



COGNITIVE ASPECTS OF MEDIA TEXT

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ABSTRACT

This article examines the implementation problems of cognitive view of media-text positions in the digital context, the means of strategies and scenarios for presenting and assessing information, and image creation. The literal content of a media text often does not consist of a set of detach meanings of such a statement's elements. Such a meanings' assessments can lead to ambiguity and cultural misunderstandings of the media content. All this makes it essential to create effective language which is used in media field. This study aims to establish the effectiveness of the experimental survey “Creating effective language for media in social sites” using a cognitive approach to the presentation of complex task; to show the relevance of cognitive theories that form a positive attitude to the study of linguistic theory and its use in the digital media environment.

KEYWORDS

Media text, Cognitive approach, Media, Communication, Digitalization, Cognitive aspect.

INTRODUCTION

Nowadays media runs social platforms which owns by society. These digital sites allow us not only to take information but also to convey. Language becomes one of the heading items that play a significant role in the creation, translation, and perception of media, as

well as defining the authenticity of each society. In the face of declaring such an identity, each community, culture, and people cherish their authenticity, possessing a set of values, habits, and norms that they consider special and worthy of transmitting. Media

texts provide interactive communication between people to be successful. The importance of the cognitive-pragmatic aspect goes beyond the mere interaction between people. It is vital for the transmitting of new meanings to the community's traditions and ways of thinking. It is important for expanding the audience through various representatives of different cultures and social groups. That is why it remains promising to explore the ways of introducing new academic disciplines that keep the focus on new theoretical discoveries and their practical application in the high-tech space of being. The term "media text" is widely used to refer to various mass communication texts, including mass communicative texts, media texts, journalistic texts, newspaper texts, teletexts, advertising texts, PR texts, Internet texts, etc. The term "media" has a broad meaning, which allows us to say that any information carrier, from stone carvings and traditional books to the most modern technical achievements, is related to media text. However, as a general term, "media text" was first used for mass communication texts. The size of the media text can be different, because all the texts related to the media field can be covered by this concept

Literature review

The study of media text from the point of cognitive aspect suggests the actualization of new meanings, senses, and messages. Media do not convey a picture

of reality as it is – the media shape the reality around them in such a way that they become the most integral part of the media reality. Under such conditions, it is important to learn how to use the pragmatics and cognitive science tools at the media text creation and promotion level. The use of methods based on the cognitive approach is a popular practice in modern digital media, so they began to be actively addressed in pedagogy and linguistics. The development of techniques for effective and rapid engagement of interviewing techniques, a high-level foreign language acquisitions an implementation of effective techniques in complex translation cases and practices are important research areas. The research areas that deserve special attention are those, which are concerning the cognitive aspects of media information and media texts in social media.

Materials and Methods

To conduct the study and analyze its results, a comprehensive approach was applied. Descriptive, analysis, and synthesis methods were involved to describe and systematize the course training material. This approach will allow using theoretical research as a source of information. The methods of experiment and respondents' interviewing were actively used during the survey. The statistical method was used to present the data, description, and analysis of the survey results as a statistical description in tables. The experiment was divided into stages. The participants were the

students of Karshi State University and Karshi International University. At each stage of the experiment, each group was assessed on their performance in the “Creating effective language for media in social sites” discipline. All respondents voluntarily agreed to participate in the experiment. The data provided by the respondents are presented with consent, and the research team guaranteed the confidentiality and anonymity of the participants. Their personal information will not be disclosed. All this was based on considering the media text in the digital context from cognitive viewpoint. Many English authors who view media text as a blend of oral and media aspects emphasize this aspect of mass media texts in particular. Accordingly, the notion of media text goes beyond the conventional view as a sequence of words printed on text or written on paper, according to renowned media language researcher Alan Bell's book Approaches to Media Speech. The idea of media text encompasses a wider range of elements, such as audio quality, music, sound effects, and visual imagery. At the end of the stage, we introduced a control test of student success. The research team also collected and analyzed the data, which is expected to be used later as instructions for further transformation of the educational process. We continue to look for answers to the main research questions. At the final stage, also was held the final check-up work and students' survey on their evaluation of the courses' thematic content and the project method. Rating for

