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THE RUSSIAN LANGUAGE TEXTBOOK AS A MULTIMODAL OBJECT

Abstract. The school textbook has always been the most important tool for organizing the educational process. Many studies by Kazakhstani scholars have been devoted to the issue of the quality of Kazakhstani textbooks. However, most of the research primarily focuses on the verbal component of textbooks, while their visual design is often underestimated. This suggests that the school textbook is not considered a holistic multimodal object, each element of which (both verbal and non-verbal) is intended to contribute to developing students' multimodal literacy. Since the development of educational literature today is carried out not only by scholars but also by practicing educators, there is a need to study teachers' professional attitudes toward the multimodality of textbooks. The article employs a survey method to investigate teachers' evaluative perception of the visual design of Russian language textbooks for the 5th grade from the publishers “Mektep” and “AEO NIS”. The authors found out that teachers transfer their negative attitude towards the verbal component of the textbook to its non-verbal aspect, poorly understanding the didactic potential of the multimodality of the textbook, which hinders their successful work in shaping and developing students' multimodal literacy. In light of the insufficiently high ranking of Kazakhstani students in international studies such as PIRLS and PISA, the results obtained in the article acquire special relevance. Based on the conducted analysis, the authors propose recommendations for solving the identified problem.

Keywords: Russian language textbook, multimodality, multimodal literacy, multimodal text, visual design.

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Орыс тілі оқулығы мультимодальды қабылдау объектісі ретінде

Аңдатпа. Мектеп оқулығы барлық уақытта оқу процесін ұйымдастырудың маңызды құралы болды және болып қала береді. Қазақстандық оқулықтардың сапасы мәселесіне отандық ғалымдардың көптеген зерттеулері арналған. Алайда, жұмыстардың көпшілігі негізінен оқулықтардың ауызша компонентіне арналған және олардың визуалды дизайны жиі бағаланбайды. Бұл мектеп оқулығының біртұтас мультимодальды объект ретінде қарастырылмайтындығын көрсетеді, оның әр элементі (вербалды және вербалды емес) оқушылардың мультимодальды сауаттылығын қалыптастыруға қызмет етуге арналған. Бүгінгі таңда оқу әдебиеттерін әзірлеумен тек ғалымдар ғана емес, сонымен қатар тәжірибелі мұғалімдер де айналысатындықтан, мұғалімдердің оқулықтардың мультимодальділігіне кәсіби қатынасын зерттеу қажеттілігі туындады. Мақалада сауалнама әдісімен мұғалімдердің «Мектеп» баспалары мен «НИШ» ДББҰ-дан 5-сыныпқа арналған Орыс тілі оқулықтарын визуалды безендіру туралы бағалау қабылдауы зерттеледі. Авторлар мұғалімдердің оқулықтың вербалды компонентіне теріс көзқарасты оның вербалды емес жағына ауыстыратынын, оқулықтың мультимодальділігінің дидактикалық әлеуетін нашар түсінетінін, бұл олардың оқушылардың мультимодальды сауаттылығын қалыптастыру және дамыту бойынша сәтті жұмысына кедергі келтіретінін анықтай алды. PIRLS және PISA халықаралық зерттеулеріндегі қазақстандық оқушылардың жоғары рейтингі жеткіліксіз болғандықтан, мақалада алынған нәтижелер ерекше өзектілікке ие болады. Жүргізілген талдау негізінде авторлар анықталған мәселені шешу бойынша ұсыныстар ұсынады.

Кілт сөздер: орыс тілі оқулығы, мультимодальдылық, мультимодальды сауаттылық, мультимодальды мәтін, визуалды дизайн.

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Учебник русского языка как мультимодальный объект

Аннотация. Школьный учебник во все времена был и остается важнейшим средством организации учебного процесса. Проблеме качества казахстанских учебников посвящено немало исследований отечественных ученых. Однако большинство работ посвящено главным образом вербальной составляющей учебников, а их визуальное оформление зачастую недооценено. Это говорит о том, что школьный учебник не рассматривается как целостный мультимодальный объект, каждый элемент которого (как вербальный, так и невербальный) призван служить формированию мультимодальной грамотности учащихся. Поскольку разработкой учебной литературы сегодня занимаются не только ученые, но и практикующие педагоги, назрела необходимость изучить профессиональное отношение учителей к мультимодальности учебников. В статье методом анкетирования исследуется оценочное восприятие учителями визуального оформления учебников русского языка для 5 класса от издательств «Мектеп» и АОО «НИШ». Авторам удалось выяснить, что педагоги переносят негативное отношение к вербальной составляющей учебника на его невербальную сторону, плохо понимают дидактический потенциал мультимодальности учебника, что препятствует их успешной работе по формированию и развитию мультимодальной

грамотности учеников. В свете недостаточно высокого рейтинга казахстанских школьников в международных исследованиях PIRLS и PISA результаты, полученные в статье, приобретают особую актуальность. На основе проведенного анализа авторами предлагаются рекомендации по решению выявленной проблемы.

