

the work of foreign scientists in the field of linguodidactics, theory and methods of teaching foreign languages, such as Ni Komang A., Suwastini N.L., Putu S.A., Merc A. , Budiman P.G., Sada C., Wardah A., Guynes S.A., Kilickaya F., Krajka J., etc.

MATERIALS AND METHODS

The study focuses on the use of comics in the process of learning and teaching a foreign language. In order to analyze the current state of research in this area, an analysis of the literature on the research topic was carried out, as well as a generalization method was used.

Firstly, the topic of the study was chosen. This was followed by two research questions regarding the advantages and disadvantages of using comics in foreign language teaching.

The main method used in the article was a literature review on the topic of learning foreign languages with the help of comics. The review was conducted using Google Scholar, a search engine for scientific publications. The search period was limited to the last ten years, i.e. 2012-2022. The following keywords were used in the search: comics OR second language learning OR foreign language learning OR creolized text.

After collecting the necessary sources, careful reading was continued to collect data on the latest discoveries on the use of comics in language teaching. Evidence, methods, conclusions, and recommendations from individual studies are recorded, and additional information is added on the benefits and challenges of using comics in language teaching. Among the benefits of using comics in foreign language teaching, this literature review highlights the positive impact of comics on vocabulary, grammar, reading and writing skills. Along with the positive effects of comics, problems with writing and speaking skills were also mentioned. To analyze the collected data, a synthesis was made by comparing similarities and differences.

RESULTS

Comics help students to take in information both visually and aurally, which indicates the use of the main methodological principle - the principle of clarity, that is, the perception and conversion of information when viewing comics is carried out in the form of visual synthesis, on the basis of which were created and developed and visual methods of teaching foreign languages. On the contrary, visual materials in the form of comics, which are used as an illustrative support during an exercise or text perception, facilitate the understanding of the meaning of phrases and sentences in the text and, accordingly, their better memorization.

Comics, unlike traditional works of fiction, are a creolized text that uses two (or more) channels of information - stories in the comic genre are told through verbal means and visual effects [2, 54-64]. After all, comics reflect the national character of native speakers - this is an important role for the formation of intercultural competence. Comics also provide a great deal of linguistic and country-specific information about the country of the language being studied, which contributes to the formation of students' ideas about norms of behavior, customs and traditions of the population of that country.

Comics encourage students to communicate in a foreign language and to engage in learning, inquiry, and creative activities. The use of comics in English classes offers a wide range of possible activities. These can be, for example, role-playing, thematic discussions, talking about the types of interaction - work in groups, pairs or individually. The wide range of possible activities allows increasing the students' interest in the learning process. As P.G. Budiman notes, "the use of different information channels (auditory, visual, motor perception) has a positive effect on the strength of imprinting of the country and language material" [3, 1-8]. Imitation of the linguistic environment, reproduction of the speech situation by visual means allow increasing the efficiency of the learning process, in particular the communicative component. Like working with texts, working with comics includes three stages:

- pre-viewing;

- viewing;
- post-viewing.

Accordingly, work with comics is needed to simulate real communication. If the teacher manages to choose the right comics, it allows students to go deeper into the language and socio-cultural environment, there is a need and at the same time an opportunity to form and reproduce different situations. Thanks to the visual base, lexical, phonetic, grammatical material is absorbed much more productively. Also, as noted by experts, it is quite effective to use authentic comics in the reinforcement lessons, as the image and text help to learn the linguistic realities and facts about the country of the studied language [4, 58-72]. Before examining the advantages and problems of using comics in teaching foreign languages, it is necessary to consider the methodology of use. It should be noted that there are many genre features in comics:

- speech “bubbles” / “balloons” with a character's words or thoughts;
- captions, sound-imitating words (boom, pump, pimp);
- different lines, symbols, separators between pictures, etc.

