

**METHODOLOGY FOR IMPLEMENTING AN ANALYTICAL APPROACH IN THE STUDY OF MEDIA TEXTS****Khurshid Nekbayev Kholiyorovich**Professor of the Department of Information Systems  
and Technologies of Karshi State Technical University Email:  
[xnekboyev@gmail.com](mailto:xnekboyev@gmail.com) orcid:[0009-0004-9347-3188](https://orcid.org/0009-0004-9347-3188)**Abstract**

The correct choice of pedagogical methods is of decisive importance in the process of developing the communicative competence of future engineers through media education. A method is a set of ways and means of achieving the educational goal, and in the context of media education it performs the function of not only transferring knowledge, but also forming a person who can act actively, critically and creatively in the media environment. In modern pedagogical practice, media education methods are divided into two broad categories: reproductive methods - aimed at receiving and repeating ready-made knowledge; productive methods - based on the independent search, creation and application of new knowledge and skills. In order to develop the communicative competence of future engineers, it is precisely productive methods that should be given priority.

**Keywords:** Information technology, multimedia, distance learning, digital transformation, media library, virtual reality, learning process, student competence.

Mediamatn - zamonaviy mediata'lim nazariyasining asoslaridan biri bo'lib, u turli asboblar tizimlari (verbal, vizual, audiovizual, interaktiv) shakllantirilgan va ma'lum bir kommunikativ xizmat ko'rsatuvchi axborot birligi sifatida ta'riflanadi. Mediamatnning oddiy matndan farqi balki, u faqat verbal (so'z) emas, ko'p kod kompozitsiyasidan: tasvirlar, chizmalar, tovushlar, harakat, tuzilma, formatlar va muallif ovozi - bularning barchasi birgalikda mediamatn ma'nosini shakllantiradi. Shu tufayli mediamatnni tahlil qilish oddiy matn tahlilidan chuqurroq va ko'p o'lchovli metodologiyani talab qiladi. Bo'laja axborot texnologiyalari uchun mediamatnlarni tahliliy o'rganish texnikni turli media formatlarda qabul qilish va kompetensiyasini rivojlantirishning asosiy pedagogik yo'lini topish.

Types of media texts and their role in engineering education. In the methodology of media education, media texts are classified on several grounds. According to the source of production: professional media texts - created by news agencies, TV channels, specialized publications; user-generated texts - blogs, social network posts, YouTube videos; institutional texts - information published by state, corporate or scientific organizations. Of particular importance for engineering education are: scientific and technical media texts (patent definitions, technical specifications, engineering reports), popular and technical texts (news about engineering technologies, tech pages) and advertising and technical texts (advertisements of technology products, corporate PR materials).

The analytical approach is a methodological principle that allows the study of media texts to consider their structure, content, and communicative purpose together. In this approach, the media text is considered at three levels: micro-level - the language and symbolic elements of the text (word choice, sentence structure, visual composition); meso-level - the internal structure and narrative of the text

(plot, structure, dramaturgy); macro-level - the socio-cultural context of the text (for whom it was written, in what conditions it was distributed, what impact it had). The ability to simultaneously see these three levels allows the student to understand the media text not superficially, but deeply.

The first step in the analytical study of media texts is the stage of objective description of the text. At this stage, the student determines what is actually contained in the media text: what facts are presented, what images are used, what sounds are used, in what format the text is presented. At the stage of objective description, it is important that the student does not interfere with his own personal assessments and opinions - only observation. In engineering education, this stage has a direct methodological parallel with the skill of technical observation - objective recording of instrument readings, experimental results or project documentation.

The second step is the structural analysis of the text. At this stage, the student determines the internal logical structure of the media text: the methods of beginning and ending, the order of the main ideas, the location of arguments and examples, the techniques of attracting and retaining attention. Structural analysis gives the student directly useful practical skills in later correctly constructing his own technical texts - engineering reports, project descriptions, technical briefs. Therefore, it is pedagogically appropriate to conduct the structural analysis of the media text in parallel with the development of technical writing skills. The third step is the semantic analysis of the text, that is, determining the layers of content and meaning. At this stage, the student analyzes what ideas, values, and worldviews are expressed in the media text. In the semantics of the media text, a distinction is made between direct meaning (denotation) and hidden meaning (connotation). For example, in a technology advertisement, the words "advanced" or "modern" have one literal meaning, but the associations and emotions they evoke - that is, connotation - serve a completely different communicative purpose. Developing the student's ability to distinguish between denotation and connotation protects him from media manipulation.

