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***АУТЕНТИЧНЫЙ КРЕОЛИЗОВАННЫЙ ТЕКСТ В ОБУЧЕНИИ
ИНОСТРАННЫМ ЯЗЫКАМ***

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Аннотация. Данная статья посвящена актуальной методической проблеме, а именно необходимости изучения возможности более интенсивного использования аутентичных креолизованных текстов в процессе обучения иностранному языку. В силу своей особой специфики, а именно сочетания вербальных и невербальных компонентов, креолизованный текст создает уникальное образовательное пространство, в котором интеграция слова и визуальных стимулов значительно облегчает процесс восприятия, делая учебный материал более доступным и понятным для обучающихся, способствуя углубленному пониманию языка и культуры.

Ключевые слова: обучение иностранным языкам, креолизованный текст, знаковая система, вербальные и невербальные компоненты, межкультурная компетенция

AUTHENTIC CREOLIZED TEXT IN FOREIGN LANGUAGE TEACHING

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Abstract. This article is devoted to an urgent methodological problem, namely, the need to study the possibility of more intensive use of authentic creolized texts in the process of teaching a foreign language. Due to its specific nature, namely, the combination of verbal and non-verbal components, a creolized text creates a unique educational space in which the integration of words and visual stimuli significantly facilitates the process of perception, making the educational material more accessible and understandable for students, and promoting a deeper understanding of language

and culture.

Keywords: foreign language teaching, creolized text, sign system, verbal and non-verbal components, intercultural competence

Modern trends in education are focused on integrating real-life language factors into the language learning process. Creolized texts are a specific type of material that combines verbal and non-verbal elements, making them particularly suitable for practical language acquisition. In the context of globalization and increased intercultural communication, the importance of using such texts in educational processes is growing. These texts not only help learners acquire vocabulary but also promote critical thinking, as they require students to understand context, cultural norms, and social expectations. Thus, authentic creolized texts become not only tools for learning, but also platforms for developing intercultural competence, which is an essential element in modern foreign language teaching. The study of the role of creolized texts in developing students' oral and written foreign language skills is highly significant both theoretically and practically, emphasizing the importance of using innovative teaching methods.

In foreign linguistics, the topic of creolization has received significant attention, particularly in the context of languages that emerged as a result of colonization, migration, and cultural contact. Research conducted on languages such as Haitian Creole (Kreyòl Ayisyen) and various pidgins in the Caribbean has identified key aspects of creolization, including the influence of sociolinguistic factors on the formation of new linguistic identities and the cultural contexts that contribute to the creation of creoles. Foreign researchers mainly focus on describing the structural characteristics of creole languages and analyzing their use in various social contexts. One of the first researchers of a text consisting of several sign systems was the French philosopher, literary critic, aesthetician, and semiotician Roland Barthes (1915-1980). In his work "The Zero Degree of Writing" (1953), [1] he explores the themes of language and writing. Barthes argued that the socially conditioned connotative

meanings of secondary sign systems (images, sounds, videos, etc.) carry a powerful ideological message, complementing or altering the denotative meanings expressed through natural language.

Recently, there has been an increase in interest in creolized texts as tools for expressing cultural diversity and identity. However, there has been a lack of attention paid to the use of authentic creolized texts in the process of teaching foreign language speech. Creolized texts, which are a synthesis of elements from different languages and cultures, offer a unique opportunity for immersion in the language environment and the development of communicative competencies.

In Russian linguistics, the topic of creolization and authentic creolized texts is also beginning to receive increasing attention, although it is less diverse than it is abroad. Research in this area, conducted by scholars such as N. M. Gollandskaya, E. V. Tikhonova, and E. N. Pishcherskaya, focuses primarily on the social and cultural aspects of creolization and their reflection in lexicology and syntax.

However, it should be noted that Russian methodology often lags behind in terms of research approaches, which affects the depth of understanding of creolized texts and their ability to significantly enhance the perception of information presented through the use of audio, video, and images. For example, in the modern press, with its printing capabilities and emphasis on visual appeal, the text-forming role is equally shared by the verbal and non-verbal components of the publication. [2, p. 55].

The verbal part, in turn, due to its written nature, always has a certain visualization in the form of font, size, and color, which affects the perception of information. It is important to note that a creolized text acts as a single visual, structural, semantic, and functional whole, as it aims to have a comprehensive impact on the reader. Creolized texts are present in almost all areas of life, serving as both a means of communication and a carrier of the cultural code of a particular nation, social group, etc. Reflecting the worldview, values, and aesthetic ideals, authentic creolized texts represent the sociocultural aspect of foreign language learning [5, p. 417].

In recent years, domestic methodologists have been paying attention to the
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applied aspects of creolization, emphasizing the need to use creolized texts in the learning process. This work is mainly focused on creating special courses and textbooks that use creolized texts as teaching materials.

Creolized texts are texts in which verbal (language/speech) and non-verbal (belonging to other sign systems) components form a single structural and semantic whole.

The main components of a "classic" (limited) creolized text are the verbal part (caption / label, verbal text) and the iconic, visual, and non-verbal part, which can be represented by illustrations (drawings, photographs, caricatures, etc.), diagrams, tables, symbolic images, formulas, etc. [3, p. 76].

A creolized text has a number of specific characteristics, namely:

- the presence of two or more substructures: verbal and non-verbal;
- high communicative potential;
- complex semiotics, since a creolized text is based on different types of signs: iconic, indexical and symbolic;
- ability to perform a variety of functions: from informative and educational to artistic and entertaining;
- imposing higher requirements on the competence of communicators and addressees [7, p. 56-57].

By calling a text "creolized," we are acknowledging the presence of different sign systems that form an inseparable unity or fusion [4, p. 23]. The structure of creolized texts can vary depending on the communication goals and target audience, making them flexible and adaptable tools for educational purposes. The key element is the interaction between linguistic elements and visual signs, such as illustrations, graphs, charts, and other types of visual information. This interaction reduces the cognitive load on the learner, creating a more intuitive approach to learning.

The use of creolized texts in foreign language teaching becomes particularly relevant in the light of modern pedagogical practices that focus on integrating various types of knowledge and skills. In this context, it is important to consider that creolized

texts can facilitate the understanding of complex concepts and increase motivation for learning. Visual elements not only support the verbal content but also act as independent signs that activate different channels of perception and memory. The combination of verbal and iconic signs contributes to a more multilayered understanding of the material, which is particularly important when learning new language structures and vocabulary.

In educational and methodological complexes for teaching a foreign language, creolized texts perform, first of all, an attractive, informative and communicative function [6, p. 55].

The effective application of creolized texts in teaching also implies the use of modern technologies. Interactive platforms and applications allow not only to create and use such texts, but also to include elements of gamification in the learning process, which makes learning more exciting and effective. Virtual reality and augmented reality provide unique opportunities for creating creolized materials that take the learning process to a new level. These technologies activate visually-oriented learning and provide an opportunity for practical application of language in real or simulated environments.

Thus, creolized texts, due to their structure and diversity, become a valuable tool in foreign language education. The combination of verbal and visual elements contributes to a deeper understanding and retention of language, as well as the development of creativity and critical thinking. It is important to continue researching and developing this approach to ensure the quality of education and meet the needs of modern learners. The increasing use of creolized texts in language learning undoubtedly opens up new horizons for teachers and students, helping them to integrate a foreign language into their activities in an environmentally friendly way.

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