Such visuals contain context clues that instantly give foreign language learners the information they need about the situation and characters. Engaging students in a topic that they are interested in or topics that other subjects are studying is a great way to improve their skills and abilities. Comics and illustrations make this possible regardless of a learner's location in the world. Learners can engage online to read material from different areas of interest to the learner, to engage in writing or speaking about what they have discovered, learned, and shared with other learners in the group who are anywhere in the world. This information helps students at a lower level understand the story more easily than when reading a traditional text, especially one that contains a lot of unknown vocabulary. F. Kilickaya identifies the following principles of learning, which comics have a favorable impact on:

- the principle of communicative and intercultural orientation;
- the principles of clarity and accessibility;
- the principle of age-appropriate learning;
- the principle of stimulating and developing the thinking of students;
- the principle of conscious activity of students;
- the principles of combining different methods and forms of learning depending on the objectives;
- the principle of connection between theory and practice.

There are peculiarities in the application of these principles:

1. The simulation of the linguistic environment through comics is a natural communication, the indicator of which is the communicator's reaction in a particular situation.
2. Visual perception makes it easier for students to understand and relate the speech of the characters and its accompanying parameters of social reality.
3. A wide variety of comics for different age groups, particularly for youth audiences, covering a variety of topics.
4. Due to the students' interest in comics, there is an opportunity to make the tasks more diverse, which stimulates the development of thinking.
5. The accessibility of the material both for searching and for reproduction on various media.
6. Through engagement, students gradually devote time to comics not only within the classroom, but also outside of school.
7. The students' understanding in theory of the speech reactions of native speakers, the development of reflection, interpretation, and imitation skills constitute the methodology of the learning process. The planned results in this case will be the application of this knowledge in practice [5, 161-165].

In addition, the consistency of the image in a comic book is an important aspect of understanding the material. Unlike movies and animation, in which the images change fleetingly one after the other, in a comic book the reader has complete control over the speed of information transfer. In the educational process, this quality of comics will allow the student to set the pace of

learning. Also, comics can act as an intermediate step to learning more complex disciplines. This can be illustrated by the experience of using comics in the early stages of language learning. Based on the considered useful educational functions of the comic strip, we should talk about its broadest didactic potential, which can be used in the teaching of the history of world artistic culture. In addition, there is an opportunity to enhance this potential through the introduction of creative tasks based on the comic book, which will have a particularly beneficial practical value in the study of artistic culture. Since the ability to read and draw a comic strip will help bring the student closer to an understanding of art and the essence of artistic culture. World art culture contains a variety of art forms, which in turn have their own history. It is made up of different eras and the lives and works of many artists of these eras. The abundance of information and numerous sources on this subject can often be intimidating and thus discourage the person who is going to study it. This can lead to some difficulties in the educational process. A solution to this problem could be the use of such a familiar form of storytelling for young people as the comic book.

Many educators talk about the importance of harmony between the learning process and the student's life, and popular culture is precisely an integral part of a person's daily life [6, 53–56]. Therefore, the introduction of comics into the educational process can help to smooth the boundaries between the two areas. Comics can also be used to address socially important issues in today's society in a more familiar way for the younger generation. Also, by using comics in education, teachers can control the quality of the literature consumed by students and thereby foster their critical perception of this kind of media products.

Image-rich, creolized texts also help the reader to remember the events of the story more easily and provide an excellent basis for the development of written language. Famous comics such as “Garfield” or “Drabble”, for example, are narrative and invented, small and accessible texts with elements of everyday life. Thematic comics, which aim to convey specific knowledge, are less common (one's own biography in comic form). There are many ways to integrate comics into the language learning process. Below are just some examples of exercises for speech activities using comics (table 1).

