

## LEADING TENDENCIES OF MEDIA LINGUISTIC DISCOURSE IN THE CONDITIONS OF MARTIAL LAW

### PRINCIPAIS TENDÊNCIAS DO DISCURSO MÍDIÁTICO-LINGUÍSTICO NAS CONDIÇÕES DA LEI MARCIAL

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**Abstract.** The article is devoted to the research of the leading trends of the media-linguistic discourse in the conditions of martial law. It is noted that today, media linguistics is becoming a means of modernization of language education in Ukraine, a tool of struggle on the information battlefield. In connection with the expansion of the boundaries of modern media discourse, the importance of the inclusion of media linguistics as a discipline of the language cycle in the educational and programmatic matrix of a higher school is substantiated. The peculiarities of the media discourse were traced by means of test monitoring. The results of the survey of applicants for higher education in economic, technical, humanitarian, and pharmaceutical specialties are presented and analyzed. It is shown that media linguistics is gradually entering the public sphere. A set of strategic steps that would contribute to its effective implementation in competence is developed. Proposals to improve the level of media culture of students of higher education in the conditions of martial law have been developed.

**Keywords:** media linguistic discourse, media linguistics, media literacy, applicants for higher education, martial law.

**Resumo.** O artigo é dedicado à pesquisa das principais tendências do discurso midiático-linguístico nas condições da lei marcial. Observa-se que hoje a linguística mediática está a tornar-se um meio de modernização do ensino de línguas na Ucrânia, uma ferramenta de luta no campo de batalha da informação. Em conexão com a expansão das fronteiras do discurso midiático moderno, fundamenta-se a importância da inclusão da linguística mediática como disciplina do ciclo linguístico na matriz educacional e programática de uma escola superior. As peculiaridades do discurso midiático foram traçadas por meio de monitoramento de testes. São apresentados e analisados os resultados do inquérito aos candidatos ao ensino superior nas especialidades económicas, técnicas, humanitárias e farmacêuticas. Mostra-se que a linguística mediática está gradualmente a entrar na esfera pública. É desenvolvido um conjunto de passos estratégicos que contribuiriam para a sua implementação eficaz em competências. Foram desenvolvidas propostas para melhorar o nível de cultura mediática dos estudantes do ensino superior em condições de lei marcial.

**Palavras-chave:** discurso linguístico-midiático, linguística mediática, literacia mediática, candidatos ao ensino superior, lei marcial.

## INTRODUCTION

The modern information space has now become the environment that has the greatest impact on the formation of public linguistic consciousness. It determines the spectrum of formatting axiological guidelines. Ultimately, it demonstrates the public face of a particular nation, the level of its self-awareness in the global media space, and the degree of identification as an autonomous, state-building structure. Modern realities caused the strengthening of the functional purpose of media linguistics. The martial law has forced humanity to rethink the functional significance of language as a means of reproducing reality. Media discourse's tasks and multistage boundaries have expanded, supplemented, and acquired a different sound. Media linguistics has become an innovative link in modern philology, as well as a means of modernizing Ukrainian language education. It also became a tool for fighting on the information battlefield.

The instability of the information society and, at the same time, its changeability produce in humanity the need for the ability to effectively process, systematize, and unify the linguistic and communicative

product. The virtualization of language in its new manifestation reveals the role of a means of communication as a manipulative tool, where the mechanism of psychological influence is capable of forming a completely new, unique linguistic consciousness. The integrated nature of the media linguistic discourse makes it grateful in the sense of the object of study.

Media philology currently performs a number of important functions: beyond the communicative and informative goal, media linguistic practice covers the fields of sociology, psychology, political science, cognitology, culture and logic. The organization of the modern digitized space is based on the media component, which is currently the driving force in the production of a number of important processes, including: the development of critical thinking, the activation of communicative and influential competence, epistemological practice, the formation of media literacy skills in the information field.

The prevalence of distance learning and, less often, mixed forms of knowledge acquisition encourage the modernization of information processing methods and the search for new ways to study, analyze, differentiate, and select balanced and verified facts. This is because media linguistics as a separate linguistic discipline is marked by a certain syncretism that stems from its multifunctional nature. Therefore, O. Kuznetsova emphasizes that such a universal nature of this field allows us to distinguish autonomous sections: cognitive media linguistics, media linguistic semiotics, media terminology, media linguistic stylistics, media psycholinguistics, media linguistic pedagogy, etc. (Kuznetsova, 2020).

