FEATURES OF USE OF THE STRUCTURAL COMPONENTS OF A CREOLIZED TEXT IN AN ABC-BOOK: TRENDS TO CONCEPTUAL INVERSION

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Abstract

The article is devoted to the analysis of the structural elements of creolized texts used in modern educational practice. Creolized texts can have different shape and direction depending on the pedagogical tasks, which they solve. The structural component of creolized texts is the bubble callout. It displays the course of thought and speech of the character. The authors consider the content of ABC-books for teaching reading, published in the Netherlands in 2014 - 2015. Based on the content-analytical study, it is stated that didactic illustrations containing a bubble callouts and used to introduce a new letter (or new letter combinations) differ qualitatively and demonstrate a certain dynamics in comparison with the classical onomatopoeic principle of organizing didactic material. It is noted that the system of didactic illustrations of the input letters is changing due to the inclusion of characters that perform actions with the letter-designated subject. The images of people expressing themselves on a particular occasion, which are replaced by representatives of the animal world, are excluded. With the introduction of letters / letter combinations, the authors do not always focus on the first letter of their name. A distinctive feature of the publications is the introduction of new type of didactic illustrations. Their bubble callouts simultaneously contain the picture and the name of the depicted object.

Keywords: Didactic illustration, alphabet, letter, letter combination, visual image, bubble callout, educational book, inversion, content analysis, the Netherlands.

1 INTRODUCTION

Nowadays there are many new genres of pedagogical editions and artifacts of culture which are also used in educational process. They are applied as components of traditional printing educational texts of various orientation [1, 2, 3] and independently, as audiovisual texts. The concept "creolized text" has entered a scientific sphere which means the combined text comprising verbal and nonverbal components, and also audial components of the text. Comics and caricatures belong to creolized texts. All of them are included by authors in traditional educational texts more often.

Creolized texts can have the most various focuses depending on a pedagogical problem which they solve. As a structural component of creolized texts the bubble callout is used in which the text of the speech of the character of the comic book or the image reflecting the course of his thoughts. Bubble callout can have various configuration and to be presented in the form of a cloud, an asterisk, a heart, a flower, etc. Their form often symbolically reflects emotional tension of the statement - "cloud", as a rule, demonstrates reflection; "asterisk" with many sharp ends, similar to an explosion silhouette, characterizes acute emotional reaction of the character; flowers and hearts symbolize feeling of a favor, sympathy, etc.

During the analysis of the modern educational books for elementary school intended for training in reading multidirectional tendencies are found. A certain letter of the alphabet is, still, offered to be studied on the basis of the picture reflecting easily recognizable subject or the character, the first letter of a name or the name of which causes unambiguous association with this written sign. This principle is the basis for the modern cutting alphabet intended for folding of words from separate letters. In foreign editions of books for training in the diploma there are symbolical images which reflect action with a subject which first letter is thematically connected with the studied letter [4] (Fig. 1).
As it is shown in the graph, the problem of recognition of a letter is complicated as the image of a subject is included by the character who makes action with a subject which first letter of the name is studied. Recognition of this letter is helped by the text of the alphabet which characterizes the represented situation on that page where the studied letter appears for the first time. There are also other approaches to representation of letters in which various characters representing the animal, fantastic or toy world participate. In particular, new letters and combinations of letters are entered through a bubble callout of the creolized text. Therefore more detailed consideration of this approach is of a certain interest.

2 METHODOLOGY

Research objective – to define a qualitative originality of approach to use of a bubble callout of the creolized text in foreign educational books for training in reading.

Empirical object of a research – the texts of textbooks for training in reading children of preschool and younger school age published in the Netherlands [5, 6].

Research methods – the content analysis, interpretation, the comparative analysis, generalization, comparison. When carrying out a content analytical research the semantic category of the analysis and a tally will be in detail described within each stage. For graphic design of results the EXCEL program was used.

The research was carried out in two steps, each of them solved a problem of definition of rate and features of use of the statements which are contained in the bubble callout.