The fourth step is pragmatic analysis, that is, determining the communicative purpose and mechanisms of influence of the media text. The main question at this stage is: "For whom, for what purpose and with what effect is this text created?" Pragmatic analysis provides the student with the skills to identify the interests behind the media message, the influence techniques used, and the characteristics of the target audience. This skill is especially valuable in engineering education: understanding the different presentations of a technical project for different stakeholders, the goals of corporate media communication, and the pragmatic features of labor market information - all this forms the professional consciousness of the future engineer.

The method of critical discourse analysis provides a deep methodological foundation for the study of media texts. This method aims to identify the social relations, power structures, and ideological orientations behind media texts. Critical discourse analysis seeks answers to the following key questions: Whose voice is dominant in the text and whose voice is suppressed? What values are normalized and which values are marginalized? What power relations does the language used in the text reinforce? In the context of engineering education, critical discourse analysis teaches students to critically examine media narratives about technological developments, the public image of the engineering profession, and media interpretations of science.

Multimodal analysis is increasingly important in modern media texts. Multimodal text uses several semiotic code systems at the same time: text, image, sound, movement, color scheme and interactive elements. Multimodal analysis analyzes each modal layer separately, also analyzing their interaction. For example, in a video advertisement about an engineering product, verbal text (voiceover), visual images (design, animation), music (emotional background) and the intonation of the narrator's voice together create a common communicative effect - multimodal analysis allows the student to consciously see each of these elements and their combinations.

The practical methodology of media text analysis should have a step-by-step structure. The first stage is initial perception: the student sees or reads the media text for the first time, notes the general impression. The second stage is structuring: notes the structural elements of the text in the form of a map. The third stage is in-depth analysis: the above-mentioned stages of objective, structural, semantic and pragmatic analysis. The fourth stage is comparison: comparing how the same topic is covered in different media. The fifth stage is synthesis and creation: creating an alternative media text or improving an existing text based on the analysis. This fifth stage ensures that the student turns from a passive media consumer into an active media creator.

Learning tasks designed to analyze media texts should be organically integrated into the professional context of engineering education. Practical tasks may include: comparing three different source reports about the same engineering accident or technical problem, analyzing them in terms of completeness and objectivity of information; comparing the annual report of an engineering company and its media interpretations; comparing the PR text of a technology startup and a professional technical press release, identifying the difference in communicative purpose and audience. Such tasks serve to develop the student's media literacy and technical knowledge together.

The final pedagogical result of the analytical study of media texts is the formation of the student's habit of perceiving media texts consciously, systematically and critically. Once this habit is acquired, the student will use it throughout his professional career: when he reads the news, reviews a technical document, listens to a corporate presentation or evaluates advertising material - he will always approach it from an analytical perspective. For an engineer, this skill will serve as a professional protective shell: he will have the ability to detect manipulations in technical news, unfounded scientific claims and hidden interests in corporate media texts.

Thus, the methodology for implementing an analytical approach to the study of media texts constitutes a holistic methodological system that includes objective observation, structural analysis, semantic analysis, pragmatic analysis, and multimodal analysis. This methodology develops not only media literacy competencies in future engineers, but also the analytical, critical, and creative components of professional thinking. The ability to analyze media texts ultimately directly translates into the engineer's ability to create high-quality professional texts - reports, presentations, technical briefs, grant applications.

The relationship between media texts and engineering technical texts. The unique value of the methodology of analytical study of media texts in engineering education is that this methodology helps the student to see not only media texts, but also technical texts themselves with new eyes. A technical specification, a project contract, an engineering calculation or a patent definition - all these are texts with their own internal logical structure, semantic layers, pragmatic purpose and often an implicit

(hidden) recipient. The skills formed through media text analysis directly transfer to the student's deeper understanding and high-quality creation of technical texts.

Stages of teaching media text analysis. Adherence to the principle of step-by-step teaching of media text analysis in media education methodology increases efficiency. At the initial stage, students learn to analyze short and structurally simple texts - tweets, headlines, advertising tags: what keywords are used in them, what emotional effect is created. At the intermediate stage, they master the structural and semantic analysis of medium-sized texts, such as a news article or blog post. At the advanced stage, a full analysis of complex multimodal texts, such as a documentary, scientific article or corporate report, is carried out. This gradation allows the student to gradually but firmly form methodological competence.

