

COMMUNICATIVE-VALUE APPROACH TO LANGUAGE ACQUISITION AS THE PURPOSE OF THE DEVELOPMENT OF MORAL EDUCATION

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The proposed material reflects the scientific and experimental research according to the project "Principles and methods of integration of national European values of humanistic education in gymnasiums and lyceums of the Republic of Moldova". The authors pay attention to the process of forming the value orientation of the trainees. Speech and language material is activated in stages based on the developed communicative value modules containing literary texts and afferent materials.

Keywords: *value-oriented activity, value, the operational stage of cognitive development, self-awareness, self-evaluation, external regulation, internal self-regulation, self-realization.*

ABORDAREA COMUNICATIV-AXIOLOGICĂ A ACHIZIȚIILOR DE LIMBAJ ÎN SCOPUL DEZVOLTĂRII EDUCAȚIEI MORALE

Materialul propus prezintă rezultatele unei cercetări științifice experimentale din cadrul proiectului „Principii și metode de integrare a valorilor naționale și europene ale educației umaniste în învățământul gimnazial și liceal din Republica Moldova”. Autorii acordă atenție procesului de formare și orientare valorică a subiecților educaționali. Materialul de vorbire și limbaj este activat în etape, pe baza modulelor valorice de comunicare și dezvoltare, care conțin texte literare și material lingvistic aferent.

Cuvinte-cheie: *activitate educațională orientată valoric/axiologic, etapa operațională a dezvoltării cognitive, conștiința de sine, autoevaluare, reglementare externă, autoreglementare internă, autorealizare.*

Introduction

Socially organized interiorization of universal, national and European values is a defining component of a holistic educational process [1]. The moral development of the individual is based on the integration of social norms and values, developed by the human community. Upgrading technology in language teaching focuses attention on the values as a means of personal fulfillment in social conditions. Such moral and ethical categories as democracy and publicity, tolerance towards people with other worldviews and social culture, humanistic education, moral education, and others provide transformation of external regulation and internal self-regulation in the determinants of values during the life of the students.

The main objective of this process is to introduce values into the inner world of the person, to secure them in the subconscious and transform moral guidelines, which become the students' engine of behavior. This is an idea of the proper and values, the principles of individual conscience, the moral precepts, the implementation of which is considered to be a matter of honor of everybody, and the ability to relate their interests, desires and actions with the surrounding society.

Concept

Communicative-value approach encourages the implementation of substantial component of the curriculum. The necessity to introduce moral values in curriculum and current textbooks on the Russian language and other languages is contemporary requirements for the formation of comprehensively developed person, preparation young generation for life in a democratic society. So, based on an understanding of the phenomenon of multiculturalism and their interaction in the nations' life of forming a definite worldview of an individual - European value - tolerance. As a means of ethnic motivation, tolerance initiates understanding and respect for the representatives of the different way of life nationalities, their historical traditions and customs at the present stage of development of civilization. The phenomenon of simultaneity of cultures and communication between them has become an important social and personal definition of human relationships.

Communicative-value approach is based on the value orientation, aimed at the formation of an adequate attitude towards themselves and the society to the environment, social and natural realities of reality.

Learning the language [2] is aimed at both the development of the communicative competence of the trainees, and the formation of their moral relations between members of society by means of different languages. These components of pedagogical process have an integral character, since they show united psycho-pedagogical bases of moral education of students.

For the structural unit assigning values are accepted communication modules, based on which the gradual mastery of the students are carried out, the essential features of moral categories and the formation of key competencies: values and meanings, common culture, educational and informative, informational, communicative etc. The organization of these units corresponds to the structure of the parts of speech activity:

- **motivational** – takes place by value orientation offered to the students' perception and reproduction of speech samples: before listening, independent reading of the text of the trainees, detailed and selective retelling, and others.);

- **performing** – expresses implementation of speech and language activities in the process of mastering the content of the texts, revealing the value of relations between the members of a society;

- **control component** - means the realization of which is:

- a. *self-assessment* ("Test yourself!") on the basis of the conflict-problematic situations using value oriented activities of entities, involved adequate choice in their behavioral activity;
- b. *testing*, realized at the end of study of each moral category;
- c. *survey*, proposed in the final phase of training [3].

