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METHODS OF STUDYING THE MEDIA TEXT

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ABSTRACT

Thus, with a discursive approach, each specific text is viewed through the prism of socio-ideological connections, taking into account the social interests and political views of participants in mass communication, the people who created and perceive it. The ultimate goal of discourse analysis is to identify and describe the connections between language, power and ideology that are usually hidden for a mass audience. The method of critical linguistics— a relatively new direction in linguistics is quite close to the method of discourse analysis. The purpose of the method of critical linguistics is to detect and study ideologically colored components of the text. At the same time, special attention is paid to the analysis of mass media texts as texts that are deeply ideologies by nature.

KEYWORDS: *Unemployment, Employed, Labor Force, Job Market, Trade Union, Minimum Wage.*

INTRODUCTION

Media texts are fundamentally interdisciplinary in nature and are the object of study of a variety of sciences: linguistics, sociology, psychology, stylistics, cultural studies, political science, and intercultural communication. Among the most effective and common methods of studying media texts are the following.

Methods of linguistic analysis are a group of methods of semantic, stylistic, morphological, syntactic analysis, traditional for the linguistics of the text, the material for which are media texts. These methods allow us to identify the patterns of organization of each level of the media text, the stable compatibility of units characteristic of different genres and media topics, the features of various tropes and stylistic techniques from the point of view of the implementation

of the general communicative perspective of the media text. The use of these methods of media text research has a long and fruitful tradition.

The method of content analysis, or content analysis (from English content – content) is "a research method aimed at a systematic, objective, quantitative data-based study of the content of communication", its purpose is to "identify and count the cases of the use of selected text units, and then on this basis to study the messages, images and representations contained in media texts in a broader social context" (B. Berelson). Based on the statistical calculation of specially selected text units (and not only verbal ones), the content analysis method provides the researcher of mass communication with the widest range of possibilities.

There are several classical studies that are still a reference point for researchers. For example, Berelson and Salter, after analyzing 198 short articles in the issues of the most famous, studied the nationality and role of their heroes, the attitude towards them. According to the results, American minorities are theorized much less and described much more negatively.

In the history of content analysis, it is also known that during the Second World War, Lasvel and Leets conducted a study of the intentions (intentions) of the editorial office of the newspaper "True American", which became the main argument for accusing the newspaper of pro-fascist sympathies and contributed to its closure in court. The authors took the slogans of Hitler's agitation as a unit of analysis and calculated whether the accused newspaper actually confirmed or refuted them.⁴⁴

Content analysis of texts about Russia in the English-language press of 2006-7 allows us to conclude that negative trends are increasing in the perception of the image of Russia and its leader in the West, which is manifested in an increase in the total number of text fragments containing references to the KGB, FSB, Lubyanka, Stalinism, totalitarian regime, Bolshevism and other anti-democratic symbols.

A content analysis of the media texts of V. Putin and D. Medvedev revealed that both politicians use the words "us", "our", "we" (about 90 uses of Putin), "Russia", "people", "about the new", "state", "countries", "development", "crisis" equally actively, and this, of course, may be a consequence of the Medvedev-Putin tandem. However, in Putin's speech, the rating of the use of the word "I" (47 uses) is significantly higher than that of Medvedev, he often says "must" (48 uses) and almost never "should" (during his last direct line-2009, he never used it). A similar analysis of President Medvedev's speeches revealed a high rating of the use of "must" (86 – in the president's message and other speeches), that is, according to psychologists; there is a certain psychological complex of must-.

The method of discursive analysis (discourse analysis). The concept of discourse and the method of discourse analysis developed on its basis allows us to focus not only on the external formal features of the text, but, and this is especially important, on a number of extra linguistic factors accompanying its production and actualization. "Discourse (from the French discourse - speech) is a coherent text in combination with extra linguistic - pragmatic, socio-cultural, psychological, etc.

factors: text taken in the event aspect; speech, considered as a purposeful social action, as a component involved in the interaction of people and the mechanisms of their consciousness (cognitive processes). Discourse is speech immersed in life."

The concept of discourse significantly expands the possibilities of describing the text, emphasizing the importance of studying extra linguistic factors accompanying communication. "Discourse is not limited only to the framework of language. He also studies the entire content of communication: who communicates, with whom, why, in what social status and socio-historical situation, through what channels, how do I interact with the various types of communication involved in the act of communication".

Media discourse, thus, has a normalizing, regulatory effect on communicative situations: this or that discursive space of mass media is a kind of field of what can or should be said or understood, as well as "said" and "understood": not only the topic chosen by the author determines the content and method of its description in the media text - the very choice of the topic is predetermined by media discourse as a "mode of knowledge production".

Thus, the study of the media text as a "node in the network" (M. Foucault) of mass communication makes it possible to understand not only the principles of its internal organization, but also the conditions of its appearance, the rules for the formation of certain meanings and the specifics of the effectiveness of specific mass messages.

One of the classic examples of using the method of discourse analysis of media text is the works of the famous Dutch scientist T. van Dijk: "Analysis of news as discourse" and "The structure of news in the press". Considering news as a special kind of discourse, Vol. van Dijk formulates an important conclusion regarding the entire corpus of mass communication texts: "the structures of media texts can be adequately understood only in one case: if we analyze them as a result of the cognitive and social activity of journalists in the production of texts and their meanings, as a result of the interpretation of texts by newspaper readers and television viewers, produced on the basis of their experience of communication with the media".

Thus, with a discursive approach, each specific text is viewed through the prism of socio-ideological connections, taking into account the social interests and political views of participants in mass communication, the people who created and perceive it. The ultimate goal of discourse analysis is to identify and describe the connections between language, power and ideology that are usually hidden for a mass audience.

The method of critical linguistics— a relatively new direction in linguistics is quite close to the method of discourse analysis. The purpose of the method of critical linguistics is to detect and study ideologically colored components of the text. At the same time, special attention is paid to the analysis of mass media texts as texts that are deeply ideologies by nature.

The founder of the media educational theory of the development of critical thinking, British scientist L. Masterman, believes that there are four areas of critical study of media products: 1) who is responsible for the creation of media texts, who owns and controls the media? 2) how is the desired effect achieved? 3) what are the value orientations of the world created in this way? 4) how does the audience perceive it?

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