

PERSONAL COMPONENT OF EDUCATIONAL COOPERATION AS AN ORGANIZATIONAL FORM OF MULTILINGUAL EDUCATION

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Abstract: The purpose of this article is to show how to organize training in a foreign language class to ensure the formation of students' foreign language communicative competence and also their harmonious initiation to life in the best way. The leading method to the study of this problem is modelling, allowing to consider the personal component of an educational cooperation as an effective organizational form of a multilingual educational process. The article presents features of an educational cooperation, characteristics of its forms, such as cooperative activities with a teacher, students' cooperative and collective learning activities. Means and ways of their organisation in a multilingual educational process are identified; the necessity of not only the activity component of collective learning, but also the personal one is justified. The materials of the article are of practical value in the framework of psychological, pedagogical and methodical training and retraining of foreign languages teachers of secondary school, organizing an educational cooperation with students as one of the forms of a foreign language educational process; the activity and personal components of students' cooperative interactions for an integrated achievement of the goals of a modern multilingual education. The chief among them is the formation of a student's multicultural linguistic personality.

Keywords: Multilingual education, educational cooperation, activity, personal components, educational cooperation.

INTRODUCTION

General pedagogical framework of present research is related to the personality-oriented paradigm that represents a path to humanization of a national education to meet an ever-increasing role of a human factor in it. Ultimately, it determines what personality a high school graduate will become, entering an adult life; a carrier of what value orientations he will be; how creative he himself, his thoughts and ideas will be; what social position he will take in the society, in relationships with people, ensuring continuity of generations in various fields.

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Describing the transition to the personal-oriented paradigm of foreign language education, it should be noted that it is based on subject-subject relations of its participants, where a student is considered as a subject of educational activities, equal with a teacher, not less active and responsible. It provides a fundamental change in the prevailing didactic values (Galskova & Tareva, 2012) and leads to the fact that today a student is to a greater degree perceived by a teacher as a free and independent personality with his own system of values and life meanings (Clarke, 1990; Niddings, 2005), and not as a “programmed” object of teaching foreign language communication.

On this basis, I. L. Bim (2005) marks that a learning process should be realized in students’ cooperation and thus acquire a form of learning in cooperation. At the same time, observations in class show that students are not always actively involved in communicative interaction, often remaining objects of a teacher’s educational influences and relationships between them, as well as among students themselves can rarely be called cooperative. This situation impedes the establishment of participants’ productive emotionally valuable relations (Canfield & Wells, 1994; Clarke, 1990) for their implementation in an educational process is chaotic and intuitive so far.

In this regard, we are to show how advisable it is to organize training in a foreign language class so that a multilingual educational process, aimed at students’ proficiency in several foreign languages, could take a form of cooperation and achieve its result in the optimal way.

Such, in accordance with the educational standard, is not only foreign language communicative competence as willingness and ability of school leavers to carry out interpersonal and intercultural communication with native speakers of foreign languages, but also the establishment of a system of students’ values, development of their individual abilities, volitional sphere, emotional competence and emotional intelligence (Bar-On, 2006; Goleman, 2008; Mayer, 1990; Mayer et. al., 2001), i.e., a harmonious initiation of students to life in the context of international integration, their formation as a multicultural language personality (Halyapina, 2006).

Such a person is capable of an active and productive life in a global multicultural society. He/she is sure to have a strong sense of understanding and respect for other cultures, an ability to live in peace and harmony with people as representatives of different linguistic and cultural groups. The implementation of these abilities is carried out with involvement of each student into an active educational process, a productive cooperation, communication with peers for collective achievement of their goal.

Communication, in our case a foreign language communication, is a process of interaction between several individuals who are in particular social and personal relationships, in the course of which there is an exchange of actions, methods of their implementation and results, ideas, feelings and information so that, influencing each other, they could come to mutual understanding and get the expected result in

collective creative activities (Kuklina, 2007). A foreign language communication which is a specific form of interaction between students is of emotional value in nature. A similar idea may be found in B. F. Lomov's works, claiming that communication is a process of a mutual exchange of information, "operations, their methods and results," and "views, ideas, interests, feelings" (Lomov, 1999, p. 187).

