

**A SYSTEMATIC APPROACH TO THE MEDIA LANGUAGE STUDY BASED ON
THE MEDIA LINGUISTICS**

**UMA ABORDAGEM SISTEMÁTICA DO ESTUDO DA LINGUAGEM DOS MEIOS DE
COMUNICAÇÃO SOCIAL COM BASE NA LINGÜÍSTICA**

**UN ENFOQUE SISTEMÁTICO DEL ESTUDIO DEL LENGUAJE DE LOS MEDIOS
DE COMUNICACIÓN BASADO EN LA LINGÜÍSTICA**

Liudmyla SUPRUN¹
Tetiana ZHYLA²
Inna DENYSHCHUK³
Irina SEREBRIANSKA⁴
Tetiana KUZMENKO⁵
Svitlana SYNIEHUB⁶

ABSTRACT: This research aims to establish the effectiveness of introducing a set of media linguistics' educational components as a systematic approach to the media language study; to determine the top topics, parameters that determine the content and structure of curricula of journalism education; and to establish how education applicants evaluate the introduction of media linguistics in journalism education. As a result of the research, the establishment of permanent educational components given the variable nature of media linguistics, to present the understanding of media language in media education, to determine the attitude of applicants for education to media linguistics as teaching material.

KEYWORDS: Stylistics. Media language. Education.

RESUMO: *Esta pesquisa visa estabelecer a eficácia da introdução de um conjunto de componentes educacionais da linguística da mídia como uma abordagem sistemática ao*

¹ National University of Water and Environmental Engineering (NUWEE), Rivne – Rivne Oblast – Ukraine. Doctor of Science in Social Communication, Professor, Department of Journalism of Ukrainian studies. ORCID: <https://orcid.org/0000-0002-9427-922X>. E-mail: lvsuprun@ukr.net

² Pavlo Tychyna Uman State Pedagogical University (PTUSPU), Uman – Charkasy Oblast – Ukraine. Candidate of Philology, Associate Professor, Department of Ukrainian language with Teaching Methods, Ukrainian Philology Faculty. ORCID: <https://orcid.org/0000-0002-2647-6109>. E-mail: tzhila1407@ukr.net

³ Rivne Regional Institute of Postgraduate Education (NUWEE), Rivne – Rivne Oblast – Ukraine. Candidate of pedagogical sciences (PhD), Senior Lecturer, Department of Pedagogy, Psychology and Correctional Education. ORCID: <https://orcid.org/0000-0001-8025-9570>. E-mail: inna_shpychak@ukr.net

⁴ Nizhyn Mykola Gogol State University (NMGSU), Nizhyn – Chernihiv Oblast – Ukraine. Doctor of Sciences in Philology, Associate Professor, Department of Applied Linguistics. ORCID: <https://orcid.org/0000-0002-1720-4873>. E-mail: serebryanska@ukr.net

⁵ Kyiv National Linguistic University (KNLU), Kyiv – Kyiv Oblast – Ukraine. Candidate of Philology, Senior lecturer, School of Translation Studies, Department of German Philology and Translation. ORCID: <https://orcid.org/0000-0003-3712-1335>. E-mail: tanja.kuz08@gmail.com

⁶ Kyiv National Linguistic University (KNLU), Kyiv – Kyiv Oblast – Ukraine. PhD, Associate Professor, Department of German Philology, Faculty of Translation. ORCID: <https://orcid.org/0000-0002-9971-6193>. E-mail: 211961sinegu@gmail.com

estudo da linguagem da mídia; determinar os principais tópicos, parâmetros que determinam o conteúdo e a estrutura dos currículos da educação jornalística; e estabelecer como os candidatos à educação avaliam a introdução da linguística da mídia na educação jornalística. Como resultado da pesquisa, o estabelecimento de componentes educacionais permanentes dada a natureza variável da linguística da mídia, para apresentar a compreensão da linguagem da mídia na educação para a mídia, para determinar a atitude dos candidatos à educação para a linguística da mídia como material didático.

