TÍTULO: Textos en lengua extranjera de contenido emocionalmente valioso para la enseñanza del habla en una escuela primaria.

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RESUMEN: En el artículo se presentan características de los textos en idiomas extranjeros de contenido emocionalmente valioso para enseñar a hablar en una escuela primaria. Los métodos de análisis teórico, así como la presentación tabular y gráfica de la información se utilizan para su logro. Se concluye que una parte de los textos con un grado de valor emocional insuficiente requiere un cierto tratamiento metódico. También se necesitan técnicas adecuadas para trabajar con textos.

PALABRAS CLAVES: contenido emocionalmente valioso de la educación en idioma extranjero, un texto en idioma extranjero de contenido emocionalmente valioso, indicadores del valor emocional del material de habla en idioma extranjero, un texto en idioma extranjero con un grado suficiente de valor emocional.

TITLE: Foreign language texts of emotionally-valuable content for teaching speaking in a primary school.

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ABSTRACT: In this article, characteristics of foreign language texts of emotionally-valuable content for teaching speaking in a primary school are presented. Methods of theoretical analysis as well as tabular and graphical presentation of information are used for its achievement. The conclusion is drawn that a part of the texts of an insufficient degree of emotional value requires a certain methodical treatment. Adequate techniques of working with texts are also needed.

KEY WORDS: emotionally-valuable content (EVC) of foreign language education, a foreign language text of emotionally-valuable content, indicators of emotional value of foreign language speech material, a foreign language text of a sufficient degree of emotional value.

INTRODUCTION.

Nowadays, it is generally recognized that the content of foreign language education should be free from manifestations of negative rationalistic and technocratic tendencies in favor of personal activity and emotionally-valuable components. This will reveal educational opportunities of the subject "Foreign language" (FL) as an effective means of understanding national identity of its native speakers and their historical achievements.

It is no coincidence that E. Passov considers a foreign language to be a non-academic subject and an academic discipline [Passov, 2010], emphasizing its rich potential, comparable only with possibilities of such school subjects as "Literature" and "History", in the education of a spiritual man for revealing his potential.

This requires the inclusion of emotionally-valuable component (EVC) among the components of foreign language education, which has its own structure and functions.

In our study (2016), the EVC of the content foreign language education is presented as a set of emotional, volitional, value-based subcomponents and their elements, as well as personal universal educational actions [Tatarinova, 2016]. According to E. Tareva, the nature and purpose of the EVC of the content of foreign language education suggests "a shift from the pedestal" of knowledge, communicative competence, themes and spheres of communication, etc. [Tareva, 2014] in favor of emotionally-valuable attitudes of students, the formation of which has been proceeded inconsistently, and in many ways intuitively.

The change in the existing linguistic and didactic values suggests that the task of mastering the EVC of the content of foreign language education will overcome the chaotic nature of this process and, as a result, it becomes particularly relevant. Mastering this component involves student's emotional knowledge of multicultural world, his emotional creativity and value-based development [Melo et al, 2018; Nebessayeva et al, 2018]. In the educational process, this is carried out in the work with foreign texts of emotionally-valuable content.

The purpose of this article is to present characteristics of foreign language texts of emotionally-valuable content for teaching speaking in a primary school. To achieve this goal, the following objectives have been carried out:

1) To define a foreign text of emotionally-valuable content.

2) To present indicators of emotional value of a text in their correlation with subcomponents of the EVC of the content of foreign language education and characteristics of foreign language texts of a sufficient degree of emotional value.

3) To describe a text library for teaching oral productive types of foreign language speech activity in a primary school.

4) To describe educational texts of a sufficient degree of emotional value used for teaching foreign languages in a primary school.

5) To illustrate the analysis of speech material in the present educational-methodical complex for grade 4 from the perspective of compliance of educational texts with indicators of emotional value.

The need to include among the components of the content of foreign language education the EVC has been repeatedly emphasized in the works of such national educators as I. Zhuravlev, L. Zorina, V. Kraevsky, I. Lerner, M. Skatkin et al., as well as foreign language education specialists (I. Bim, N. Galskova, N. Gez, E. Passov, E. Tareva, A. Shchukin, etc.).

In the article "The human factor and the functions of the content of education" (1987) I. Lerner rightly observes that ignoring the EVC of the content of education is capable of disrupting the educational process. The fact is that a lesson, devoid of emotional components, is insignificant for a student, and therefore it cannot cause a positive emotional attitude [Lerner, I2010].

