Original Contribution

THE LINGUODIDACTIC CASE THROUGH THE PRISM OF THE COMMUNICATIVE APPROACH TO THE TEXT

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ABSTRACT

The article examines the use of linguistic didactic case studies in the teaching of students of pedagogy at Trakia University – Stara Zagora, Bulgaria. The specificity of their educational content is tied to the application of the communicative approach to the text. Qualitative analysis of the created texts as well as descriptive statistics is applied. A high level of solving the cognitive task (dimension of goal-setting *conceptual* knowledge) by the future teachers was found. The trend is also maintained at the other three dimensions, with nearly two-thirds of the surveyed persons dealing with case studies – part of their language-didactic training, linked to textological issues in the pedagogical interaction with children aged 3 to 7. Educational tasks aimed at a *procedural* dimension were the most difficult for a relative proportion of students (29%), followed by those related to remembering and understanding *factual* knowledge (18%), as well as case studies related to *metacognitive* knowledge (15%). This way of working primarily aims at the creative application of competences for planning pedagogical interaction in the educational environment of the kindergarten in the field of linguistic-literary discourse.

Key words: semantics, Bulgarian language, linguodidactics, pre-school age, pedagogical competence

INTRODUCTION IN THE RESEARSH

In the modern world, alternative ways of renewing the interaction with students are being sought. The role of the new looks at the university training of future teachers as individuals who will multiply their competence in the educational environment are significant. In this context, the key concepts in the present study are the textual linguistic concepts *text* and *semantics* in their casual connection with linguodidactics. Within the framework of the communicative approach, the concept of *text* is understood as any complete entity that can perform a function in communication. The linguistic text is seen as *a product* of social interaction and *a component* of the communicative situation. The global meaning of the text, which is achieved during its interpretation, is linked to the concept of *semantics* (1). It is considered from the perspective of a "cultural-competence approach, structured through educational and _

creative activities" (2). This implies the reception and production of texts, which can be non-linguistic as well, for example, works of art (without necessarily being tied to speech). In modern language didactics, pragmatic characteristics of the study of the Bulgarian language are considered when working with text (3). Studies examine the reception and production of dialogic and monologic typology: in pre-school children (4); in secondary-school students, including those with special educational needs (5-7); in pedagogical students (8, 9). A qualified teacher of children is expected to be "a factor in the child's development" (10). When ranking the educational cores from the "Bulgarian language and literature" directions of the state educational standard (11) in terms of speech development, children's teachers give first place to the educational core "Connected speech" (12). In the present study, textual linguistic issues are presented, refracted through the prism of didactics and tailored to the specifics of pedagogical interaction with pre-school children.

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METHODOLOGY OF THE RESEARCH

In the research procedure, the professional-pedagogical competence of students in a private didactic plan is diagnosed through their competences for extracting semantics from a text, such as the case studies of a text-linguistic nature. ***The purpose** of the research procedure* is to analyze the specifics of the educational process in the application of a complex of linguistic didactic cases in the training of students who are preparing to become kindergarten teachers. The aim is to provoke their creative activity through the training in the implementation of the pedagogical interaction. A complex of **10 case studies** with the following characteristics is attached: 1. reflecting the communicative approach to the text; 2. with use in the educational process of students – future teachers of children; 3. with an application within the framework of their language didactic training in a digital environment; 4. with graphic systematization in a specially made form, concentrating in itself the communicative approach to linguistic didactic issues.

The diagnostic toolkit was applied to the following *research contingent*: 55 students from the educational and qualification degree "Bachelor" at Trakia University, the Faculty of Education, specialty "Pre-school and Primary School Pedagogy", part-time education, at the end of their training in the discipline related to mastering private didactic knowledge in the field of linguo-literary discourse in pre-school education.

Based on the goal in the research, the following **criteria for the selection of the research material** were formulated:

- **Criterion 1 (Factual knowledge):** *knowledge* **and** *understanding* of the semantics of key concepts in the linguistic-literary didactic discourse, linked to textological issues;
- **Criterion 2 (Conceptual knowledge):** *application* of knowledge about the relationships between concepts in the linguistic-literary didactic discourse, linked to textological issues;
- **Criterion 3 (Procedural knowledge):** *analyzing* of knowledge from the linguistic basis in the linguo-literary didactic discourse, linked to textological issues;
- **Criterion 4 (Metacognitive knowledge):** *evaluating* the importance and application of methods and strategies in the creation of

a plan for pedagogical interaction in the linguistic-literary didactic discourse, linked to textological issues.

***The purpose** of application of the complex of linguodidactic cases* was derived as a function of the semantics embedded in their conceptual core.

