigated (D. Overton-Healy, E. Stones). They play an important role in a successful implementation of the EVC of FL EC. Positive emotions, a good mood create the background for the most complete disclosure of one's creative abilities, intensification of a person' s activities on the assimilation of the values of a FL culture [12; 13]. Finally, M. Beaudoin describes certain techniques that are based on the effect of addiction and gradual overcoming of anxiety. The importance of such exercises is that they allow students to "train" in understanding their own emotions and in a conscious control over them [14].

3. Research methodology

3.1. Materials and Methods

In the course of the research methods of theoretical analysis (systemic-structural, organizational, functional, comparative, typological ones) were used. The study of psychological, pedagogical and methodical literature, analysis and synthesis of normative documents allowed us to develop the principle methodological and theoretical positions of the paper, among them those that concern
• describing the EVC of FL EC, its nature, purpose, principles and criteria of selecting and structuring its sub-components;
• defining FL texts of EV contents, presenting the system of principles and criteria for their organization and composition and describing the techniques of working with them, and then adapting them to middle school (grades 5-7);
• the formation of a student as a multicultural linguistic personality, in particular, at the second stage of school FL education.
When projecting the basic model of the EVC of the content of FL education and adjusting it to the conditions of teaching FL in middle school (grades 5-7), methods of designing and modelling were used. It provided a novelty model, consisting of four constituent parts, with generality and, at the same time, versatility and capacity to appear in a modified form, adapted to the conditions of teaching younger adolescents a FL.

3.2. Stages of the Research

The study, conducted from 2015 to 2018, included several stages.
At the first stage (2015), the basic theoretical and methodological positions of the study were determined; the corresponding methods were selected; the sub-component structure of FL EC was verified.
At the second stage (2016), the purpose and objectives of the study were formulated, its program was drawn up, the concept of the basic model of the study was specified, the basic model of the EVC of FL ED was designed.
At the third stage (2017) the adaptation of the basic model of the EVC of FL ED to the conditions of teaching FLs in grades 5-7 was carried out.
The fourth and final stage (2018) was devoted to structuring and systematization of the results and clarification of some facts, the preparation of the paper materials for publication.

4. Results

4.1. The Basic Model of Constructing the Emotionally-Valuable Component of the Content of Foreign Language Education

When designing the basic model of the EVC of FL EC, the positions of modelling of an educational process, proposed by A. N. Shamov, were taken into consideration [15]. The model includes four components. Let us describe them.
I. The *conceptual* component of the basic model includes
– a number of leading approaches that affect the solution of the problem of FL education modernization: systemic-structural, organizational-functional, personality-activity, culturological, axiological, competence, intercultural and communicative;
– the principles of the EVC "filling" selection, and also specific criteria for sampling foreign micro-and macro-texts (note 1), representing the contents of the EVC. Among the variety of princi-