In the concept of "Modernization of the structure and content of language education" (2005) I. Bim identifies the so-called motivational and value orientated aspects among its components. These are feelings and emotions caused by interaction of its ideal, procedural and activity components and creating a favorable learning and educational environment [Bim, 2014].

N. Galskova and E. Tareva in their study "The values of globalized modern world and intercultural education as value" (2012) write about a fundamental change in existing linguistic and didactic values due to the nature of the post-non-classical period of scientific knowledge development. It involves

the revaluation of foreign languages and their learning outcomes from the perspective of new paradigms put forward by time: God, goodness, man, work, homeland, and patriotism. As a consequence, this raises the issue of searching for new methodological priorities [Taştan, et al. 2018; Mohd Beta & Ali, 2017]. Such changes in value systems suggest that the task of mastering the EVC of the content of foreign language education becomes particularly relevant.

DEVELOPMENT.

Methodology.

The following methods were used in the study:

a) Theoretical analysis (systemic and structural, organizational and functional, comparative).

b) Tabular and graphical representation of information.

The study of psychological, pedagogical and methodological literature on the research issue, as well as the analysis of the present educational-methodical complex "Spotlight 4" by N. Bykova, J. Dooley, M. Pospelova, V. Evans [Bykova et al. 2013; Bykova et al. 2008] allowed us to develop basic methodological and theoretical foundations of the article, including:

- Identification of key approaches within the framework of personality-oriented paradigm. These are personality-active, emotionally valuable, sociocultural, intercultural, competence and communicative approaches.

- A concept of a foreign text of emotionally valuable content.

- Indicators of emotional value of foreign language speech material (texts) as a basis for implementation of the EVC of the content of foreign language education.

- A description of foreign language texts of a sufficient degree of emotional value.

- Features of the text library for teaching oral productive form of foreign language speech activity in a primary school, including speech material of a sufficient degree of emotional value.

- Using the methods of tabular and graphical presentation of information, the characteristics of texts of emotionally valuable content for teaching foreign language speaking were illustrated, as well as the analysis of the text collection of the present educational-methodical complex "Spotlight 4" [Bykova et al. 2013; Bykova et al. 2008].

The study was carried out from the year 2015 to 2018 and included several stages.

In the first phase (2015), the research methods were chosen, basic methodological and theoretical foundations were determined; the subcomponent composition of the EVC of the content of foreign language education was specified.

In the second phase (2016), the purpose and objectives of the study were determined, its program was developed, the concept of foreign-language texts of emotionally-valuable content and indicators of emotional value of speech material (texts) as a basis for implementation of the EVC of the content of foreign language education were determined.

In the third phase (2017), the description of texts of a sufficient degree of emotional value was presented; a text library for teaching oral productive type of foreign language activities in a primary school was characterized, including speech material of a sufficient degree of emotional value.

The fourth and final stage (2018) was devoted to the analysis of speech material of the present educational-methodical complex "Spotlight 4"; structuring and systematization of the results of the study, clarification of specific facts and details, preparation of materials for publication.

Results and discussion.

The implementation of the EVC of the content of foreign language education is carried out in the process of working with texts of emotionally-valuable content, by which we mean coherent foreign-language micro- or macro-statements, reflecting the spiritual experience of mankind and guaranteeing the implementation of the EVC of the content of foreign language education. Foreign language texts of emotionally-valuable content provide:

● Reflection of the highest humanistic values developed by the history of human life (man, happiness, society, nature).

● Representation in the content of emotional and volitional and emotional-evaluative relations of students to the world, to each other, to the reality, to what they are doing in the process of mastering a foreign language and its culture.

● Consideration of the level of multicultural and bilingual development of students, compliance of the text content with cognitive and communicative needs and abilities of students, their life experience and background knowledge.

● Description of objective sociocultural reality; acquisition of knowledge about identity and originality of representatives of different communities; world view by a native speaker of another language, including the idea of the world vision through the prism of the culture of their country and understanding the uniqueness of their own cultural values in the context of global processes.

● A shift from the formation of substantive skills to their integration with other subject and metasubject skills for complex spiritual and intellectual personal development.

At the same time, the first indicator of the emotional value of the text (reflection of the highest humanistic values that the history of human life (man, happiness, society, nature) has developed) is associated with the implementation of value-based subcomponents of the EVC of the content of foreign language education. The second indicator (representation in the content of the emotional and volitional and emotional-evaluative relations of students to the world, to each other, reality, to what they are doing in the process of mastering a foreign language culture) refers to emotional and volitional subcomponents.

