The Role of Media Literacy in Studying Mass Media Texts

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Abstract: This study analyzes the media linguistic and media pedagogical aspects of developing media literacy. The genre, stylistic, and pragmatic features of media texts, as well as the mechanisms of their influence on the audience, are examined based on theoretical sources. In the context of intensifying information flows, media literacy is evaluated as a crucial factor in ensuring an individual's information security. Additionally, the issue of developing cognitive and communicative competencies through critical analysis of media texts in the education system is scientifically substantiated.

Introduction: In the modern world, the necessity of forming a new information culture is becoming increasingly urgent. This culture should be viewed not only as an element of a person's general culture but also as the most crucial factor in the information security of individuals and the state. Knowledge about the information environment and the laws governing its functioning, the ability to navigate and analyze information flows, as well as the capacity to anticipate information attacks have become essential due to numerous ideological, socio-political, and economic factors. Therefore, new knowledge, skills, and guidelines are necessary for people to actively and effectively participate in the life of the information society. The frequently mentioned term "literacy" is now used in conjunction with concepts such as "digital," "computer," "visual," "technological," "communication," "media," and "information."

In modern media linguistics and media pedagogy, media literacy includes the following main components:

critical reading of media texts;

distinguishing information sources and assessing their reliability;

understanding the mechanisms of influence of media language and stylistic tools;

analyzing methods of influencing the audience.

METHODS

At the present stage, each of these directions is characterized by the presence of fundamental works. In particular, the monograph of L.R. Duskaeva, V.I. Konkov, T.Yu. Redkina is devoted to the grammar of media speech [2]. The direction of mediastylistics, developed by N.I. Klushina on the basis of an intentional approach, is presented by the author in the monograph "Mediastylistics" [3]. Special attention is paid to the methodological analysis of media texts, taking into account the compositional and stylistic variability of media speech, in the work of L.R. Duskaeva[4]. Internet stylistics is reflected in the research of Branko Toshovich[5]. The discursive approach is reflected in the monograph by E.O. Menjeritskaya, which takes into account the cognitive views of the addressee and the characteristics of the audience to which the message is directed [6]. The object, subject, and evaluation criteria of media text and media speech are highlighted as the theoretical foundations of media speech criticism in the joint

works of L.R. Duskayeva, T.Yu. Redkina, N.S. Tsvetova [7]. In particular, T.G. Dobrosklonskaya emphasizes the analysis of media texts from the point of view of linguoculture and intercultural communication as one of the most important areas of media linguistic research[1].

Foreign researchers define media literacy as the ability to assimilate, interpret (analyze), and create media texts [11]. Media literacy is a quality that every person should possess to be able to analyze, evaluate, and create print or electronic media [12]. There is also an opinion that media literacy is a set of knowledge, attitudes, skills, and abilities that allow access to information and knowledge, their analysis, evaluation, use, creation, and dissemination with maximum effectiveness in accordance with legislation and ethical norms and in observance of human rights [10].

Fateeva I. A. presents media education from a mathematical point of view as the sum of two components: pedagogy and mass media. She understands media education as a set of all systematic and purposeful actions aimed at satisfying educational needs generated by the fact of the existence of mass media. This raises the question of what needs are generated by mass media. I.A. Fateeva speaks about the need to teach mass media production and the need to teach how to use them.

Having analyzed various approaches to defining the concept of "media education", we can conclude that all these opinions agree that media education is a complex of practical and theoretical knowledge and skills in the field of mass media. That is, media education is a process of personal development aimed at forming the following abilities, knowledge, and skills:

• culture of interaction with media;

• communicative and creative abilities;

• analytical and critical thinking;

• the ability to fully perceive, interpret, analyze, and evaluate media information;

• ability to create their own media texts and gain an audience interested in them;

• understanding the hidden, political, and socio-cultural context of media functioning in the modern world;

• training in various forms of self-expression using media techniques;

• effective use of the possibilities of the information field of mass media;

• practical skills in the field of media technologies;

• awareness of the impact of media information on human psychology, etc. [9]

DISCUSSION

Nevertheless, in the definitions given above, the boundary between media literacy and media education seems unclear and mutually exclusive. The concepts of "media literacy" and "media education" in many researchers are actually synonyms, or (as one of the variants) media literacy is the result of media education. In the modern era, there is no need to separate the terms "media education" and "media literacy." Currently, they can replace each other, and there is no point in trying to identify theoretical differences. Therefore, one can agree with all the above definitions of media education and media literacy.

To substantiate the importance of media literacy in the information society, it is necessary, first and foremost, to examine real information situations encountered in mass media. For instance, headlines frequently circulating on social networks such as "Urgent!," "Only today!," and "The truth no one has told" are emotional-expressive combinations aimed at arousing a sense of anxiety or sensation in the audience. A media-literate reader, understanding the pragmatic function of such headlines, can critically evaluate the content of the text. A reader with media literacy assesses the authenticity of a media text by analyzing what information is provided, what information is omitted, and how reliable the sources are. These analytical skills are one of the main components of media literacy. Determining the degree of completeness and objectivity in the presentation of information, as well as assessing the reliability of sources, requires a high level of intellectual preparedness from individuals in the modern media environment. From this perspective, media literacy is considered not only as the ability to receive information but also as the capacity to deeply understand its content and analyze it critically. This establishes the foundation for the special significance of the concept of media literacy in media pedagogy. Because in the context of digital technology development, the form, content, and methods of information transmission in mass media are fundamentally changing. Therefore, modern media pedagogy interprets media literacy as one of the core competencies of an individual.

In modern media pedagogy, the concept of media literacy refers to a person's ability to distinguish various journalistic texts, as well as to understand the methods and characteristics of information transmission in modern media and communications. This task is not easy, because in the era of digital technologies, the media itself has transformed [8]. Economic factors have become decisive, turning information into a commodity and the content industry into an

entertainment sector. Technical means of content delivery have expanded the possibilities for emotional impact on the audience. The emergence of online access has allowed readers to become authors and co-authors of news. Developing media literacy in reading texts involves familiarization with the peculiarities of media language, as well as the media landscape and media culture of the country whose language is being studied. It also entails the formation and improvement of skills in critical analysis of media texts in the target language. Due to the complexity of socio-political topics, such texts are analyzed at advanced stages of language learning.

CONCLUSIONS

In this regard, the process of developing media literacy requires a consistent and systematic approach within the education system. Specifically, when selecting media texts for the educational process, it is crucial to focus on their diversity in terms of genre, style, and communicative purpose. Through comparative analysis of news reports, analytical articles, interviews, commentaries, and blog posts, students develop the ability to comprehend the structure, linguistic devices, and pragmatic orientation of media texts.

In fostering media literacy, analyzing the lexical-semantic features of media texts holds particular significance. Notably, the author's stance and the text's impact mechanism on the audience are discerned through the use of evaluative lexicon, expressive units, metaphors, and euphemisms. This cultivates students' ability not to passively receive information, but to understand its underlying layers of meaning.

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