PALAVRAS-CHAVE: *Estilística. Linguagem dos meios de comunicação. Educação.*

RESUMEN: *Esta investigación tiene como objetivo establecer la eficacia de la introducción de un conjunto de componentes educativos de la lingüística de los medios de comunicación como un enfoque sistemático para el estudio del lenguaje de los medios de comunicación; para determinar los temas principales, los parámetros que determinan el contenido y la estructura de los planes de estudio de la enseñanza del periodismo; y para establecer cómo los solicitantes de educación evalúan la introducción de la lingüística de los medios de comunicación en la enseñanza del periodismo. Como resultado de la investigación, el establecimiento de componentes educativos permanentes dada la naturaleza variable de la lingüística de los medios, para presentar la comprensión del lenguaje de los medios en la educación de los medios, para determinar la actitud de los solicitantes de educación a la lingüística de los medios como material de enseñanza.*

PALABRAS CLAVE: *Estilística. Lenguaje de los medios de comunicación. Educación.*

Introduction

In modern university education, media language is studied from the position of considering its consistency, its multiple roles, contents, and connections (BAKIEVA; TESHABAEVA, 2019). An integral component and practical basis for such processes is the media language and way of thinking, which correlate with politics, culture, and society. It determines the constant changes at all levels of media structure; it implies a constant search for new approaches to media language, which should be linked not only to general trends in the development of linguistics. Changes in the messages broadcast by the media, transitions that have a significant impact on politics and society have a direct impact on this (LOWREY, 2017; PRINCE *et al.*, 2020). For this reason, it is important to systematize all the approaches that exist in media linguistics and adapt them to the educational context.

The media language was recently presented in studies through the cultural and social prism (HARCUP; O'NEILL, 2017). It also opens new spaces to the formation of both research and practical learning objectives that contribute to the training of qualified professionals in the advertising and media fields.

The intensity of media studies within the framework of linguistic knowledge has been actively growing in recent years; this direction is developing. Speech behavior that exists in terms of interpersonal communication also affects the formation and course of mass communication processes. The journalism and fiction language also provide the basis for the study of the advertising and media language and, in certain historical periods of development, its specific features, lexical, phonetic, and grammatical settings, and functioning rules. The language of published news sources works of art, written monuments, advertising texts, museum displays, etc. can be used as illustrative material for the media linguistics study. It also determines a separate direction of linguistic research.

The research aims to establish the effectiveness of educational components set the introduction of media linguistics as a systematic approach to the study of media language; to determine the top topics, parameters of media linguistics in the educational process; to establish how education applicants assess the introduction of media linguistics in journalism education, involves the application of several solutions:

- setting the basic parameters, the key topics that determine the systematic study of the media language.
- establishing obligatory thematic blocks and parameters of media linguistics in the systemic study of media language;
- identifying several stages of introducing the main positions of media linguistics into the educational process;
- determining students' attitudes towards the introduction of educational components in media linguistics as an obligatory component of media education.

Literature review

Literature analysis devoted to the history, formation, and problems of media linguistics study (ABDE, 2020; IVANOVA, 2016; LEONTIEV, 2003) allows us to state that, by the beginning of the XXI century, all the necessary conditions for the formation and typology of all the established theories and study experiences in a complete academic direction. This direction can be represented by a separate discipline, and some other disciplines associated with various journalism subgenres (BEDNAREK; CAPLE, 2017; FRITZ; MÖLLENBERG; CHEN, 2002) have formed.

The total volume of media language and advertising texts researches allows forming several key topics, problem areas of exploration. These are, above all, the foundations of the formation of media linguistics, social, cultural conditions (BAXTER, 2021; TESHABAEVA, 2020). The development of new media technologies (manipulative, Internet technologies), where an important component is a verbal side, was investigated from the perspective of demonstrating continuous improvement, the impact on the audience, genre, and stylistic specificity (LIM, 2018). The Internet language studies are presented as a multilevel multimedia system of levels where the verbal text can be perceived from the position of consistency, hypertext (deep intertextual connections), where, along with the verbal and media system, there is a cognitive and ideological system. This phenomenon is the subject of research attention (BEDNAREK; CAPLE, 2017). From these positions, media language is a universal code, a separate sign system, and, with its help, a certain picture of the world is formed in the mass consciousness, dictated by media intentions.

