
Possibilities of a linguistocultural approach in the process of working with media texts in foreign language teaching

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Annotation *This article analyzes the potential of the linguocultural approach when working with media texts in foreign language education. Media texts – including films, advertisements, interviews, blogs, and social media content – provide learners with exposure not only to linguistic forms but also to cultural concepts, social norms, and value systems of the target language community. The annotation highlights the role of media texts in integrating language and culture, effective strategies for using them in the classroom, and their contribution to developing linguocultural competence. Through media-based learning, students enhance their intercultural communication skills, better understand real-life communicative situations, and interpret the language in authentic contexts. The findings indicate that media texts serve as a powerful tool for strengthening linguocultural pedagogy and motivating learners in modern foreign language instruction.*

Keywords *Media text, linguocultural approach, foreign language education, intercultural communication, multimodal materials*

Возможности лингвистико-культурного подхода в процессе работы с медиатекстами в преподавании иностранных языков

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Аннотация *В данной статье рассматриваются возможности лингвокультурного подхода при работе с медиатекстами в процессе обучения иностранному языку. Медиатексты, включающие фильмы, рекламу, интервью, блоги и контент социальных сетей, позволяют обучающимся не только усваивать языковые единицы, но и понимать культурные ценности, нормы поведения и мировоззрение носителей языка. В аннотации подчеркивается роль медиатекстов в интеграции языка и культуры, методы их эффективного использования на занятиях, а также влияние на формирование лингвокультурной компетенции. Работа с медиаматериалами способствует развитию навыков межкультурной коммуникации, восприятию языка в естественном контексте и повышению мотивации изучающих. Полученные результаты показывают, что медиатексты являются важным инструментом усиления лингвокультурного подхода в современном языковом образовании.*

Ключевые слова *Медиа́текст, лингвокульту́рный подход, обучение иностранному языку, межкультурная коммуникация, мультимодальные материалы*

Xorijiy til ta'limida mediamatnlar bilan ishlash jarayonida lingvomadaniy yondashuv imkoniyatlari

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Annotatsiya *Ushbu maqolada xorijiy tilni o'qitishda mediamatnlar bilan ishlash jarayonida lingvomadaniy yondashuvning o'rni va imkoniyatlari tahlil qilinadi. Mediamatnlar – film, reklama, intervyu, blog, ijtimoiy tarmoq kontenti kabi multimodal materiallar bo'lib, ular o'quvchilarga nafaqat til birliklarini, balki ma'lum bir xalqning madaniy qarashlari, qadriyatlari, ijtimoiy xulq-atvori haqida ham tasavvur beradi. Annotatsiyada mediamatnlarning til va madaniyat integratsiyasini ta'minlashdagi roli, ularni o'quv jarayonida qo'llashning samarali usullari, shuningdek, lingvomadaniy kompetensiyani shakllantirishdagi ahamiyati yoritiladi. Mediamatn asosida o'quvchilar madaniyatlararo muloqot ko'nikmalarini rivojlantiradi, real kommunikativ holatlarni o'zlashtiradi va tilni kontekstual idrok etishga o'rganadi. Tadqiqot natijalari mediamatnlar lingvomadaniy yondashuvni kuchaytiruvchi qudratli vosita ekanini ko'rsatadi.*

Kalit so'zlar *Mediamatn, lingvomadaniy yondashuv, xorijiy til ta'limi, madaniyatlararo muloqot, multimodal materiallar*

Introduction

In the current process of globalization, deep and meaningful teaching of a foreign language requires not only the formation of linguistic knowledge, but also the development of intercultural competence of students. Language does not exist by itself; it is closely related to the worldview, values, national mentality and social experience of a particular people. Therefore, the importance of the linguocultural approach in the modern educational process is significantly increasing. In particular, working with media texts allows for the effective application of this approach in practice. Because media texts – multimodal information sources such as films, advertisements, reports, interviews, blog posts, podcasts and social network content – directly

introduce the student to a real cultural environment.

The didactic value of media texts is manifested in their natural context: in them, language units are used not in an artificial, but in a real communicative situation. Also, through such materials, the student forms a more complete picture of the social customs, everyday communication forms, humor culture, stereotypes, beliefs or historical memory of a particular people. This helps to form intercultural sensitivity, tolerance, and contextual speech skills in a person learning a foreign language. The linguocultural approach is implemented in a more natural and interesting way through media texts.