ples and criteria for the selection of FL EC, we were to choose those that would reflect the shift of its target points from practical results of students' mastery of a FL to the personality of a learner as the subject of speech, knowledge, cultures, an intercultural communication and morality (N. D. Galskova, E. G. Tareva) [16].
With this objective in the description of the principles of selection of FL EC (Yu. K. Babansky, V. V. Kraevsky, I. Ya. Lerner, etc.) we identified the information, related to
– the accentuation of individually-personal aspects (first of all, emotionally-valuable and volitional ones) of students' perception of another linguistic culture and experience of communication with it;
– comparing this background with schoolchildren's knowledge, skills, abilities and feelings;
– the formation of a student's holistic personality and subjectivity through FL EC.
These are
a) the general didactic principles of compliance of EC in all its elements and on all levels of construction with the requirements of the society, science, culture and a personality development (the core of the system); the unity of content and procedural aspects of teaching in the selection of EC; the integrity of educational, developmental and upbringing functions of schooling; its variability and a problematical character;
b) the specific principles of an emotionally-valuable significance of speech material, a dialogue of cultures, cross-culture, communicativeness, authenticity [17, 18];
c) the criteria proposed by Yu. K. Babansky: an integral reflection of the tasks of a harmonious development of the personality and formation of one's basic culture in EC; a scientific and practical significance of the content; the compliance between EC complexity and real educational opportunities of students of a particular age; taking into account the international experience of structuring EC [17].
The presented system of principles and criteria for the selection of the content of the EVC is designed to form a reliable foundation for the implementation of the target of FL education, ensuring the priority of its moral dimension, contributing to the formation of a student's national identity and one's integration into a multicultural and multilingual space.
II. At the *content-organizational* level of modelling the above principles and criteria provide the process of selection of the EVC content. We consider the EVC of FL EC as a purposeful and actively functioning system. To give it the ability to operate in any conditions of a FL educational process it is necessary to take into account the principles of organization of functional systems [19] the compatibility of the constituents, included in the system; the actualization of the properties, aimed at achieving the objectives of the system; the neutralization of dysfunctions that stand in the way of this process; the focus of the actualized features of all components on obtaining the expected result and a simultaneous imparting them with some lability to ensure the dynamism of the system.
The extrapolation of the principles of functional systems organization to FL EC was carried out on the basis of methodical modelling, which allowed us to exarticulate the criteria of its organization: cross-culture and a problematical character, the correspondence of speech material to communicative tasks and needs of teaching, functionality and adequacy of the contents to the kind of FL verbal activity.
The EVC is reflected in speech patterns (texts) for teaching speaking, listening, reading and written speech.
III. The *operationally-procedural* component includes a technique as the basic unit of a teaching impact (E. I. Passov), the constituent parts of which are means, methods and conditions of the implementation of the EVC of FL EC [20].
IV. The *resultative* component involves the formation of a multicultural linguistic personality (L. P. Halyapina) [6] in the structure of which we included FL communicative competence as the result of mastering the intellectual content of FL education and personal components as the result of mastering the EVC of FL EC. These are a set of national and universal values, the experience of emotionally-valuable attitude to the world, will, a set of personal UEA. The basic model of constructing the EVC of FL EC is illustrated in Figure 1.

4.2. Modifications of the Basic Model of Constructing the Emotionally-Valuable Component of the Content of Foreign Language Education for Middle School (Grades 5-7)

We are to construct an invariant of the model, adapted to the conditions of implementation of the EVC FL EC for the middle stage (grades 5-7).
I. On the first level of the basic model the conceptual, general pedagogical bases of the study are not modified.
II. Modifications begin on the level of the content-organizational model component. In particular, when making its clarifications, the characteristics of the *texts of emotionally-valuable content* are taken into account. These are coherent speech samples of a monologic or dialogical character, reflecting the spiritual experience of the mankind and guaranteeing the implementation of the EVC of FL EC. All FL texts can be divided into two types – of sufficient (type I) and insufficient (type II) degree of emotional value (note 2). The latter should be excluded from the designed system of education as inappropriate for its purpose, as well as the principles and criteria of the organization of FL EC. Texts of type I should be used to teach 5-7-graders FL listening comprehension. With this aim they should be of kind II (note 3).