L. Kardash emphasized the systematic approach to understanding the functional purpose of media linguistics, particularly media text as its basic category (Kardash, 2017). The scientist believes that this predetermination relates to the complex changes that the media structure is undergoing. "Integration processes in the media space and media institutionalization lead to dramatic changes in the schemes, models, and structures of media texts. First of all, the semantic load of each element of the message becomes more complex" (Ibid).

The expansion of the modern media discourse boundaries is connected with the expansion of the mass communication geography. As a result, media linguistics is actively included in the system of language cycle disciplines studied in higher education. The inclusion of this discipline into the educational and curricular matrix is caused by the fact that the language of modern mass media also implements the tasks of state-building and cultural nature. These tasks are implemented in addition to communicative, informational, and normative ones. Thus, it actualizes the environmental and social-academic components, which is extremely necessary in modern military realities.

## **PROBLEM STATEMENT**

The concept of war as a time and period of traumatic experience by the society of our country inspires informational and communicative experience and radically changes the strategy of media discourse. A set of different situational models makes it necessary to study communicative behavior from a different perspective. Language appears as a means of a completely new rhetoric of its time and at the same time a key to the identification and identity of its bearer. Media-linguistic content reorients communicative accents, due to which the recipient-comicant gives the language a kind of ameliorative character.

During the war, the communication media became a kind of transmitter of primary information opinion that is important for society. They work as peculiar litmus tests for the recipient audience and become a way to analyze and study urgent social issues. The digital revolution also stipulates the multidisciplinary nature of media linguistics. The media environment has undergone significant changes, and as a result, linguistic significance takes on a different expression through the digital way of comprehending reality. The digital era has dramatically influenced the consciousness of every person. For this reason, "society is living through an active period of transformation from homo sapiens to homo digitales" (Montag, 2018).

In wartime, digital culture (Kultaieva, 2020) transforms and modifies sociality, resulting in the so-called "de-informatization" becoming a compensatory manifestation through experiences and emotions (Reckwitz, 2017). The media world has partially turned into a technophobia that reveals a catastrophic reality. Therefore, studying the media space comprehensively, considering its multifunctionality, will allow us to understand the laws of media discourse: how humans create this discourse and how it creates them. We were able to trace this specificity by conducting test monitoring, the results of which are presented below.

As a fairly new branch of linguistics, media linguistics has all the hallmarks of an independent science, as evidenced by its theoretical component and practical application. The terminological toolkit makes it possible to determine the state of its particular aspects by analyzing the results of media test monitoring

conducted among students. The communicative and social paradigm of media linguistics in the context of military realities, particularly in its laws and critical mechanisms, needs to be studied more closely. The issue of media texts functioning, each of which presents itself as a separate communicative unit of a socio-cultural nature, remains relevant (Syzonov, 2015).

Nowadays, the relevance of media linguistics is determined well beyond the so-called shift from a written culture to an image culture (Kultaieva, 2020). Global changes at the level of human comprehension of the world are the reasons for people's imprisonment in the media space. We are talking about the fact that media communication experience affects almost all spheres of life. The media language is turning from a symbolic equivalent into a massive, manipulative tool capable of exerting a "suggestive influence" (Syzonov, 2015) on the person who perceives the information.

The relevance of media discourse is also due to the growth of the lexicographic fund as a special source of research on language, its dynamics and movement. Standardization and clarity combined with expressiveness distinguish media language as a special equivalent of informational influence. The media sphere quite successfully chooses tools for nominating events, situations and states, so that the discussion nodes are expressive on the one hand, and multivariate on the other. Freedom of speech should not be correlated with concepts of blurring, illegality and irresponsibility, therefore it is extremely important to train such specialists who could understand and interpret various mechanisms of media influence on human consciousness and the consciousness of society in general.

### **ANALYSIS OF RECENT RESEARCHES**

This article aims to highlight the state of modern didactic methods in the training of future social workers. The study aims to investigate both modern didactic methods in higher education institutions and to clarify certain aspects that are important in forming the professional competence of future social work specialists.

