

MEDIA TEXT AS A BASIS FOR THE DEVELOPMENT OF CRITICAL THINKING IN TEACHING A FOREIGN LANGUAGE

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Annotation. The ability to effectively evaluate and use information will help representatives of the younger generation to make informed decisions, avoid manipulation and be more successful in their professional and personal lives. The author of the article substantiates the possibility and necessity of working with media text to develop students' critical thinking when learning a foreign language. The article provides a scheme for analyzing the newspaper media text and students' comments on the materials of the analyzed article.

Keywords: *media text, analysis, critical thinking, scheme of analysis, comments.*

Аннотация. Умение эффективно оценивать и использовать информацию поможет представителям молодого поколения принимать обоснованные решения, избегать манипуляций и быть более успешными в профессиональной и личной жизни. Автор статьи обосновывает возможность и необходимость работы с медиа текстом для развития критического мышления студентов при изучении иностранного языка. В статье приводится схема анализа газетного медиа текста и комментарии студентов по материалам проанализированной статьи.

Ключевые слова: *медиа текст, анализ, критическое мышление, схема анализа, комментарии.*

Annotatsiya. Ma'lumotni samarali baholash va ulardan foydalanish qobiliyati yosh avlod vakillariga ma'lumotli qarorlar qabul qilishga, manipulyatsiyalardan qochishga va professional va shaxsiy hayotda yanada muvaffaqiyatli bo'lishga yordam beradi. Maqola muallifi chet tilini o'rganishda talabalarning tanqidiy

tafakkurini rivojlantirish uchun media-matn bilan ishlash imkoniyati va zarurligini asoslaydi. Maqolada gazeta media matnini tahlil qilish sxemasi va tahlil qilingan maqola materiallari bo'yicha talabalarning sharhlari keltirilgan.

Kalit so'zlar: *media matn, tahlil, tanqidiy fikrlash, tahlil sxemasi, sharhlar.*

INTRODUCTION

The global goal of any educational system is to prepare the younger generation for full participation in all spheres of society. To achieve this goal, the educational process should be built taking into consideration the peculiarities of the development of a modern multicultural society, which is characterized, firstly, by the multiplicity of interacting languages and cultures, and secondly, by the multiplicity of texts and text formats circulating in the global information space created by modern mass media.

The dissemination of deliberately prepared materials of social and personal importance between different groups and individuals through technical means is a process of media communication. One of the tools of media communication is the media text [1]. Russian scientist G. Ya. Solganik gives the media text the following definition: this is a type of text belonging to the mass media, characterized by a special type of author (the fundamental coincidence of the producer of speech and its subject), a specific textual modality (open speech, a diverse manifestation of the author's self), designed for a mass audience [4].

Kuzmina, N. A understands the media text as a dynamic complex unit of the highest order, through which speech communication is carried out in the field of mass communications"[3].

The term media text originated in the 90s of the XX century in the English-language scientific literature. It has become widely used in research on mass communications. Foreign experts (A. Bell, T. van Dyke, M. Montgomery, N. Feyerklaf, R. Fowler) studied both the functional and stylistic features of the media language, the typology of media texts, and linguistic and media technologies. At the same time, as it often happens in the history of science, the new, Western terminology has organically joined with the domestic tradition of studying

journalistic style, psychology of mass communication, text generation and the language of the media, represented by the names of A.A. Leontiev, T.M. Dridze,

S.I. Bernstein, A.N. Vasilyeva, D.N. Shmeleva, V.G. Kostomarova, Yu.V. Rozhdestvensky, Ya.N. Zasursky, G. Ya. Solganika, N. N. Kokhteva and others.

Media texts are intensively used in the process of training specialists in the field of foreign languages (teachers, translators, specialists in intercultural communication). They are considered as an authentic source of up-to-date information of a linguistic, socio-cultural, linguistic and cultural studies, which invariably arouses the keen interest of subjects of learning, thereby ensuring a high level of motivation and involvement of students in the process of educational interaction.