Ключевые слова: учебник русского языка, мультимодальность, мультимодальная грамотность, мультимодальный текст, визуальное оформление.

Introduction

The school education system in Kazakhstan has been undergoing active modernization since 2005. In 2012, the implementation of the National Action Plan for the Development of Functional Literacy among schoolchildren for 2012–2016 began. Reading literacy is rightly considered as most important component of functional literacy, which plays a key role in the formation of other types of functional literacy, including mathematics, science, finance, global competencies, and creative thinking. Vast experience has been accumulated in the field of developing and assessing reading skills, based largely on materials from the PIRLS and PISA studies. The PIRLS (Progress in International Reading Literacy Study) focuses on primary school leavers, while the PISA (Program for International Students Assessment) assesses the functional literacy level of secondary school leavers. In Kazakhstan, this aspect of functional literacy is actively integrated into the educational process and assessment practices. Thus, the reading literacy test is a mandatory part of the Unified National Testing.

However, despite all the measures aimed at forming and developing the reading literacy of Kazakhstan schoolchildren, according to international studies PISA-2022 and PIRLS-2021, they are significantly inferior to their peers from the countries of the Organization for Economic Cooperation and Development (OECD) in terms of the level of formation of skills to analyze information from a point of view in terms of quality and reliability, identify and study contradictions, critically comprehend the content and form of texts, and form your own reasoned point of view on the issues discussed [1], [2]. The reason for this is seen in an insufficiently systematic approach to teaching schoolchildren to work with text without taking into account and using the latest results of scientific research.

Within the framework of modern approaches to the study of communication problems, such concepts as multimodal text, multiliteracy ('multiple literacy') are introduced into scientific use. According to G. Kress and T. van Leeuwen, multimodality as a property of a text consists of the interaction of various representative elements, such as images and written or oral means of communication [3, pp. 135–152]. Researchers note that multimodality is associated with the process of distinguishing and integrating diverse types of information received through different channels of perception. Therefore, a multimodal text is a text that uses several modalities simultaneously, including auditory, visual, and kinesthetic. The term “multiliteracy” is now actively used along with the phrase “functional literacy” as its synonym, although it is newer for Russian-language sources. This term comes from the English-speaking scientific community and is interpreted as the ability to “read the world” in specific situations and contexts (“specific contexts”), such as technological, industrial, informational, visual, scientific, and technical, media. A group of British scientists, the New London Group, has provided a theoretical justification for multiliteracy, which involves a variety of communication channels and contexts and the growing importance of linguistic and cultural diversity [4–6]. The New London Group argues that all meaning-making in communication (the dynamic interaction of verbal, visual, auditory, gestural, and spatial elements) is multimodal, and this should be taken into account when considering the foundations of multiliteracy.

The school textbook, which today continues to play the role of the most important tool in building the educational process, is both a multimodal text and the main tool for the formation and

development of multimodal literacy. We assume that to successfully perform this function, not only individual exercises in the textbook should be aimed at it, but also all the modes contained in it (font and color processing, navigation system, rubrication tools, illustrative material, etc.). However, the problem is that the attention of the creators of school textbooks is focused mainly on the verbal text component. The non-verbal component is formed solely taking into account sanitary requirements and aesthetic considerations, and not the impact that it can have on the level of multiliteracy of students. This probably happens because school teachers, who today act not only as users of textbooks, but also as their authors, have not formed a professional attitude towards the textbook as a multimodal object, although the high significance of semiotically heterogeneous texts in academic discourse is emphasized in the works of many modern researchers. For example, K.N. Zhapparkulova, Zh.K. Tuimebaev and B.U. Dzholdasbekova note that “a specific way of constructing educational content based on a semiotically heterogeneous perception of reality (broad visibility, interactivity, dialogism, accessibility) increases the effectiveness of the communicative impact on students and ensures the formation of their communicative competence” [7, p. 502].