Semantic core of *linguo-didactic case study No. 1*: Discovering the correspondence of "Connected speech" with other cores of the state educational standard for educational direction "Bulgarian language and literature" in pre-school education: Bulgarian language ("Dictionary", "Grammatically correct speech", "Sound culture") and Literature ("Perception of a literary work" and "Recreation a literary work"). **Main goal:** orienting the student in ***the connections between the concepts*** in the educational content of Bulgarian language and literature in pre-school education.

Semantic core of *linguo-didactic case study No. 2*: Determination of the age threshold for inclusion in the educational content in the kindergarten of the concept of types of texts (reproductive and productive), of the plan of the future oral text (in a practical plan), as well as of the title of the text. **Main goal**: eliciting an understanding from the student regarding ***orientation in the specifics of the educational content*** in the different age groups according to the state educational standard.

Semantic core of *linguo-didactic case No. 3*: Commenting on a text excerpt (dictionary article) about the essence of the key term *text* in the thesaurus of the used cases, emphasizing its function in the communicative process. **Main goal**: ***extraction of meaning*** by the student from a text with issues related to linguodidactics.

Semantic core of *linguo-didactic case study No. 4*: Arguing the choice of basic methods in the educational process for creating texts in the kindergarten: *imitative* (creation of texts by model); *communicative* (creating an imaginary speech situation/selection from real life situations); *constructive* (synthetic methods of constructing texts); **Main goal**: *selection* by the student of the ***main group of methods*** for creating texts in pedagogical interaction with children of pre-school age.

Semantic core of *linguo-didactic case study No. 5*: Determining the leading communicative strategies to the text that pre-school children should master at a high level at the end of pre-school education, namely, strategies for

communicating through text: conducting a dialogue taking into account the communicative situation and its components (*dialogical connected speech*); application of various text-generating techniques in an artificial speech situation created by the teacher (*monologue connected speech*); reflecting certain social norms in the text (*speech etiquette*); listening with text comprehension (*literature reception*); a creative re-creation of a text (*artistic word*). **Main goal**: student *assessment* of the role of ***leading communicative strategies*** for the speech development of the child through text in pre-school age.

Semantic core of *linguo-didactic case study No. 6*: Diagnosing the competencies for reorganizing components in a new model, subject to the requirements in the application of communicative methods for creating texts. **Main goal**: *connection* by the student *of the **phases in the speech activity*** (orientation, planning, implementation, controlling) ***with the requirements for the application of communicative methods*** in the creation of texts, where the product should be a *function* of: the child's need – reaction to the speech created by the teacher situation; authentic and personally/socially relevant material; the communicative purpose; the mastery of the means of speech to achieve the communicative intention.

Semantic core of *linguo-didactic case study No. 7*: Completing the missing part of dyads and triads when classifying concepts: *speech activities* (receptive and productive), *connected speech* (dialogic and monologic); *main text types* (descriptive, narrative, argumentative). **Main goal: *recovery of memorized linguistic didactic information*** in a given context.

Semantic core of *linguo-didactic case study No. 8*: Determining the beginning of methodological work in pre-school education in the creation of speech products with different text-generating techniques: *descriptive, narrative, argumentative, for creating informative and stimulating speech*. **Main goal: *to bring out the degree of understanding*** by the student regarding the age capabilities of children in the kindergarten regarding the production of text.

Semantic core of *linguo-didactic case study No. 9*: The student's choice of options for methodical work of the kindergarten teacher in connection with text communication. Reference points for creating a text are provided: the title of a literary text or its opening; the juxtaposition of works by the same author or on one topic by different authors; using a hypothesis like *What would happen if...?* upon reception of a fairy tale text. Argumentation of the student's preferred choice. **Main goal:** diagnosing the competencies for ***linking of provided methodological options with the creation of motivation for the creation of a text*** within the pedagogical situation as the main form of interaction with children of the pre-school age.

Semantic core of *No. 10*: Ranking of texts those children can create as a result of communication with the student's self-selected literary text, according to their potential for interactions of semantic concepts. **Main goal:** diagnosing ***the competencies for planning a pedagogical situation including the creation of texts*** resulting from literary communication with a source text.

In the application of case studies in the educational process of future children's teachers (**Table 1**), as a specificity of the research material, the performed goal setting was derived according to *the taxonomy of Anderson and Krathwohl* (13).

Table 1. *Goal-setting in the application of cases in the educational process of future teachers of children (according to Anderson and Krathwohl's matrix)*

The Knowledge Dimension	IMPLICIT COMPETENCIES OF FUTURE TEACHERS, verbally expressed through the actions of the students					
	Remember	*Understand*	*Apply*	*Analyze*	*Evaluate*	*Create*
A. Factual knowledge	Case study No. **2, 7, 8**	Case study No. **9**				
B. Conceptual knowledge			Case study No. **1**			
C. Procedural knowledge				Case study No. **3**		
D. Meta-cognitive knowledge					Case study No. **4, 5, 6**	Case study No. **10**

RESULTS AND DISCUSSION

We assess the level of solving the cases by the students in the diagnostic procedure primarily in a qualitative aspect, taking into account the dimension in the creation of a text as a response to the cognitive task corresponding to the communicative intention: verbalization of an exposition of a private didactic nature.