The studies of many leading linguists present the systematization of scientific knowledge. It is carried out by studying this field at the application level. The analysis of the scientific base spectrum allows us to conclude that, in fact, modern Ukrainian views were largely formed based on national and foreign developments.

The Western European community of linguists is replete with numerous studies devoted to the research of media genres, media text analysis from the standpoint of gender differentiation, social orientation, political and philosophical orientations, and axiological matrix. For example, the German linguist J. Androutsopoulos traces the role of the German Media Association in operating with the "media linguistics" concept through the prism of media text analysis. The author focuses on linguistic approaches to the study of private and mass media, appealing to the media text as a sign structure (Androutsopoulos, 2003). He believes that the increased attention to the study of media influence mechanisms is due to several factors, including:

- the impact of technical media on the linguistic picture of a particular nation and the world in general;
- studying the forms of media representation in formal and functional aspects;
- the relationship between language as a sign system and target groups as subjects of media communication;
- the perception of media as a kind of actor's manipulation tool for achieving the respective success-oriented goals;
- the diversity of information presentation by the media, due to which public discourse is full of different views on the same phenomenon or event;
- a kind of mutation in the entire linguistic world due to the variability of media language means (Ibid).

Other linguists, including N. Luhmann (1996), H. Sottong (1998), M. Müller, believe that media communication is defined by basic functional features that distinguish it from ordinary verbal interaction. These include the following components: 1) a technical one, which reveals a way of enhancing the exchange of ideas, due to which there is an "expansion of spatial fixation" (Androutsopoulos, 2003); 2) the nature of multi-placement, duplication of the same information in different sources; 3) accessibility, which means considering psycholinguistic aspects of the impact on the recipient's consciousness; 4) the one-sided nature of communication; 5) an uncertain, blurred, conditional "psycho-portrait" of the person who will perceive the information (Ibid).

S. Hall (1980) examines the mechanisms of media linguistics through the prism of the so-called encoding or decoding of meanings embedded in the media textual space. In his opinion, the variations of the encoding/decoding processes will depend on the semiotic picture of the people's world and their linguistic and existential experiences.

O. Serbenska (1958) and M. Zhovtobriukh (1970) were the first in Ukrainian linguistics to deal with the issue of historical media terminology actively. The formation, development, and identification of key problems of media linguistics in the Ukrainian scientific discourse were the subject matter of a group of researchers, including T. Kovalevska (2009), O. Kuznetsova (2020), S. Chemerkin (2009), L. Shevchenko (2013), Yu. Kovpak (2016), and H. Sarmina (2018). The media textual nature, functionality, and genre-stylistic features of the press were studied by D. Syzonov (2012) and L. Kardash (2017).

Recently, lexicographic projects have received considerable attention. We are talking about compiling special terminological dictionaries to organize media space lexemes by topic. This direction of scientific research in media space (Syzonov, 2015; Shevchenko, 2013) once again confirms and, at the same time, illustrates an integrated nature of media linguistics. The syncretism of this sphere is also represented by the fact that it has become a part of media education in Ukraine. A significant part of the developed textbooks, manuals, and published articles on this subject (Batsevych, 2004; Ivanov, 2010; Valorska, 2020; Kapeliushnyi, 2009; Ianyshyn, 2010; Malaia, 2010) explain the level of modernization of the educational process and present the direct inclusion of the media linguistic direction in the Ukrainian linguistic discourse.

The methodological apparatus of media linguistics has also been the subject of study. These include the scientific and linguistic studies by J. Androutsopoulos (2003), D. Syzonov (2015), L. Kardash (2017), S. Chemerkin (2009), A. Mamalyha (2012).

This study aims to examine the nature of media linguistic discourse under martial law by analyzing the test media monitoring. The results were obtained through a survey and presented in Google form.

## **DESCRIPTION OF MAIN MATERIALS**

The media discourse as a component of modern higher education is inextricably linked to the mechanisms that ensure the study of the state of students' academic achievements. Methodological strategies for understanding the multifunctionality of media linguistic discourse in the context of military realities can be outlined through the monitoring study, in particular, step-by-step analysis of the data obtained. The technology of test monitoring seems to be quite promising and effective. This instrument makes it possible to trace the state of proficiency in the media language, from terminological and lexical content to functional and stylistic techniques. O. Liashenko and S. Rakov have correctly noted that "a formalized system of knowledge can be assessed to a greater or lesser extent by formal methods, and thus by tests" (Liashenko, 2017). The test monitoring provides a general picture of the mastering material, the system of terminology, and the ability to transfer theoretical knowledge to specific situational experiences.