Internet technology development contributes to the further improvement of media language as informational and psychological impact. The language of the Internet is a complex multilevel multimedia system. A verbal text can be presented on the Internet both linearly and through references to the depth of intertextual links (hypertext). In addition to its verbal and media functions, media language has a conceptual or cognitive-ideological function. The media language is the code, the universal sign system through which a world's picture is formed in individual and mass consciousness. The experts in media psychology believe that today a person's perception of the world around them depends, to a large extent, on how this world is presented by the media.

In modern communication studies, journalism, mass communication theory, pedagogy of higher education, there is a search for approaches to the study of the modern media industry field, political science aspects (ALLCOTT; GENTZKOW, 2017); media innovation, the art of professional debate (BOLMAN, DEAL, 2008); history of media and advertising texts linguistics (IVANOVA, 2016); problems and methods of teaching fact-checking based on the analysis of media text language (AL-RAWI, FAKIDA, 2021); modern directions of journalism (social journalism, social journalism) as formats of new media (HERMIDA, 2012).

In modern pedagogy, there is a hypothesis about the necessity of media literacy as the basis of quality university education (LIM, 2018). There is also a consideration of the main parameters and learning technologies that determine the postmodern and innovative nature of modern higher education in the media sphere (COJOCARIU, 2014; DAMEAN, 2006).

Some papers present the theory of using media linguistics opportunities in the educational process (TESHABAEVA, 2020). It is also noted that the volume and content of the accumulated media language research allow us to speak about the formation of a separate direction in the modern field of humanitarian knowledge, which has an interdisciplinary character.

Another promising research area is the development of academic disciplines and comprehensive programs in journalism and advertising science that takes into account the interdisciplinarity, perspective, and practice-oriented nature of media linguistics.

Materials and methods

The research methodology is based on a comprehensive approach. To diagnose how consistent with the principle of a systematic approach to the study of media language, the introduction of media linguistics in the curriculum used the method of pedagogical experiment. The methods of questioning, observation, descriptive method, analysis, and synthesis were used to analyze the theoretical material and to determine the teachers' and students' assessment of this systematic approach.

The study of special approaches to the systemic study of media language in the territory of the media linguistics organization to the training courses in advertising and journalism is based on the integrated, systemic, and technological approaches.

The integrated approach allows us to present the systematic study of media language as educational and theoretical methods integration and their practical implementation. The use of different content components, thematic constants, and practical settings is a necessary condition for providing the necessary learning information.

The systemic approach in the study assumes consideration of media language as a system of content, where the ability to constant evolution, the need for teaching experience and high professional level of the teacher and the need to constantly consider the needs of the student, actually forming the abilities and skills of a qualified and modern specialist are taken into account first of all.

Technological approach is mandatory in the creation and implementation of new educational components, disciplines, thematic blocks. It involves the perception of the educational process as a sequence of top topics and pedagogical operations due to the logic of media education.

The complexity in the research methodology allows us to analyze the teaching and research processes as nonlinear and multidirectional. The experiment was implemented during the 2020–2021 academic year for the students of two groups: G1 (22 people) and G2 (20 people), from the National Pedagogical University named after M. P. Dragomanov (Ukraine), Faculty of Ukrainian Philology and Literary Creativity named after Andriy Malyshko, the students of the specialty 061 Journalism, 2nd year of the first (bachelor) higher education level.

