Using Internet-Memes In Teaching English Grammarto Students Of Pedagogical Programs

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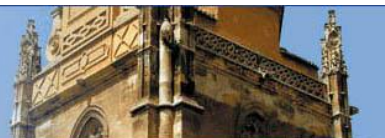
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ABSTRACT

The purpose of this study is to consider Internet memes as a material for teaching English grammar to students of pedagogical universities. The scientific novelty of the study is to analyze the possibility of using Internet memes for training and using grammatical structures in exercises aimed at finding and correcting grammatical errors in the text of Internet memes.

The result of the study is the development of a block of exercises aimed at training the skill of correcting grammatical errors and their justification, which also contributes to updating students' attention to aspects of a particular grammar of the English language.

Keywords: a foreign language; English; teaching grammar; internet memes in learning.

INTRODUCTION

Currently, a large number of new teaching methods and techniques are being integrated into the educational process, some of which are connected with the Internet space. Thus, it becomes possible to consider the use of Internet memes in teaching English to students of higher educational institutions.

The relevance of this study is determined by the need to teach students of pedagogical universities to find and correct grammatical errors in written statements in English. At the same time, due to the complexity of training this skill, it seems possible to use Internet memes to increase the involvement of students in the educational process and more effective teaching of this skill, which is necessary for graduates of a pedagogical university in the direction of training "pedagogical education with a specialization in a foreign language (Chinese) and a foreign language (English)".

To achieve this goal, the following tasks were formulated: the first is to study the Internet meme as a phenomenon of communication in the Internet space. The second task is to highlight the features of the Internet meme. The third task, which is also the practical significance of the study, is to develop a set of exercises using Internet memes, aimed at training the skills of finding and correcting errors in text messages.

To achieve the above tasks, such theoretical research methods as the deduction method, the content analysis method, formalization, the hermeneutic method and the method of generalizing positive and best teaching experience were applied.

The theoretical basis of the study was the publications of Kanashina S. V. [5], Pishkov E. Yu., Smirnov M. [9], and Shchyurin Yu. means of communication in modern media space. Also used were the works of Zagoruiko A. O., Efremov M. A. [4] and Martynova A.S. [8], covering the issue of using the Internet meme as an educational tool.

DISCUSSION

Internet meme is a term of informational discourse. Despite the fact that this term appeared relatively recently, it has become a popular phenomenon in Internet communication [5, p. 84].

Abstracting from the original biological definitions of this term (1967), it can be argued that the Internet meme is "a complex phenomenon of Internet communication, which is a complete, complete unit, with text and a picture in a square frame" [5, p. 85].

The wide distribution of this phenomenon is due to the reorganization and modernization of transmission channels and ways of storing information. Thus, society is constantly striving to form more advanced forms and

methods of speech interaction, as a result of which the Internet meme has penetrated and gained a foothold in Internet communications [9, p. 180].

The phenomenon of an Internet meme is precedent, since it is well known to all representatives of a particular language culture in which this or that Internet meme circulates. To implement the communicative effect of an Internet meme, it is also necessary to restore cultural connotations and determine the associative connection [9, p. 181].

At the same time, it is important to note that memes have different cultural sources, as a result of which there is a tendency for constant transformation. Moreover, Internet memes, being a product of human activity, broadcast the worldview of their creator on the Internet [9, p. 181].

Thus, the features of the Internet meme include:

1. Specific national-cultural component;
2. Cultural stereotypes and phenomena of modern reality;
3. Relevance, expressed in the creation of Internet memes based on informational occasions;
4. Unconsciousness outside the cultural context;
5. Referentially limited audience;
6. Linguistic difficulties[9, p. 184–185], [10, p. 34], [2, p. 52].

Internet memes are also associated with the use of language as an achievement of creative or aesthetic goals, which are realized in the form of a setting for a comic effect [10, p. 34]. Thus, Internet memes, due to their special nature, often become viral, which also contributes to their wide distribution.

Initially, each Internet meme is mainly designed for a specific reference group, however, while transforming, it captures the attention of other people through cultural diffusion, becoming the product of the communicative influence of an increasing number of people [1, p.215–216].

Thus, each participant of the Internet space gets the opportunity to create and transform their own messages through the creation of Internet memes and, thus, join the collective culture of a particular language community [3, p. nine]. Speaking about the transformations observed in Internet memes, it should be noted that they can be both grammatical and lexical [9, p. 183].

It is also important to emphasize that due to the collective nature of the product, in the interpretation of Internet memes, su

Pic. 1 – meme for task 1

Pic. 2 - meme for task 1

Correct answer: meme #1.

Rationale: the verb to be should change by person, it would be correct to say "Monday mornings are like", because the subject mornings has a third person and plural.

It is important to note that this task uses common memes with a grammatical error, which causes additional difficulties for students. Thus, the need to justify the choice encourages students to intensify mental activity and memorize the correct form of the grammatical construction.

2. Find and correct the mistakes in the following memes using classical Grammar (Figure. 1, Figure 2)

Pic. 3 – meme for task 2


Pic. 4 - memktask2

Answer Figure 3: I'm gonna tell my kids this was Abraham Lincoln / I'm going to tell my kids this was Abraham Lincoln. An English sentence cannot exist without a subject and a verb.

Answer Figure 4: so hilarious, so funny, much laughter. So is used only before adjectives, such before nouns, much before uncountable nouns, and many before countable nouns.

3. Divide the students into two groups, the first one should prove that the text of the memes is correct, the second group should object it(Figure 5, Figure 6)

Pic. 5 – meme for task 3
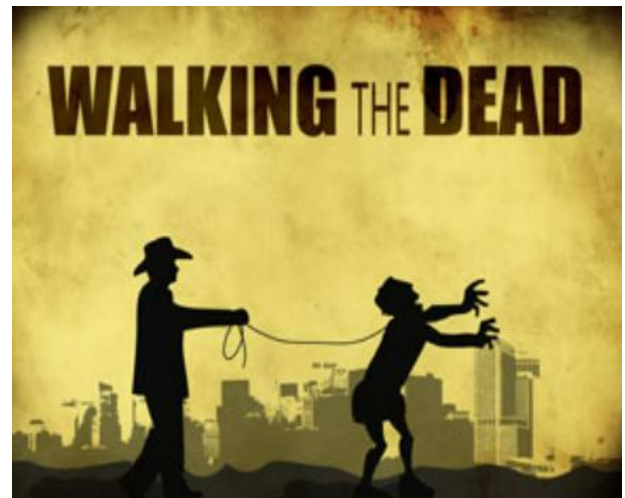
Pic. 6 - meme for the task3

This task does not imply a correct answer, it is aimed at communication of students and carries a humorous connotation. So, during the discussion, students will use the text of an Internet meme and discuss the grammar presented in it, which will draw their attention to the grammar of "the article the" and "noun after the word more". Thus, it seems possible to update the previously covered material and consolidate it at the stage of application.

This set of exercises includes exercises arranged according to the principle of increasing complexity and involvement of students in the communicative process. It is worth paying special attention to the fact that the proposed exercises are examples in which teachers can develop their own tasks, including one or another grammatical construction.

Summarizing the above, it can be argued that Internet memes can be used in teaching grammar to students of pedagogical universities with an emphasis on finding and eliminating grammatical errors. At the same time, students learn to explain grammatical errors, which is an important part of their future professional activities.

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