the study of media text creation technology from the positions of cognitive linguistics was created. The data obtained during the survey are processed and used. In the future, they can be useful for creating educational disciplines of this type and for answering problematic research questions in pedagogy, linguistics, and social communications. Some of the research disadvantages include the small number of respondents to draw general conclusions. There is also a time constraint - the survey lasts within a week. Scientists from Russia and other countries began actively studying the characteristics of media from the point of cognitive aspects in the second half of the 20th century, including linguo-stylistic and cognitive researches started with the inclusion of a number of functional semiotic elements in the language of media tools. A number of researchers, including G. Stepanov, N.Shmelev, V.Kostomarova, A.Lapteva, and Y.Solgan, looked into the language of mass communication processes as well as the form and content of media speech. Sociolinguistics, pragmatics, semiotics, psycholinguistics, functional stylistics, discursive analysis, content analysis, cognitive linguistics, as well as more recent fields like "critical linguistics" and cultural linguistics, have all discussed it. According to professors G.Kh.Bakieva and D.M.Teshabaeva, "The special concept of media text can be considered as the main theoretical component of media linguistics. This is reflected in almost all studies devoted to the study of media discourse. The essence of this concept is that

the text, which is considered the main one for traditional linguistics, is "a semantically connected sequence of symbolic units. Its main feature is coherence and integrity", when it is transferred to the field of "mass media", it expands its boundaries a lot. In this case, the concept of media text goes beyond the limits of the sign system at the verbal level and approaches the semiotic interpretation of the concept of text, assuming the unity of not only verbal, but also any signs. Many linguistics-related disciplines are interested in media discourse, which is primarily explained by the nature of mass communication. Sociology, psychology, and communication theory all heavily examine the mainstream media. Any discourse produced by mass media and used in the sphere of mass communication is referred to as media discourse. A media area is a place where media can be found. speech broadly construed. Depending on the communicative speech utilized, there are many types of media communication. The genre-functionality and characteristics of the media space are directly tied to the different media speech kinds.

According to the researches, media texts incorporate particular words, phrases, and speech patterns into the text. The standards of literary and artistic language are reflected in the language of the modern press. Because the language of the media is an illustration of national culture. A speech structure's constituent parts must establish a complicated web of semantic linkages in

order for it to qualify as a text. The text must always have connections between its content and syntax. On the basis of the relationship of the organizational parts, which is an ontological feature of the text, there is a mutual relationship of events and events in reality and their integration and formation of a whole based on the principle of generality and specificity. A phenomenon connected to its mental qualities is thought to be the production and transfer of knowledge in the value system of different genres and themes addressed in printed media texts in English and Uzbek. It is founded on the theories of linguistic and cultural studies, which look at how language expressions and communicative processes in print media relate to societal values and mentalities. These views form the basis of research on media text genre. The studies on media texts are mostly focused on newspaper writings and their linguistic characteristics with the intention of shedding light on the linguo-cultural element. Based on the many types of mass media, discursive analysis of media discourse should be conducted. Therefore, linguistic, semantic, methodological, cultural, and ideological aspects of real reality and the language that expresses it can all be included in a perfect analysis of media discourse. However, a study of this nature also depends on the outcomes of semantic-stylistic and lexical-semantic analysis. Several sorts of meaning are carried out in terms of the current language structure and function in connection to the relationship between lexemes in

the media text and extra linguistic occurrences. The following is included in the content: The primary grammatical categories are primary (noun, verb, adverb, pronoun, etc.) and secondary (gender, number, case - in the context without vowels); the lexical meaning primarily refers to lexemes, lexical affixes, and idioms; the grammatical meaning is determined by the sentence's syntactic units, first and foremost. These lexical features of the media text form the basis of lexical-stylistics research. These factors allow us to categorize the most efficient and popular techniques for researching media text and speech stylistics into the following groups: 1) First, a wide range of linguistic analysis techniques that make it possible to identify the key elements and traits of the text at various linguistic levels: lexical, syntagmatic, stylistic, sociolinguistic, and stylistic (using tropes, analogies, metaphors, and other stylistic tools). 2) Content analysis method or content analysis based on statistical calculation of specially selected text units. 3) The discursive analysis approach, which is founded on the idea of discourse and allows for the observation of the interaction between the linguistic and extra linguistic aspects of the text, is used to analyze texts. 4) The use of critical linguistics, also known as rhetorical critique, to expose the text's covert political and ideological undertones. 5) A method of cognitive analysis based on the study of the conceptual aspects of media texts and aimed at determining the relationship between reality and its media

representatives. 6) And finally, the method of linguistic-cultural analysis based on the identification of culturally significant components of the text, for example: reality, borrowing, foreign words, non-equivalent vocabulary units, etc. ideas about the cultural aspect of a certain work of mass media speech, its national and cultural identity have appeared.