Guided by the value of social and motivation, students convert abstract concepts: fatherland, tolerance, humanity, kindness, compassion, conscience, global thinking and so on - into your inner world, transferring it into the personal-moral qualities. On the basis of systematic analytical and evaluation work, students use different types of teaching and learning activities: analysis and synthesis, induction and deduction, juxtaposition and contrasting, the analogy and differentiation, and others [4].

Methodology

Mastering of moral and ethical categories by means of conversations, discussions, analysis of real or simulated situations, and other active methods of indirect educational influence, learners reveal cause-effect relationships between plot points, form a personal relation to the behavioral actions of the characters. This pedagogical approach gives optimal conditions for the mastering of moral relations as a prerequisite for life orientation of the younger generation at the present stage of development of society.

The process of assigning value orientation is achieved in stages:

I. Cognitive-operational phase is based on the presentation system of values in the developed modules.

II. Self-assessment as a phase value assignment categories which are reflected on the conflict and problem situations.

III. Control stage is carried out by testing and questioning at the final step of mastering the studied moral categories.

Cognitive-operational phase of acquisition values it is carried out on the works of art Russian, Moldovan, Ukrainian, and other well-known writers and poets. The literature of any nation all the time has always sought to speak about moral values as the highest form of human activity. The content of the speech samples matches to humanistic paradigm of education, where the education of the person acts as the main priority of modern pedagogy.

Patriotism, tolerance, humanism, justice, kindness, diligence and others are formed to children on the text material. Analyzing the content of art works based on the relaxation - life experience is actualized and form personal relationships to certain social phenomena.

The process of assigning values includes:

- identification of the essential features of valuable relations;
- improving speech skills in the process of understanding of these relations;
- improving communicative competence on the basis of the formed moral guidelines in the behavioral activity of students.

Communicative modules are the most productive form of presentation of the moral categories. These thematic cycles allow us not only to expand the communicative potential of students, but also to manage the development of value-oriented their transfer to the inner world of the individual.

Each module contains informative, thematically unified multi-genre texts, speech and language action on receptive, reproductive and creative levels of the speech-thinking activity: reproduction of the speaking samples, the production of dialogues and monologues correlating with the subject of the texts, oral histories and written essays, etc.; lexical and grammatical assignments having a functional focus on the development of spontaneous speech of the trainees.

The integrated process of assignment is a particular worldview orientation meaning bear *the names of the modules*. They reflect complex of moral education, the wealth of Russian language is purposefully used, proverbs and idioms, popular expressions, quotations from the writers' works, the statements of scientists and public figures. Presentation system of values and its potential are offered in the following modules:

The title of modules	The epigraph to the topic	Values	Potential Value
1. Know yourself! (Commandment on the Delphi Cathedral in Greece)	You have your own name. For forever it is given. Life is long. And you take care of it. (R. Sef)	Human being is the main value. The child is an individual.	The self-awareness of the subject, external regulation and internal self-control, self-determination of the future of life of the individual
2. My family - the best friend.	You have to be just a human being who doesn't forget his family and homeland (D. Mamin-Sibiryak)	Families, family members, family relations, family traditions and customs.	Knowledge of your family tree, respect for parents, helping them to take care of all the family members.
3. Life is given to good causes (L. Tolstoy)	Do good things every day. (A. Kostetsky)	Kindness, humanity, charity, mutual assistance	The manifestation of a humane attitude towards all living things, charity
4. Take care of the honor from the youth	Who has lied became the liar	Honesty, openness, fairness	Conscience, admit their mistakes, justice, trust towards people
5. Friendship that keeps us together everywhere (M.Plyatskovsky)	A human being with no friends like a tree without roots	Sense of community, empathy, understanding	Democracy and tolerance in dealing with common problems, their subordination to the interests of the collective desires
6. There is no place like home	Moldova! My Homeland! My ancient land - Moldova! (V. Romanchuk)	Motherland, native places, homes	Love for country, pride for their country and their people
7. Magic world of nature	Nature always pays with goodness for care of it (V. Peskov)	Flora and fauna, water resources	Careful treatment for the natural environment, the transformation of his native land, ecology
8. Labor glory of the people	The earth adorns the sun and human makes better labor	Diligence in work, responsibility for the assigned work	Respectful attitude to working people, the acquisition of skills, the desire for choice of profession.

