

MEDIA GENRE THEORY IN LINGUODIDACTICS OF UNIVERSITY EDUCATION

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Summary

The article examines the nature of media genreology as a modern scientific direction and educational discipline in institutions of higher education. The principles of linguistic didactics regarding language teaching and communicative dominant genres of modern mass media in the student audience are being updated. The curriculum of the course “Media Genreology” for students of higher education specializing in “Media Linguistics” at Kyiv National Taras Shevchenko University is detailed. Forms of individual and group work of students in acquiring and practicing the skills of analysis, creation and editing of mass media genres in seminar classes are modeled (face-to-face and with the use of distance learning tools). Research attention is paid to the actual implementation of the functional and stylistic method of social communication analysis in the linguistic didactics of classical university education, particularly in the field of media. In turn, the author's most optimal methods of linguistic solution of professional problems of the evolution of the genre system of media communication, which are learned by students in various forms of classroom work or remotely, are offered. Prospects for the development of media genreology as a dynamic component of the educational episteme in syncretic interaction with other mediallyinguistic disciplines taught in modern universities oriented to the social demand for high-quality, promising, competitive education are determined.

Keywords: genreology, linguistics, mediallyinguistics, high school, schooling.

DOI <https://doi.org/10.23856/5205>

1. Introduction

Modern higher education is correlated with current trends in the development of social life's spheres. That is why, every year, the social inquiry forms a real picture of the rating of in-demand professions, and therefore of the educational areas that are chosen by enrollees as a priority when entering a higher education institution.

According to official data of the Ministry of Education and Science of Ukraine, at the end of the 2021 admissions campaign, specialty Philology by the number of submitted applications – 76371 – leads the corresponding rating (for comparison, specialty 081 Law: 67720 applications) (*Vstup-2021*). Such a situation determines the high level and status of philological education in the minds of enrollees who outline their professional and life prospects precisely in connection with this educational direction. In turn, higher education institutions must meet the demands of future specialists and, accordingly, adapt educational programs, a set of disciplines, their subjectivity and teaching methods to the expected and projected learning outcomes.

Thus, specialty Philology combines, in particular, educational programs on the study of language and literature, various aspects of their nature and dynamics in the context of the

development of social values determined by the time and space of culture. Therefore, the training of the future philologist should develop the base of secondary education and, without repeating the relevant material, create and fill the base of professionally oriented knowledge. It refers to deepening the topics of the school curriculum, saturating it with new facts, information, disciplines, the study of which is not provided by the Standard of Secondary Education.

In particular, stylistic issues are actualized in Ukrainian language study programs in 10-11th forms. First of all, pupils learn practical stylistics, language culture, the language of business papers, partly – development of coherent speech. The stylistic objectivity of philological education in Universities is reflected in the invariants of the basic discipline “Stylistics of the Literary Language”. Thus, in the curricula of the Educational and Scientific Institute of Philology of Kyiv National Taras Shevchenko for the bachelor's degree, the list of disciplines as mandatory components of education includes: “Ukrainian language stylistics: functional paradigm”, “Ukrainian language stylistics: functional resource” (educational program “Ukrainian Language and Literature, Western European Language”). And therefore, stylistic linguodidactics in classical university is oriented towards the dynamics of a functional episteme, which involves studying the functions of language as a form of social communication in its multiple invariants identified with styles and genres. This, in turn, is also effectively reflected in the educational specializations of the functional and stylistic profile. In particular, in 2012, Kyiv National Taras Shevchenko University launched and opened the first in Ukraine specialization in media linguistics, dedicated to the professional study of the language of mass information as a precedent communicative phenomenon in the context of the evolution of social values and priorities. Today, the mediallynguistic specialization has been effectively provided for 10 years in bachelor's and master's degrees by the Department of Stylistics and Language Communication of the Educational and Scientific Institute of Philology. Special disciplines are logically distributed in the plan according to the years of study: from more general, theoretical (“Fundamentals of mediallynguistics”, “History of media linguistics”, “Terminology of media linguistics”, etc.) to those identified with the pragmatics of linguistic didactics in the context of studying media (“Intertextuality in media”, “Media lexicography”, “Linguistic identity in media”, etc.). Each of the mentioned and other disciplines of the mediallynguistic profile (according to its objectivity) briefly touches upon the problem of implementing the processes of language dynamics of the media in a specific genre as a form of communication. Taking into account the activation of the functional invariance of the forms and means of media communication, the educational discipline of media genreology actualizes the most optimal ways of linguistic solution of professional problems of media communication, reflected in the function and in the genre or system of genres.