Compliance with the requirements will not ensure implementation of the EVC of the content of foreign language education, if foreign-language speech material is selected without considering the level of multicultural and bilingual development of students, the text content will not comply with

cognitive and communicative needs and abilities of students, their life experience and background knowledge, This approach to the selection and construction of foreign language speech material is focused on the requirements of emotional and valuable development and communicative and cognitive interests of students. In addition, all indicators are aimed at developing personal universal learning activities of students [Razavi et al, 2015; Jahan et al, 2016; Metsämuuronen, 2018].

This suggests that the first three indicators are compulsory for texts of emotionally-valuable content. The fourth and fifth indicators increase the degree of emotional value of speech material, demonstrating the value and meaning of a FL study, involving a student not only in a new way of speech communication, but also in the culture of native speakers, national characteristics of their verbal and nonverbal behavior. This is implemented through a dialogue between national culture and culture of another people.

In a primary school (2nd-4th grades) the texts aimed at teaching foreign language speaking. The choice of texts is due to the fact that the primary school age is the most favorable for mastering this type of foreign language speaking activity, when flexibility of speech apparatus and simulation abilities of students for oral and verbal foreign language communication are actively developing. At this stage, didactic and semi-authentic texts are used, on the materials of which students master communication techniques: the ability to refer to somebody, to make conversation, to inquire about how things are going, to invite them to see the sights, etc. They talk about their friends, interests and hobbies, their city or village. Thus, the text library of educational-methodical complex "Spotlight 4" [Bykova et al. 2008] for teaching speaking at this stage of training is presented by small texts containing the studied language and speech material and having a small interesting and sometimes funny plot. Speech material is selected in such a way that each student has the opportunity to state his opinion.

Over time, the range of styles and genres of the text library is expanded to ensure the formation of skills to represent various spheres of life in Russia in the process of communication, affecting information about cultural reality of other countries.

Dialogical texts are characterized by ellipticity, which is caused by conditions of communication. The presence of a single situation, contacts of interlocutors, a widespread use of nonverbal means allow speakers to reduce the language ways of expression. An important feature of dialogical texts is their emotional coloration. Emotionality and expressiveness are manifested not only in subjective and evaluative coloring of speech, interruptions, restructuring of phrases, but also in the need to make eye contact during conversations, to use gestures, to keep a distance, etc.

Monologues have a certain communicative and semantic structure; they have the correlation of statements with a common theme (a macro theme), disintegrating into a number of subtopics, or topics. Monologues can be abstracted (compressed) and presented in the form of key sentences, expressing the main meaning. The form and content of such texts depend on communicative situations in which they appear. The specific situation of communication can: a) encourage an interlocutor to tell a story; b) determine the communicative purpose of speech; c) determine the speech form of statements depending on the address to specific individuals. L. Skalkin considers the increased motivation of monologue speech as one of its important characteristics, the origin of which is connected with the life of a particular person and moral values, etc. [Skalkin, 1983].

Emotionally colored texts are distinguished by their stylistic expressiveness, the use of specific linguistic means of their presentation, the setting of goals, providing, according to M. Izmailov, the action of interests and motives of students while mastering this type of speech activity. Depending on nature of transmitted information, texts-messages, texts-descriptions, texts-narratives and texts-deliberations are distinguished.

At the stage of improving lexical and grammatical skills of speaking, small educational texts-samples (micro-texts) are included. Their content, together with their structure, create conditioned situations, encouraging students to take part in their discussion. At the next stage, macro-texts are used; these are speech samples of amount, content and quality that the program requires. S. Kuklina notes in her researches that the content of macro-texts together with the structure creates conditioned situations of a wider range of choices, encouraging students to participate in their discussion [Kuklina, 2013]. Verbal and creolized texts are presented in teaching of speaking in primary school in such variants as poems, interviews, educational dialogues and monologues. Variants of creolized texts are authorial, epic, personal, ritual and cult songs, video interviews, and video messages.

Texts of a sufficient degree of emotional value for teaching speaking (G. Andreeva, L. Pavlova, K. Fokina, etc.) are characterized in Table 1 [Andreeva, 2004; Kozlov and Kondakov, 2009]. Table 2 demonstrates the analysis of the text library of educational-methodical complex for grade 4 and its results, completing a primary school of foreign language education, from the perspective of compliance of educational spoken texts with indicators of emotional value (on the example of the texts "Back together" (cycle I).

