

Cognitive and Pragmatic Aspects of Media Text in the Digital Context

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Summary

This article examines the implementation problems of media-text discursive positions in the digital context, the means of strategies and scenarios for presenting and evaluating information, and image creation. The literal content of a media text often does not consist of a set of separate meanings of such a statement's components. Such a meanings' asymmetry of assessments can lead to ambiguity and cultural misunderstandings of the media content. All this makes it vital to create effective teaching techniques and modern courses in the media field. This study aims to establish the effectiveness of the training course "Media text creation technologies in the digital context" using a cognitive-pragmatic approach to the presentation of complex material; to show the relevance of pragmatic theories that form a positive attitude to the study of linguistic theory and its use in the digital media environment. The main one in the research methods' complex is the method of an experiment; analysis and synthesis are used to analyze theoretical material; during the pedagogical experiment, methods of observation, questionnaires, statistical methods are used. The hypothesis is that the cognitively and pragmatically oriented approach to media text are balancing the perception and retranslation of the message and its quality in digital media. The result indicates the determination of the "Media text creation technologies in the digital context" training course importance, which is aimed at the study of text-forming technologies in the digital context in a cognitively and pragmatically oriented way. The students' results show that the increase in performance and general satisfaction with the applying innovation in teaching complex and new material indicates that respondents felt a significant improvement in understanding and perception of the texts' pragmatics. The development and implementation of innovative pedagogical technologies that improve and facilitate the learning of the theory and practice of working with media-text in the digital context remain promising.

Keywords:

Pragmatics, Cognitive Linguistics, Prepositions, Semantics, Communication, Media Text, Digitalization.

1. Introduction

Society has common social platforms where media run. These digital spaces allow us not only to provide information but also to communicate. Language becomes one of the main tools that play a significant role in the creation, interpretation, and perception of media, as well as defining the authenticity of each community [1; 2]. 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. For example, Kecskes [3] notes that British society considers maximal ingenuity is more essential than maximal generosity. As for Mediterranean cultures, they prefer the maximal generosity to the maximum of delicacy [3]. That is why it is such an important research problem to organize courses and programs that focus on the pragmatic and cognitive aspects of media text production, with special attention paid to digital media as specific genres of new media.

The professors in the linguistics, social communications, and journalism fields are also constantly scouting for innovations to improve the most difficult topics and schools of science to assimilate and practice. These include the problems of pragmatics in text organization [4], as well as the cognitive-pragmatic approach to translating and adapting media texts across cultures and perception types [5] and mind figures [6].

Media texts provide interactive communication between people to be successful. The author must take into account the interests, understand the cultural and mental characteristics of the audience, and correctly transmit them into the media space. These are the roles played by pragmatics and cognitive science, not only as branches of linguistics but also by modern technological tools in the digital dimension. These are contextual factors and linguistic elements that interact to interpret the statement. All of them allow the audience not only to understand the goals and intentions of the author but also his emotional attunement and intention [7]. 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.

This research aims to establish the effectiveness of using the learning potential of the cognitive-pragmatic approach to teaching. The aim involves the following tasks:

- to establish the level of student's performance during the creating media text technology in the digital context;
- to analyze the structure and content of the course, to show the students' motivation for learning;
- to find out how the course content helped students in learning new material and acquiring new practical skills.

2. Literature review

The opportunities for innovation at the methodological, academic, and research levels are the subject of intense discussion in contemporary pedagogy [8; 9]. Teaching methods in applied linguistics are being explored, and the operational arsenal of cognitive and pragmalinguistics is being used [10].

The introduction of a detailed analysis and practice of media text creation on digital media platforms is a specific research area [11; 12]. The positive and negative intensities of texts, their pragmatics, and peculiarities of representation to the digital dimension are considered: mise-en-scene, guilt pictures using images, cutting interview fragments into new verbal sequences [13]. The study of media communication as a not purely verbal phenomenon but as a plurality of codes [14] suggests the actualization of new meanings, senses, and messages [15]. 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-pragmatic approach is a popular practice in modern digital media, so they began to be actively addressed in pedagogy and linguistics [16]. The development of techniques for effective and rapid engagement of interviewing techniques [7], a high-level foreign language acquisition [17; 18], an implementation of effective techniques in complex translation cases and practices [1] are important research areas.