Alternative media text creation tasks. The most powerful pedagogical continuation of the analytical study of media texts is the creation of a student's own text that improves or is an alternative to an existing text. Such tasks can take several forms: rewriting a technical innovation that is incorrectly or ambiguously expressed; rewriting the same engineering information for different audiences (specialist, general reader, student, child); creating a text that presents an alternative perspective on a particular media content; representing a technical process as a script for an infographic or video. Through these tasks, the student develops analysis and synthesis skills together.

Ethical dimensions in media text analysis. Ethical questions also constitute an important pedagogical content unit in the process of analytical study of media texts. The student is taught to analyze the following ethical issues: source masking - distributing a media text without specifying who or where it came from; decontextualization - changing the original content and quoting it piece by piece; image manipulation - reprocessing photographs for advertising purposes; selective presentation of information - showing only the convenient and hiding the inconvenient. In the engineering profession, these ethical questions are directly related to professional responsibility: the complete and honest presentation of technical information by an engineer is the main requirement of professional ethics.

Digital tools for media text analysis. In modern education, a number of digital tools can be used to organize media text analysis more effectively. For text analysis: Word Cloud generators - visualize which words occur most often in the text; Sentiment Analysis tools - determine the general emotional tone of the text; Readability Score calculators - measure the complexity of the text's perception. For visual analysis: reverse image search - find the original source of the image; EXIF data viewers - determine the technical metadata of the photo. For video analysis: change the playback speed, frame-by-frame viewing. Using these tools allows the student to perform media text analysis faster and more deeply, while developing competence in working with digital tools.

Comparative methodology in media text analysis. The methodology of comparative analysis in the study of media texts - the systematic comparison of how the same event or topic is covered in different media - is a particularly effective pedagogical approach. In this methodology, the student works around three main questions: How is the same event represented differently by different sources? What is the connection between these differences in organizational, ideological or audience characteristics? Which method of presentation is the most complete and objective in terms of technical information? Comparative media text analysis in engineering education shows the student how

different sources in the field of technology - engineering journals, popular press, corporate information, social networks - interpret the same technical information differently. This skill forms the habit of future engineers not to rely on only one source when making professional decisions.

Methodology for verifying scientific claims in media texts. One of the specific content units of media education focused on engineering education is the skill of verifying scientific and technical claims in media texts based on facts. This skill teaches the student to critically view phrases such as “research has proven”, “experts have emphasized”, “new technology makes it possible”, which are often found in popular media, advertising and social networks. The verification methodology consists of the following stages: clearly formulating the claim; assessing the quality of the source (peer-reviewed article or blogger post?); determining the context of statistical data; searching for alternative research results. This methodology strengthens the engineer's professional information ecology - the habit of relying only on reliable scientific and technical sources.

Using media text as an element of a professional portfolio. The digital professional portfolio of a modern engineer - a LinkedIn profile, a personal website, a GitHub page, a technical blog - is a direct indicator of his professional communicative competence. The skills of analytical study and creation of media texts provide the student with direct practical benefits in building his professional portfolio: he can clearly and interestingly express his technical projects, visualize his professional results, and know how to systematically build his professional reputation in the digital environment. Therefore, in media education classes, the creation of real media material for his professional portfolio - not a simulation, but a real practical exercise - is the most effective form of combining media education with professional education.

**Conclusion.** Project work, as a complex pedagogical tool that combines critical and creative thinking, forms the professional communicative competence of future engineers. Types such as technical documentary media projects, infographic projects, and comparative media analysis projects constitute media education formats specifically adapted to engineering education, psychologically preparing the student for real professional project management.

The methodology of analytical study of media texts, including the stages of objective description, structural, semantic and pragmatic analysis, develops the abilities of future engineers to critically evaluate technical media information, identify manipulation and incorrect information, and translate it into high-quality construction of their own professional texts. Multimodal analysis, on the other hand, should be introduced into the practice of media education as a particularly relevant methodological tool in the conditions of modern digital media.

The integration of media education methods and media text analysis simultaneously develops three main areas of communicative competence in engineering education: the ability to critically perceive information, the ability to creatively create a media product, and the culture of effective communication in a professional context. This triad ensures the organic integration of professional and communicative competencies in the personality of an engineer, creating the pedagogical basis for his formation as a successful professional in the digital environment.

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