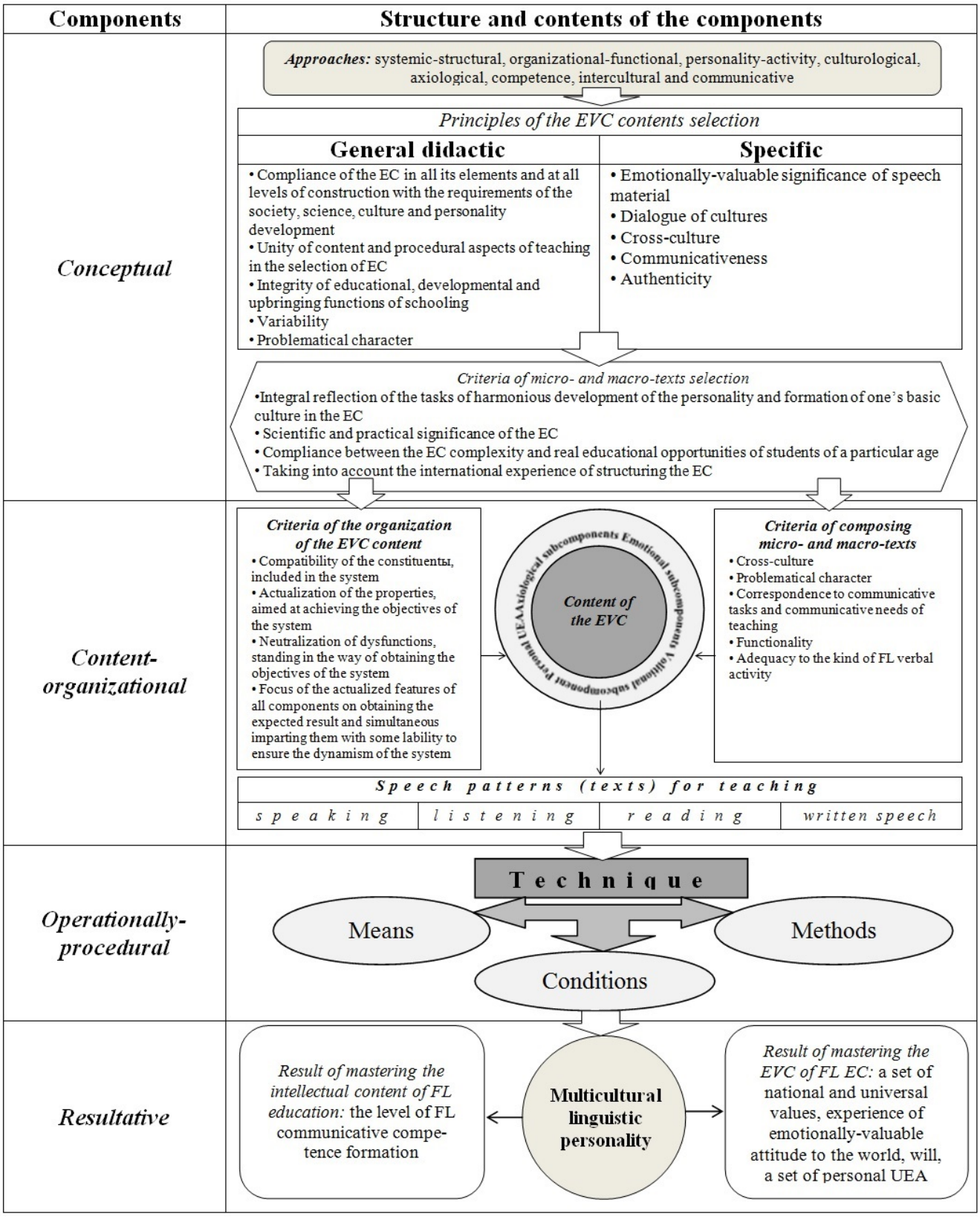


Fig. 1: The basic model of constructing the emotionally-valuable component of the content of foreign language education

The choice of the kind of texts in this case is determined by the fact that it is in this age period that students' perception of FL speech material becomes a selective, purposeful, analytically-synthetic activity. Since students have already acquired some language and speech experience, they can carry out probabilistic forecasting. In addition, active work on improving speech hearing and internal speech continues, there is an increase in the amount of random access memory. Emotionally-valuable speech material, used for teaching FL listening comprehension, allows you to recreate a natural language environment of communication in the classroom, provides demonstration of the norms of speech behaviour. It may differ in degrees of authenticity. Texts suggest students' learning the culture of a FL country, the peculiarities of its citizens' life and mentality.

III. Having an idea of a technique and its constituent parts, at the middle stage of school FL education an adequate technique is selected which becomes the ground of the operationally-procedural component of the basic model. It includes material and operational means; methods of working with texts of kind II in external and internal working conditions, corresponding to the stage.

Among ***the external conditions***, prescribed in the Federal state educational standard (FSES), reflected in the program requirements for the subject "FL" and in the content of the educational-methodical complex (EMC) [21], the following are compulsory.