The content of communicative value units updates by the value potential of the trainees and develop their creative abilities for self-realization in the future life.

The subject of the text helps us to illustrate moral relations in the module.

"My family is my real friend".

The titles of the texts	Value potential	Speech and language learning activities
1. Genealogy of the family (family model)	The concept of the family, a kind of ancestral knowledge, nomination relatives	Filling the model of "Genealogy". Oral stories about your family, written answers to questions. Vocabulary dictation – relatives nominations
2. Native home (R. Sef)	"And we'll come back to the lightest, warmest mother's house"	Competition for the best reader, writing from memory the second part of the poem; comparison of sounds and letters in words, highlighting orthograms.
3. My Parents' Home (S. Vangeli)	Longing for his home and parents, in their native land. "Hi, Mom", - said the son and hugged the mother, but how to hug his home?"	Discussing "Is my parents' home dear for me?" Version (Listen) song "My Parents' House". Drawing up a story about mother. Written answers to questions on the topic.
4. Everything starts with mother (by Y. Yakovlev)	"No such words, To express fully what it means to the mother And for us it is. " (Sandor Petofi, Hungarian poet).	Explanation meanings of proverbs: the mother's heart better than the sun warm, the best mother you will not find another. Independent drawing and writing 2 to 3 sentences about mother. Record proverbial memory.
5. Whether or not? (O. Butseni)	Children help to their parents, self-service	Interview: Do you help your parents? Interpreting the story: What can I do at home? Recording on Memory "dress, shoes and housing should be as clean as possible."
6. Cookies (V. Oseeva)	Careful children's attention to the older in the family	Interview: How I care for older and younger in a family. Drawing and writing tips on "Etiquette at the table"
7. Five loaves (Indian fairy-tale)	Children say words of gratitude to parents. "One loaf I eat myself, I give two children, and two give the father and mother."	Conversation on "the etiquette of thankfulness." Forming and recording phrases: grateful boy care - ... attention - ..., diligence - ...
8. Clever dog (A. Sundeev)	Taking care of the mother, relatives.	Independent selection of poems about mother. Competition for the best reader. Written mini-essay about mother on the proposed plan.
9. Let's eat together!	Kindness and attention to all family members.	Interview: whom do you like to consult in your family with? Copying main proposals within the meaning of the text.
10. The ancient precepts (V. Eremin)	Family values, family holidays and traditions.	Oral histories of each commandment. Recording on memory of three commandments.

The special motivation and stimulating function of spread into the content of the outline text of the work is performed by **the communicative value orientations** provided to the students before the perception and reproduction of literary texts. Target settings potential is expressed as an emotional personal relation to social phenomena and contributes to understanding the fundamental value of significant categories - peace and harmony, kindness and charity. Mutual respect and mutual assistance, honesty and truthfulness, the ability to relate their interests, desires and actions with the surrounding society, to be able to live among people, and others. Problematic task is initiating spontaneous speech of students; teach them to put forward their personal position ("I believe that ...") and the ability to defend it in discussions and conversations. Moral target settings activate the process of self-development and self-assertion of the individual in society.

Psychologists note that the previously put forward objectives performed motivational and incentive focus on a holistic understanding of the synthesis of the content of the text, its ideas. Professor N.Zhinkin, exploring speech activity of students, noted that the definition of "semantic core" (the theme, idea, title, keyword phrases subtopics) is by isolating the elements of a whole, rather than by drawing a variety of elements [5].

Based on this scientific concept, it is expedient to put forward before the reproduction and production of speech samples of social or personal problems, in the awareness that their content is sent. For example, to the text of the proposed communicative value orientations:

V.Oseeva "Cookies". *Why haven't grandmother and mother tasted the cookies?* [6, p.13]

Y.Bocharnikov "Bullfinch and knife". *Why did Kostya give father's favorite gift to his classmate?* [7, p.21].

M.Plyatskovsky he lesson of friendship." *What is the lesson presented Chiric to his friend?* [8, p.34].

Initiation of thinking skills and the development of critical thinking expresses *the purpose of speech production* students and functioning in its implementation of grammatical categories like "attracted" to the sense expressed by sense [9].