The problem of the quality of domestic textbooks has been actively discussed in the media and scientific periodicals in recent years. So, F.T. Sametova, analyzing the issue of assessing the quality of school textbooks, describes the content of the existing system of criteria for determining the quality of Kazakhstan textbooks, according to which the examination of textbooks is carried out by assessing the quality of the didactic apparatus and the implementation of the functions of textbooks. The researcher recognizes the importance of the role of the textbook in the formation of functional literacy of students: “Currently, international studies such as PISA, TIMSS, PIRLS, etc. are being conducted to determine the level of quality of education. Their indicators determine the level of quality of education in countries and reflect their competitiveness. Therefore, the textbook materials should be aimed at students obtaining high results in these international studies” [8, p. 95]. A.K. Mynbaeva and G. Sagyndykova, considering the stages of evolution of the school textbook in the world and in Kazakhstan, determine how the textbook and the methodological system of teaching the subject are interconnected [9]. The monograph by A.K. Kusainov “The Theory of Creation and Evaluation of Textbooks” highlights various aspects of the formation of high-quality educational literature, as well as modern requirements for textbooks, principles for the development of modern university literature, the advantages of using electronic textbooks, provides a historical review of the development of textbooks in Kazakhstan and discusses the prospects for a new generation of national educational publications. In addition, ways to solve problems associated with the selection, structuring and presentation of educational material, as well as the possibility of individualization of educational trajectories are proposed [10]. T.A. Konyratbay, G.Sh. Omirbayeva and T.K. Mustapayeva are exploring the possibilities of improving Kazakhstan textbooks on music for students in grades 1–7 [11].

The list of modern domestic studies devoted to the quality of school textbooks is being actively updated with new works, however, despite the importance of multimodality as a key characteristic of an educational text, in Kazakhstani science the textbook has not yet been considered as an integral multimodal object. Therefore, the topic of this article is relevant and novel. The purpose of this study is to measure teachers' professional attitudes towards the multimodality of a school textbook. The results of the work may be useful to developers and publishers of school educational literature.

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multimodality of a school textbook. The results of the work may be useful to developers and publishers of school educational literature.

Research methods and materials

To achieve this goal, the survey method and the method of statistical calculations were used. The material for the study was the results of a survey of Russian language teachers regarding their attitude to the non-verbal component of the multimodality of two Russian language textbooks for the 5th grade for Russian-language schools published by the publishing houses “NIS” [12] and “Mektep” [13].

Teachers of Russian language and literature were selected as respondents because in schools with Russian as the language of instruction, these subjects are tasked with forming and developing “the ability to independently work with various information sources in the language being studied, including Internet resources” [14], that is, the ability to extract and interpret information from texts of different semiotic nature, containing, in addition to verbal, other modes (in particular, this applies to a variety of digital content).

Textbooks for grade 5 are important as an object of assessment, because at this age level of education (grades 5-6) the stage of formation of children's multimodal literacy is completed, after which its development takes place.

Results and discussion

The survey for teachers, conducted using Google Forms, involved 162 respondents. 92 of them work with a textbook by the “Mektep” publishing house, and 70 work with a textbook by the “NIS” publishing house. Teachers were asked to answer 6 questions, the first of which was constructed in a multiple choice format with the “other” option, and the remaining five – in the format of a semantic differential (bipolar graded rating scale). The content of the questions proposed to teachers was as follows:

1. What words would you use to describe the visual design of the textbook (font, color scheme, illustrations)? Select one or more options from the list below:

- Attractive;
- Unattractive;
- Harmonious;
- Ridiculous;
- Interesting;
- Boring;
- Modern;
- Not modern;
- High quality;
- Poor quality;
- Correct;
- Incorrect;
- Effective;
- Ineffective;
- Successful;
- Unsuccessful;
- Did not consider the textbook from this perspective;
- Other (suggest your own option).

2. Do you like the color scheme of the textbook? Rate on a scale from 1 to 5, where 1 – do not like it at all, 2 – rather dislike it, 3 – indifferent, 4 – rather like it, 5 – definitely like it. Skip this question if you did not considered the textbook from this perspective.

3. Do you like the font design of the textbook? Rate on a scale from 1 to 5, where 1 – do not like it at all, 2 – rather dislike it, 3 – indifferent, 4 – rather like it, 5 – definitely like it. Skip this question if you did not considered the textbook from this perspective.