The research data were collected during the 2020–2021 academic year from students and teachers enrolled in the journalism education program. It should be noted that all teachers who worked with the key topics and parameters of the media-linguistic nature are highly qualified specialists in journalism and advertising; some of them have extensive practical experience, all teachers have academic titles and degrees. All teachers have from 6 to 10 years of experience in media teaching in the graphic design and ethnodesign field. All of them were interested in restructuring the curriculum with an increase in the proportion of media studies, as well as in further conducting the survey. All of them expressed a desire to improve their scientific and pedagogical skills. All teachers are members of the National Union of Journalists of Ukraine; they constantly work on professional improvement, take part in master classes with journalism and advertising practitioners, and are involved in nonformal education.

The questionnaire for the anonymous and voluntary respondents' survey was formed in the *Google Forms* (see Supplementary Material A).

The research data was collected and systematized during the research project in three stages. At the first stage (preparatory stage), scientific and theoretical research was conducted, and the experience of domestic and foreign universities in implementing a systematic approach to media language learning was analyzed. The teachers involved in the experiment were consulted. The administration and stakeholders were also consulted on the content and structure of the curriculum, taking into account the components of media linguistics. The second stage involved the formation of a curriculum, a systematic approach to the educational components, materials for practical classes in media linguistics, and a plan for the implementation of media projects on research in the field of media linguistics. During this stage, teachers and the research team worked to identify and form themes from media linguistics that were studied in theory and practical classes and worked with students to create journalistic and advertising projects that involved active use of the scientific and practical possibilities of media linguistics. In the third (final) stage, respondents were interviewed

about their evaluation of the systematic media language study introduction in the educational process, and the results were processed and analyzed.

Among the difficulties and disadvantages of the research project are the limitation in time (one academic semester); there is no possibility to determine the causes of changes in students' and teachers' evaluations. There is no possibility to conduct qualitative in-depth research.

Results

The systematic approach to media language learning involves attributing topics and practical tasks of media-linguistic content to the educational components. Media linguistics as a separate direction of education in the space of social communications requires a stable content structure, although the list of thematic blocks and content dominants is constantly changing, remains open. However, in the course of the implementation of the proposed program, the range of constant and indicators of the educational standard of such a field of knowledge as media linguistics was determined. These are the six items (mandatory thematic blocks) that are permanent components of media linguistic research and training courses (Fig. 1).

Formation of training courses in media linguistics implied taking into account the basic positions on determining the status of media language, theoretical and methodological foundations of advertising and media language theory, coverage of the *language-broadcasting* dichotomy, and the *text-discourse* basic paradigm.

Identification of possible ways to classify media-broadcasting and advertising, the range of possible media texts, their contamination, and the ways of development. Description of the main types of media-texts, their features, communication channels (print media, radio, television, Internet media, etc.).

Functional stylistic differentiation of advertising and media discourse requires the presentation of classifications of media texts because of different criteria and characteristics, implementation of speech functions, intension orientation.

Figure 1 – The main compulsory thematic blocks of the systematic approach to the media language study

Media language status	<ul style="list-style-type: none"> • Language - speech • Text - discourse
Functional stylistics	<ul style="list-style-type: none"> • Media text classifications • Differentiation of medical discourse
Typology of media broadcasting	<ul style="list-style-type: none"> • Genre and stylistic system • Quasi-genres of journalism • Advertisement genres
Linguistic analysis	<ul style="list-style-type: none"> • Lexical level of analysis • Syntactic level of analysis • Stylistic level of analysis
Discourse analysis	<ul style="list-style-type: none"> • Production features • Media and advertising communications • Media broadcasting practices
Manipulative techniques	<ul style="list-style-type: none"> • Convincing technology in advertising • Verbal and non-verbal techniques • Ideological component in the media space