The *purpose* of proposed investigation is to outline the independent objectivity and specificity of the methods of teaching media genreology as an educational discipline in University.

Its relevance is determined by *discussion approaches* to the concept of genre in philology and the answer of mediallynguistics to the question of the nature and stratification of media genres. As well as the possibilities of linguistic didactics for effective comprehension and understanding of this problem in the student audience.

2. Actual paradigm of Media genre theory in university linguistic education

The teaching and learning of media genres in the system of high education correlate with current trends: “UNESCO has recognized media education as a priority area of pedagogy of the 21st century, and its implementation meets the European requirements for the organization of the educational process in higher education institutions” (*Recommendations, 1999, p. 273–274*).

The discipline outlines specifics of media genreology as a direction of humanitarian knowledge – in connection with the elaboration of the main results of scientific observations in this field, with the analysis of the influence, in particular, of psychology, sociology of mass communication on the linguostylistic parameters of the genres of traditional and new mass media, with the professional interpretation of the oppositional categories of mono- / polyfunctionality, monologicity / dialogicity, ambiguity / unambiguity in media genres as a verbalized form of mass linguistic consciousness. The functional resource of media genreology is studied, motivated by a set of extra- and intralingual factors, correspondence to the communicative tasks of society and the system of language units that correlate with these tasks – and it, as a result, determines the architectonics of modern media genres.

The *methodic principle of integration knowledge* realizes in such situation that the discipline “Media Genreology: Linguistic Aspects” is an integral part of the program for educational “bachelor” degree (field of knowledge “Humanities”, educational program “Ukrainian Language and Literature, Foreign Language”, specialization “Media Linguistics”). It is based on a cycle of professional and practical training disciplines, in particular “Ukrainian Language Stylistics”, and specialization disciplines, in particular “Fundamentals of Media Linguistics”, “History of Ukrainian Media Linguistics”, “History of World Media Linguistics”, “Ethics, Aesthetics of mass communication”, “Language and personality in mass media”, “Media lexicography”, “Linguistic media technologies”, “Media phraseology”, “Terminology of modern media linguistics”, “Peculiarities of media nomination” and others.

The purpose of the discipline is to acquaint students with the specifics of media genreology as a direction of humanitarian knowledge, to work out the main results of scientific observations in this field, to analyze the impact of, in particular, psychology, sociology of mass communication on the linguistic and stylistic parameters of genres of traditional and new mass media, in the professional interpretation of media genres as a verbalized form of mass language consciousness.

The task of the course “Media Genreology: Linguistic Aspects” provides students with the necessary theoretical and practical knowledge of media genreology as a sphere that deals with linguistic studies of the genre system of the media field, the skills of linguostylistic analysis of independent mass media genres and intergenre formations, as well as interstylistic genres that systematically operate in the field of mass media.

The educational discipline “Media Genreology: Linguistic Aspects” consists of two substantive parts. The first is devoted to the study of general issues of linguistic problems of genreology, media genreology, the history of formation and prospects for the development of this direction of modern scientific knowledge. The second part provides a functional and stylistic analysis of the genre system of the mass media field, with attention to the distinction between traditional and new, core and peripheral genres of modern media communication, cross-genre formations and cross-style genres as a result of media interference with other types of communication.

As a result of studying the academic discipline, the student must:

know:

- semantic distinction of the “genre” concept in literary studies and linguistics;
- differential criteria for the analysis of the concepts “language genre” / “speech genre” in linguistic tradition;
- scientific objectification of media genreology as an independent direction of modern humanities;
- history of formation and prospects of functional and stylistic interpretation of mass media genres;
- methods of linguistic research of the genres of the modern mass media communication sphere;
- linguistic and stylistic parameters of core and peripheral genres of modern media communication;

be able to:

- differentiate the linguistic criteria of interpretation of the concept of “genre”;
- characterize the evolution of knowledge in media genreology;
- distinguish the objectivity of studies of mass media genres in linguistics and in the field of social communications;
- characterize the main methods of media linguistic research of genre;
- analyze the multifunctional language resource of traditional and new genres of mass communication;
- identify common and distinctive architectonic features of analog and digital media genres;
- determine the specifics of the impact of sociology, psychology of mass communication as an extralingual background on the intralingual dominants of mass media genres;
- comment genre interference of media communication and other spheres of social life (business, science, etc.).
- formulate prognostic criteria for the development of linguistic knowledge in the field of media genreology.