Below are presented *the outlined trends* in mastering text-linguistic issues in a linguistic-didactic aspect based on the conducted research, and they are structured according to the applied dimension in goal setting.

A. Cognitive dimension *Factual knowledge*

When solving **case study No. 2**, the students of pedagogy correctly orient the beginning of the creation of *retellings* of a reproductive nature in pre-school age to the capabilities of 3-5-year-old children – a total of 65%, and even more definitely – the creative retellings to 5-7-year-old children (total 84%). The beginning of the methodical work in the kindergarten for the *titling of the text* during its creation is mostly related to the pedagogical interaction with the 4-5-year-old children (31%), and its planning – with the 6-7-year-old children (38%).

In **case study 7**, it was found that the types of speech activities, and related speech did not make it difficult for the students and all the examined persons coped with the classification of these concepts. The same does not apply to the main text types (*descriptive, narrative, argumentative*), which were not indicated when solving the case by more than half of the studied students – 52%. They do not receive correct verbalization (35%), as they are too often tied to the genre names of the texts created by children of pre-school age. We can summarize that certain problems have been found in the ***recovery of memorized linguistic didactic information*** in the context provided to the students.

When solving **case study 8**, the following can be observed: over half of the students (53%) associate the beginning of the application of the descriptive text-generating technique with the pedagogical interaction with 3-4-year-old children, as it mainly implies the provision of visual support (text by perception). When using the *narrative text-generating technique*, over 40% of the respondents have a clear preference for the age range: 44% is the relative share of students who target the second kindergarten age group (4-5-year-olds) when it comes to *texts on*

observation and for *texts by memory* (42%), and for 5-6-year-old children – in the production of texts based *on imagination* (45%). Again, over 40% is the relative share of students (42%), who associate the beginning of the application in the pedagogical interaction of an *argumentative text-generating technique*, implying an answer to a question related to the content of a literary text (*Why?*), with the work with 4-5-year olds. The next age group of pre-school education is oriented by future teachers when it comes to creating texts for *a letter* (49%), as well as for *an invitation* and a *greeting card* (45%), with the teacher writing down the text created by the child.

In **case study No. 9**, more than half of the students (56%) prefer the option where the teacher can use a story of the type *"What would happen if..."* created during the communication with the text (as a stage of deepening the perception of a fairy tale). It is followed by a variant in which the title, beginning or end of a literary text serves as the starting point for the creation of a text (20%). A small number of students turn to the other two options for provoking the creation of a text: from different works by the same author, or on one topic by different authors. The majority of students (60%) demonstrate their skills in constructing an argumentative text on a linguistic didactic topic by motivating their preference for a methodological option.

B. Cognitive dimension *Conceptual knowledge*

In case **study No. 1,** the students see the importance of the following educational cores from the state educational standard in communication through texts: the educational core "Vocabulary" is placed in the first place – 58% (expression of understanding of the verbal fabric of the text), followed by "Grammatically correct speech" – 22% (the grammatically correct formation of sentences as segments of the entire text), "Recreation of a literary work" – 18% (recreation of the text as a function of the interpretation of a literary text is considered), "Sound culture" – 15% (correct sound pronunciation as part of the production of an oral text, such as children of pre-school age create) and "Perception of a literary work" – 13% (verbalization of one's own text as a result of communication with a primary text).

C. Cognitive dimension *Procedural knowledge*

In the cognitive task of extracting meanings by the student from a text (reading comprehension) in **case study No. 3,** slightly more than 2/3 of the students achieve a successful result. However, a significant number of them (29%) do not proceed to solve the case study, in which information extraction from a scientific text related to the communicative approach to the linguistic unit with the highest rank in the linguistic hierarchy is involved.

D. Cognitive dimension *Metacognitive knowledge*

In **case study No. 4**, 51% of the researched persons turn to the *constructive group of methods* for creating texts in the pedagogical interaction with pre-school children, insofar as they also involve visualization, 44% prefer the *communicative ones*, and 15% is the relative share of students who, taking into account the age characteristics of children in the kindergarten, mainly rely on *imitative methods*, implying the creation of texts according to a model. It is necessary to underline the importance of all three groups in the pedagogical interaction, which is embodied in the understanding of students, with some of them targeting more than one group.