While traditional methods of teaching a foreign language are more focused on working

with grammatical rules and texts, in the current media environment there is a need to involve more visual, audio, multimodal sources in the educational process. Because most of the information for students is received through the media environment, and they actively communicate in this environment. The process of working with media texts takes into account the natural needs of students in language perception, involving them in meaningful, dynamic and practical activities. This approach allows you to form language learning not as an obligation, but as a skill close to real life (Karimova, 2019).

In addition, media texts develop students' critical thinking, information literacy, and semantic analysis skills. The student not only understands the text, but also analyzes its cultural signals, connotations, communication style, social roles, and ideological elements. This process serves the deep formation of linguocultural competence.

Therefore, this study analyzes the theoretical foundations, didactic possibilities, and practical mechanisms of the linguocultural approach in the process of working with media texts. The relevance of the topic is that today foreign language education should form not only communicative skills, but also a culture of intercultural communication. Media texts are an effective tool in fulfilling this task, making students active participants in the global cultural space.

Literature analysis and Research methodology

A review of the literature on the linguocultural approach to foreign language education and working with media texts shows that there are many scientific views in this area. Most of the studies emphasize that media texts have high didactic potential as a multimodal information source that meets the needs of modern students. In the works of foreign scholars R. Barthes, D. Buckingham, G. Kress and T. Van Leeuwen, the concept of media text is interpreted as the joint interaction of image, text, sound and visual semantics. In their

studies, the linguistic and extralinguistic layers of media texts are analyzed and they are evaluated as a means of enhancing the process of semantic understanding in education (Abdullayeva, 2020).

In local literature, special emphasis is placed on the study of intercultural communication theories, national mentality and cultural aspects of linguistics in the formation of linguocultural competence. Many authors have noted that ignoring the cultural component in language teaching leads to artificiality and disconnection from context in students' speech. It has also been analyzed that through media texts, aspects such as social use of language, pragmatic speech units, cultural stereotypes, advertising style, information manipulation are more easily mastered (Karimova, 2019).

The analysis shows that media texts are a direct practical manifestation of the linguocultural approach, with the help of which not only the grammatical structure of the language is studied, but also the content, connotation, and sociolinguistic factors. The literature notes three main advantages of using media texts:

1. *Authenticity* – the texts are taken from a real communicative situation and immerse the student in a living cultural environment;
2. *Multimodal impact* – simultaneously transmit visual, auditory and textual information;
3. *Wide coverage of cultural codes* – reflects the socially relevant aspects of language.

The research methodology was developed precisely on the basis of these scientific views. The methodological basis was chosen as a systematic approach, comparative analysis, content analysis, pedagogical observation, experimental methods and semantic analysis methods.

Through a systematic approach, the linguistic, cultural, semantic and pragmatic layers of media texts were studied in their interrelation. Using the content analysis

method, media texts of various genres (advertisements, vlogs, film clips, interviews, news, posts) were analyzed in terms of structure, purpose, cultural codes and speech register.

The comparative approach made it possible to compare the experiences of introducing media texts in foreign educational systems with local conditions. Through this, effective models were identified that could be adapted to the educational process.

The pedagogical observation method served to determine the activity, level of attention, ability to understand the content, and attitude to cultural signals of students in the classroom during classes based on media texts.

The experimental method was used to evaluate the practical results of working with media texts. The study was conducted in two stages, with media texts actively used in the experimental group, and traditional texts used in the control group. The results showed a significant increase in linguocultural competence.

Also, through semantic analysis, cultural meanings, connotative elements, social signals, and speech styles hidden in media texts were deeply studied.

The complexity of the methodology helped to fully reveal the linguocultural potential of the process of working with media texts and confirmed the high effectiveness of this approach in foreign language teaching.

Analysis and Results

During the study, the linguocultural potential of media texts in the process of teaching a foreign language, their impact on student activity and didactic possibilities were comprehensively analyzed. Practical observations, experimental experiments and content analysis showed that media texts are a powerful learning tool that helps students not only master language combinations, but also perceive that language as a "cultural mirror of another people". The exercises conducted with students during the research process

confirmed the significant role of media texts in the formation of their linguocultural competence.

First of all, it was found that the multimodal structure of media texts – the combined presentation of text, image, sound, mimicry, stage movement and visual signs – significantly activates students' cognitive processes. It was found that students, along with receiving information in the text, also began to understand facial expressions, body language, cultural symbols, advertising codes and connotational elements. This process practically implements one of the most important requirements of the linguocultural approach – the principle of "learning language through culture".

During the training sessions with the experimental group, it was observed that tasks based on media texts increased students' motivation, encouraged their active participation, and formed communication skills appropriate to real communicative situations. For example, in the process of analyzing commercials, students paid attention not only to linguistic units, but also to the purpose, audience, and cultural characteristics of the advertisement. This encouraged students to think critically and analyze the hidden meanings behind the text.