The research areas that deserve special attention are those, which are concerning the problem of research on the digitalization and digital transformation of artworks, information indexing, art history, and publicity digitalization [19; 20].

3. 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 (Table 1, Table 2, Table 3) and figures (Figure 1, Figure 2).

Introduction of the new course and data collection was conducted from February 2021 to June 2020 (1st academic semester) at Zaporizhzhya National University students of the 3rd year of the first (bachelor) education level specialty 061 Journalism, educational program “Editorial-publishing and media modeling” (Ukraine) and Lviv National University named after Ivan Franko, specialty 061 Journalism, educational program “Journalism” (Ukraine).

Forty-two students were involved in the experiment. All participants were combined into 2 experimental groups (EG), where EG1 included 20 students and EG2 - 22 students. EG1 studied the course at Zaporizhzhya National University, and EG2 - at the Lviv National University named after Ivan Franko.

All groups used teaching methods and learning materials that considered the digital media characteristics and contained the achievements of a cognitive-pragmatic approach to the study, production, and transformation of media text. At each stage of the experiment, each group was assessed on their performance in the “Technology of media text creation...” 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.

The research was divided into III stages. The first stage was a preliminary familiarization with the materials and methods of teaching and controlling thematic clusters. At the end of the I stage, there was a test of the respondent's success in the “ Technology of media text creation...” course. The aim was to determine the knowledge and skills level, the need for repeating, and additional consideration of difficult points, as well as questionnaires and personal data, were collected.

At the II stage, the learning process continued, using interactive methods, innovations in the planning and thematic content of the course, was introduced a form of work with the creative project. All this was based on considering the media text in the digital context from cognitive and pragmatic viewpoints. At the end of the II 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 III (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. The students'

motivation rating for the study of media text creation technology from the positions of pragmalinguistics and 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 course lasts within one academic semester.

4. Results

During the research experiment, there was introduced a special training course “Technology of media text creation in the digital context”. Within its framework, there were introduced several thematic clusters, which were implemented through innovative teaching methods, 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 control was carried out in 3 stages. The tests and changes were presented gradually, becoming more complicated based on the completion of the study of the topic.

Stage 1 introduces the respondents to the main thematic clusters of the course: “Strategies of creating a media text,” “Basic characteristics of a media text,” “Intertextuality and speech consciousness.” The use of the cognitive-pragmatic approach to the analysis and structuring of media text in digital media should be considered precisely from the position of formulating and reproducing models. These are 4 strategies [21] that can be used during interviews, in texts where quotations, dialogic speech, and the intertextuality position are used (see Fig. 1).

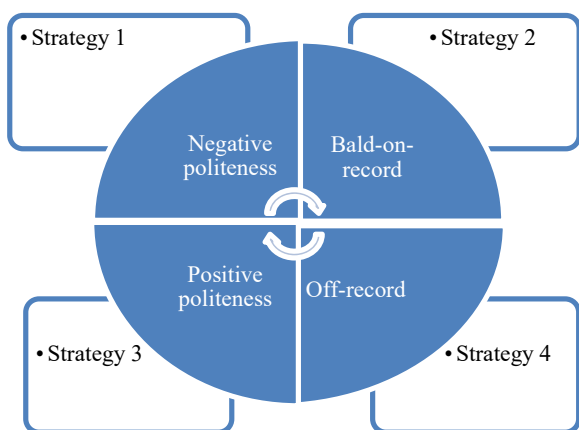


Fig. 1. Model for structuring a media text

Source: [21]

These 4 general strategies represent the work on image building in the media. Strategy 1 involves a politeness strategy used among strangers (negative politeness). Strategy 2 (bald-on-record) serves to convey specific, quite often factual information; Strategy 3 manifests positive politeness used, for example, between friends. Strategy 4 “off-record” is unconscious actions (cultural codes' phrases, communication dictated by tradition). Students learn to analyze the use of such strategies from examples, determine their content, genre specificity, and peculiarities. They find examples in the world media (not only Ukrainian), analyze them, and give their characteristics and recommendations. At the final stage of the thematic cluster, they learn to produce media texts of different models independently.