Recognizing the undeniable value of foreign language media texts in the process of learning a foreign language, it should be noted that every modern person living in a mediatized space should be ready to navigate it, find the necessary information, be able to fully perceive, evaluate media texts, understand the socio-cultural and political context of the functioning of media in the modern world, code and representative systems, that is, to be media-competent [6].

According to A.V. Fedorov, "a person who is not prepared to perceive information in its various forms cannot fully understand and analyze it, is unable to resist the manipulative effects of the media (if such manipulation takes place), is not capable of independent expression of his thoughts and feelings" [5].

Under the critical analysis of the media text, we propose to understand the thought process of identifying the properties and characteristics of media production as a whole, its components and elements in the context of personal, socio-cultural and author's position, assuming a full-fledged perception of the media text; the ability to group facts, properties and phenomena, classify them, reveal the essential aspects of the studied media production, its internal structure [6].

The main purpose of the article is to show the possibility of using newspaper media text as a basis for the development of students' critical thinking.

METHODS AND METHODOLOGY

The concept "media text" involves mastering knowledge on the following issues:

- type and genre of media text;
- the topic and subject of the media text;
- the author and the audience of the media text;
- narrative structure (beginning, plot development, ending);
- verbal, auditory, visual, graphic, multimedia means and ways of conveying meaning;
- explicit and implicit content;
- the nature of interaction with the audience.

To gain a more profound and richer understanding of the media text, to develop students' ability to analyze media text, we resort to a media text analysis scheme that focuses on the practical development of students' certain set of skills.

SUGGESTED PATTERN OF MEDIA TEXT INTERPRETATION

1. Title, author, source and date of publication.
2. Type (news article / analytical article / mixed type containing both news and its analysis, feature articles).
3. Topic, theme and (for analytical articles) message.
4. Content (main information).
5. Structure:
 - 5.1. textual composition and layout (title, subtitle, lead, text (further divided into introduction/main body/conclusion or several entitled parts), cuts, comments, pictures);
 - 5.2.a. (for news articles) the narrative structure (straight-line, inverted, complex, frame);
 - 5.2.b. (for analytical articles) argumentation structure (number, order and types of arguments, inductive or deductive mode of reasoning).
6. Narrative / argumentation perspective(s) (through whose eyes the events are described and/or interpreted; whether alternative viewpoints are mentioned).

7. Form of presentation (the author's narrative, reported or direct speech).
8. Tone (formal, casual, agitated, lyrical, dramatic, impartial, moralizing etc.).
9. System of images:
 - 9.1. images of characters;
 - 9.2. image of the author;
 - 9.3. image of the reader.
10. Language (major expressive means and stylistic devices and their function in the text).
11. Concluding remarks:
 - 10.1. Evaluative comments (quality of the information and the form of presentation);
 - 10.2. Personal comments (individual perspective on the events / ideas of the article).

N.B. Although all points should be considered at the preparatory stage, the presentation of the results of interpretation should be approached creatively and selectively and follow its own logic. For instance, information concerning different points can be combined to discuss some ideas more comprehensively, avoid repetition or make the presentation more coherent (statement of the topic/theme/message of the article can incorporate information about its type and be further linked to the discussion of such compositional elements as the title, subtitle and lead; presentation of the content and structure of the article can be closely interwoven). Information should also be presented in order of importance and least important facts can be omitted.

Using this media text analysis scheme, we teach students such skills as the ability to establish the author's communicative intention and the semantic dominant of the media text; to determine the main functions of the media text in the context of interaction with the target audience; to isolate the main thing in the media text; to determine the structural organization of the narrative; to identify the features of

lexical, grammatical and syntactic phenomena caused by their use in a certain type of media text.

Some points of this scheme are not particularly difficult for students to perceive, but together they show how complex the media text is and how systematically it is built. It is very rewarding to see students develop the skill of analyzing explicit and implicit content, skillfully identify and analyze socio-cultural concepts that are actualized in the media text; explore the social, historical, political, economic and cultural contexts of creation and perception of the media text.

RESULTS

The following evaluative and personal comments made by the students after reading the article “As Parisians March to Fight Pension Changes, Shopkeepers Nod and Agree” published by The New York Times, February 1, 2023 justify students have acquired the target skills.