Communicative and value orientations stimulate the process of formation of analytical and assessment activities of the trainees, they create a motivational necessity to the development of social and personal guidance. The moral qualities of the subject indicate forming its "moral character" (S.L. Rubenstein) and his position in life.

Self-evaluation is carried out by self-concept method plays a role in the development of self-concept, involving the link between the actions and personal qualities of the subject.

The determination of these relations runs through a deep analysis of their individual actions aimed at awareness of the characteristics of his personality. Moral and personal stage "Test yourself!" is aimed at initiating value-oriented activity of students, which includes:

- ethnic analysis of the students multifaceted ethical life situations on the basis of relaxation;
- determining moral significance and value to assign converting them into the inner world of the individual;
- choice of behavioral actions on the basis of the students formed valuable relationships;
- adoption of adequate solutions correlative with external regulation and internal self-regulation.

Self-evaluation is realized by **pedagogical situations**. This method assesses the problems of life situations in order to choose appropriate alternatives, understanding the behavioral activity on the basis of self-knowledge of the subject, aimed at self-fulfillment in his future life.

The mechanism of transformation of values in the internal personal guidelines associated with the formation of such an integrative structure of the subject as **moral education**. Breeding is characterized as a set of positive and socially significant qualities of the person. Stimulator of this process are submission of proper individual and values, the principles of conscience, duty work, a sense of responsibility for the future of the planet and others [10]. Interiorization of values is manifested in the moral and volitional activity of the subjects, which is expressed in the ratio of external and internal self-regulation of behavior of the subject, his active personal position. The internal process is realized by analyzing the realities of life from self-awareness – to self-realization behavioral activity of the individual. It provides a perception of value categories as personality-significant moral qualities.

The system of transformation of values in life guidance is implemented on these varieties of situations on the problematic situations which permanently occur in real life conditions; **difficult situation** due to social norms of behavior of the subject in society; with **moral dilemmas** alternative option (method developed by the American psychologist G.Kolberg) [11]. For instance:

1. Problematic situation

It's heavy raining. You have seen a mother in a window. She is carrying a heavy bag with purchases. She has no umbrella.

What are your actions?

- *You open the window and shout: "Mom, run faster!"*
- *You take an umbrella and go running toward her.*
- *You will meet her at the door of the apartment.*

2. Hindered situation:

The driver saw the filled bag in front of his car on the road. He stopped the car - refrigerator, lifted the bag and threw it into the driver's cab. When he arrived to the regional center he handed over the bag to the police. It was a large sum of money - it would be pensions for residents of the town. The next day, the citizens got their pension in time.

What would you do (s) in this situation? [12, p.40].

3. The moral dilemma with an alternative plan.

The form-master announced to the class that they had got 15 free tickets to the circus. Children have to decide how they will distribute tickets.

I have my own variants, you are awarding tickets are received and your opinions:

- *draw lots - to not offence someone.*
- *a vote - to give tickets to students who are diligently engaged and responsibly fulfill all orders of class.*
- *personal rejection of the ticket in favor of those children which have a difficult financial situation.*

Students must analyze the proposals dilemma and do their freedom of choice as a defining component of value-oriented activities. In assessing the proposed alternatives is activated identity of the child and their willingness to choose. Student recognizes himself as an equal participant in the social circumstances, implementing a complex of psychological, speech and language actions:

- assesses the realities of life;
- relates formed his value orientations with the functioning rules of behavior in society (external regulation);
- identifies on the basis of self-importance of the circumstances, according to an assignment of values, transforming them into the inner-choice life guidelines (internal self-regulation).

Carrying out analytical and assessment activities, the individual himself will identify in the proposed dilemmas essential properties necessary for transferring them in his active life. The main thing is to create a psychological readiness to the assessment of the proposed conflict situations and encourage the student's necessity to express personal attitudes to social conditions. In evaluating these alternatives, the self-conscience of learners is updated and their willingness to follow the social norms in the absence of external control. Students on the basis of value-oriented activities, make their choice between personal interest in the proposed situation, and their real significance. Maximum program of moral education focuses on the creation of conditions for self-selection behavior.