Table 1. Examples of exercises for each speech activity

№	Speech activities	Examples of exercises
1	Reading	<ol style="list-style-type: none"> 1. Reconstructing the correct order of figures in a comic from its individual fragments, its subsequent comparison with the original. 2. Correlation of the replicas of the characters with the frames of the comic strip. 3. Filling in empty speech bubbles and formulating a new ending to the story. 4. Replaying the text in groups using the cooperative reading method. 5. Answering prepared questions orally or in writing to check reading comprehension.
2	Listening	<ol style="list-style-type: none"> 1. Determine the logical sequence (numbering) of frames of a comic strip with erased speech bubbles while listening. 2. Substituting keywords while the text is playing.
3	Writing	<ol style="list-style-type: none"> 1. Adding character statements to the empty dialog bubbles of the comic. 2. Writing a letter to the main character. 3. Writing a script for a mini-movie based on the comic book. 4. Creating your own comic book (based on an existing comic book or an author's comic book, for

		example, on numerous sites for creating comics).
4	Speaking	<ol style="list-style-type: none"> 1. Formulating a hypothesis about the theme of the comic book and speculating about potential developments based only on the first frame of the story. 2. The student is given the role of one of the characters in the comic strip. The instructor or another student asks him or her questions about events that have happened, are happening, or may happen in the future. 3. Making up mini dialogues between comic book characters. 4. Reading the remarks of the characters with appropriate intonation, reproducing them in the form of direct (indirect) speech. 5. Theatricalization of a comic strip.

Thus, based on the above examples, we can conclude the advantages that the value of the comic strip as a teaching material is undeniable as well as its significant impact on the development of the speech and thinking activity of students, which is due to the variety of options for working with it, as well as its specific linguistic features that ensure the effectiveness and efficiency of work in the classroom, namely:

- increasing efficiency, motivation and interest in the learning process (comics captivates, inspires, stimulates creative activity, turning learning into a joyful, meaningful activity).
- simplification of comprehension due to greater visibility: graphic images provide context, sometimes the content is dispensed with language at all, which is especially good for beginner lessons.
- no overload in the class, as the comics in the textbook can serve as an example of diversity («change of scenery»).
- creating an environment for direct collaboration between instructor and student, as well as between students.
- comics are ideal for project-based learning. This also applies to integrating comics into complex country studies, history, or literary assignments [7, 1-11].

One of the most obvious advantages is that students are highly motivated and interested in comic book-based learning. Raising the level of student motivation is difficult enough. Influencing the emotions of people, in particular students, it is possible to convey not only the author's intention more accurately and in detail, but also to absorb information more effectively. Also comics allow you to study the phenomena and characteristics of the country of the studied language, getting information about various aspects of the country. Among other things, the presentation of such information is quite unobtrusive, which allows the visual perception to lead among other communicative means. Comic strips offer a great opportunity to perform analysis based on comparisons of cultural realities and distinctive human behavior in different cross-cultural communication situations [8, 609-613]. In this case, it is important to choose the right comics for this analysis. Comics also provide opportunities for students to actively engage in information retrieval and transformation, optimizing and facilitating their work. Speaking of easier work, we take into account the possibility of working with comics in a more mobile way:

- a snippet can be stopped to review all the dialogues;
- go back to the previous page of the comic, review it again for a better understanding, or skip the periods that do not fit the learning process.

To build a complete picture of the use of comics it is necessary to consider the existing shortcomings of this method of education. One of the disadvantages of comics in education is related to the fact that it is impossible to predict what phonetic, grammatical, stylistic or semantic errors the student will make. Such errors will be detected only in a verbal conversation with a teacher, or in a test. In both cases, to correct these errors will be much more difficult, because the

material has already fixed in the mind, than to do it at the initial stage, the first mistake made. Consider two other negative aspects of students' use of illustration resources, comics in the classroom and at home when doing homework. First, the language of most comics, written primarily for adult use, can be difficult for students to understand on their own. Second, there is the potential for students to find comics on the Internet that are ethically and morally objectionable to them. Education through comics can be considered a one-way form of communication because the learner works independently while the teacher acts as a learning guide. Therefore, it is worth dealing with the disadvantages in terms of a form of communication. The image material combined in comics copies reality, serves as a model, giving with varying degrees of accuracy a representation of the original. Obtained with the help of pictorial images of knowledge provides a further transition to a higher level of knowledge - concepts and theoretical conclusions.