The diagram of Figure1 illustrates the analysis of speech material in the EMC. The diagram shows that the text library of this EMC, which includes 47 educational spoken texts, does not fully comply with the requirements of texts of a sufficient degree of emotional value. 25% of its texts require methodological processing in order to create necessary and sufficient prerequisites to implement the EVC of the content of foreign language education.

Table 1: Characteristics of texts of emotionally-valuable content for teaching foreign language speaking.

Indicators of emotional value	Texts of a sufficient degree of emotional value
	For teaching speaking
1) Reflection of the highest humanistic values developed by the history of human life (man, happiness, society, nature).	The content of the texts reflects basic national values: patriotism, social solidarity (freedom and justice, mercy, honor, dignity); citizenship (law, rule of law, interethnic peace, freedom of conscience and religion); family (love and loyalty, health and prosperity, filial piety, care of family members, procreation); work and creativity (creation, dedication, hard work, talent and responsibility); science (knowledge, scientific picture of the world, environmental awareness, responsibility of scientists for results of discoveries); religions of Russia; art and literature; nature; humanity. A text helps students navigate the system of moral norms, providing an increasing realization of conventional nature of morality.
2) Representation in the content of emotional and volitional and emotional-evaluative relations of students to the world, to each other, to the reality, to what they are doing in the process of mastering a foreign language and its culture	Texts have the qualities of emotionality, the ability to excite, influence, and make us experience the content. They teach students to mobilize significant for the educational process emotions (gnostic, communicative, practical, aesthetic), motivating them and forcing them to make a strong-willed effort while teaching: – communication techniques: the ability to refer to somebody (considering national status, age), make conversation, to maintain and end it; - speech etiquette (the ability to inquire about how things are going, what's new, etc.); - narration of students' friends, interests and hobbies; - ability to inquire about pastime and hobbies of interlocutors; - ability to express their opinion about books, movies, favorite writers; –stories about a city or a village; - ability to explain the direction, how to find a location (institution, store, theater). Texts encourage feelings, interest, curiosity and inquisitiveness of students, they have a chance to discuss problems: where and how to spend summer holidays, how to organize their working and non-working days; how to find time for sports, what a modern man should wear, etc.
3) Consideration of the level of multicultural and bilingual development of students, compliance of the text content with cognitive and communicative needs and abilities of students, their life experience and background knowledge	Presentation of information in texts is closely connected with personal aspects of language learning. Prerequisites for successful implementation of the dialogue of cultures in the framework of working with texts are age-based psychological, pedagogical and individual skills of students: development of competencies and skills of foreign language speaking, knowledge of native and target culture, attitude to parents, initiative, the ability to overcome difficulties, creativity, motives, and inclinations.

4) Description of objective sociocultural reality; acquisition of knowledge about identity and originality of representatives of different communities; world view by a native speaker of another language, including the idea of the world vision through the prism of the culture of their country and understanding the uniqueness of their own cultural values in the context of global processes	Texts are the main carriers of a different culture in modern textbooks of FL, representing it in four information aspects - background knowledge (system of values and norms, geographical features, traditions); - material and spiritual achievements of culture; - events and processes that form our society; - subjects of culture constituting cultural property. A text includes information about cultural heritage, historical and cultural background of development, various aspects of social, cultural, economic, political life of countries of the studied languages, knowledge about historical memory, artistic, religious culture, their reflection in philosophy and lifestyle of different sectors of society and their impact on world culture, universal ways of experiencing culture and the world. Text materials are: - political and civil systems of society; – symbols of national state: emblem, anthem; - major historical and cultural events; - information on politicians, heroes, cultural, scientific and artistic figures who contributed to the formation of nations and states; - features of everyday culture in different eras, specifics of everyday culture of different social groups: rhythm of life, occupation, housing and its structure, roles of men and women, food culture on weekdays and holidays, education, transport, etc.; - relations with the outside world, with "neighbors"; - national language / languages; - national and religious holidays, etc. Working with texts encourages awareness of contribution of students' home country in the development of world culture and civilization: politics, science, culture, art, etc.
5) A shift from the formation of substantive skills to their integration with other subject and metasubject skills for complex spiritual and intellectual personal development.	The text provides: - civic patriotism, love of country, a sense of pride in the country; - respect for history, cultural and historical monuments; - a positive reaction to the ethnic identity; - respect for other peoples of Russia and the world and their acceptance; interethnic tolerance, readiness for equal cooperation; - respect for the individual and his dignity; friendly attitude to others, intolerance to any kind of violence and readiness to resist them; - respect for the values of family, love of nature, recognition of a healthy lifestyle, optimism, acceptance of the world; - needs for self-expression, self-realization, social recognition; - positive moral self-esteem and moral feelings – a sense of pride in moral norms, an experience of shame and guilt in their violation. Thus, the work with texts defines a set of moral values that form the basis of a multicultural linguistic personality of a student, involves him in the moral culture, expands his educational horizons, linking him with the world