The accumulated experience of students, supported by analytical and evaluation activity, allows comprehending the essence of values as guide their behavioral activities. To educate learners' personalities, it's necessary to create an idea of the true values, expressed in interpersonal relationships in society, in the awareness of the social significance of labor in the development of a sense of responsibility for the future of the planet and others.

An adequate self-appraisal and self-regulation in the moral activity, corresponding to the universal, national and European values - forms the worldview concept and citizenship among students. Self-evaluation step is one of particular importance as a system of methods and techniques of indirect effects on students, and sometimes "hidden educational influence on them" [13].

On the example of valuable module "Friendship is everywhere with us" illustrates organized phase of self-evaluation.

Step 1 ... of text material, speech and language tasks aimed at appropriate set of values.

Competition for the best reader of poem.

Какие дети живут на свете

На свете живут
 Разноцветные дети,
 Живут на одной
 Разноцветной планете.
 И эта планета на все времена
 У всех разноцветных всего лишь одна!

Кружится планета,
 Большая планета,
 Ладонями солнца она обогрета.

Но греют планету
 Намного теплей

Улыбки и смех разноцветных детей

(В. Орлов)

- Memorize the second stanza of the poem.
- Write this verse poem from memory, underlining dedicated orthograms.

Step 11. Independent work "Test yourself!"

Situation 1. *The black boy came to learn in your class. You heard at break that your classmates teased him, because he did not like the others.*

How will you behave in this situation?

Situation 2. During tests in mathematics you copied off the task from a friend. The solution turned out to be wrong. You got a bad mark.

What conclusion do you do for yourself?

Situation 3. On Sunday children are going to visit a friend in the hospital. But the weather is bad. And you do not want to go out home...

What decision do you take in this situation? [14, p.40]

Based on the theoretical and practical basis for the development of self-awareness of students, as well as psychological and educational significance of self-evaluation phase - arises the need for its entry into force in textbooks of Russian language.

Testing and questioning of students are psychological and pedagogical means of ascertaining effectively procedural dynamics development of the individual. The answers of students on tests of various types (objective and subjective in kind, open) and the resulting of questioning aroused the interest to yourself as an individual, to his "I": each of them began to feel the personal significance in society.

Repeat feeling (relaxation) promotes the formation of social moral motivation in the behavior of students with a focus on self-determination in their future life.

Completed test items illustrate the level of self-awareness of students, aimed to the realization of his attitude to study and work on understanding with classmates and other members of the society, the manifestation of a sense of responsibility for the performance of their duties, and others.

Determining value preferences of the trainees it is expedient for the completion of the study of each module communicatively-informative, didactic material which provides the assignment of a particular value.

The purpose of testing and questioning:

- identify vital, educational and artistic priorities of the trainees;
- determine the value-oriented motivations in their behavioral activity;
- inducing to the younger generation the necessity for self-realization.

Testing of students is an integral control process aimed at identifying qualitative changes in psychological and morals-term areas of identity and to establish the level of proficiency of speech activity in its oral and written forms. Tests are presented the same type of structure include textual material that contains valuable reference points; an item of pair matching, multiple choice, with incomplete sentences; creative tasks, and others.

Stage testing is carried out as assigning moral categories offered in the respective modules with different types of oral-linguistic tasks.

The components of each test are:

- text information for general information on the study of the moral category for oral reproduction of conversations, discussions, competitions and the organization of different kinds of learning activities (Work in pairs, in groups, etc.);
- tasks to identify valuable relationships in real-life situations;
- Written types of tasks: copying text control with the release of the difficult orthogram; answers to questions on the moral and ethical topics and others.

For example, communicative and cognitive block, "Magical World of Nature" will illustrate the types of test tasks [15, p.57].

Test for assigned value is the beauty of the surrounding nature and care of it - is presented by the relevant module. The epigraph is from the words of passion-lover and protector of natural resources.

V.Peskov "Nature always pays for good of care of it."

1. The first component of the test is the control copying of the text.

Everyone should be aware of themselves as part of nature. Nature offers us priceless gifts. It deserves careful treatment and the deepest respect of it.

- **Copy the text. Compare the pronunciation of sounds and spelling of the selected letter. Underline the selected letter.**

2. Complete this sentence.

I like to spend time in nature, because...