Source: Prepared by the authors

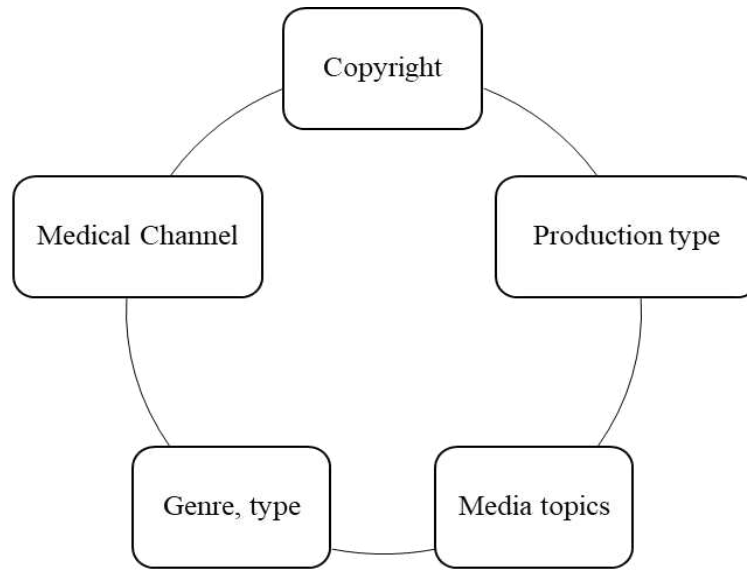
The linguistic aspect of the analysis of media and advertising texts assumes the ability to use the language analysis precepts of media texts at the lexical, syntactic, stylistic language levels. Discourse analysis implies orientation in the typology and ways of modeling discourses, discursive practices, taking into account the realities of production, the way messages are transmitted, social and cultural context, ideological and political factors.

The manipulative potential of the media is associated primarily with propaganda and agitation, persuasive media techniques in advertising, information management, and public relations, the implementation of the ideological component.

An important component of media linguistics as part of the system of media language study is a set of parameters specifically designed for a complete and systematic study of all possible types of media texts.

The central concept of media linguistics is based on the parameters of media-text definition, allowing to describe and classify all texts functioning in media and advertising in the aspect of their media characteristics, verbal and nonverbal composition, methods of production, distribution. The peculiarities of the formation of the content complex of the daily information flow depending on the presented parameters (Fig. 2).

Figure 2 – The parameters of information flow formation (author’s technology)



Source: Prepared by the authors

The introduction of compulsory topics and parameters for the information flow formation was based on the experience of domestic and foreign universities received from the study. The experience and content components on educational strategies, methodology of educational information presentation, innovations in the ways of organizing the educational process were taken as the basis for the compulsory thematic blocks’ formation (Table 1).

Table 1 – High Education Institutions’ (HEIs) experience used in the research project

Name of HEIs	HEIs experience and its educational concept
The Centre for Media Studies (CMS-UKIERI)	The foundation of journalism education: work on the purity of language and professional skills. Linguistic knowledge, speech skills form the basis of journalism courses.
The Knight Center for Journalism in the Americas at The University of Texas at Austin	Introduction of global journalism studios, emphasis on global journalism education. Adoption of a coaching program in journalism education.
The Kharkiv National University of Economics named after S. Kuznets	Introduction of active educational components of linguistic and patriotic education of students in the OP Media Communications, the introduction into the curriculum of the academic discipline “History of Journalism”
The Kyiv University of Economics named after B. Hrinchenko	Appealing to the principle of multidimensional integration of the content of journalistic language training, active use of modern information technologies, and the strategy of practice-oriented learning.
The College of Journalism and Mass Communication at the University of Oklahoma	Linguistic aspects of teaching the basics of corporate communications and brand journalism. The policy of diversifying courses within the journalism curriculum.

Source: Prepared by the authors

In general, the process of a systematic approach to media language learning can be modeled through the establishment of certain stages in the learning process. These are five stages, which are generally defined as theoretical training, research into the development of the industry, material implementation of the idea of media projects and advertising production, analysis of the obtained results (Table 2).

Certainly, at each such stage, it is necessary to use the learning potential that gives the opportunity to present, assimilate and use in the future professional activity the knowledge and skills of media linguistics.