The determined methodological principles of teaching and studying media genres in the university are correlated with the requirements of the current Higher Education Standard (bachelor, philology) (*Standart, 2021*), according to which the student must demonstrate:

- “ability to use knowledge about language as a special sign system, its nature, functions, and levels in professional activities.
- ability to freely, flexibly and effectively use the language(s) being studied, in oral and written form, in various genre-stylistic registers of communication (official, unofficial, neutral), to solve communicative tasks in various fields of life.
- ability to collect and analyze, systematize and interpret linguistic... facts, interpret and translate text.
- awareness of the principles and technologies of creating the texts in various genres and styles”.

3. Curriculum of “Media genreology: linguistic aspects” university discipline

Theme 1. Genreology in the scientific paradigm of modern humanities.

The concept of genre in philology: history, definitive content. Professional criteria for distinguishing the “genre” category in literary studies, linguistics, and the science of social communications.

Linguistic genreology. Genre as a holistic organization of linguistic means and formal signs, stable, repeated and systematically reproduced in types of texts of a certain style / styles of literary language. Structural and functional characteristics of linguistic communication genres. Field organization of the discourse genre paradigm.

Media genreology as a direction of modern linguistic science. Object, subject, aim, main tasks of the educational discipline. General methodology of linguistic analysis of media genres.

Theme 2. Actual problems of modern media genreology.

The evolution of professional ideas of the analysis of genre paradigm of mass media in the discourse of American, European, and Slavic functional stylistics. Scientific schools, authoritative scientists, works, specialized publications in the field of media genreology.

Discussion issues of linguistic stratification of genres of mass media communication. The impact of the journalistic tradition of analyzing the media genre system on the linguistic understanding of the problem. Optimality / suboptimality of the tripartite differentiation of media genres into informative, analytical, publicistic. Criteria for functional and stylistic distinction of genres of mass communication.

The creolized nature of genres in the media sphere.

Socio-, psycho-, neurolinguistic motivation of the dynamics of the genre in the mass media space as a projection on the communicative competence of the recipients.

Theme 3. Functional and stylistic stratification of modern mass media genres.

Informational genres of public communication in the media: evolution of language resources, statics / dynamics of architectonic features. Extra- and intralingual motivations of constancy, dynamics of the core and periphery of informational genres of mass media: news, informational article, informational interview, blitz interview, announcement, poster, note, etc.

Genres of mass media analytics. Functional and stylistic resource of analytical article, analytical interview, weekly / annual news, review, commentary, talk show, stress show, post show, etc. Linguistic implementation of the category of modality in analytical genres of mass media.

Expediency / impracticality of distinguishing informational and analytical genres of mass media communication.

Genres of advertising in the information field of the media: controversial nature, variability of architectonics, language organization. Common and distinctive medially linguistic characteristics of commercial and social advertising. Medially linguistic status of genres of PR communication.

Publicistic genres in the mass media: actuality or tradition? Stylistic characteristics of an essay, feuilleton, etc. in connection with the diffuseness of the linguistic reality of media and artistic texts.

Genres of virtual communication in the media space. Architectonic dominants of blog, vlog, page in a social network, etc. as forms of personalization of media communication participants, methods of their psycholinguistic portrayal in the context of frequent use of the system of verbal and non-verbal means of communication.

Theme 4. The diffuse nature of social communication genres in the media.

Models of interference of social communication genres in the media space. Genres of scientific communication in the media (electronic / virtual conferences, seminars, webinars, etc.): the problem of stylistic status. Professional business and legal communication in the media sphere: genre identification.

“Media genreology: linguistic aspects”: methodical principles of student work

The methodology of interactive learning in disciplines of a functional and stylistic profile, in particular media genreology, is effectively implemented in the context of students work in pairs and small groups, when the discussion of theoretical issues is supplemented by illustrative arguments supported by the author's observations and comments. This confirms the opinion of A. Popovych that “the technology of collective-group learning enables simultaneous discussion by students of complex or contradictory (containing different views) stylistic issues” (*Popovych, 2018, p. 313*).