– *An axiological dimension* – knowledge about the system of values, adopted in co-studied linguistic cultures, as well as about universal cultural values. In grades 5-7 an axiological dimension includes the values that a younger teenager is guided by in real life situations:

a) nationwide: sights, national holidays, significant dates, traditions, customs, pages of history, outstanding people, their contribution to science and world culture; the values of a culture in comparison with the values of the country / countries of (an)other language culture(s);

b) universal: along with the values, studied in an elementary school (a personality, friends, a family, holidays in different seasons, rest), new ones appear. These are solutions of conflict situations, hobbies (reading, cinema, theatre, museums, music), travelling, youth fashion, shopping, pocket money, a healthy lifestyle (work and leisure, sports, a balanced nutrition, refusal from bad habits); school education, the importance of the studied subjects and a value attitude to them; the importance of choosing the right profession and a life path, the world of professions; the universe and man, nature (flora and fauna, ecology; the importance of environmental protection; climate, weather); living conditions in urban/rural areas.

– *An activity dimension* provides activity organization and implementation of the process of working with a text, the formation of a student's emotionally-valuable attitude to speech material. This involves the use of means and methods in the framework of techniques of working with texts of emotionally-valuable content which should have a socio-cultural and value-oriented focus. Taking into account the values of co-studied linguocultures, modelling learners' speech and non-speech behaviour is carried out.

This allows us to proceed to the consideration of means and methods, used in the framework of techniques, adequate to the middle stage of school FL education (grades 5-7).

a) Means:

– *material:* at the middle stage verbal, non-verbal, schematic, mixed and audio-visual means are actively used. They aim to ensure that each student has developed an individual style of assignment of socially-personal experience and are, according to A. K. Markova, "means of organization of a learner's social activity" [22]. The possibility to compare the learned methods of solving educational and speech problems, fixed in a symbolic form (models, tables, diagrams, etc.), allows students to choose the closest ones to the problem to be solved and find their own way of solving it;

– *operational*: teaching listening with extraction of different amounts of information ensures the use of receptive and reproductive operating means within the framework of micro-texts; and in working with macro-texts productive means are added.

b) Methods:

– *qualitative:* they provide a further emotionally-valuable development of a personality, one's benevolence to people, sympathy for grief, misfortune, readiness and an ability to participate in a dialogue of cultures; improvement of positive social motives. This occurs through the accentuation of emotions and values, awakening of adequate emotions, the use of emotionally-valuable contrasts, an axiological "objectivation" and "de-objectivation", the solution of moral dilemmas, etc. It is extremely important for teaching adolescents the norms, values and patterns of behaviour that exist in the world of adults. This is facilitated by the use of health-saving technologies, such as a positive emotional attitude to a lesson, relaxing exercises, changes of activities, games, a non-traditional control system;

– *quantitative:* UEA, speech and perceptual actions are now carried out by schoolchildren faster than in a primary school, for separate operations and actions are curtailed, combined into larger blocks. We believe that adolescents become able of setting more than one goal [23], including tasks with time constraints, within both micro-and macro-texts;

– *organizational:* in adolescence the formation of students as subjects of educational activities is completed. Participating in individual and frontal work with speech material of emotionally-valuable content, students are aware of its motives, objectives, ways and means, begin to show interest in collective forms of acquiring a socially-personal experience, typical for group work;

– *of the presentation of material:* submission of material is carried out in the most accessible rational way. There is a non-standard placement of students in the classroom, alternating of horizontal and vertical working planes, illustrations (photograms), phono-and video-grams, a musical accompaniment.

The age peculiarities of schoolchildren in the context of their formation as a multicultural linguistic personality, where the younger teenage period has a very important role, were attributed to ***the internal conditions.*** This occurs in the framework of mastering the key competences in the field of FL education by students of grades 5-7 within the program requirements, formation of the system of their values, development of personal UEA, a volitional sphere, emotional competence and emotional intelligence.