Table 2 – The stages of introducing the main positions of media linguistics into the educational process

Stage	Stage Content
Stage 1: Theoretical and methodological	The study of the medialogistics range of ideas and theories, the main trends and directions of development of media language. Consideration and analysis of the main theoretical studies in the field of medialogistics, research directions, current trends.
Stage 2: Retrospective view of media and advertising development from the medialogistic perspective	Study of the history of world journalism and advertising. Analysis and synthesis of acquired knowledge, forming own concept of media text creation, description of key components and conditions for successful media message creation.
Stage 3: Implementation of media projects, the practice of advertising texts	Creation of a real media product, preparation, and development of media and advertising projects, their testing using an interdisciplinary approach, involvement of practical cases in medialogistics.
Stage 4: Implementation of the research results	Introduction of comparative studies on medialogistics concerning different cultural traditions, social visions, ideological contexts.
Stage 5: Reflection, conclusions	Ability to make conclusions, find audience reactions, outline properties of the design process, manipulative techniques.

Source: Prepared by the authors

At the final stage of the study, all respondents were surveyed on their assessment of the main positions and mandatory topics that have been introduced in several training courses in the 061 Journalism educational program. The result is presented as a percentage (Table 3).

Table 3 – The survey results of the respondent's evaluation of the necessity of introducing 6 positions on media linguistics into the curriculum

Question	G1		G2	
	Yes	No	Yes	No
The media language status	53%	47%	50%	50%
Functional stylistics	68%	42%	60%	40%
Media and broadcasting typology	62%	48%	64%	36%
Linguistic analysis	43%	57%	40%	60%
Discourse analysis	47%	53%	32%	68%
Manipulative techniques	60%	40%	62%	38%

Source: Prepared by the authors

A questionnaire survey was conducted with teachers who worked during the research project research on the presented educational program (see Table 4).

Table 4 – The survey results of respondents' assessment of the necessity of introducing 6 items on media linguistics into the curriculum

Question	Teachers	
	Yes	No
The media language status	52%	48%
Functional stylistics	76%	24%
Media and broadcasting typology	74%	26%
Linguistic analysis	50%	50%
Discourse analysis	52%	48%
Manipulative techniques	72%	28%

Source: Prepared by the authors

The topics on manipulative technologies (students 60% [G1] and 62% [G2], teachers 72%); functional stylistics (students 68% [G1] and 60% [G2], teachers 76%) were most positively evaluated by respondents. In general, the importance of using the research attitudes of media linguistics and the systematic approach to the study of media language in journalism education is positively perceived, on average, by 65% of teachers and 54% of students.

The results obtained testify to the presence of understanding in university educational circles of the need to use the methodological-theoretical basis and practical developments in the systematic study of media language, which involves the application of the entire conceptual apparatus and the key topics of media linguistics.

Discussion

The prospects for using the educational potential of media linguistics rests on the need to integrate issues of innovation and entrepreneurial knowledge into journalism and advertising curricula without excluding the artistic characteristics and values of journalistic excellence. It is true for universities in the United States as well as European institutions of higher education.

There are studies of journalism educational concepts that focus on practice-oriented journalism education that emphasizes learning the language of media and translating that knowledge into practical cases (BEDNAREK; CAPLE, 2017). It is an emphasis on particular genres, groups of genres, or attention is paid to exploring new and promising directions in contemporary journalism and advertising creative work. Teaching attention is concentrated on

developing and formulating curricula and incorporating the system of disciplines in advertising and public relations as part of the curriculum into the journalistic paradigm. In our opinion, the constant search for new curriculum components and the constant formation of a modern agenda for innovation in journalism education must continue, and the approach to the study of media language is no exception. The modern media education community cultivates real cross-border dialogue and promotes the development of new themes, directions, forms, and methods in journalism education.