Thus, the required organizational form of the process of a multicultural linguistic personality formation is specially organized learning activities (LA) of students where certain conditions necessary for their multilingual communication and cooperation are modelled. In our opinion, it is *collective learning (CL)*. The formation of a new type of personality in terms of CL will allow one to be dynamic, able to constantly evolve in terms of changing, often unpredictable conditions of existence, in a consistent interaction and cooperation with other people; have one's own unique mechanisms of introspection and the analysis of other cultural communities' vision of the world and ways of coexistence in it; be independent, active, autonomous, responsible for one's own destiny within the limits that allow manifestation of these qualities in other individuals.

LITERATURE REVIEW

G. M. Andreeva (2008) in her social-psychological study of communication indicates that along with the communicative (exchange of information) and interactive (organization of practical interaction) aspects, no less important is its perceptual one which provides partners' perception of each other in the exchange of images, concepts, feelings. This is the so-called interpersonal perception of man by man to form ideas about intentions, emotions and attitudes to each other. An emotionally valuable nature of communication was also pointed out by M. S. Kagan (1994a, 1994b), explaining that it is the result of interaction of people who are unique, unrepeatable, and valuable for themselves and others. Moreover, he emphasizes the idea that such individuals come into contact, on the one hand, to initiate a partner to their experience and values, and, on the other, to share his values (Kagan & Etkind, 1988). According to L. P. Bueva (1974), in such a situation people communicate by exchanging ways of life and norms of behaviour, manners of thinking and moral values, "create each other both physically and spiritually" (Bueva, 1974, p. 116). This allows them to rise to the next stage of development, the stage of personal existence when they, as noted by V. I. Slobodchikov and E. I. Isaev (1995), "freely, independently and responsibly determine their place in life, in the society, in culture" (Slobodchikov & Isaev, 1995, p. 380), i.e. become men of culture (Passov, 2010).

The concept of communication, suggested in the article, confirms the necessity of cooperation in a foreign language educational process to create favourable conditions for students, mastering foreign language communication to meet their

educational, spiritual, cultural and life needs. Cooperation is one of the seven types of subject-subject interaction, its supreme type, the leading mechanism of which is promotion, i.e., an effective help to others, an active contribution to the result (Johnson & Johnson, 1994).

Explaining this concept, I. A. Zimnyaya (2005) speaks about an educational cooperation as the most comprehensive, action-oriented term, for “a multilateral cooperation inside a group and between a teacher and a group” (Zimnyaya, 2005, p. 313). Accepting this term, it should be assumed that for the entry of the mechanism of an educational cooperation, but not the mechanisms, preventing or avoiding it, into force, interactions should be included into the context of such common activities which by contents and a system of relations between their doers are able to do it. Such is, and practically everybody is of the same opinion, is *cooperative activities (CoopA)* of the participants of an educational process (Buehl, 1995; Kagan, 1994a; Slavin, 1991).

Naturally, the success of CoopA depends on whether its participants can perform all necessary actions individually and in collaboration with others, on the one hand, and on the other, if they have a need and desire to do it. As to the first, schoolchildren begin to learn a foreign language in the second grade and they are not subjects of educational activities yet for they only begin to master universal educational actions, required for the development of speech acts, attributed to various types of foreign language speech activities. Among them a special role is played by communicative universal educational actions, a set of which, according to A. G. Asmolov, includes planning educational cooperation with a teacher and peers; definition of objectives, functions, participants, ways of interaction; decision making and its implementation; monitoring, correction and evaluation of a partner’s actions (Asmolov et. al., 2008), necessary for an educational cooperation of younger schoolchildren in a foreign language class.

In this regard, at the forefront is CoopA of a teacher with students when he enters interaction and arranges a gradual transfer of training and speech actions, required for mastering means of foreign language communication, to schoolchildren. Usually a teacher begins with the transfer of training and speech actions of the performing phase, taking the motivational-oriented and test-and-assessment phases upon himself. He assists pupils in gaining the planned result with the help of prepared functional supports, the samples of expected answers, etc. and comes to their aid in cases of difficulty, thereby showing examples of an educational cooperation.

As schoolchildren gain their foreign language experience, a teacher can ask them to carry out self- or mutual control of the obtained result and only after that transfers training and speech actions of the motivational-oriented phase. This prompted G. A. Tsuckerman (1990) argue that some interactions with a teacher are not enough even in an elementary school. Such a situation, firstly, prevents the acquisition of

important reflective actions, for example, planning, monitoring and evaluation, and thereby slows down the process of students as subjects of educational activities formation in mastering foreign language communication; secondly, it reduces their desire to interact, causing a sense of insecurity, fear to make a mistake and get a bad mark; finally, it attaches interactions a formal nature, reducing the quality of language knowledge, speech skills and habits.