IV. On the level of the resultative component the results of mastering the intellectual block and the EVC of FL EC by younger adolescents are shown. In the first case these are the indicators of the development of middle school students' communication skills in the field of FL listening; in the second – the level of proficiency in the sphere of national and universal values the system, personal UEA, the formation of younger teenagers' volitional sphere, emotional competence and emotional intelligence.

As a result, the basic model appears in a modified form (Figure 2), adapted to the conditions of the second stage of FL education in a secondary school.

5. Discussion

In the course of the research an attempt was made to show an interconnection of the leading approaches, influencing the solution of the problem of modernization of FL education, and our results.

So, while designing the model of constructing the EVC of FL EC the content-structural features of this component, fundamentally important for this study were taken into account. Thus, the proposed model acquired a generalized character. It is believed that this gives it universality and ability to be used as the basic model of the EVC of FL EC.

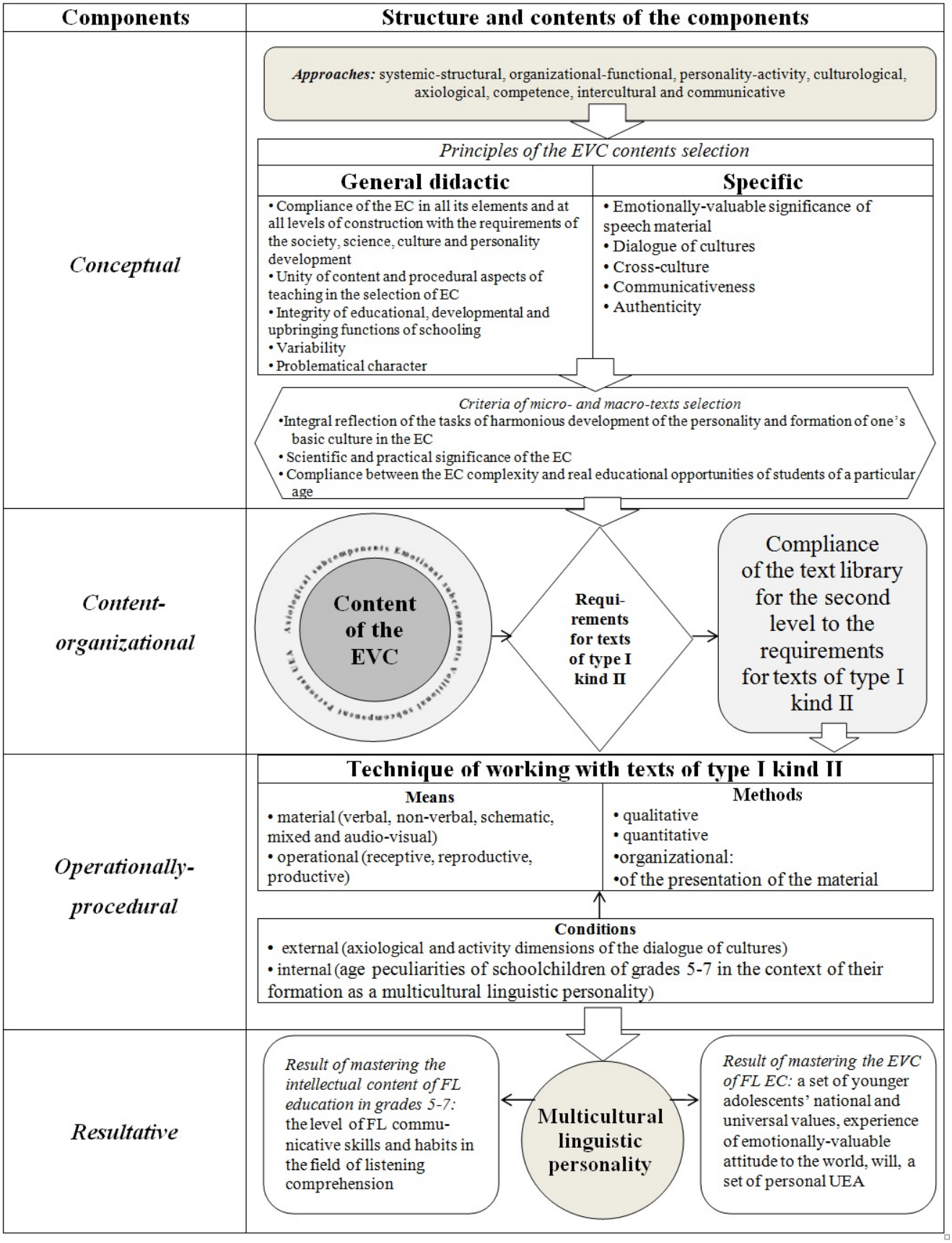


Fig. 2: The model of the emotionally-valuable component of the content of foreign language education for the middle level (grades 5–7)

The possibilities of a theoretical application of the research results are that due to the isomorphism of the simulated system, it can be used to project its various organizational forms, adequate to different stages of mastering FL communication in a secondary school [23]. It is clearly shown in the invariant of the model, designed for the second stage of school FL education. On its analogy invariant models of the component for each stage of school FL education can be constructed. The adaptation of the basic model for the conditions of teaching FL in grades 5-7 and introducing the invariant of the basic model for the middle stage of a comprehen-

sive school are to provide the next step (as compared with a primary school) in the formation of a learner as a multicultural linguistic personality.

As a consequence, the results of the present study are very important in

– overcoming a disorganized and spontaneous character of the EVC of EC realization, the necessity of which was emphasized by I. Ya. Lerner's pedagogical school [2, 18];

– ensuring an effective way of a multicultural linguistic personality's formation, which is proclaimed by L. P. Halyapina as the primary goal of the modernization of FL education [6].

The practical significance of the research is that it can be useful in implementing a scientifically-based selection of speech material and the development of adequate techniques of working with texts of emotionally-valuable contents in middle school and in perspective – on the other levels of school FL education.