In turn, the problem of using comics in the teaching of English is the difficulty of selecting material. So despite the preferences of modern students to fantastic comics, it is very important to view authentic materials, because the reflection of reality in them is much more authentic. Because of this, students get rejected when reading comic books. However, when watching authentic comics about the lives of ordinary characters, see «live» language, exactly as it is accepted in the country of the language being studied, not adapted. Another disadvantage of learning on the basis of comics is the complexity of the dialect, abbreviations. Since comics is a kind of riddle, to solve which it is necessary to put some effort. By solving this riddle from the complex dialogues, that is, by overcoming the ambiguity embedded in the comics, it becomes clear why it is funny. Since a high school student needs to activate his knowledge of the culture of the country of the language being studied in order to understand the meaning of the comic, he has to put in a lot of effort. In addition, in order to understand why it is interesting, a member of the English linguocultural community needs to penetrate the world of English national consciousness [9, 2452-2459]. Thus, the perception and understanding of comics always involves creative, searching activity, since comics are built on the principle of «deceptive» expectation, since in comics, there is always some inconsistency, exaggeration or hint of something behind the scenes.

Since visual-verbal texts belong to a special category of texts, it is necessary to refer to the general psychological mechanisms of perception and understanding of a coherent text. Taking into account that the meaning of a word includes not only conceptual, but also visual-sensory and expressive components, so images and symbols can be organized into a stable system of relations, which is a categorical system, it duplicates or replaces in some situations the categorical system of natural language [10, 33-49]. The student's active interaction with the surrounding world is carried out through a number of concurrently functioning channels of communication. The leading channels through which information spreads are the visual channel, which has a much higher bandwidth. Thus, knowledge about the world is represented in the student's memory by two independent but actively interacting systems: figurative and verbal, because the external information processed through different channels is integrated in a universal internal code which provides cross-code interaction between the various elements of the information thesaurus. The basic structural elements of the thinking of language forms of communication must be structured, since thinking is a manipulation of stereotyped data structures. The theory of frames as “packets of information” containing concepts of verbal and non-verbal nature and information associated with them is in the center of modern psycholinguistic research, with the word as a linguistic sign considered as a certain «ideal element» that is best associated with the immutable factors from the surrounding world or its individual fragments, and which connects the two levels of consciousness with the memory.

DISCUSSION

Thus, comics are such a means of teaching a foreign language (including English as a foreign language), which best meets the needs of the modern student [11, 183-205]. As far as we consider, comics are able to fulfill the needs of modern learners such as learning through active involvement

in the completion of the text, through game forms of work with the text, through visual-image, not only logical text-oriented perception. In today's learning environment, the use of comics mentioned in the article seems both promising and necessary. We believe that continuous learning and the gradual development of learning strategies will automatically lead to success in combating linguistic barriers and that comics can be fruitfully used in foreign language education, but comics and text must be carefully chosen by the teacher so that they remain understandable to students.

CONCLUSION

The uniqueness and diversity of the elements of the comic strip make it a contemporary phenomenon that lies at the intersection of the arts of literature, the visual arts, and cinema, combining the features of each of them. This fact, as well as the diversity of genres, the breadth of the target audience, and the variety of publication formats make it difficult to build theoretical positions and formulate a definition of the concept of comics. The use of comics as teaching material in a foreign language lesson promotes the interest of students in the foreign language and culture of the country of the language. The following notes are about what does the use of comics in teaching foreign language lessons allow:

1. Increase students' enthusiasm and interest, diversify activities during the lesson.
2. To simulate the language environment, unobtrusively introducing new words, special vocabulary and phenomena.
3. To study the culture and peculiarities of everyday life of the native country and the country of the studied language.
4. To give the content of the educational process a creative, problem-based, exploratory nature.
5. Involve emotional spheres of students and raise the level of motivation for communication, as well as the study of the language in general.
6. To accelerate the process of acquiring new knowledge.

