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Introduction

The foreign language training is determined by the ideas of universal values priority principle. Introducing the youth to universal human values is the major task of education at present. According to the analysis of pedagogical literature, the concept of “a cultural universal” was not in the language learning models taking into account the cultural component.. The embodiment of the cultural universals principle allows avoiding comparisons and stereotypes, overcoming social, cultural, mental and linguistic barriers facilitating students’ acculturation and the universal values assimilation in foreign language learning.

In the study we rely on: universal values priority principles for education (Gershunsky, Bogomolova, Karakovsky); provisions on the interconnection of national, interethnic and universal human values (Volkov, Bogomolova); provisions on humanistic education environment in a technical school (Mukhametzyanova, Nemensky); cultural universals classifications (Parsons, Murdoch); psychological aspects of linguistic training in higher schools (Kunin, Galskova, Kalagastova); optimization and artistry principles in foreign language training (Gutfraint, Karpichenkova).

Purpose of the study

An artistry component introduction in foreign language learning, containing cultural universals with a humanistic orientation and experimental verification of students’ common human values assimilation effectiveness.

Research methods

Theoretical methods of the research subject analyzing based on philosophical, psychological and pedagogical studies; reflexive-system analysis of pedagogical activities organization. Empirical methods: observations, interviews and questionnaires. The experiment involved 62 students. A diagnosis was carried out to identify initial and final levels of positive attitudes to Kararovsky’s universal values classification in CG and EG groups and to represent comparative analysis results.

Research Results

Artistry means transmitting cultural universals, reflect the best spiritual and moral values and create additional opportunities for enhancing educational process, raising effectiveness in language learning through the world cultural achievements interiorization. The game learning implement a facilitative approach to training creating emotional environment in class and preventing xenoglossophobia. As a result of the experiment on an artistry component introduction into the foreign language learning, there were identified significant positive changes for all universal values according to Karakovsky’ list in the experimental group (EG) and no substantially significant differences were observed in the control group (CG) trained according to the standard program for same period of time.

Learning poetry some (EG) students intensified learning and succeeded in writing their own little verses

The comparative analysis of attitudes towards the universal human values in CG and EG groups

relations hips	CG		Increa sed (+) or decrease d (-)	EG		Incre ased (+) or decreas ed (-)
	before	after		before	after	
	experiment			experiment		
LPA	12	19	+7	20	39	+19
SPA	71	75	+4	76	76	0
SNA	56	53	-3	43	35	-8
LNA	14	6	-8	14	3	-11

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Conclusions

The study allows to conclude that curriculum with an artistry component meets scientific and pedagogical requirements, reflects cultural universals with a humanistic orientation and is characterized by:
the integration of communicative-cognitive emotional and practical aspects; game learning with agon Elements based on students’ needs; creative learning interest growth; xenoglossophobia decrease and stable positive attitudes increase towards common human value. Some ways of ethno pedagogic means training on the agon principle, a set of tasks, lexical and grammar exercises based on artistry are recommended for classes in higher and secondary schools, as well as at foreign language courses.

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