In **case study No. 5**, the following was found: 63% are directed to the formation of skills in pre-school children of dialogical connected speech; 32% associate successful communication with the use of communication strategies with the application of certain social norms reflected in speech etiquette, and respectively 27% and 18% of the studied students rely on the recreation through the means of artistic speech and active listening during the reception of a literary text.

The following results were reported during the implementation of **case study No. 6**: 58% is the relative share of those who connect *planning* when creating texts with the significance of the material itself; 42% of the students mostly associate *the realization* with mastery of the language tools in order to achieve the communicative goal, as well as with *orientation* for 33% of them; 38% associate *controlling* with the statement that the child's text should be a reaction to a need that is embedded in the speech situation itself. Thus, the statement about the need for the text to achieve its role in communication does not receive enough

approval from the students to be able to take a leading place in connecting the phases of speech activity with the requirements for the application of communicative methods in the creation of texts.

Case study No. 10 demonstrates a higher level of complexity, implying the planning of pedagogical interaction with the inclusion of the creation of texts arising from literary communication with a source text (of the student's choice). No preference for a specific genre was found: 42% of the surveyed persons were directed to the fairy tale and the poem, and 4% to the story. Irrespective of the specifics of the genre, students primarily orient themselves to the texts based on *imagination* (29%), followed by those based on *visual support* (20%), *description* (18%), on *experience* (15%) and lastly – on *verbal support* (5%). The same result was found for the students who chose the fairy tale to be the focus of the pedagogical situation, and for those with lyrical texts, the first and last positions remain analogous, with the second place being for the descriptive texts, insofar as the lyrical texts selected by the future teachers are mainly with the concept of "nature".

A high level of solving the cognitive task (dimension of goal-setting *conceptual* knowledge) by the future teachers was found. When ranking the cases in the research procedure by difficulty according to the results found, the case related to **procedural knowledge** (analyzing a text on a text-linguistic topic with a direct connection to didactic knowledge) is the most difficult for 29% of the researched persons, with the **factual knowledge** of 18% of them (a variant of methodical work of the kindergarten teacher in connection with text communication), followed by the case study at the dimension of **metacognitive knowledge** with 15% (creating a project for a form of pedagogical interaction). **At a high level, nearly two-thirds of the students deal with the case studies** – part of their linguistic didactic preparation, linked to textological issues in the pedagogical interaction with children aged 3 to 7.

The balanced use of case studies in the education of future early childhood teachers with goals oriented towards the *lowest* and *highest* stake dimensions in *Anderson and Kratoul's taxonomy* is demonstrated in **Figure 1.**
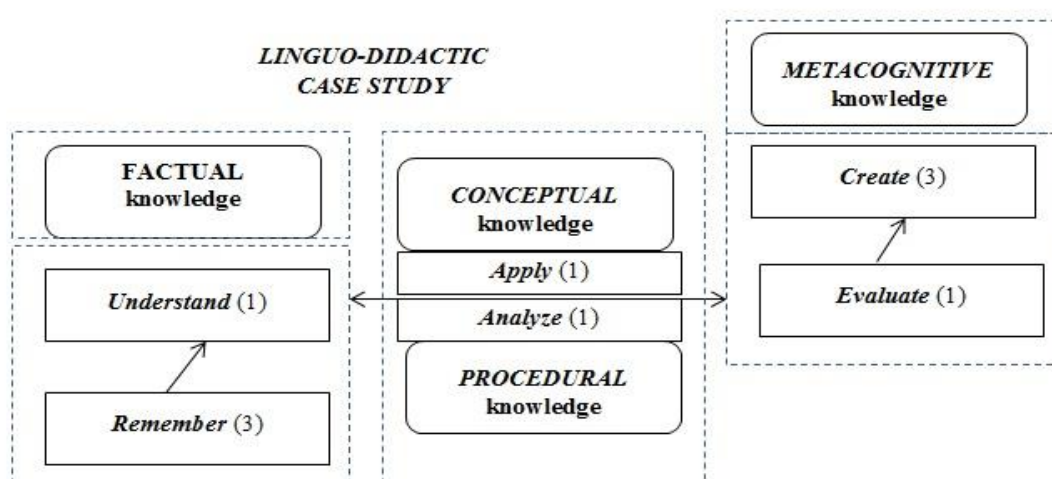
Figure 1. Balance between *initial* and *final* level in mastering linguo-didactic educational content

CONCLUSION

We see the advantages of the application of the research material in the education of future teachers mainly in the creation of a situation in the education of students with a problematic nature. The aspiration is the achievement of creative application of competencies for managing the process of pedagogical interaction with pre-school children. For this purpose, case studies of a linguo-didactic nature, dedicated to text-linguistic issues, are used. The aspiration is to achieve the highest dimension of knowledge – at the ***metacognitive dimension*** – through the actions of students to **create** a quality educational product related to pre-school age.

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