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STRUCTURAL, FUNCTIONAL AND LINGUISTIC FEATURES OF THE CREOLIZED TEXT

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Abstract: In this article, the phenomenon of creolized text, its linguistic and didactic aspect was studied. During the research, we studied the concept of creolized text, its structural and functional characteristics, identified linguistic and psychological features of its perception. Creolized components also include all the technical aspects of text design that affect its meaning. Creolized text is a complex text formation in which verbal and nonverbal components create a single semantic and functional whole. Creolized text is a complex text formation in which verbal and nonverbal components create a single semantic and functional whole.

Key words: Creolized texts, components, process, combination, complex, foreign language, paralinguistic, linguistic, paralinguistic active.

The creolized text includes two components – verbal (language and speech) and nonverbal components (other sign systems).

The specificity of such a text can be determined in its visual and verbal element, as a single source of information. In the process of creolization of information, meaning formation is carried out simultaneously through two channels so that if one form of presentation of the content is torn away from the rest, it will lose its semantic load. The remaining component does not make sense, either partially represents the information, or interprets it differently. Also, if you change the sequence or pattern of the combination of the two components, you can break the logic of the text [1].

Texts where nonverbal means acquire an important type-forming function are called paralinguistic active. Enclosing some important information for understanding the content, paralinguistic tools become a necessary element for the full interpretation of the text.

Creolized texts are one of the groups of paralinguistic active texts. linguistic French creolized

The term "semiotically complicated text" is also common, which also shows the presence of different sign systems, but may be perceived incorrectly. The presence of paralinguistic elements in the text does not complicate its understanding, but on the contrary, contributes to a faster perception of information or even simplifies its understanding.

D. P. Chigaev gives the term "semiotically enriched text" to characterize heterogeneous texts [1].

Unlike the usual illustrated text, the completeness of information in the creolized text can be achieved by perceiving all the components of the text simultaneously. That is, the components of the creolized text form a single whole both visually and functionally.

Creolized texts include instructions, advertisements, posters, comics, posters, leaflets, as well as texts of newspaper and journalistic, scientific and technical content, illustrated artistic texts and others.

A creolized text is a complex textual formation in which verbal and nonverbal components create a single visual, structural, semantic and functional whole aimed at a complex effect on the recipient.

Based on the studied classifications and methodological literature on this topic, we distinguish such functions of creolized texts:

1. Information function. The purpose of any text, including creolized text, is to convey the necessary information to the addressee. The creolized text does this in a dual form – through verbal and nonverbal elements. Such texts inform students about everyday life, culture, socio-political or economic situation in different countries. Thus, the creolized text mainly reports linguistic and cultural information, which is aimed at the formation of linguistic and cultural competence of students.

2. Communication function. This function consists in the fact that a dialogue with the addressee is carried out through the creolized text. This function is also

related to the priorities of new educational standards, namely the formation of students' communicative competence.

3. Educational function. This function implies the use of creolized text as didactic material to illustrate linguistic phenomena and their use. Creolized texts make it easier to work with the text, since they can be a support for semantics when working with vocabulary and for understanding foreign language speech.

4. Educational function. This function ensures the fulfillment of one of the basic didactic principles – the unity of education and upbringing, which implies the development of human morality based on knowledge. This principle should be one of the criteria for selecting texts for work. Texts filled with ideological and moral content participate in the formation of the student's personality.

5. Expressive function. One of the purposes of language is to express feelings and emotions. So, the essence of this function is to convey the inner state of the creator of the text and to encourage the addressee to share his feelings and emotions.

The creolized text has no significant differences from the homogeneous verbal text. It has the same textual categories: integrity and coherence. Integrity is the unity of the text, the ability to exist in communication as an internally and externally organized whole. Coherence is a meaningful and formal connection between parts of the text. These categories are interconnected with each other.

The integrity of the creolized text is created by the author's communicative attitude, a common theme revealed by verbal and nonverbal means. Thus, verbal and paralinguistic means form a single whole that comprehensively affects the addressee.

Another category inherent in both homogeneous and semiotically complicated text is modality. The concept of modality denotes the speaker's attitude to the message, the assessment of the content of the text. The texts with modality include poetic, journalistic texts. Zero modality is possessed by texts without evaluative character, logical and reasoned, for example, scientific content.

In creolized texts, a significant part of modal information contains nonverbal elements [2].

Some iconic elements can be an independent carrier of a modality, for example, a motivational one in warning road signs. Also, the visual element can act as an emotional argument reflecting the author's assessments (delight, irritation, sympathy, etc.). Vivid personal evaluation is inherent in such genres as caricature (mockery, irony), caricature, etc.

The integrity of the creolized text is manifested in a close combination, interaction of verbal and nonverbal components at different levels: content, language, composition. At the content level, connectivity manifests itself in semantic connections between components. This can be a direct correlation, then the signs of both codes call the same objects and situations. With indirect correlation, the signs of both codes denote different objects or situations that have a thematic or associative connection. In the second case, understanding the message involves activating the interpretative capabilities of the addressee.

The essence of the language level is grammatical unity. At the content-compositional level, parts of the creolized text can be connected internally or externally. In the first case, we are talking about the semantic comparability of the two components. External coherence consists in the visual-spatial correlation of the verbal and nonverbal components of the text.

Thus, a creolized text is a text of a complex form formed on a combination of units of two or more different semiotic systems that enter relationships of interconnection, complementarity, mutual influence, which causes a complex effect on the addressee.

In conclusion of this study, we note that the study of creolized text and the ways of its application in the process of teaching a foreign language is an urgent issue. The modern educational system puts the formation of students' communicative competence as one of the main goals of teaching a foreign language. This competence is manifested in the ability and readiness of the student for intercultural interaction in different communication situations. This goal can be achieved if the communication situations in the lesson correspond to real communication, which can be carried out by building educational activities based on a creolized text.

In conclusion of this study, we note that the study of creolized text and the ways of its application in the process of teaching a foreign language is an urgent issue.

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