At the end of the I 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.

Table 1: Stage I. Results of students' performance in the experimental groups

	Unsatisfactory	Satisfactory	Good	Excellent
EG 1	13 %	27 %	42 %	8%
EG 2	6 %	30%	44%	20 %

The test results of the first stage 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 EG1 and 64% “good” and “excellent” in EG2. 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).

In addition, all respondents, at the initial stage, in the majority, have a fairly high motivation to learn and a good level of knowledge (9.5% have a score of “unsatisfactory”). Students showed a sufficient level of theoretical knowledge. It made them more prepared to implement their knowledge in practice.

At the second stage of the experiment, the following thematic clusters were involved in the teaching process: “Quotation in media text”, “Functions of quotation in media text: substitution, illustration, argumentation”; “Hidden quotations in media text”.

Teaching new theoretical material, finding and analyzing examples of such media texts while creating their own corresponds to the students' attempt to form their professional level; to realize their own needs. In this context, weaknesses and difficult thematic blocks should be identified. Then, the teachers had the opportunity to reconfigure instructional technology, modify practical

materials, and use the media-text modeling elements they had previously learned.

In each session, 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.

At the end of the II stage, there was a control test: students were instructed on the content and rules for completing the test, the specifics of working with creative assignments (see Table 2).

Table 2: Stage II. Results of students' performance in the experimental groups

	Unsatisfactory	Satisfactory	Good	Excellent
EG 1	10 %	20 %	56 %	14%
EG 2	5 %	25%	48%	22 %

As a result, the changes in the students' progress obtained at the second stage, the number of positive results increased compared to the previous testing. The marks "excellent" and "good" were obtained in EG1 - 70%, EG2 - 70%. In general, the number of positive marks increased on average by 13%. Moreover, the situation in both experimental groups was equalized. The number of positive evaluations steadily increased in both groups.

At the III (final) stage, within the training course, practical tasks related to the implementation of creative projects are presented. The topics devoted to the speech situations of image creation; texts, where quotation as a separate manipulative technique is realized, are offered. The field of media models and scenarios in which an introduction to the digital space can attract the attention of the audience, increase the number of subscribers, and the media's influence is considered, analyzed, and shaped.

Each practice session started with a discussion of the models, scenarios, and schemes to be used in the creative project. There was mainly group work, however, individual author's developments were also presented. This stage involved final testing (see Table 3).

Table 3. Stage III. Results of students' performance in the experimental groups

	Unsatisfactory	Satisfactory	Good	Excellent
EG 1	8 %	20 %	52 %	20%
EG 2	5 %	21%	49%	25%

The final stage of the experiment summarizes the practicability of using the cognitive-pragmatic 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.

The results of the survey were evaluated on a 10-point scale for each group separately (see Fig. 2).

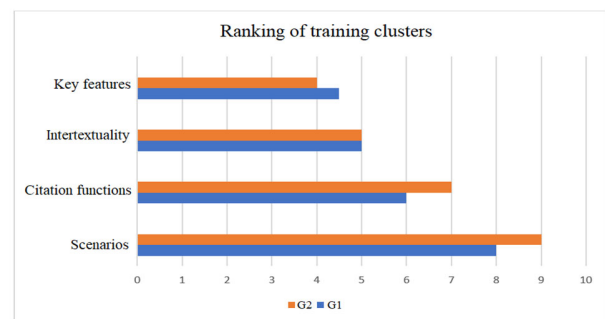


Fig 2. Topics ranking of the "Technology of media text creation" course

According to the experiment results, the most useful and interesting for students was the topic of creating cultural and speech scenarios, modeling based on 4 strategies - 9 points out of 10. The concepts of intertextuality (EG1, EG2 - 5 points out of 10) and the citation functions in media text (EG2 - 7 points, EG1 - 6 points out of 10) were also important for the respondents. The overall positive evaluation of the course (an average of 7 points out of 10) indicates the success of the "Technology of creating media text in the digital context" course introduction.