My favorite tree (flower) ... because...

My favorite season is ... because ...

3. Answer the questions.

What do you think?

Why are we friends of nature?

*Why do winter birds need our care? **

4. On October 4 is the World's Animal Protection Day. What can you do for your pets' protection?

*Note** Experimental studying revealed a lag of pupils at mastering spelling skills. If copying is not enough, students possess analytical and synthetic method of correlating sounds and letters.

Systematic implementation of the proposed sections, establishing feedback on the formation of an adequate self-appraisal behavior of the actor initiates his self-knowledge and self-education, forming psychological capacity: **allocate - to identify - to generalize moral actions** [16].

Development of dynamic of self-awareness and self-assessment of personality clearly manifested when the final survey has been conducted at the end of the pilot study. The responses revealed target orientation: to identify the level of self-awareness identity, representation of himself, which is based on social interaction with members of the team. Spiritual and moral personality can't exist without moral consciousness.

According to a student-centered method of moral upbringing of the student-profile proposal was "What do I think of myself."

Questionnaire

Who are you?	words for references
1. I am a person. I think, that I... 2. What do you like in your character? What do you dislike? 3. What's your hobby? What don't you like to do? 4. Do you have true friends? 5. How do you spend leisure time? 6. What do you want to become in the future? Why have you chosen this profession?	Good son, good daughter, attentive, not always attentive, careful, kind, greedy, workaholic, a bit lazy, self-lover, honest, responsible, to be good and closer to family's problems, friends' problems, classmates, taught me a lot, how to behave yourself during life, etc.
Thank you for your interesting answers. We wish you success in your life!	

During carrying out the survey it was revealed the dynamics of self-awareness: students express their opinions, defend their beliefs, supporting their arguments. The goal orientation is directed to self-knowledge, understanding yourself in the collective. It should be noted that the answers are equally interesting and sincere; they were reported as positive and negative qualities of character.

For example:

I like my character. (Victoria S.)

I don't like my character. I am self-lover and greedy. I love myself only. (Nicolay V.)

Interesting answers were received to the question: What has the experiment taught you? **The responses can be traced to the importance of self-appraisal of their own "I".**

The experiment taught me to love my homeland, Moldova, because it is the best country. Wonderful people live here (Tatiana K).

The experiment taught me to love my family, because mothers, fathers, brothers and sisters are the dearest in the world.

The experiment taught me how good and how to act in life (Olga A.).

The experiment taught us to be good and kind (Julia D.)

The experiment taught me with courage to talk about themselves, not be afraid to talk about what I think (Cornel K.).

*The experiment taught me to be honest, taught kindness, a lot of interesting and need in life (Aurica P.).**

An analysis of students' answers to the questionnaire and tests allow to "see" the child as the whole person, with its features. V. Slastenin notes that child is a unique personality. "It's necessary to take into account not only the psychological particularities, but also the whole, along with his inner world, this microcosm" [17, p.21].

Conclusions

Formation of the person occurs when an individual learns to take a decision and make a moral choice, which is responsible for the personal-oriented approach to moral education allowed to individualize the development of self-awareness and self-regulation of internal trainees, **creating their ability to act purposefully, to think rationally, and proactively express themselves in the surrounding society.**

Analysis of testing and questioning of students of Russian language allows us to conclude:

- each individual has gained some experience in the analysis of the realities of life in order to choose appropriate behavior;
- intensify the process of self-regulation of behavioral activity with the support of trained consciousness;
- there is moral and purposeful use of an active vital position of students in selecting appropriate behavioral actions;
- manifested his self-esteem, "I", the realization of the personal importance of the individual in society;
- the path of self-propulsion tested subjects was determined to the ultimate goal - to self-realization in future life.

In the process of assigning value orientation has been created a real opportunity for obtaining moral reared reserve, intellectual and humanistic orientation required for adaptation to modern social conditions.

*Note** There were used the answers of students 6th grade gymnasium "Ginta Latină" Chisinau. Teacher higher didactic degree S.G.Luka. The students' answers are presented unedited.

Universal, national and European values have become an integral component of the internal structure of a self-developing personality. Addressing these value orientations put forward a communicative value approach as a means of preparing the younger generation for life in a democracy.

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