3 RESULTS

The first investigation phase is devoted to definition of the characters participating in representation to students of letters and combinations of letters and rate, calculation of rate of appearance of characters on pages of books for training in reading. For carrying out a research from the general massif of the didactic illustrations presented in two alphabets those from them which had the information messages issued in a bubble callout have been allocated. Category of the content analysis – the character, a tally – the didactic illustration containing the drawing of the character which statements are issued in a bubble callout. Calculation joined all graphs from a cover, a front piece and the text of the educational book. After calculation data were entered about quoted tables and graphically made out in the EXCEL program. Results of the content analysis are presented in the Figure 2.
The characters presenting alphabet letters in the alphabets published in the Netherlands [5, 6]

As it is shown in the histogram, characters whose statements are issued in the bubble callout treat only fauna. A part of didactic illustrations is presented images of the animals repeating in two editions. Mice, dogs and cats treat their number. The most often appearing character of the Letter Boek [5] edition is the bee who comments on behavior of others, narrates about the health and vision of the world. The following fact attracts attention. In spite of the fact that both alphabets contain didactic illustrations on which people are represented, they don't pronounce the word.

The second investigation phase is devoted to definition of features of statements of the characters issued in a bubble callout. Category of the analysis – language forms of statements of characters. A tally – quantity of the didactic illustrations containing certain language forms of statements. After identification, calculation and entering in quoted tables of the EXCEL program data have been issued in the form of the graph (Figure 3).

Figure 3. Language forms of information provided in the bubble callouts of alphabets [5,6]

The graph shows that in two alphabets various approaches to submission of the contents of bubble callout are realized. The Letter Boek edition contains mainly in different degree the developed judgments in the form of the finished offers devoted various subject and which are characterized by logical completeness. Bubble callout contains the statement in the form of five times of the repeating emotionally charged interjection “au!” the character characterizing a condition of a disease – bees. In the same edition lips of a giraffe twice spread the name of the alphabet.
The Rom Pompom [6] edition contains only one statement issued in the form of the offer. It precedes a statement of the main training material, is placed on a frontispiece of the edition and enclosed in lips of a mouse who suggests looking for her in the book.

Feature of two considered editions is active use in the bubble callout of mechanisms of onomatopoeia as phonetic likening to nonverbal sound complexes of animals. In the figure 4 the use of bubble callout for introduction of diphthongs is shown.

"Voices" of animals which represent a diphthong of "au" are widely presented in alphabets: cat ("miauw"), parrot ("koppiekrauw"), bee ("au"); a diphthong of "ou" – a cow ("bou"). There are also cases of introduction of separate letters of the alphabet by means of use of the area of a bubble callout, for example, the letter "k" – a frog ("kwaak"), etc.

It should be noted that the idea to use the onomatopoeic principle when training in the diploma isn't new. It was actively used by Ya. A. Komensky in his illustrated to "the speaking alphabet", the program work reflecting the concept "The world of sensual things in pictures" [7]. According to Ya. A. Komensky's approach, the student first of all has to identify the image of an animal, remember his "voice", compare to record of a letter and remember her writing and a pronunciation.

In the figure 6 two options of introduction of a letter "O" are presented.

The fact that in two alphabets the letter "o" on the corresponding pages is entered by means of an image of a dog and the words "bot" ("bone") in which this letter is not in the beginning, and in the middle of the word is characteristic feature. It is accurately shown by means of reception of
highlighting of this word in the text. Distinctive feature of the Rom Pompom edition is the didactic illustration which bubble callout at the same time contains the drawing and the name of the represented subject.

4 CONCLUSIONS

Thus, in spite of the fact that in a total amount of didactic illustrations of the image, contents a bubble callout as a structural component of the creolized text, don’t take an important place, they play an important role. Characters by means of whose statements communication of authors – creators of didactic texts of alphabets is carried out – with little readers are conducted by means of enough widespread representatives of fauna. The person whose images occasionally appear on pages of alphabets doesn't act as the data carrier or the instructive beginning; his role is modest and imperceptible. For introduction of new letters and combinations of letters the onomatopoeia, and also the associative communications arising at the mention of tastes and preferences of pets is often used. The new moment is also introduction of a letter by means of an illustration of a subject in which name the entered letter is not in the beginning, and in the middle. The significant amount of statements of characters presented in the form of the finished offers and containing estimated judgments can be hardly read and realized by students who by the time of the publication of statements on this or that page not only haven’t learned to read, but have even not studied letters of which the sentence consists of. In general editions are characterized by existence of an element of humour and, certainly, fine printing execution. The moment, problem for researchers, is lack of numbering of pages in all editions that doesn’t allow making full references on images.

REFERENCES


