

# A TYPOLOGY OF MEDIA TEXTS: PROJECTION INTO EDUCATIONAL RESOURCES AND TECHNOLOGIES

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*Abstract. The relevance of searching the ways of using modern media in educational resources and technologies was proved. It stipulates the powerful influence on an individual and incomplete level of using modern media in Pedagogical science and in practice. It was determined that a typology of media texts on the basis of a certain number of criteria is one of the ways to understand media and possibilities of its using in education. It was shown that indicated characteristics can serve as a base to determine a possible field implementation of media into educational resources and technologies. The suggested approach promotes media convergence and educational technologies with enriching forms and increasing didactic potential of educational technologies. The relevance and reasonability of classification of educational resources according to criteria of a typology of media text was determined. The importance of a relevant correction of classification criteria in accordance with educational field of its application was emphasized. The need to analyze and develop a classification system of Internet-texts and texts of new media in the context of increasing tendencies of their using in education was proved.*

*Key-words: media, media texts, a typology, criteria of classification, convergence, educational resources and technologies*

**Statement of the problem.** In terms of information - communication society especially important to study the growing influence of the media - technologies for the development of the individual and the formation of personality.

As the LV Nurgaleeva "study of the role of the media factor in the self-determination, self-control and playback of society and culture in time and space becomes more and more resonance today and significance" [1].

Power and diversity of media influence on the person looking for opportunities to encourage and expand the scope of their use in educational technologies. The complexity of the issue being studied due to a number of existing phenomena today. This - insufficient knowledge of media technology and media, media production properties in general and, in particular, based on the use of information - communication technologies (ICT); the rapid development of new

media technologies directly and through the development of ICT; the emergence of new kinds of media products with new properties that require research positions with their possible use in educational resources.

Need to study the properties of media production confirms Melnik G.S: "relevance of the study of media texts is due to a new stage of development of society associated with the advent of the information society, the increase in information distribution channels, development of media markets, improvement of computer technology, changing cultural codes that allows you to create media texts on a new basis "[2].

However, it is noted that "in pedagogical science and practice underestimated the educational opportunities of modern media, their didactic and educational potential, due to the complexity and the insufficient development of many concepts, low competence of teachers in this field, the lack of technical equipment of educational institutions" [3].

Causes a marked urgency of finding ways media convergence with traditional educational technologies based on a more detailed study of individual media components through the prism of their possible use in educational activities.

The basis of such a study can be on a system of classification (typology) media production (media texts) according to certain criteria, which will reveal the conceptual content of its components, to determine the characteristics and trends of their possible use in educational technology. Such an approach would cover both new types of media - products that are constantly appearing, and their properties.

**Analysis of recent research and publications.** Research conceptual content and typology of media texts engaged leading scientists including T.G. Dobrosklonskaya, Y.N. Zassoursky, I.V. Rogozina, G.Y. Solganik, N.S. Valgina, M. Kazak, N.V. Chicherina, S. Melnik, O.V. Fedorov, N.A. Kuzmina, L.M. Zemlyanova, A.M. Palienko, A.A. Novikova, N.M. Stetcenko and others. Research to find ways to use the media in educational technologies, based on the typology of media texts, were found.

**The main material.** The term "media" can be seen as a combination of two components: the "media" and "text". Typology component of the "text" refers to the field of linguistics and today is an open question, as the validity of the selection criteria for the classification. N.S. Valgina underscores the complexity and unresolved said: "Typology of the text, despite its central position in the general theory of text for today is still not developed enough. Not yet defined the general criteria that should be the basis for a typology. These criteria should consist of a series of indicators and cover at least the main features of the text: information, functional, structural semiotics, communication [4]. M. Kozak acknowledges that "the question of the typology of texts and selection of basic categories, which can be the basis of dividing the text continuum, remain open in linguistics text" [5]. G.Y. Solganik gives the following definition: "text - a complex, hierarchically organized structure, which is characterized by linguistic and product integrity, connectivity and completeness" [6, p.15].

The concept of "media" does not coincide with the linguistic definition of "text" as its content goes beyond verbal sign system requires a separate approach to its analysis. For media texts, as well as for the media industry in general, is characterized by a fundamental ambiguity in the definition of the term. As M. Kozak, "The semantic content of the term media (from Lat. «Media», «Medium» - means the way the mediator) allows you to call any media texts media, from cave paintings, traditional books, works of art and finishing - art phenomena technical progress" [5]. She gives the following definition generalizes the "media text - is an integrative multi-level sign, uniting in a single communicative whole different semiotic codes (verbal, nonverbal, media) and demonstrates the fundamental openness of the text to semantically meaningful, composite structural and semiotic levels. Leading features of media texts can be considered media (embodiment text using those or other media outlets, one aspect of his determination and technical capability channel); mass (as in the creation and in the consumption of media products); integrative or many codes text (union into a single communicative whole different semiotic codes); openness of the text "[5].