## **RESEARCH METHODS AND APPROACHES**

Testing monitoring served as the main research method. The target audience consisted of students of non-linguistic higher education institutions of I and IV accreditation levels. The experiment involved 352 students of economic, technical, humanitarian, and pharmaceutical specialties. The study was conducted using the Google Forms platform. Overall, the respondents were asked to answer 20 questions.

The first questions were identification-related and allowed students to introduce themselves, their specialty, course, educational institution, etc. Mastering this information was intended to understand further how the specialty can determine the media literacy level and what can cause it. According to I. Kartashova, "the results of any monitoring studies enable a realistic assessment of achievements and shortcomings. They help to identify strategies for change" (Kartashova, 2013) in the further development of language policy.

The subsequent monitoring block consisted of direct test tasks, where respondents were asked to choose an answer from the four options offered (questions 3-20). This research study included a step-by-step format, presented in Table 1.

**Table 1.** Step-by-step algorithm of scientific research.

№	Stage	Description
1.	Analytical and preparatory	Studying the situation and developing a mechanism for the problem's relevance; organizing methodological support for the monitoring study;
2.	Modelling	Development of topical issues, compilation of test questions, the content of which is determined by the previous study of media linguistics in higher education institutions;
3.	Implementation and testing	Informing students about their testing process and conducting the survey directly;
4.	Diagnostics	Processing the results of the monitoring study, classifying information;
5.	Forecasting	Finding the best ways to adjust the state of language education, in particular the system of knowledge in media linguistics, considering the conditions of martial law; taking these mechanisms into account in the future to formulate learning objectives and determine the range of key language competencies.

## RESULTS AND DISCUSSIONS

A total of 352 respondents took part in the study, including 266 (75.6%) students from the State University "Zhytomyr Polytechnic" and 86 (24.4%) students from the Zhytomyr Basic Pharmaceutical Professional College. The test participants indicated that their specialty subjects were the following: economic cycle disciplines (including entrepreneurship, human resources, finance, and tourism) – 106 (30%); pharmaceutical fields (including medical and laboratory diagnostics) – 86 (24.4%); information and computer technologies – 78 (22.2%); law (including public administration and management) – 20 (5.7%); mining and environmental – 19 (5.4%); philology – 16 (4.5%); technical – 15 (4.3%); pedagogical – 9 (2.6%); psychology – 3 (0.9%). Test-based monitoring allows for a fairly transparent, unbiased, and visual analysis of the situation. The subject of measurement is the results obtained, which clearly illustrate the level of mastery of mediallyinguistic competencies. When analyzing the results of the test monitoring, it is worth noting that modern students are generally well-versed in media terminology and socio-media linguistics, as evidenced by their ability to distinguish between terminological units and their functional purpose.

In this sense, a test is a two-component unit. It is a tool of obtaining data and a method at the same time, so it should include three elements: "a documented system of tasks, a presentation technology, and a well-developed and balanced system for checking, processing, and analyzing the results" (Kartashova, 2013).

The content of the test questions was based on the structure of the "media linguistics" discipline. In addition, it was based on the topical issues, problems, and aspects that are becoming a necessary tool for analyzing, processing, and modeling the informative language field in the current military situation. A more detailed analysis of the test content and the results seems appropriate.

The content of the question "What is the reliability of information in the media space?" was answered correctly by 277 students (78.8%). Such a high rate indicates that the concepts of reliability, unbiasedness, and correctness are clear, evident, open, and relevant to the survey subjects. Since the beginning of the war, the need for the ability to find an identified reliable source of information that is made public has increased. This result proved that the respondents clearly understand the concept of "authenticity" of the information field, because daily monitoring of the course of events on the war front prompts them to acquire the skills to effectively separate true information from fake information.