4. Do you like the layout of illustrations in the textbook? Rate on a scale from 1 to 5, where 1 – do not like it at all, 2 – rather dislike it, 3 – indifferent, 4 – rather like it, 5 – definitely like it. Skip this question if you did not considered the textbook from this perspective.

5. Do you like the quality of illustrations in the textbook Rate on a scale from 1 to 5, where 1 – do not like it at all, 2 – rather dislike it, 3 – indifferent, 4 – rather like it, 5 – definitely like it. Skip this question if you did not considered the textbook from this perspective.

6. Do you like the size of illustrations in the textbook? Rate on a scale from 1 to 5, where 1 – do not like it at all, 2 – rather dislike it, 3 – indifferent, 4 – rather like it, 5 – definitely like it. Skip this question if you did not considered the textbook from this perspective.

As answer options for the first question, respondents were offered a list of positive and negative evaluative predicates (according to N.D. Arutyunova’s classification): aesthetic (attractive, unattractive, harmonious, ridiculous), intellectual (boring, interesting, modern, not modern), normative (high quality, poor quality, correct, incorrect) and teleological assessment (effective, ineffective, successful, unsuccessful) [15, pp. 75–76]. Although most axiologists do not classify the adjectives “modern” and “not modern” as evaluative predicates, in the context of characterizing educational literature, the lexeme “modern” acquires a positive evaluative meaning, and “not modern” – a negative one.

According to the results of the survey, which are clearly presented in Figure 1, teachers gave more positive assessment of the visual design of the Russian language textbook of the “Mektep” publishing house. To characterize it, respondents more often chose evaluative predicates with a positive meaning than to characterize a textbook of the “NIS” publishing house. Nevertheless, the most popular characteristic of the “Mektep” textbook was the negative aesthetic assessment “unattractive”, which was chosen by 31% of respondents. The negative intellectual assessment “boring”, which was given by 32% of respondents is in second place. The third position was occupied by the predicate of a negative teleological assessment “ineffective”, a positive intellectual assessment “interesting”, data from 27% of respondents for each. At the same time, 16% of respondents admitted that they did not consider the textbook from this perspective.

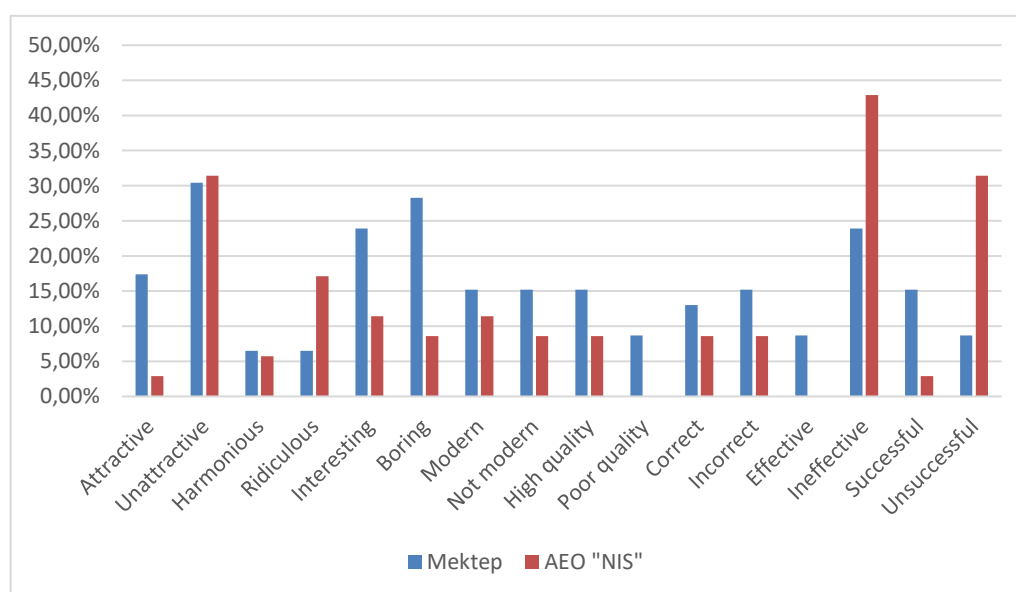


Figure 1 – Verbal assessment of the visual design of textbooks

To characterize the visual design of the textbook of the “NIS” publishing house, the most frequent characteristic was the predicate of a negative teleological assessment “ineffective”, named by 43% of respondents. The evaluative predicates of the negative teleological assessment “unsuccessful” and the negative aesthetic assessment “unattractive” are in second place, respectively by 32% of respondents for each. The predicate of negative aesthetic assessment “ridiculous”, chosen by 18% of respondents, is in third place. 10% of respondents did not consider the textbook from this perspective. Another 10% of respondents, having chosen the “other” option, noted that the visual design of the textbook was not relevant to them, unlike its verbal component.