6. Conclusion

1) In the course of the study it was proved that all the system subcomponents of the EVC of FL EC are functional, and each of them has its own special role in a school FL educational process. Due to a content-structural invariance, the basic model of the study can appear in a new modified form, ready to function at any stage of school FL education, providing a phased development of a multicultural linguistic personality. This becomes possible because on the basis of this model many models of the EVC of FL EC can be designed, potentially ready to function at any moment of an educational process on mastering a FL culture in a dialogue of cultures.

2) Specific functional and organizational properties of the proposed model of the EVC of FL EC for the middle level (grades 5–7) contribute to a scientifically-based acquisition of speech educational material and the choice of adequate techniques of working with texts of emotionally-valuable contents on the second level of training.

3) From the view-point of a practicable implication the research is fruitful in applying a methodical selection of emotionally-valuable speech material and the choice of appropriate techniques of working with texts of emotionally-valuable contents in middle school (grades 5–7).

4) The effectiveness of the practical application of the designed model of the EVC of FL EC for the second level in a secondary school will be tested at the next, experimental stage of the study. Another prospective line of our research is constructing and testing invariants of models, adapted to the conditions of the implementation of the EVC of FL EC at the subsequent – senior and profile-oriented stages of school FL education.

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Notes

1. A text, in particular, as a discourse, is considered in this study as a unit of the content of the EVC of FL EC, which provides opportunities to meet broad cognitive, aesthetic, moral and professional needs of students, giving FL EC a diverse orientation and an integrative character. In this case, the concept of "a text" appears as a) a micro-text as a super-phrasal unity (a complex syntactic whole), i.e., a text in the narrow sense of the word; b) a macro-text, i.e. the whole speech product, a text in the broad sense of the word;

2. The criteria for classifying FL texts as type I or type II are still being specified at this stage of the study.

3. Texts of kind I are intended for teaching FL speaking. They were presented in the invariant of the basic model of the EVC of FL EC for a primary school [3]. Texts of kind III are intended to teach FL reading; texts of kind IV – written speech. They will be included in invariants of the models, adapted to the conditions of the implementation of the EVC of FL EC at the senior and profile-oriented stages in a secondary school respectively.