A slightly lower equivalent of correct answers was observed in the question: "Which of the following features is NOT a sign of propaganda?". There were 213 correct answers (60.6%). This result indicates that not all students know the lexical meaning of the term "propaganda." Some of them understand this concept at the level of a particular media experience gained in their lives. 39.4% of respondents did not notice that propaganda is marked by multiple repeating, while "one-time use in the media space" is not typical for it. The percentage of incorrect answers should be further adjusted in such a way as to promote the expansion of knowledge about mastering media terminology and understanding the shades of semantics of its key units. These days, propaganda mechanisms are being actively implemented in the media. Therefore, the

conditions of military realities dictate the need to distinguish the nature of propaganda and not to be influenced by it.

During the test monitoring, it was essential to see whether the respondents knew the semantics of the terms that represent processes, areas, and sectors of media content. For example, 256 students (72.7%) knew the answer to the question "What does the term "fact-checking" cover?". The same percentage of correct answers was received to the question, "What is the name of the technique of deliberate distortion of information to create a certain impression or attitude towards an event, phenomenon, or person to evoke the desired mood and behavior of the audience?" The question was about the concept of "manipulation." As a result, students can mainly distinguish truthful information from propaganda and manipulation. As for understanding the semantics of relatively new concepts used in the media environment (such as "fact-checking"), we believe that the understanding of this term is partly caused by the fact that students have integrated the meaning of the English translation ("fact-checking"). It is worth considering the fact that the interviewees are quite actively involved in the process of learning English as a priority means of communication at the world level. Understanding the semantics of the term proved that the applicants have good knowledge of a foreign language and can transfer the semantic field to another field.

Another problematic question was the one that required students to choose three key categories of information sources, including the environment, documents, and people. Only 74 (21.2%) students successfully coped with this task. A significant percentage of respondents (138, i.e., 39.4%) chose the option "eyewitness accounts, statistics, video surveillance." More narrow concepts were taken into account, which indicates that students' ability to evaluate the linguistic phenomenon in general is insufficient. The discrepancy in the percentage matrix testified that for the respondents, the source of information can be any informative field that can disorient the recipient, lead to confusion of fake information with what is true.

In addition, the problem questions that were often answered incorrectly included one related to the capabilities of people with media and information literacy skills. Only 32 (9.1%) students knew the answer to this question. The correct answer stated that these people could be part of a democratic society and global information network rather than an authoritarian one, as the question suggested. Another challenging question for the respondents was to select the line that indicated an extra concept among the sources of financial information. This task requires a good knowledge of analytical thinking. Overall, 30.3% of students gave the correct answer: "passport, taxpayer code, fiscal and settlement checks, receipts, bills, statements, etc." because the passport is unnecessary in this list.

Only about half of the students coped with the question about the conspiracy myth, as per French researcher Raoul Girardet. Only 181 students (51.5%) knew that this is the popularization of the idea about public enemies whose covert actions are directed against the state and society. Such a result may demonstrate a shift of students' attention to topics of a more global nature, instead, little-known and not so relevant things are leveled for society today, although the concept of the mentioned author quite vividly reflects the subtextual intentions of the aggressor country. The same number of correct answers were received to the question covering the concept of "online grooming." About half of the respondents chose the right answer – building a trusting relationship with a child (adolescent) by an adult/group of adults to counter sexual abuse online or in real life.

The concept of visual culture was logically defined by 213 (60.6%) students. They indicated that it is a part of a person's culture expressed in visual images and consists of the ability to perceive, recognize, synthesize, interpret, evaluate, compare, represent, and produce one's own images. Here, students demonstrated an understanding of the semantics of this concept. In addition, we noticed that the answer was partially spoken in the question itself. This approach helped to test the respondents' ability to see the logical aspect of the language. When asked which of the four media is suspicious, we received 266 (75.8%) correct answers ("sensations and intrigues"). It is quite obvious from the title "media." Logically, the media that wants to attract attention with a catchy title should not be trusted, as it is more like the yellow press.

The proposed tests also included situational tasks, such as "Which of the following news items can be trusted?" (about Ivan's involvement in an ice cream theft). The students were shown 4 news reports, among which the correct one was the one captured by CCTV cameras, which clearly showed that Ivan had stolen ice cream. The logic of this answer was followed by almost all respondents – 330 students (93.9%). In our opinion, the successful completion of this task is related to the fact that students are

well aware that large stores have surveillance cameras that are a reliable source of information and protection against thievery.