The advantages of implementing a systemic approach to journalism education are considered in several papers (SHAMAKSUDOVA, 2020), where one of the main positions is to determine the success of applying knowledge in the media linguistics field. Thus, in the study of the introduction of the public journalism basics (IVANOVA; MOSENKIS; STROKAL, 2020; SMEIJERS; BENBOURICHE; GAROFALO, 2020), volunteer activities in parallel with the learning foreign languages and internships practice in foreign media for positive results in changing students' motivation. Thus, motives for acquiring professional communication skills and personal interest in the volunteer journalist's work being done increased. There is a decrease in the self-affirmation motives, the indicator of professional growth, and personal interest.

The research also showed that interest in new and modern disciplines in journalism and advertising is necessary to prepare qualified professionals in the field of advertising and journalism. On average, 60% of students positively evaluated the introduction of media language studies in the educational process, especially the practice-oriented topics (64%) proved to be useful.

Researchers devoted to the systematic development of media linguistics as a separate academic discipline separately considered media linguistics, multidisciplinary course, including terminology taken from other fields of humanities knowledge (DOBROSKLONSKAYA, 2014; FILONENKO, 2011). Also, the thematic composition and practical part of this course is under formation and requires the application of complex knowledge of sociology, psychology, and cultural science. The problem of language functioning in mass communication needs to be considered separately. The study proposes several educational components that use the terminological and conceptual apparatus of media linguistics, taking into account its interdisciplinary nature and the need to refer to the theory of discourse (discourse analysis); political science and psychology (manipulative technologies); linguistics (functional stylistics, the status of media language). Therefore, it seems to us that the introduction of one discipline is not enough for the systematic study of

media language within the framework of journalism education and advertising science. There are quite a few views on ways to study media language and media texts. It also depends on education, approaches, and interpretations of media linguistics in research and processes of study. A very important part of the study of media language is the consideration of media texts, actively used in all media types, in the development of language in general. That is why it is necessary to continue the study of media texts from different positions and perspectives.

Conclusions

The research has shown that for a systematic approach to the study of media language, it is necessary to determine the main (obligatory) thematic blocks within the educational components and parameters of media linguistics: the status of media language; functional stylistics; typology of media broadcasting; linguistic analysis; discourse analysis; manipulative techniques. The main stages of introducing the main positions of media linguistics into the educational process are established.

The students' and teachers' evaluation of the systematic approach to media language learning involving the capabilities of media linguistics was generally positive for 65% of the teachers and 54% of the students. The practice-oriented topics devoted to manipulative technologies (students 60%, teachers 72%) and the basics of functional stylistics (students 68%, teachers 76%) turned out to be more useful.

The results indicate the need to introduce media linguistics into the curricula of journalism education and advertising studies, which leads to the use of the entire conceptual apparatus and top topics of media linguistics.

Further research is needed to find ways to develop a flexible training system in journalism education that can systematically present the methods and content of media language study, as well as promptly respond to new theories and methodological developments in media text analysis and advertising activities.

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Supplementary Material A

Questionnaire for assessing the relevance of media linguistics study

1. Indicate the level of education you are teaching (for students, which you are studying at)

first (bachelor) level of education

second (master's) level of education

third (education-scientific) level of education

2. Indicate the name of the educational program (specialty) that you provide (for students, where you are studying): _____

3. Your position (for scientific and pedagogical employees)

professor

associate professor

professor

assistant

other

4. How do you assess the relevance of introducing the medialogistics study into the educational process of the EP you are teaching (for students - studying)

positive

negative

no answer

5. Assess the importance of using medialogistics in journalism education

reasonable

unreasonable

no answer

6. What is the approach to the medialogistics study in the educational process

theoretical

practice-oriented

theoretical and practice-oriented

7. Assess the relevance of the suggested topics in the medialogistics study

7.1. Media language status

yes

no

no answer

7.2. Functional Stylistics

yes

no

no answer

7.3. Media broadcasting typology

yes

no

no answer

7.4. Linguistic analysis

yes

no

no answer

7.5. Discourse analysis

yes

no

no answer

7.6. Manipulative Techniques

yes

no

no answer