Students' *cooperative learning (CoopL)* and *CL* will help to overcome these negative aspects. They are presented in an educational process with group work, team work, a small group collaboration, pair work of a replaceable structure, etc.

As for the CoopL, here the centre of a teacher-organizer's attention is the activity component, i.e., the organization and management of students' learning and communicative interactions. In it a special place is given to the exchange of actions, functions, positions (i.e., views on the phenomenon, each of which is not sufficient for the solution of educational-communicative tasks) when a student masters the way of another student's actions and those new ways of educational-communicative tasks solution that they worked out together. From the very beginning such CoopL is organised as research activities of a group of students, working together to solve common educational-communicative tasks.

In accordance with possible variants of educational-communicative interactions a form is divided into groups, and each of them takes one of the phases of LA, namely: goal setting and planning ways of solving a problem; a solution; monitoring and a result assessment. Following this, it is important to involve students in such CoopL where they solve educational-communicative tasks and where a group result depends on the quality of each student's work and on the level of his mastering educational-communicative interactions.

The effectiveness of CoopL also depends on the efficiency of a teacher's organizational activities. It includes the preparation of memos and manuals that explain how to act and interact to produce the expected result; functional supports in the form of diagrams, tables, etc. that help students obtain the result of a required quality.

Such an organization of the activity component of LA ensures the adoption of a system of linguistic signs and speech functions, allows one to develop the ability to match these means with the objectives and conditions of communication, to organize speech communication according to the social rules of conduct and appropriateness of an utterance. Although CoopL creates conditions for the formation of students' foreign language communicative competence, it only activates their individual and subjective characteristics, leaving personal qualities of their individuality unclaimed. This reduces students' interest to an interaction with classmates and their desire to cooperate for mastering the content of foreign language communicative competence, prevents students' harmonious initiation to culture and life.

To overcome this deficiency we resort to CL, the main characteristic feature of which is the fact that a teacher's function is to organize not only the activity, but also *the personal component* of LA, manifesting itself in creating *the collective body* (Kuklina, 2016).

METHODOLOGICAL FRAMEWORK

In the process of research of an educational cooperation as an organizational form of a multilingual education, the following *methods* were used: scientific observation, classification and generalization of concepts and facts, modelling and designing, the analysis of regulatory documents. The study was conducted *in order* to describe the personal component of an educational cooperation and determine the role of the latter in achieving the learning goals, represented in the federal state educational standard of basic secondary education.

The achievement of the objective of the article was implemented in the course of a successive solution of the following *tasks*: a) to consider communication on which the process of forming students' foreign language communicative competence is oriented, represent its participants and their personal characteristics; b) justify students' need for cooperation to master a foreign language communication and develop their personal qualities; c) to conduct a comparative analysis of CoopL and CL in terms of their ability to create conditions for students' cooperation; d) to prove that a special organization of the collective body actualizes the personal component of CL, ensuring cooperation of its participants; e) to create a model of the personal component of CL and suggest means of its implementation in a multilingual education.

The solution of these tasks was carried out in stages from the standpoint of the activity, student-centered and emotionally-value-based approaches on the basis of Vyatka State University:

- in the first of them (2014) the task was to study communication on which the process of forming students' foreign language communicative competence is oriented; and also its participants and their personal characteristics should be represented;
- in the second phase (2015-2016) students' need for cooperation to master foreign language communication and develop their personal qualities was to be justified;
- in the third phase (2016) it was planned to conduct a comparative analysis of CoopL and CL in terms of their ability to create conditions for students' cooperation;
- in the fourth stage (2016-2017) it was required to prove that special organization of the collective body actualizes the personal component of CL, ensuring cooperation of its participants;

- in the fifth phase (2017) a model of the personal component of CL was to be created and means of its implementation in a multilingual education were to be suggested.