In this regard, the tasks for seminar classes are formulated problematically – with the prospect of their implementation with the involvement of multi-aspect information and various ways and methods of its interpretation for verbalizing answers in the audience.

The block of theoretical questions of the discipline is more optimal, in our opinion, to be syncretically formatted, starting with the analysis of approaches to understanding the category "genre" in various philological research epistemes -primarily, literary studies and linguistics. The mediallyinguistic genre projection on the professional interpretation of social communication appears as an evolution of invariant formats of communication by means of media, which, having developed traditional genre-creating factors, actualized new ones – with an emphasis on the optimal functions of language. Such objectivity requires a mandatory discussion in the student audience for a full understanding of the processes of formation and dynamics of the media genre system. Accordingly, among the tasks for seminar classes, we offer the following:

1. To comment on common and different genre-creating factors in literary and linguistic discourse.
2. To determine the criteria for the evolution of the “genre” category in mediallyinguistic context.
3. To characterize the extra- and intralinguistic foundations of the dynamics of the genre system of modern mass media.
4. Outline the functional core and periphery of media communication, actualizing the stratification markers of mass media genres.
5. To propose a model of professional interpretation of publicistic genres’ status in modern media communication.
6. To identify debatable and prospective problems of knowledge development in the field of media genreology.

These and other problematically formulated tasks are based on the students' conceptualized understanding of the real processes taking place in media communication – in the projection on the statics / dynamics of its genre paradigm. And therefore, the lecture presentation, as well as the answers at the seminar classes, should be based not on the statement, but on the argumentation of the interrelationship of language, speech, consciousness, mass consciousness, culture, meanings, semantics and the function of the word – these and other research criteria of genre analysis as communicative category, in particular in the field of media.

The block of questions based on linguopragmatics in the analysis of the genre system of the media refers to the mandatory illustrative argumentation of commented processes and

phenomena, because language is the main tool of a linguist researcher. Additional parameters of the mediallyinguistic interpretation of genres – creolization, ways of informing, vertical context, content, audience, format, etc. – appear as motivational in relation to the functional-linguistic and architectonic dynamics of the analyzed genre. We consider it optimal to prepare for classes of such subjectivity in groups, which will allow to represent information in a more panoramic way, without duplications, in the student audience. The most convincing in this case is the use of educational media (especially in the conditions of distance learning) - presentations, demonstrations of video and listening to audio material, etc. – for visualization and more convincing argumentation regarding the commented material in the media genre discourse.

The tasks of this block are aimed at the selection of media facts, as well as at the creation of media content in the appropriate genre, taking into account all genre-creating factors relevant to it. The creativity of students in preparing for seminar classes with declared subjectivity is manifested, first of all, in the reproduction of extralinguistic features of the genre related to visualization, the use of additional communicative effects, that fully determine the genre nature of the media text:

1. To characterize and illustrate the means of informing in various genres of media communication.
2. To define means of analysis in the genre of a media article.
3. To analyze the common and distinctive features of the functional and stylistic nature of news genres.
4. To comment on the statics / dynamics of the interview genre's architectonics.
5. To transform (in accordance with the defined genre-creating criteria) an analytical article into an informational one.
6. To argue whether the communicative interaction of cognitive and entertainment media genres seems possible and optimal.
7. To model invariant implementations of show genres.
8. To justify the static / dynamic functional nature of genres of advertising communication.
9. To prove genre / non-genre blog status.
10. Publicistic genres in modern mass media: actuality or tradition? To argue the choice.
11. Giveaway: syncretism / independence of functional and genre characteristics. To prove the point.

5. Conclusions

Thuswise, the detailed analysis of motivation for functional base in linguistic high education shows the perspective of such disciplines as "Media genreology: linguistic aspects". It is also explained by necessity of students' learning of genre, especially media, as category of communication and language consciousness. Various types of theoretical and creative tasks and exercises can: 1) determine the level of understanding of all the processes current for media sphere; 2) give need skills for professional activities with different media texts and genres as the most actual forms of social communication. Such objectivity and scope form the great perspective for University education in general, and also – for students who study mediallyinguistics.

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