

Резюме

Основа дастана «Лейли-Меджнун» в литературе восточных народов лежит в арабской литературе. Автор в статье рассматривает сказания о поэте Меджнуне, данные во втором томе антологии «Китаб ал-агани» («Книга песен»)(Xв.). Опираясь на прямые и косвенные данные, автор статьи пытается установить происхождение, историчность поэта Меджнуна. Также в статье рассмотрены такие источники как «Китаб аш-шир уа ш-шуара» («Книга поэзии и поэтов»)(IXв.) и монографию Ибн Кутайбы «Ахбар ал-Маджнун» («Сказания о Меджнуне и его песни»).

Resume

Dastans “Lejli-Medzhnun” in the literature of east people are based on the Arabian Literature. The author in article considers legends on poet Medzhnune which are given in the second volume of the anthology «Kitab is al-agani» («The Book of songs») (X century). Using the direct and indirect data, the author of article tries to establish origin and historicity of poet Medzhnuna. Sources like «Kitab ash-shir ya sh-shuara» («The Book of poetry and poets») (IX century) and the monography of Ibn Kutajby «Ahbar is scarlet-madzhnun» («Legends on Medzhnue and his songs».) are considered as well.

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**TEACHING GRAMMAR THROUGH COMICS
AND CARTOONS****И.А. Балык***Университет им. Сулеймана Демирела, г. Алматы*

Teaching grammar has always been a problem. This is a language feature that requires concentration, memorizing and lots of practice. Other aspect of a language like writing, speaking and reading comprehension depends on grammar. Linguists for many decades have been discussing the place of grammar in learning a foreign language (FL) – whether it should be taught as a language science or just be acquired naturally in the process of communication. Thus, this dilemma requires investigation the aim of which will be to define if grammar is really a “foundation” of any FL acquisition at the academic level. In spite of some strong points against grammar teaching the majority of teachers stand for its necessity. Whatsoever

according to the research grammar stays to be an essential language skill- “the skeleton” of any language? It must be taught, the question is “how”. After having looked into the main methods and techniques of teaching grammar one the most effective, motivating and engaging, to my mind, is grammar through comics, cartoons and pictures where rules are presented as a story. Pictures have always been used in education as visual aids, the value of which just cannot be overestimated.

The well-known statement – a picture is worth a thousand words – speaks for itself. “Comics” is the term that expresses the way of grammar teaching I suggest in the best way. I guess that this something new in language education, that really needs a lot of investigation. Using comics in teaching a language has been known since 1930s. It was a time of boom for comic books industry. Academia took notice, initiating over a decade of debate, research, and writing on the educational value of comic books. Many linguists, psychologists and language teachers condemned this method. Nevertheless comic books played an important role in developing teaching techniques having proved to be motivating and engaging way to teach. Theoretically comics in education are a challenging aspect that I am going to investigate being full of curiosity and excitement.

A Picture Says a Thousand Words

What the author or columnist might say in a thousand words, the cartoonist is able to sum up in a single picture. This wonderful phenomenon is the substance that creates appeal in all cartoons. In a single image, a cartoon can make us smile, make us laugh, or even make us sigh and shake our heads. The cartoon’s ability to do this often has little to do with the artist’s drawing ability. Instead it is the ability of the cartoonist to make us think, to connect things in new ways, to see below the surface of the picture, and to relate what we see - regardless of the subject matter - to our own lives in some way, that makes the cartoon great [1].

How to Use Cartoons in Teaching

Helping children learn to understand political cartoons can also help them develop critical thinking skills, which inevitably will extend to every area of their lives. Political cartoons, and even the “Sunday Funnies”, are wonderful teaching tools that help give children insight into social and political situations. Children can learn to analyze cartoons, look for subtleties beneath the surface of familiar situations, and gain a better understanding of symbolism, satire, and humor [1].

Cartoons can spark thoughtful conversation, and open the doors for a teacher and the student to discuss current events, social and family life, values, morals, and religious philosophies. They give insight into the world around us, and provide opportunities for genuine and meaningful communication [1].

Pictures, cartoons and comic strips contain elements that please the eye, relax the body, boost conversation, and stimulate writing production in language lessons.

Using cartoons as a springboard develops the skills of grammar and conversation in writing; it stimulates the imagination and results in creative language production [1].

Ideas for Using Cartoons or Comic Strips in ESL and Language Lessons

Cartoons for Direct Speech Practice: An easy and simple activity, yet one worthy of undertaking, is handing out cartoon pictures, with empty “bubbles” in which students have to write the story line. Writing the words of the characters in the picture, demands that students compose the dialog of the speakers. Correct grammar, idioms, imperatives are all practiced when using direct speech [2, 758].

Teaching Narration Methods: Each student receives a comic strip or comic page with empty “bubbles” for speech, and empty squares for narration. This task involves the filling in of both direct speech of the characters and the narration of the situation which is entered into the squares. For example, in the narrative square, it may say, “The night is dark and a lone man walks the streets of the town”, while in the “bubble” the man may say, “What a night! I fear something terrible will happen!”[2, 760].

The teacher can discuss the differences between direct and reported speech, but even without explaining the distinctions, students will probably have a good idea regarding the construction of these sentences, through having been exposed to reading comics from an early age.

A Collage of Cartoons: Using poster board, the class undertakes to complete a cartoon poster. Each student draws and writes the narration and “voices” for their cartoon strip. The strips are pasted decoratively onto the poster. The final product can be put up on the wall of the classroom, or on a student notice board in the school halls [3].

Odd Cartoons: If no one can draw, and comic strips are unavailable, each student can cut up little pictures from magazines. These do not have to match in size or style; the idea is to cut out, for example, a picture of a cat from one place, and a boy from a completely different source. The results will look odd, but amusing. Again, narration and direct speech in bubbles can be practiced just as effectively as if done on more aesthetic or ready comic strips [3].

Finding Comic Strips or Comic Material for Classes

- Old, unused textbooks that have illustrations can be cut up and pasted onto cardboard strips

- Books such as Joan Ashkenas’ *Comics and Conversation* [Jag Publications, 1985] that have pages of comic strips printed just for this kind of activity can be purchased. This kind of book allows for copies to be reproduced

- Newspapers: The teacher can white out the original words and photocopy the cartoon strips.

- Magazines.

- Ask artistic students to draw some cartoons for the lesson. The teacher can keep and photocopy such a collection, and use them in subsequent lessons too.

- Internet cartoons, printed out, copied with words erased, so that students can write their own story.

Note: Any materials used by the teacher should follow the copyright rules of the original artist, website or book [4].

Working with cartoons and comic strips is fun. Many creative ideas can be incorporated. Teachers will find that students add so many ideas of their own, that notes should be kept for following lessons in which the teacher can refer to previous ideas, inventions and interesting results.

Conclusion

Clearly, the five identified strengths of comics - that comics is motivating, visual, permanent, intermediary, and popular - can be harnessed in practically any subject and at practically any grade level. Many innovative teachers have already done so with much success. As the misconceptions of the 1940's slowly fade, both the educational and comics communities look forward to a new generation of educational materials that teach through comics.

REFERENCE

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Түйіндеме

Грамматика – бұл оқушыларды жиі шатастыратын ережелер жиынтығы. Комикстер мен суреттер арқылы оқушылар көп қателеспей, ағылшын тілі қалайша “жұмыс істеу тілін” анықтауға көметеседі.

Резюме

Грамматика - это набор правил, в понимании которых учащиеся часто затрудняются. Комиксы и картинки могут помочь разобраться и представить как “работает” английский.