Thus, the student is fully involved in the lesson, experiencing genuine interest, while gaining the necessary knowledge and skills. Comics combine visual and verbal storytelling and are part of contemporary visual culture. Over the course of its existence it has become a familiar part of our everyday lives. Nowadays, comics can offer the reader a huge variety of themes, genres and styles, so students of all ages and interests can find an interesting option for themselves. The prejudiced attitude of some people toward the comic book as a genre is most often explained by their lack of awareness of the topic and the real meaning of the concept of the comic book. The fact that a comic book simplifies the perception of information, in fact, can in no way impair the mental development of the person who reads it, but rather is a great way to interest the reader in a topic, which can certainly be used to improve the educational process. It all depends on the quality of the comic book and its focus.

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Шет тілін оқытуда комикстерді қолданудың артықшылықтары мен қиындықтары

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Қазіргі уақытта шет тілдерін оқыту технологияларының алуан түрлілігі бар. Оқу процесін жеңілдететін және оны өнімді ететін әртүрлі әдістер мен құралдар. Шет тілін үйрену процесін қарқындатудың резервтерінің бірі - бейнелеу құралдары. Шынында да, комикстер, әдетте, ауызекі сөйлеуді қолданады, Диалогтар қысқа, ал комикстерде ұсынылған ақпарат эмоционалды түрде боялған, бұл оны тиімді игеруге ықпал етеді. Комикстерде кездесетін лексика адамның өмірі мен іс-әрекетінің әр түрлі салаларына жатады, бұл комикстерді кез-келген сабақта қолдануға мүмкіндік береді, тек лексикалық тақырыптарды дұрыс таңдау толықтай мұғалімге байланысты. Айта кетейік, оқу комикстерін шет тілі бойынша білімнің қосымша көзі ретінде ғана емес, сонымен қатар оқушылардың өзін-өзі жүзеге асыруы үшін, мысалы, жобалау-зерттеу қызметінің өнімі ретінде пайдалануға болады. Бұл мақаланың мақсаты - шет тілдерін оқытуда комикстерді қолданудың артықшылықтары мен қиындықтарын зерттеу. Мақаланың объектісі - комикстердің студентке әсер ету процесі. Мақаланың теориялық негізі шетелдік және отандық зерттеушілердің ғылыми еңбектері болып табылады.

Түйін сөздер: артықшылықтар, міндеттер, комикс, шет тілі, көрнекілік әдіс, оқыту, принциптер.

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Преимущества и проблемы использования комиксов в обучении иностранному языку

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В настоящее время существует большое разнообразие технологий обучения иностранным языкам. Различные методы и средства, облегчающие процесс обучения и делающие его более продуктивным. Одним из резервов интенсификации процесса изучения иностранного языка являются средства визуализации. Ведь в комиксах, как правило,

используется разговорная речь, диалоги лаконичны, а информация, представленная в комиксах, эмоционально окрашена, что способствует ее более эффективному усвоению. Лексика, встречающаяся в комиксах, относится к самым разным сферам жизни и деятельности человека, что позволяет использовать комиксы практически на любом уроке, только правильный выбор лексических тем зависит от учителя. Отметим, что учебные комиксы могут быть использованы не только как дополнительный источник знаний по иностранному языку, но и для самореализации учащихся, например, как продукт проектно-исследовательской деятельности. Целью данной статьи является изучение преимуществ и проблем использования комиксов в преподавании иностранных языков. Объектом статьи является процесс воздействия комиксов на студента. Теоретической основой статьи являются научные труды зарубежных и отечественных исследователей.

Ключевые слова: преимущества, задачи, комикс, иностранный язык, визуальный метод, обучение, принципы.

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