At the III stage, a survey was also conducted to assess the students' motivation for studying the "Technology of media text creation" course and forms of its implementation. The assessment was carried out on a 10-point scale for each group separately (see Fig. 3).

The survey results show that the priority motives for learning the course are disciplinary (EG1 - 8 points, EG2 - 10 points) and professional-economic ones (EG1 - 7 points, EG2 - 6 points). To better understand how much the respondents are aware of their achievements and the benefits of learning media creativity using the cognitive-pragmatic aspect, a motivation assessment was conducted.

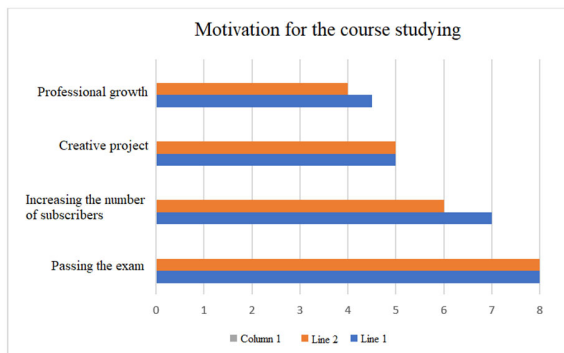


Fig 3. Motivation for the course studying

5. Discussion

Systematic studies [6; 22; 23] raise the problem of applying the possibilities of cognitive and pragmalinguistics in teaching humanitarian field students. It is, firstly, a systematized approach to the problem of interpreting texts of different cultures and directions. Thus, in the study of media texts presented in Arabic and English, a motivated range record of common and different in the implementation of media text modeling strategies [7]. For example, in English, “negative politeness” strategies are used during the interview by 25% more often. Also, the authors identify the media person's orientation in the formation of such strategies as one of the important indicators of his professionalism. Our study showed the results of students' motivation to study complex academic disciplines, which are a crucial part of their future professional activities, the motive of professional growth on a 10-point scale averaged 5 points, and the motive of material success in professional activity through the use of new technologies was determined by an average of 7 points out of 10.

While developing the methodology of fiction text pragmatic analysis [24], it was found that the key positions in the cognitive and pragmatic analysis of the text are several core concepts, such as general knowledge mental structures, text-specific mental structures, character construct, frame, positive face, and negative face, which should be relied upon when analyzing and translating media texts. The course, introduced for consideration, also presents these core concepts in a systematic and orderly manner. Therefore, it was important for students to study theoretical foundations and strategies for modeling media texts. Thus, the concept of “intertextuality” was evaluated as 5 points out of 10, the importance of studying and using the functions of quotation in a media text was 6 points out of 10. It indicates an overall positive attitude to the “Technology of media text creation in the digital context” course.

6. Conclusion

This research paper describes and analyzes the studies, which are part of a series of innovative pedagogical experiments, which aims to consider the introduction effectiveness of the new scientific discoveries in the educational paradigm. All these will not only modernize university education but also improve its quality. It will allow making students interested in the learning process; help them to get acquainted with the advanced currents of science and the main directions of the development of modern media, their active implementation in the digital space. The proposed course and methods make it possible to facilitate the media text study, to present better the practical component of text formation through the cognitive and pragmalinguistics apparatus.

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 pedagogical 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 conclusion is that explanations, which are based on modern achievements of cognitive and pragmalinguistic 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.

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