The predominance of negative assessments in teachers’ descriptions of the nonverbal side of textbooks is probably dictated in part by the negative attitudes existing in the minds of the respondents regarding the verbalized information contained in textbooks. During the conversation at the end of the survey, some respondents admitted that they were initially inclined to criticize the textbook of “NIS” AEO and were disappointed that the survey concerned only the visual side of the textbook. In addition, a more negative assessment of the visual design of the textbook from the publishing house “NIS” AEO, despite its obviously more colorful and modern graphic design, is explained, in our opinion, by the fact that the survey participants were influenced by the stereotype according to which “one’s own” is marked as good, and “someone else’s” is marked as “bad” (when only one of the opposition members of the category is implemented in the text, respectively, either “one’s own” is marked as good, and “someone else’s” is not mentioned, or “someone else’s” is marked as bad, but “ours” is not marked); both “one’s own” and “someone else’s” are marked as good, but it is shown that “one’s own” is better” [16, 74]. The fact is that the visual side of the textbook from the “Mektep” publishing house is designed in the graphic traditions of textbooks of the Soviet era and the first years of the post-Soviet period, according to which the majority of respondents studied. Therefore, the graphic design of this book is perceived by respondents as something traditional, familiar, “their own” and, as a result, is assessed more positively than the physical image of the textbook from “NIS” publishing house, which is quite non-trivial for the surveyed audience. This approach to evaluating textbooks indicates a low level of development of teachers’ multimodal literacy, since they do not consider the educational book as an integral multimodal object, but focus only on its verbal side. This approach indicates insufficiently high professional competence of teachers of the Russian language and literature, since multimodal literacy is part of the professional competence of a teacher.

It should be noted that the textbook is not considered as a multimodal object by textbook specialists, for whom the visual design of educational literature serves mainly an aesthetic function, and its pragmatic orientation remains in the shadows. This idea is confirmed by the remark of A.K. Kusainova: “A textbook must have such physical parameters as to harmonize the reader” [17, p. 105]. That is, even in the works of leading domestic experts in textbook studies, the visual design of educational literature is given a rather insignificant role, while the non-verbal side of the educational book is an important, but often incorrectly or completely unused resource for the formation and development of a student’s multimodal literacy

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An analysis of teachers’ responses to the following questions in the questionnaire is presented in the diagrams in Figures 2 and 3:

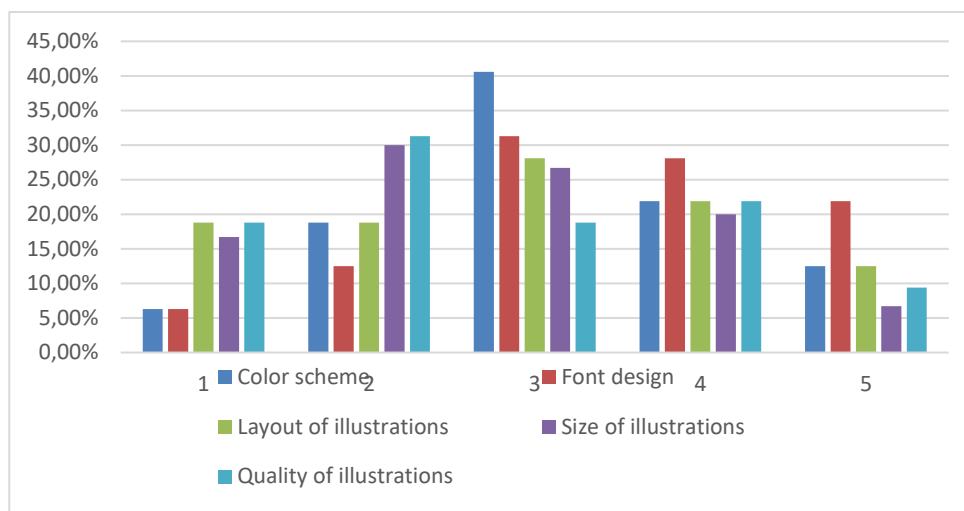


Figure 2 – Scalar assessment of the visual design of a Russian language textbook of the “Mektep” publishing house

The diagram in Figure 2 reflects a scalar assessment of the visual design of a Russian language textbook of the “Mektep” publishing house. Assessing the layout of illustrations, color and font design of this publication, the majority of respondents (28.1%, 40.6%, and 31.3%, respectively) chose 3, indicating an indifferent attitude. To assess the quality and size of the illustrations, the largest number of respondents chose mark 2, which corresponds to the value “rather dislike.”