Kuzmina N.A. notes that the media text can be defined as a dynamic complex higher-order unit, which helps in speech communication in mass communications [7, p. 6]. N.V. Chicherina indicates versatility, multifaceted, complex and integral concept of "media". The most important characteristic of modern text media it considers the multidimensionality (various authors meant by the term multifaceted, polyphony, heterogeneity or integrated), under which it should be understood heterogeneous combination of verbal, visual, auditive, audiovisual or other components in a single semantic space text [9]. Zemlyanova L.M. also for the importance of a typology of media texts, which "... provides for the establishment not only of their technological features, but also the specificity of attributes, functions, types of information, which are expressed in their content, genres and formats, media, nature and extent of impact on the audience" [10. 338-339]. With the advent and development of the Internet "new direction journalism theory is the study of the Internet - the text, its hybrid forms created using integrated technologies" [11]. This idea is supported by the G.S. Melnik. "The made new media model and integrate media texts in a single semantic space various heterogeneous components: verbal, visual, audiovisual and others. Features such texts are due benefits online - communication: a hypertextual, interactivity, non-linearity, using narrative strategies, acceleration time and space compression, the removal of barriers of physical distance, convergence"[8].

T.G. Dobrosklonskaya mediatext as regards volume multilevel phenomenon, based on the concept of which is the organic combination of verbal units and media series. It builds a typology of media texts based on a stable system parameters that allow us to give very accurate description of a media text in terms of the features of its production, distribution channel and linguistic features. A method of production of a media text (author, peer); creation form (oral or written); form of reproduction (oral or written); distribution channel (the media - the media: print, radio, Internet); functional - the type of text genre (news, commentary, journalism, advertising); dominant theme or belonging to a particular sustainable mediatopik [12, p.30].

Y.N. Zassoursky mediadefinition defines as "a new communication product" [13, p. 6], which can be used in various fields of media: newspapers, radio, television, Internet, mobile communications. A media feature is that it can be incorporated in various media structures of verbal, visual, sound, multimedia plans involves the integrity of its perception, and hence deeper penetration into its meaning.

Several researchers emphasize the importance of one of the classification criteria of media texts - the channel of distribution / communication. This option allows you to pay attention to the technical and technological determinism media texts, whose quality and the degree of multimodality dependent on the capabilities of the transmitting channel. In particular, these channels believe the press, radio, TV, Internet. Given on the basis of media texts are divided into: newspaper / printed texts, radio - and teletext, the Internet - texts, hypertexts, etc. [5].

Dobrosklonskaya T.G. notes that the criteria of the typology of media texts may include the following elements: author, recipient, channel, code, text, context, noise, feedback, communication efficiency [14, p.16]. M. Kazak allocation based text types, which are understood as a pattern or scheme for the construction and perception of similar texts, lays the following categories: distribution channel, institutional type text typological characteristics of mass communication, functional - genre text classification code, sender, recipient [5].

Chicherina N.V. offers the following classification of media texts: by category of the author (authors and peer); form creation and playback (univariate and multivariate); by distribution channels (print media texts, texts of radio, television, Internet texts); functionality - genre features (information, analytical and artistic - journalistic and advertising); topics [9]. Kuzmina N.A. believes that the most extensive and adequate is the classification that takes into account a number of parameters: a method of producing text, shape, distribution channel, functional - a genre type, thematic dominant [7, p.17].

Based on a review and analysis of these data sources are highlighted criteria typology of media texts, which can be projected to the educational resources and serve as a basis for conceptual uniqueness - categorical apparatus of media and

educational spheres; determine the kinds of media products, their properties and possible introduction of educational resources; Extension of the scope of media in education. These include:

- distribution channel (print, radio, television, Internet, mobile phones);
- semiotic codes (verbal, nonverbal, media) further distinguish a set of media;
- multidimensionality, integration, or multi-code (involving different semiotic codes in one product);
- type themes;
- openness (at substantial - semantic, compositional - structural and symbolic levels);
- mass (in the areas of creation and playback).

Individual attention online - text, which presents its own classification criteria.

### **Conclusions.**

The urgency of finding ways to use modern media in education, which is due to the power of their influence on the individual, insufficient use in pedagogical science and practice, underestimation of their didactic and educational potential, insufficient knowledge of their characteristics and possible areas of convergence is elaborated with educational technologies.

Found that one of the ways to understand the media and to their use in the formation of a typology of media texts based on a specific set of criteria.

Defined set of criteria typology of media texts, which can serve as the basis for analysis of the opportunities and the degree of inclusion of media in educational resources.

Actual directions of further development of this problem is to assess compliance with the various types of educational resources selected criteria typology of media texts in order to identify opportunities and assess the implementation of media elements. The above will help to identify common ground and distinctions media and educational resources in general and , in particular, on the territory of the Internet.

Separate is urgent need for detailed study specificity and typology Internet - texts and texts of the new media in the context of creation and use of electronic educational resources in the Internet format - text.

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## ТИПОЛОГИЯ МЕДИАТЕКСТОВ: ПРОЕКЦИЯ НА ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ И ТЕХНОЛОГИИ

Гарина С.М., кандидат технических наук, доцент кафедры социальной педагогики и информационных технологий в образовании Национального университета биоресурсов и природопользования Украины

*Аннотация. Обоснована актуальность поиска путей использования современных медиа в образовательных ресурсах и технологиях.*



*Установлено, что одним из направлений в понимании медиа и возможностей их использования в образовании является типология медиатекстов на основе определенного множества критериев. Предложенный подход способствует конвергенции медиа и образовательных технологий с обогащением форм и дидактического потенциала последних. Обоснована необходимость исследования возможностей и степени использования установленных типов медиатекстов в образовательных ресурсах.*

*Ключевые слова: медиа, медиатекст, типология, критерии типологии, конвергенция, образовательные ресурсы и технологии.*

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