Table 2: The analysis of texts of the first type in the framework of the present educational-methodical complex "Spotlight 4" (on the example of the Starter Unit).

Indicators of emotional value	Compliance of texts with indicators of emotional value			
	Starter Unit «Back together»			
	p. 4, Ex. 2	p. 5, Ex. 4	p. 6, Ex. 1	Workbook, p. 4, Ex. 2
1) Reflection of the highest humanistic values developed by the history of human life (man, happiness, society, nature).	+	+	+	+
2) Representation in the content of emotional and volitional and emotional-evaluative relations of students to the world, to each other, to the reality, to what they are doing in the process of mastering a foreign language and its culture.	+	+	+	+
3) Consideration of the level of multicultural and bilingual development of students, compliance of the text content with cognitive and communicative needs and abilities of students, their life experience and background knowledge.	+	+	+	+
4) Description of objective sociocultural reality; acquisition of knowledge about identity and originality of representatives of different communities; world view by a native speaker of another language, including the idea of the world vision through the prism of the culture of their country and understanding the uniqueness of their own cultural values in the context of global processes.	+/–[1]	+/–	+/–	+/–
5) A shift from the formation of substantive skills to their integration with other subject and metasubject skills for complex spiritual and intellectual personal development.	+	+	+	+

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[1] This indicator is partially implemented, because the representation of the world vision through the prism of their country and its culture and understanding the uniqueness of their own cultural values in the context of global processes is reflected in a small part of the text library of the present educational-methodical complex "Spotlight".
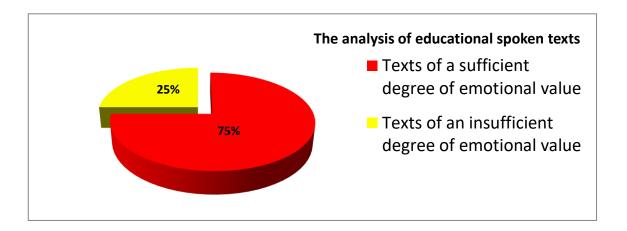
Figure 1: The analysis of educational spoken texts of the first type in the framework of the present educational-methodical complex "Spotlight 4"

CONCLUSIONS.

The study presents the following conclusions:

1) The study has revealed that all subcomponents of the EVC of the content of foreign language education are functional and related to indicators of emotional value of foreign language speech material (texts), realizing the potential of this component in practice.

2) The proposed characteristic of texts of emotionally-valuable content for teaching speaking as an oral productive type of foreign language speech activity indicates that such texts are important carriers of foreign language culture. They teach students to mobilize significant emotions in training communication techniques, speech etiquette as well as speaking about friends, their interests and hobbies, the ability to inquire about pastime and hobbies of their interlocutors, etc. The subsystem of such texts provides the possibility of the EVC of the content of foreign language education to function at any point of teaching speaking, emphasizing the primacy of moral components of this process.

3) In terms of its practical relevance, the analysis of the text library of the present educational-methodical complex "Spotlight" for grade 4 has revealed an insufficient match between the speech materials for teaching the oral productive type of foreign language speech activity and indicators of

emotional value. It has been determined that 25% of texts with an insufficient degree of emotional value require methodological processing in order to create the necessary and sufficient prerequisites for the implementation of the EVC of the content of foreign language education in the process of teaching foreign language speaking in a primary school.

4) The effectiveness of practical application of the results of the study is that the emotionally-valuable potential of the speech material of the present educational-methodical complex may remain unrealized if the methods of working with texts are incorrectly and inadequate. Characteristics of methods of work with educational spoken texts of a sufficient degree of emotional value will be presented in future publications on the EVC of the content of foreign language education.

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