



CREOLIZED TEXTS AS A MEANS OF DEVELOPING
LINGUISTIC COMPETENCE OF STUDENTS WITH NON-
LINGUISTIC SPECIALTIES

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Abstract: The relevance of using creolized texts in foreign language teaching lies in the need to expand the content and teaching tools through the limitless information potential of these materials. The purpose of this article is to evaluate the effectiveness of creolized texts as a means of developing linguistic competence in students majoring in non-linguistic fields.

Key words: creolized text, polycode text, multimodal text, non-homogeneous text, meme, linguistic competence, foreign language teaching methods, modern educational technologies.

Developing linguistic competence in students at non-linguistic universities is a complex problem that requires consideration of the realities of modern life. The solution is difficult to imagine without modern information technology in general, as well as the capabilities of the internet and the film industry in particular. The 21st-century generation is a "digital generation" that prefers to use digital media to gain additional knowledge on any topic of interest. Unlike printed materials, such sources are unlimited, so it's no surprise that creolized texts have permeated all aspects of our lives. The unique feature of such materials is that both verbal and non-verbal components are perceived exclusively as a unified whole; otherwise, they lose



their meaning, which distinguishes creolized texts from texts with illustrations. Creolized texts present information in a form that facilitates effective assimilation and retention. The reason for the widespread use of creolized texts lies not only in the global digitalization of all vital spheres, but also in the fact that visual information and sound accompaniment make it possible to convey a greater amount of information per unit of time.

Our research hypothesis suggests that using modern, authentic, creolized texts in the development of linguistic competence enhances the intensity of information comprehension and facilitates the acquisition of new lexical and grammatical units. The aim of the study was to evaluate the effectiveness of using such texts in developing linguistic competence, which includes mastering lexical and grammatical units, in students majoring in non-linguistic fields. To achieve this goal, we used the following methods: theoretical (analysis and synthesis through the study of scientific works by both Russian and international authors) and empirical (pedagogical experiment, testing).

An analysis of scientific works over the past 10 years suggests that, despite its prevalence and familiarity for modern people, creolized text is a multifaceted phenomenon and the object of study for diverse research. Thus, within the framework of psycholinguistics, E. P. Argunov examines creolized texts to identify the characteristics of perception and their impact on the recipient. From the perspective of modern linguistics, this phenomenon is presented in the works of H. Zou, O. G. Khokhlovskaya, A. Yu. Baidavletov, and others. According to H. Zou, creolized texts are based not only on verbal but also on extralinguistic and cultural characteristics of each language, which allows us to speak of the uniqueness of the process of interpretation of each text, while emphasizing the suggestive nature of advertising discourse as a polycode phenomenon. Developing this point of view, O. G. Khokhlovskaya proposes an algorithm for identifying implicit meanings

embedded in creolized texts using the "method of identifying exemplification by hint." A. Yu. Baidavletov and F. G. Fatkulina's research focuses on creolized texts such as memes, demotivators, and stickers, which are all means of online communication. E. V. Vyrovtsseva views creolized text as a special type of journalistic text, and recognizes infographics as a "journalistic means of mastering reality" that allows for the conveyance of not only objective reality but also the author's intentions. Scholars agree on the role of creolized texts: such texts are an integral part of our lives and represent a vast source of linguacultural information used by teachers in foreign language teaching. The use of cartoons in teaching English grammar is studied by H. Muktak and T. Zahra . An experiment conducted by the authors led them to the conclusion that the use of animated films in English classes can not only serve as a positive stimulus for foreign language learning but also contribute to the increased speed of acquisition of new grammar material. The methodological component of polycode texts was confirmed by M. B. Voroshilova's concept, which states that "information contained in a text message is assimilated by 7%, audio accompaniment facilitates the assimilation of 38% of the information, while the presence of a visual component increases the effectiveness of perception by up to 55%. In this regard, the question of studying the methodology and theoretical prerequisites for using creolized texts in teaching foreign languages to different age groups at different stages of education, including in the process of developing students' linguistic competence, is urgently needed. It is worth noting that in domestic terminology it is common to use the following synonymous series: creolized text, polycode text, non-homogeneous text, hypertext.

Based on the data obtained, it can be concluded that the use of creolized texts in the process of developing linguistic competence in students of non-linguistic specialties is moderately effective.

Creolized texts have long been a part of people's lives, but their use in teaching methods remains controversial. This study demonstrates the relevance of using creolized texts in developing linguistic competence in students majoring in non-linguistic fields, confirming the findings of several scholars regarding the need to use multimodal texts in teaching.

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