RESULTS AND DISCUSSION

Collective body, to the necessity of which we have come to realize the personal component of an educational cooperation as an organizational form of a multilingual education, is a group of students organized with consideration the criteria of their individual, subjective and personal compatibility, role efficiency and positional persistence (Kuklina, 2007). Such a collective body consists of 2-7 students who by individual (the level of proficiency in different types of foreign language speech activities), subjective (the level of speech actions and interactions development) and personal (interests, life experience, worldview, etc.) characteristics are willing and able to get the expected result. When choosing personal traits to split students into groups on the basis of compatibility, in the forefront are a positive attitude to the common goal, a mutual responsibility, a conscious submission to the rules of conduct in the group, a desire to help, empathy, etc. The basis of role efficiency is one's ability to perform emotional-volitional roles, involving the atmosphere of business optimism in the group, emotional support of its members, especially in the case of failure, motivation to intensive work to achieve the results in the best way. In the formation of students' personal position as the basis for a positional persistence, contributing to their emotional-volitional behaviour in the course of CL, there participate positive emotions, collectivist moral and intellectual senses to the objectives, content and process of CL, as well as to those students with whom they interact. Thanks to their activation in a person's semantic sphere there is a "connection of the desired behaviour with moral motives and values" (Slobodchikov & Isaev, 1995), and collaborative interaction becomes personally meaningful, emotionally aimed at obtaining the expected result (Lickona, 1992).

To identify the listed data is possible with the help of questionnaires, tests, surveys, described in psychological and educational literature, as well as with the means of control, developed by the authors of teaching packages with the help of which tuition is conducted. Students should keep them in their portfolio in order to give the necessary information to a teacher at any moment of an educational process or, relying on it, join group work where appropriate qualities are required.

A component structure of the collective body varies depending on the stages of teaching foreign language communication. So, if at the stage of skills formation a group may consist of 2-3 students with different levels of educational and speech proficiency; at the stage of habits development where students do search and creative tasks, working with a bigger volume of speech material, in the forefront are students' personal characteristics.

This includes information if the problems being solved were already discussed in students' previous speech activities, what ways and means were used and whether they were effective; how much interesting the problem is and what aspects attract students; what moral feelings and beliefs motivate them to join the group, who of their classmates also shares them, etc. Such a group can consist of 4-7 people who have, for example, different or similar positions on the problem, common or different interests, related to performed activities. At the same time, this does not mean that pupils' subjective and individual characteristics are not taken into account, it is on them that efficiency and purposefulness of the group depends.

The result of the study was the selection of the personal component in CL in a group (CLG) and its representation in a model (Figure 1).

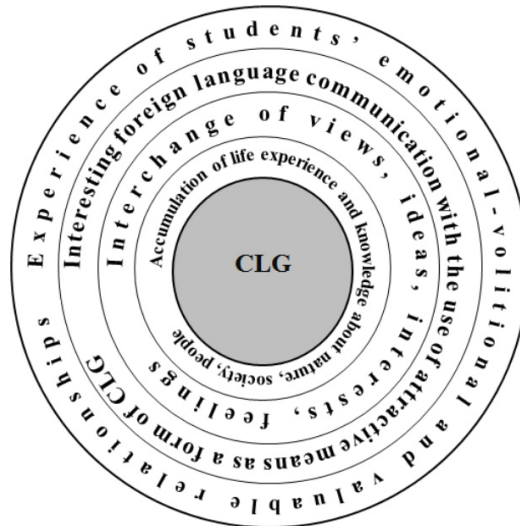


Figure 1: Personal Component of Collective Learning

Source: Designed by S.S. Kuklina, M.N. Tatarinova

Explaining the contents of the model, the following should be noted:

- In CLG, aimed at mastering foreign language communication in a multilingual environment (Golovanova & Lopareva, 2016) due to situations of an interesting collaborative interaction and use of adequate methods and means for the solution of educational-communicative tasks, each member of the collective body brings his own experience of valuable and emotional-volitional relations.
- There is a mutual exchange of information, actions, perceptions, ideas, interests and feelings, which contributes to accumulation of life experience and knowledge about people, society, nature and foreign culture by the participants of communication.

- Conditions for the formation of a student as a multicultural linguistic personality, i.e., the achievement of the main goal of a modern foreign language education are created (Tatarinova, 2016).

In the course of the research we used:

- the conceptual positions on the structure and content of communication, developed in philosophy by M. S. Kagan (1994) where interactive members of communication are considered from the point of view of their uniqueness and value, making communication personal and emotionally valuable, and interaction – collaborative;
- I. A. Zimnyaya's (2005) ideas of educational cooperation as a subject-subject interaction of an educational process participants, the leading mechanism of which is promotion, i.e., an effective help to others, an active contribution to the result;
- works by G. M. Andreeva (2008), justifying the idea that to ensure students' cooperation they need to be included in the context of such activities where contents and a system of relations, established between its participants, are able to do it;
- the theoretical principles by which G. A. Tsuckerman (1990) proves that such an activity is students' CoopL;
- the conception of "Cooperative Learning", developed by American pedagogues D. Johnson and R. Johnson (1994), S. Kagan (1994), R. Slavin (1991) where the principles, underlying collaborative interactions and techniques that provide students' educational cooperation are presented;
- the results of S. S. Kuklina's (2007, 2016) studies in which a system of organizational forms of CLG for teaching students foreign language communication was created and its effectiveness in different conditions of a multilingual education was experimentally proved;
- the concept of emotional intelligence (or emotional literacy) of a personality, studied by a team of researchers, J. D. Mayer, P. Salovey, D. R. Caruso and G. Sitarenious (2001). In the most generalized form it is recognition of one's own emotions; controlling them; feeling the emotions of others. In D. Goleman's (2008) work it is also called an emotional ability of an individual. His judgment that *an emotional ability* is a meta-ability that determines how well all people's skills, including intellect, can be used is conceptually important for the present study.

At the same time, there are very few scientific works, devoted to the personal component of an educational cooperation as an organizational form of a multilingual educational process, and they are largely debatable.

CONCLUSION

So, the achievement of the goal of the present theoretical research, namely, the description of the personal component of an educational cooperation as an organizational form of a multilingual education and determination of its role in solving learning tasks, represented in the federal state educational standard of basic secondary education, was carried out in several stages.

- In the first of them communication, on which the process of forming students' foreign language communicative competence is oriented, was studied; and its participants and their personal characteristics were described. Communication was looked at as a process that has an emotionally valuable character as it involves sharing not just actions, methods of their implementation and results, but also ideas, feelings, interests. The participants of foreign language communication have a certain set of individual and subjective properties, and also personal qualities.
- In the second stage students' need for cooperation to master foreign language communication and develop their personal qualities was justified. Cooperation as the highest type of subject-subject interaction, suggests a key mechanism of assistance, i.e., help on the way to achieving the result. It develops students' personal qualities, such as a positive attitude to the goal of common tasks, a mutual responsibility, and a conscious submission to the rules of conduct in the group, a desire to help, empathy, etc.
- In the third phase a comparative analysis of CoopL and CL in terms of their ability to create conditions for students' cooperation was conducted. The conclusion was drawn that CoopL basically activates only students' individual and subjective characteristics, leaving their personal qualities almost unused. At the same time, CL allows to overcome this drawback as it involves the organization of not only the activity, but also personal component of LA, i.e., its collective body.
- In the fourth stage it was proved that a special organization of the collective body actualizes the personal component of CL, ensuring cooperation of its participants. The behaviour of the collective body in each phase of activities is characterised by students' work, organised, first, in accordance with their status in educational activities and foreign language communication; they perform functional-operational and accompanying motivational-stimulating (an initiator, an inducer, a motivator, etc.), and also emotional-volitional (an optimist, an encourager, a supporter, etc.) roles.

Second, they operate within their own personal positions, presenting to themselves and to the other members of a group the requirements, reflecting value orientation of CL. The choice of interactions, and corresponding verbal and nonverbal means, adequate to the first or second foreign language, is made by

the collective body freely, unfolding in a wide range of progressively widening, improving and morally evaluated actions.

This behaviour is required for each step of mastering foreign language communication when students, engaged in a situation of collective activities to do educational-communicative tasks, interact by sharing actions, information, images, ideas and feelings to reach mutual understanding, influencing each other, and through collaboration and co-creation obtain the planned result.

– In the final, fifth phase a model of the personal component of CL was created and means of its implementation in a multilingual education were suggested. In particular, it is noted that among the members of the collective body a system of academic and interpersonal relationships is established, providing them an educational cooperation and willingness to cooperate, i.e. assist each other in achieving the planned results. So, for them the purpose, content, and collectivist value orientations of this activity, as well as means of foreign language communication, to the assignment of which it aims, acquire a personal significance. Thanks to this, they are realised by students as common, requiring consolidation of efforts for a successful solution of educational-communicative tasks, which is evident in their educational collaboration, required for achieving the expected result and obtaining the maximum satisfaction from cooperative work.

All said does not only characterize the personal component of CLG and shows a part of emotionally valuable experience which must necessarily be mastered by students, but also characterizes an educational cooperation as a multilateral equal and active interaction of all participants in a multilingual educational process. It creates optimal conditions for the formation of students' foreign language communicative competence and also promotes the formation of their own system of values, the development of their individual abilities, volitional sphere, emotional competence and emotional intelligence.

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