The respondents were asked a question of a terminological nature, in particular, which line contains a concept that is NOT related to the mass media? We received 224 correct answers (63.6%). All of the listed concepts in these options were related to the media, except for the line that contained the concept of "instructions for medicines." It was not associated with the media terminology. A separate task involved finding an incorrectly defined media feature ("those who create media messages are in the same physical space as the recipient(s) of these messages"). The correct answer was given by 181 students (51.5%) because, in fact, those who create media messages are not in the same physical space as those who receive these messages.

The question covered the content of the "media literacy" concept, "Media literacy includes the following components," to which the correct answer was "all of the above." In other words, it was necessary to consider that this concept includes a system of skills: the ability to see, hear, create, and interpret media content; interactive skills: the ability to communicate through media and try on different media roles; critical analysis skills, i.e., to analyze and understand the meaning of different media content. 245 students (69.7%) knew the correct answer.

Just over half of the respondents, 202 (57.6%), coped with the task "to indicate the line that incorrectly describes the signs of media manipulation." Most respondents know that disinformation means false information, but people still believe it to be true. This answer was chosen by 267 students (75.8%). Again, the understanding of the concept's translation from English was partially at work here.

The question "Identify which line contains the signs of fake news" was answered by 203 respondents (57.6%). The students did a good job with the task of identifying the news site that has the lowest level of compliance with professional standards among all of the listed ones. It was the "Obozrevatel" website. In our opinion, it is logical that a website with a Russian name does not adhere to professional standards, journalistic ethics, etc., in our realities. This question was answered correctly by 298 students (84.8%). There were also many correct answers to the question "Specify the line that falls out of the media text analysis algorithm" – 288 respondents (81.8%). Students know that the news should not reflect the journalist's personal opinion on a particular fact.

Let us analyze the average level of media literacy competence among students in their specialties. For this purpose, we propose to consider the data presented in Table 2.

As a reminder, a total of 352 students took part in the survey: 266 people (75.6%) from the State University "Zhytomyr Polytechnic" and 86 people (24.4%) from the Zhytomyr Basic Pharmaceutical Professional College.

As we can see from the results presented in the table, the best media literacy rate is among students in the 2nd-4th years of study. Meanwhile, freshmen answered the questions a bit worse. There is also a tendency for those students who are studying with excellent grades to show success. This indicates that university education has a significant positive impact on media literacy development.

If we analyze the results by specialization, the highest media literacy scores were shown by students majoring in information and computer technology and technical specialties (78-89%). Students of law, pharmacy, pedagogy, and psychology specialties are pretty competent in this area (61-78%). Students of economic, mining, and environmental specialties are slightly less familiar with media linguistics (50-61%).

**Table 2.** Results of the survey of respondents.

№	Department	Year	Number of respondents		Average rate of correct answers	
			Total	By year of study	Scores	%
1	Economics	1	106	48	10	56
		2		22	11	61
		4		36	11	61
2	Pharmaceutical	1	86	45	13	72
		2		41	14	78
3	Information and computer technologies	1	78	36	15	83
		4		42	16	89
4	Law	1	20	9	12	67

		2		11	13	72
5	Mining and ecology	1 4	19	10 9	9 10	50 56
6	Philology	1 4	16	9 7	12 14	67 78
7	Engineering	1 2	15	6 9	14 16	78 89
8	Pedagogical	1 2	9	4 5	10 12	56 67
9	Psychology	1	3	3	11	61
Total number of respondents		352				