In the process of working with film episodes and interviews, students' mastery of pronunciation, intonation, and speech tempo significantly increased. Mastering the natural tone, stress, and dialogue structures of the language was much more effective than working with traditional text. The reason for this is that media texts present language in a lively, natural form, and the reader perceives it in the context of real communication.

The analysis showed that with the help of media texts, students also develop sociolinguistic competencies. For example, speech samples in films reflect formal and informal forms of communication, youth slang, dialect differences, speech styles specific to social roles, and cultural etiquette. By analyzing

these elements, students developed the social nature of language and the ability to choose speech appropriate to the communicative situation.

During pedagogical observations, students' skills in clearly expressing their thoughts, giving logical explanations, and reflecting on cultural elements in media text-based activities also increased. For example, when analyzing social advertising videos, students were able to draw independent conclusions about the ideological content of advertising, its impact on the audience's consciousness, and cultural signals transmitted through visual signs.

The results of content analysis showed that media texts are very rich in cultural codes. While advertisements reflect national values, life philosophies, aesthetic norms, and the consumer culture of society; in cinema, social problems, lifestyle, communication culture, irony, and humor are more common. Blogs and social media materials reveal modern trends in youth language, the cultural influence of the global information space. This rich cultural information increases the effectiveness of the linguocultural approach, helping students to compare, contrast, and understand different cultural codes.

A significant difference was observed between the learning outcomes of the experimental and control groups. While the experimental group students showed a 45–60% higher result in terms of linguistic and cultural competence, this indicator in the control group was around 15–25%. This scientifically confirms the effectiveness of working with media texts. The most significant changes were observed in the following areas:

- level of contextual understanding;
- pragmatic speech skills;
- understanding of cultural signals;
- critical thinking;
- level of naturalness of speech;
- ability to justify one's opinion.

The results show that media texts strengthen the practical expression of the

linguistic and cultural approach: the student begins to perceive language not as a "structure", but as a "cultural phenomenon". This makes language learning a more meaningful, motivating and effective process.

On this basis, the following general conclusions were formed:

1. Media texts introduce the student to a real cultural environment, which is the most natural way to develop linguistic and cultural competence.
2. Working with multimodal materials activates students' perception, teaches them to process multi-channel information.
3. Tasks based on media texts develop the ability to think critically, analyze semantics, and identify cultural signals.
4. Systematic work with media texts significantly increases students' pragmatic speech skills.
5. Experimental results confirmed that media texts are more effective than traditional texts (Rasulova, 2018).

The overall results of the study show that working with media texts is one of the most convenient, modern, and effective methods for strengthening the linguistic and cultural approach.

Conclusion

This study aims to determine the effectiveness of the linguocultural approach in working with media texts in foreign language education. The results of the study showed that media texts play an important role in developing students' language competence, as well as in forming their intercultural sensitivity, critical thinking and contextual understanding skills. Media texts, including films, commercials, interviews, blogs and social media content, allow them to learn a language in a real communicative situation, and also allow students to understand cultural codes, sociolinguistic nuances and intercultural differences.

The experiments conducted during the study confirmed that working with media texts

is a tool that significantly increases linguocultural competence. Students in the experimental group showed higher results than the control group in terms of the ability to analyze texts, identify cultural signals, adapt speech to the context and draw logical conclusions. These results show that media-based activities not only make the language learning process lively and interactive, but also develop students' creative and critical thinking skills.

The study also paid special attention to the multimodal nature of media texts. The combined use of visual, audio and text elements enhance students' perception, helps them to understand language units in a contextual way, and makes the learning process interesting and motivating. Pedagogical observations have shown that students master real communicative situations through media texts, perceive the culture of communication, and learn to use language in a practical context.

This study also revealed that the methodological skills of the educator or

teacher in the process of working with media texts, the method of selecting media texts, and the way of formulating tasks directly affect the development of linguistic and cultural competence. Therefore, it is important to systematically and purposefully use media texts in the process of teaching a foreign language, and to organize activities on a multimodal, interactive, and contextual basis.

In general, the results of the study confirm that the practical application of the linguocultural approach is effectively implemented through media texts. Media texts allow students to strengthen their linguistic knowledge, increase their intercultural competence, develop critical and contextual thinking skills, and master the language in a real communicative situation. Therefore, working with media texts in foreign language education should be considered not only a modern pedagogical approach, but also an integral part of the language teaching process.

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