

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 due to the limitless information capabilities of these materials. Currently, foreign language teaching methodologists do not deny the methodological potential of polycode texts, as they are an integral part of everyday life, thereby motivating students to study a foreign language. However, in modern methodological literature, there is a lack of practical recommendations for building a teaching system based on them. 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 specialties. The results of the study, obtained using descriptive statistics, indicate a moderate advantage of using creolized texts in developing lexical and grammatical skills in students majoring in non-linguistic specialties and the feasibility of using these types of texts in developing linguistic competence.

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

INTRODUCTION

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 widespread use of creolized texts stems not only from the global digitalization of all vital areas but also from the fact that visual and audio information allows for the

transmission of greater amounts of information in a given time. This type of material is perceived significantly faster than verbal information. Text, in turn, makes the flow of information clearer and more precise. Furthermore, according to research conducted by psycholinguists, the use of textual information in conjunction with images and audio facilitates the acquisition of new vocabulary and the subsequent retrieval of lexical units from the mental lexicon. The scale of this process not only determines the relevance of studying this phenomenon for linguists but also highlights the prospects for identifying the didactic potential of multimodal texts in foreign language learning.

MATERIAL AND METHODS

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).

RESULTS AND DISCUSSION

An analysis of scientific works over the past 10 years suggests that, despite its prevalence and familiarity for modern people, creolized texts are a multifaceted phenomenon and the subject of diverse research. For example, E. P. Argunev examines creolized texts within the framework of psycholinguistics to identify the characteristics of their perception and impact on the recipient. According to the author's research, the perception of creolized texts is characterized as "the result of secondary information processing," meaning it involves not only cognition but also meaning-making. 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 for the uniqueness of the interpretation process for 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." The subject of A. Yu. Baidavletov and F. G. Fatkulina's research is creolized texts such as memes, demotivators, and stickers, which are all means of online communication. The authors emphasize that "new forms of communication do not always have a positive and constructive impact on language," as they often violate linguistic norms. 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. The potential for using creolized texts as teaching materials for developing key types of foreign language speech activity and language skills is presented in the works of such foreign researchers as A. Kaminski , M. Vulcan , H. Mushtaq , A. Tenri, and others. 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. In her research, Annette Kaminski emphasizes the usefulness of using creolized texts in teaching foreign languages to elementary school students, concluding that this language material stimulates students' imitative activity, leading to better retention of natural language samples and their becoming "part of children's own linguistic repertoire." M. Vulcan describes her experience with creolized texts in teaching reading in a foreign language, but recommends integrating them into the educational process to develop other language skills. The multimodality of such texts increases students' motivation, creates a relaxed atmosphere, and allows students to choose the most understandable modality. Thus, creolized texts facilitate a student-centered approach to teaching. The authors' experiment led them to the conclusion that using animated films in English classes can not only serve as a positive stimulus for foreign language learning but also help accelerate the acquisition of new grammar material. In turn, Andi Tenri Ampa believes that teaching based on creolized texts, understood by the author as multimedia materials, is "practical and effective" and develops speaking skills. The methodological component of polycode texts was confirmed by M. B. Voroshilova's concept, which asserts that "information contained in a text message is absorbed by 7%, audio accompaniment helps absorb 38% of the information, while the presence of a visual component increases perception efficiency by up to 55%." In this regard, the question of studying the methodology and theoretical assumptions behind the use of creolized texts in foreign language teaching to different age groups at different stages of learning, including in the process of developing students' linguistic competence, is urgently needed. It is worth noting that in Russian terminology, the following synonyms are commonly used: creolized text, polycode text, non-homogeneous text, hypertext. However, foreign scholars (K. Danielsson , S. Selander , Nur Jamil, E. Chan, L. Unsworth) define such texts as multimodal. Despite the terminological synonymy, this type of text always contains at least two modes: verbal (linguistic) and nonverbal (belonging to other sign systems), with the meaning conveyed by both channels of information simultaneously. These channels cannot be changed or replaced, as doing so would disrupt the logic of the entire text. The meaning of a verbal message can vary depending on the chosen lexical units and intonation, while the perception of visual information is influenced by a huge number of factors. In addition to objective factors, there are a large number of subjective factors

influencing the perception of a creolized text, including the reader's ability to decode subtexts, the reader's intellectual and spiritual development, life experience, and the specific functioning of the sensory organs. It is worth noting the diversity of modern types of creolized texts and the ease with which they can be integrated into the educational process in general and into Russian language teaching in particular. N. V. Kudryashova and Yu. D. Solomatova explore the functions of educational comics as a vibrant form of creolized text. According to the authors, the ability of such texts to perform a range of functions, including cognitive, informative, motivational-expressive, and aesthetic, demonstrates their considerable didactic potential. According to recent research by E. E. Belova, Yu. A. Platonova, and V. M. Shacklein, modern types of creolized texts that have didactic value in foreign language teaching include commercials, cartoons, presentations, songs, posters, massive open online courses, and internet memes, which represent an original type of creolized text and possess multimodality.

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.

CONCLUSION

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 necessity of using multimodal texts in teaching. However, it is worth noting that, despite the large number of creolized texts in everyday life, educational programs and teaching materials primarily utilize traditional forms: posters, texts with visual accompaniment, and audio materials. Meanwhile, the potential of modern multimodal texts (TV series, memes, comics) is generally underutilized. This is primarily due to the lack of comprehensive research on this topic. At the same time, as this experiment shows, modern creolized texts have methodological potential and contribute to increasing the level of linguistic competence in students of non-linguistic specialties, as they have a positive effect on the mental processes of perception and assimilation of information.

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