Results.

During the research experiment, there was introduced a special social site for communication and the topic was "Creating effective language for media in social sites". Within its framework, there were introduced several thematic questions, which were implemented through innovative linguistic approaches, the realization of creative projects related to the possibilities of the cognitive and pragmatic approach. Their effectiveness is assessed at the end of the experiment by the students themselves. The tests and changes were presented gradually, becoming more complicated based on the completion of the study of the topic. At the end of the stage, there was a control of knowledge and skills within the framework of the discipline. The assessment was carried out on a 100-point system, and the results were submitted in percentage ratio. The test results showed that, despite the rather complex material in this thematic cluster, the test revealed positive points. However, this is a hard topic for students, which showed some gaps in knowledge and practical skills in media text modeling.

Overall, respondents scored 50% “good” and “excellent” in KSU and 64% “good” and “excellent” in KIU. It should be noted that creating one's texts using appropriate models with a good grade point average

caused particular difficulties. For a media text on digital platforms, it is primarily the number of fans, readers, availability of comments, and discussions (on average, 14% of respondents did well on this task)

Table. Results of students' performance in the experimental groups

| | Satisfactory | Good | excellent | bad |
|------------|--------------|------|-----------|-----|
| KSU | 25% | 30% | 20% | 25% |
| KIU | 20% | 30% | 35 | 15% |

In the experiment, respondents prepared examples of media text, theoretical materials, worked on creating small media projects, constantly consulted with teachers, received explanations and instructions for working with the learning material and the peculiarities of its presentation on digital platforms. The most used methods were paired work and group work on project activities. Everything was focused on the correct use of models and scenarios, presenting information ways, the choice of registers, and the quotations and argumentation usage in media scenarios. The final stage of the experiment summarizes the practicability of using the cognitive aspect for studying media text.

The experiment participants demonstrated an improvement in their performance in learning media text in the digital context. Experiment participants' sophistication in analyzing and creating a media product increased by an average of 20%. Students were tested and assessed on the new academic discipline. Respondents were asked to choose the topics they found most useful and interesting. The answers to the questions were intended to help students give an informal assessment of their learning goals, professional priorities, and choice of course material. This approach should enhance professional development and increase the effectiveness of

learning. Application of cognitive linguistics capabilities in the process of learning a foreign (English) language turned out to be a systematic synthetic process, where the system of meanings, knowledge of communicative scripts of communication, cultural component, and the ability to express correctly, determine the features of meanings, genre and style are important. The results of the Linguistic experiment indicate that the participants felt an increase in performance (by 20% on average) and a positive impact on the cognitive-pragmatic aspect application in the media text consideration and analysis in the digital space. Even though none of the groups achieved fully positive results (only grades “good” and “excellent”), i.e., 100% achievement, it can be stated that there was an improvement in the professional skill and motivation of students to study complex theoretical material. Another important point is that explanations, which are based on modern achievements of cognitive and pragma-linguistic linguistics, are a pedagogical tool to form the motivation and professional interest, can be a valuable contribution to the understanding of the media practice formation settings in the digital space. It opens many significant advantages for pedagogically oriented training courses over traditional approaches. In the future, the introduction of new modern training courses experience in the media education field, text linguistics, general linguistics, etc., should be continued. Experimental training projects with the

participation of students with different levels of performance, different motivations for learning, and plans for the future - to create the most favorable conditions for the development of all participants in education as professionals and worthy members of society.

CONCLUSION

In conclusion, these approaches are not the only way to study cognitive features of media text. There are many other approaches and methods that can also be used in media text research. A critical approach to the analysis of media texts helps to reveal their hidden meanings and interpretations. In general, the study of media by cognition is a multidimensional task that requires the use of different approaches and research methods according to the specific goals and objectives of the research. Based on the data gathered within the context of studies in global and Uzbek media linguistics, the broad definition of media cognition can be summarized as follows. Depending on the idea of time, space, and situation, media discourse is a message transmitted by a speaker in oral or written form. It creates media speech in oral form and media text in written form, and it reflects the content and significance of reality in the world of existence. Media cognition embodies the types of activities related to mass reality and the differences and similarities between them, related to the idea and ideology or related to it, symbolic and figurative signs.

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