

of discourse, such as political, religious, scientific, etc. The differences between them are determined by modifications of the parameters of discourse: different language practices and communicative situations of their implementation. According to the second approach, media discourse is understood as any type of discourse that is realized within the framework of mass communication produced by the media. Yes, we can talk about political, religious, pedagogical and other media discourses. It is implied that for their implementation these types of institutional discourse allow for a relatively stable set of practices of production, translation and interpretation of mass information.

In media discourse there is a conversion of information into meanings, the transfer of knowledge from one level to another, the merging of information of different types, or the creation of special knowledge that relates only to invalid reality. Media discourse is an activity carried out by the subjects of mass communication, which is why it is motivated by a specific goal, depending on which it acquires a specific meaning. Possible goals of media discourse are: description-explanation; regulation of the reality of recipients; influence on the consciousness of the addressees; reality assessment; forecasting the situation, etc.

The presence of a goal in media discourse indicates that it is in a certain modality in relation to a certain subject area. This means that media discourse describes, explains, predicts something that is perceived as a real object and about which rational judgments can be made. The subject area of media discourse includes the concepts that form its thematic and semantic "core". The goal set by the media discourse is also realized in the actual communicative plan and concretized in the communicative characteristics. Status-role and situational-communicative features of communication participants, conditions of transmission and receipt of invalid messages, communication strategies, methods of communication - all this, on the one hand, affects the interpretation of messages, but on the other hand, is part of the semantic structure.

The subject area is expressed in media discourse in specific sign-symbolic forms, with the help of language units, language acts and means of expression, which form textual units. Texts as units of media discourse have an ambiguous status in media discourse. The same media text can acquire certain semantic nuances depending on different contexts. In addition to the actual communicative context, there are such important contexts for the actualization of certain meanings as grammatical, existential, situational, socio-historical.

Thus, media discourse is addressed to society as a whole. This leads to the use of general evaluative vocabulary, mostly socially significant and socially fixed language tools and socio-political terminology. In the study of the problem of classification of media texts, emphasis is placed on the fact that the set of types of media should be considered as a holistic flow of social information. That is why the classification of media texts is carried out in accordance with the predominance of one of the two main functions of the media - informative or analytical. Thus, the content of informational media discourse is based on the message, the fixation of the fact as an event; a common feature of analytical media discourses is the interpretation of facts, their analysis and generalization.

References

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INTERACTIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES AT UNIVERSITIES

The modern system of professional education in the conditions of market relations emphasizes the principle of taking into account the interests of the student as one of the priorities for successful solving the problems of training qualified personnel. In this regard, teachers are faced with the task of developing and implementing such techniques and teaching methods that would be aimed at activating the student creative potential, his desire to learn. The introduction of interactive teaching methods is one of the most important directions for improving the training of students in the vocational education system. The main methodological innovations today are associated with the use of interactive learning methods. The concept “interactive” comes from the English “interact”. Interactive learning is a special form of organizing cognitive activity, addressing specific and predictable goals.

An important feature of interactive learning is to create comfortable learning conditions in which the student feels his success, his intellectual competence, due to which the learning process is brought to a productive level. Interactive learning in the educational process organization is reduced to the joint activities of students on the development of educational material, to the exchange of knowledge, ideas and methods of activity.

In interactive learning, the needs of the student are taken into account, his personal experience is involved, the optimal result is achieved through cooperation, independence and freedom of choice, the student analyzes his own activities. The scheme of the relationship between the participants in the educational process is fundamentally changing; the student feels more comfortable during the contact with the teacher. While preserving the ultimate goal and the main content of the educational process, interactive learning changes the usual translating forms into dialogue ones based on mutual understanding and interaction. The teacher becomes an assistant in the work, and not the main information carrier. His role is to lead the training participants to an independent search. Therefore, the teacher activity gives way to student activity; his task is to create conditions for students' initiative. Interactive methods can be used to organize the following work with students: thematic classes; creative teams when working on a training project; formation of a student's portfolio; discussions; creation of educational resources.