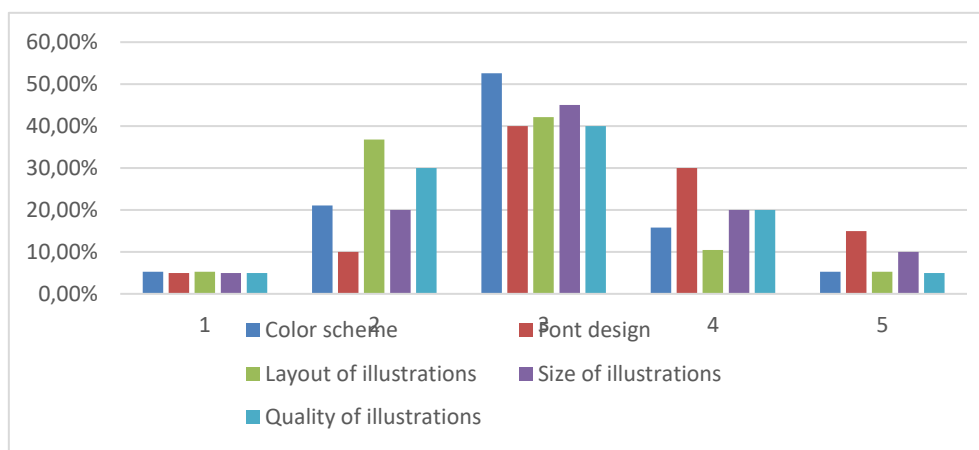


Figure 3 – Scalar assessment of the visual design of a Russian language textbook of the “NIS” AEO publishing house

The diagram shown in Figure 3 demonstrates that in the scalar representation of the assessment of all proposed aspects of the visual design of the textbook from the “NIS” publishing house, the majority of teachers chose a score 3, which corresponds to the value “indifferent.” In addition, respondents chose the extreme degree of both negative and positive assessments least often (from 5 to 15% of respondents for each item), which indicates that respondents used tactics to soften the categorical assessment.

Analysis of the results obtained during the survey allows us to conclude that the majority of respondents have an indifferent attitude towards the non-verbal side of educational literature, which confirms the opinion expressed above about the insufficient development of multimodal literacy among teachers. This attitude stems, in our opinion, from a deep misunderstanding by teachers of the role played by the nonverbal side and the design of the educational book in the formation and development of multimodal literacy of students.

This problem is one of the likely reasons for our country's low rating according to the results of international studies of the level of functional reading literacy PISA and PIRLS. Indeed, to successfully develop the reading competence of schoolchildren, teachers themselves must have this competence, which today cannot be limited to the ability to perceive, extract, and interpret exclusively verbalized information, since in the age of digitalization and visualization of culture, a person in everyday life is surrounded by semiotically heterogeneous texts (advertising, infographics, memes, etc.).

As a way to solve this problem, we propose to develop and introduce special courses on the examination and creation of multimodal educational materials, such as worksheets, and workbooks into the curriculum of pedagogical universities and advanced training organizations for teachers [18]. The goal of these courses should be to develop teachers' skills in working with semiotically heterogeneous, polycode texts, learning to use their non-verbal side for educational purposes, and developing didactic materials in which the elements of different semiotic systems will represent an integral object that most effectively performs its functions.

Conclusion

Thus, the analysis of a survey of teachers of the Russian language and literature showed that the professional attitude of teachers towards the multimodality of school textbooks is characterized by indifference, insufficient understanding of the significance of the visual design of educational literature and underestimation of the didactic potential of its non-verbal component for the formation and development of multimodal literacy of students. Meanwhile, only a comprehensive consideration of the verbal and non-verbal components of a multimodal text ensures its adequate interpretation [19, 12]. The possibility of solving this problem is seen in training future and practicing teachers to analyze and use the didactic potential of multimodality, which should help to improve the quality of educational materials created by teachers (including school textbooks) and increase the level of multimodal literacy of Kazakhstan schoolchildren.

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