**Table 3.** Description of media educational functions

№	Media skills	Functional-resultative description
1.	Understanding basic terminology	This practice allows not only to operate the terminological apparatus in the spectrum of the media space, but also gives the opportunity to form all the necessary skills in information hygiene, digital and computer literacy,
2.	Legislative aspect	Preliminary coverage of legal norms (Law of Ukraine "On Information", Law of Ukraine "On Advertising", Law of Ukraine "On Printed Mass Media (Press) in Ukraine", etc.) in legal-type classes contributed to understanding and choosing the correct answers to those questions, which included knowledge of media laws at the state level. Information and digital competence in the conditions of war is an extremely important mechanism for regulating the principles of information hygiene and the objectivity of covered events.
3.	Safety in the digital	field Acquiring knowledge in the field of media and successfully operating it in everyday life will allow the acquirers to avoid situations related to the threat of becoming a victim of false information. The realities of war have forced manipulative strategies in the plane of media space, so providing the opportunity to analyze various everyday situations regarding security in the digital field will help to avoid possible information-manipulative factors.
4.	Formation of basic media literacy skills as a challenge of today	The results of the survey once again emphasized that the vast majority of respondents receive fresh information from the world of the screen, the field of gadgets. The media educational space should take care not only about the media educational moment, but also about media educational strategies. Elements of media education can be added to classes not only of the humanitarian and social type. Any search for information is already a challenge to either truth or falsity.
5.	Media culture competence	According to the results of the survey, it is worth working additionally in the spectrum of formation of additional media culture skills. Understanding the laws of media literacy is very important to connect with the concepts of corporate media culture, media ethics, with the delineation of boundaries and rights for each individual. Not all acquirers are daily sources of information dissemination in social networks of any type, therefore the task of educational content is to promote the acquisition of such practices that would form acquirers a high level of media culture.
6.	Development of foreign language competence	Close language contact with the countries of the English-speaking area contributes to the borrowing of a number of terminological units. The applicant, who speaks English perfectly, understands the semantic content of individual terms in the field of media space without any

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problems. This can be clearly traced on the basis of the obtained results, where the initial ignorance of the term, obviously, with the knowledge of the semantic counterpart of the original language, contributed to the decoding of the meaning of the previously unknown word.

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Today, the media space as an integrated matrix not only opens up opportunities of a purely unique nature, but also contributes to the development of extremely important practices, which in modern conditions, in particular in the space of the deployment of a military conflict, serve as a rehabilitation, milioration, security and socially expressive equivalent.

## CONCLUSIONS

Media linguistics and its direct penetration into almost all spheres of public life require developing a set of strategic steps that would contribute to its effective competence. Therefore, the proposal to improve the level of media culture of high school students under martial law remains open. First of all, this includes:

1. Introduction of media education activities at the state level. Currently, most projects aimed at raising the level of media literacy have been established by certain NGOs, media experts, etc. It is worth noting that Ukraine adopted the Law on Media on December 13, 2022, and previously adopted the Concept for Implementing Media Education in 2010. However, the implementation of its provisions has been extremely slow. Thus, according to the Concept, the first experimental stage ended in 2016, and the second, which was aimed at "gradually rooting media education and standardizing its requirements" (Chernenko, 2019) lasted until 2021;
2. Taking the experience of foreign experts as a basis, including introducing measures to improve the media literacy of pupils, students, and adults; involve students in monitoring the work of the international scientific community; to intensify participation in international conferences; contribute to the actualization of the specified problem at the level of writing scientific and qualification papers.
3. Introduction of systematic training of specialists in media linguistics, educational plans for their training and professional development; discussion of the specified problem at meetings, symposia, round tables; implementation of media literacy courses among university colleagues;
4. Introduction of systematic training of specialists in media linguistics, curricula for their training and advanced training;
5. Implementation of a system of measures to train specialists who can teach the basics of media linguistics at the in-service training courses for teachers of general secondary education and higher education institutions;
6. Development of methodological tools, including textbooks and manuals for pupils, students, and teachers.
7. Organization of events aimed at improving the media culture of pupils and students, as well as other target audiences (adults in the framework of lifelong learning, senior people).
8. The study of modern media practices at the level of video content with the aim of understanding the techniques of popularizing information, interpreting the mechanisms of its distribution, systematization and presentation to the recipient, as well as the practice of suggestive influence.

Therefore, the analysis of experiment results based on the test monitoring mechanism showed the need to develop a greater interest in the media language among higher education students to form basic competencies in this area as a basis and, at the same time, a necessary language quality that is extremely important in the modern labor market. This included determining the level of media literacy and studying the state of media discourse in war conditions. Based on the survey and analysis results, it can be concluded that, in general, higher education students are well-versed in media linguistics. However, there are still many gaps, as the promotion of media education at the state level in Ukraine is currently rather slow and unsystematic. Media linguistic discourse is an essential tool for countering disinformation, fakes, and enemy propaganda. International documents define approaches to creating mechanisms to protect against hostile information influences. Ukraine should borrow this experience, as it is highly relevant in today's realities.

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