The acquisition of key competencies depends on the activity of the student himself. One of the most important tasks is the introduction of active methods into the educational process, which together makes it possible to organize interactive learning. From the object of influence, the student becomes the subject of interaction; he himself actively participates in the learning process, following his individual route. Joint activity means that everyone makes his own special contribution to it, in the course of work there is an exchange of knowledge, ideas, and methods of activity. The development of the intellectual abilities of students, independence of thought, criticality of mind is achieved during interactive learning; achievement of speed and strength of assimilation of educational material, deep penetration into the essence of the studied phenomena; development of creativity. The abilities of independent search activity are being formed.

Thus, the modernization of the vocational education system in our country presupposes a transition to learning methods that are based on the operational approach, instead of the traditional linear approach, when in the learning process knowledge was given for the future. The competence-based approach involves the development of the student's personality, his ability to self-development, self-determination and self-education. This can be achieved by moving on to an interactive learning strategy, which is based on the subject-subject relationship between the teacher and the student, multilateral communication, the construction of knowledge for students, the use of self-esteem and feedback, and student activity.

Thus, interactive learning increases the motivation of participants in solving the discussed problems, which gives an emotional impetus to the subsequent search activity of the participants, encourages them to take specific actions. One cannot fail to impress that in interactive learning everyone is successful, everyone contributes to the overall result of group work and the learning

process becomes more meaningful and exciting. In addition, interactive learning forms the ability to think out of the box, to see a problem situation in your own way, a way out of it; justify his own positions, his values in life; develops such traits as the ability to listen to a different point of view, the ability to cooperate, to enter into partner communication, while showing tolerance towards their opponents, the necessary tact, benevolence towards the participants in the process of finding ways of mutual understanding, searching for truth.

In interactive learning, the teacher performs the function of an assistant in work, one of the sources of information; the central place in his activity should be occupied not by an individual student, but by a group of interacting students who stimulate and activate each other. The level of his education will ultimately depend on how much each individual student will be involved in the learning process. In addition, the global informatization of modern society also had a significant impact on the educational process, on the vocational education system in our country, requiring a radical revision of the teaching methods used.

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МАС-МЕДІЙНИЙ ДИСКУРС ТА ЙОГО ФУНКЦІЇ

Виділення дискурсу як особливого предмету дослідження відбулося в останній третині ХХ століття. Однією з передумов даної дослідницької операції є принципово нова методологічна ситуація, яка виникла в першій третині цього ж століття, що отримала назву «лінгвістичний поворот». Його суть в тому, що наукова громадськість усвідомила значну роль мови в пізнанні, визнала її вплив на науковий процес і кінцевий результат, а в деяких концептуальних теоріях мові приписується здатність конструювати (а не відображати) досліджувану реальність.

Дискурс – це систематичний пристрій для обробки мовної думки, а також емпіричного досвіду, в якому укладається система категорій минулого і майбутнього, існуючого і можливого світів з уже пережитим та ідеальним збігом обставин, іншими установками.

Саме лінгвісти найбільш активно освоюють поняття дискурсу, пропонуючи різні моделі дискурс-аналізу та описуючи його лінгвістичні елементи. Визначення цього поняття викликає значні труднощі через те, що воно виявилось затребуваним і в межах цілого ряду інших наукових дисциплін, таких, як антропологія, літературознавство, етнографія, соціологія, соціолінгвістика, філософія, психолінгвістика, когнітивна психологія і деякі інші. І цілком природно, що багатозначність терміну «дискурс» та його використання в різних галузях гуманітарного знання породжують різні підходи до трактування значення і сутності даного поняття. Але можна говорити про те, що завдяки зусиллям учених різних областей теорія дискурсу оформлюється в даний час як самостійна міждисциплінарна область, що відображає загальну тенденцію до інтеграції в розвитку сучасної науки.

Друга половина ХХ – початок ХХІ століття характеризуються стрімким зростанням масової комунікації та нових інформаційних технологій. Медіа – багатоаспектний феномен, що включає соціальні, культурно-ідеологічні, економічні, технологічні та інші параметри. Багатоаспектний характер медіа формує різноманіття концепцій, теорій і суджень щодо їх сутності.

Оскільки чимало знань про дійсність надходить до сучасної людини опосередковано, через мас-медіа, то найактуальнішим видом дискурсу є дискурс як засіб комунікативної дії (звичайний інформаційний дискурс або ж мас-медійний дискурс). Поняття медіадискурсу є похідним від загальної концепції дискурсу і становить