(See at your attention first content of the article, then students’ comments)

The content of the article: The article discusses the recent protests in France against President Emmanuel Macron's plan to raise the retirement age. Small business owners, such as butcher Maxime Clausier and furniture boutique owner Arnaud Tourneboeuf, express their support for the demonstrators despite the negative impact on their businesses. They believe that the plan to raise the retirement age threatens France's social contract and lays unfair burden on blue-collar workers. Supporters of the reforms, on the other hand, believe that France already has a generous social safety net and that the pension system is one of the most protective in Europe. The article also highlights the growing wealth divide in France, with the richest individuals, such as Bernard Arnault, CEO of LVMH, coming under scrutiny for their enormous fortunes. Many protesters argue that Macron's policies favor the wealthy and fail to address social justice and poverty issues. Overall, the article emphasizes the solidarity between small business owners and protesters in opposing the pension reforms.

1. Khalilova Sultanie (3-d year student)

Evaluative comments: The article provides a thorough and well-rounded analysis of the ongoing protests in France and their impact on small businesses. It presents a range of perspectives from small business owners and protesters to activists and economists, using direct quotes to add authenticity to the article. The descriptive language paints a vivid picture of the protests and their significance, while facts and statistics provide context and support for the arguments made by both sides. The use of metaphors, alliteration, and repetition adds depth and engagement to the text. Overall, the article effectively presents the information in a compelling and informative manner

Personal comments: This article was very interesting for me. I learned more about the link between raising the retirement age and social injustice. This inspired me to study the social and political processes of both my country and the whole world.

Molodsova Anastasia (3-d year student)

Evaluative comments: The article contains important, well-selected and necessary information. This article shows that there is a widespread support among small business owners in Paris for protests against President Emmanuel Macron's plan to raise the retirement age in France. People argue that working longer to fund an unsustainable pension system is unfair. The article also emphasizes the solidarity between shopkeepers and protesters: business owners express support for the movement despite the negative impact on their businesses. In addition, it is clear that there is a broader view among the protesters that Macron does not consider the interests of ordinary people and that the pension reform exacerbates the inequality between average workers and the rich. Overall, the article demonstrates a strong opposition to pension changes and a belief that they are unfair.

Personal comments:

I think this article shows that entrepreneurs and workers in France feel that changes to the pension system will have a negative impact on their lives and businesses. They fear that an increase in the retirement age could lead to worse working conditions and an increased tax burden.

The protests in France have been going on for several weeks now, and this shows that opponents of Macron's plans are not going to give up. On the one hand, President Macron claims that he has a strong mandate and that France's pension system needs changes. On the other hand, opponents believe that Macron attacks the right to a pension and unfairly burdens workers.

Overall, this article shows the complex situation in France where opinions are divided and protests continue. This article was very interesting and useful for me.

It will be interesting to follow the developments and see what changes will be made to the French pension system.

Sokolova Maria (3-d year student)

Evaluative comments: The article highlights the events that took place in France after Macron raised the retirement age from 62 to 64 years. The author provides interesting and high-quality information. The article contains an attention-grabbing title that reflects the main topic of the article, many photos and one video. The text contains quotes and opinions of different people. They emphasize the reliability of the information, and also allow for a more in-depth consideration of this topic and problem. To make the text expressive, the author uses various epithets, metaphors, idioms and vocabulary related to politics and economics. Thanks to this, the text becomes more vivid, interesting and easy to read. The article has a logical structure and can be divided into several parts.

Personal comments: The topic of the article is very important. It raises issues such as the pension system, public financial policy, the economy and social inequality.

In my opinion, the article is very interesting and informative. I was able to learn about social problems in another country. The government should always listen and take into account the opinions of citizens. People should fight for their rights.

CONCLUSION

Practice shows that foreign language media texts expand the boundaries of the world of students, opening a wide window for them into the world of modern foreign language culture. Moreover, media texts largely determine the foreign- language

picture of the world being formed. Guided by standards and by thinking more critically students can weigh issues facing the world and make wise and objective decisions. Certainly, media texts give vitality to learning.

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