Internet Media Discourse-Based Methodology for Teaching Political Terminology

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Annotatsiya. Mazkur maqolada internet media diskursi asosida siyosiy terminlarni xorijiy til sifatida o‘rgatish metodikasi tadqiq etiladi. Zamonaviy raqamli axborot muhitida siyosiy leksika yangiliklar portallari, elektron gazetalar, ijtimoiy media platformalari va boshqa raqamli kommunikatsiya kanallarida keng qo‘llanmoqda. Tadqiqotning asosiy maqsadi internet media materiallari asosida siyosiy terminlarni kontekstual, kommunikativ va diskursiv yondashuvlar orqali o‘rgatishning samarali metodikasini ishlab chiqishdan iborat. Tadqiqotda O‘zbekiston va xalqaro internet mediasidan olingan siyosiy matnlar qiyosiy jihatdan tahlil qilindi. Natijalar autentik media matnlari o‘quvchilarga siyosiy terminlarning nafaqat lug‘aviy ma’nosini, balki ularning kollokatsion, konnotativ va diskursiv xususiyatlarini ham o‘zlashtirish imkonini berishini ko‘rsatdi. Maqolada terminlarni aniqlash, kontekstda tahlil qilish, semantik guruhlash, media sarlavhalarini tahlil qilish, kollokatsiyalarni aniqlash, qiyosiy media tahlili va kommunikativ topshiriqlardan iborat metodik model taklif etiladi. Mazkur model ingliz tilini o‘qitish jarayonida siyosiy-media leksikasini rivojlantirish bilan birga, talabalarning media savodxonligi va tanqidiy fikrlash kompetensiyalarning media savodxonligi va tanqidiy fikrlash kompetensiyalarini ham shakllantirishga xizmat qiladi.

Kalit so‘zlar: internet media, media diskurs, siyosiy terminlar, siyosiy leksika, autentik materiallar, kontekstual o‘qitish, media savodxonlik, kommunikativ metod, diskursiv tahlil, ingliz tili.

Abstract

This article investigates a methodology for teaching political terminology through internet media discourse in foreign language education. In the contemporary digital information environment, political vocabulary is extensively used across online news portals, electronic newspapers, social media platforms, and other digital communication channels. The primary objective of this study is to develop an effective methodology for teaching political terminology through contextual, communicative, and discourse-based approaches using authentic internet media materials. The study comparatively examines political media texts obtained from Uzbek and international online news sources. The findings demonstrate that authentic media texts enable learners to acquire not only the denotative meanings of political terms but also their collocational, connotative, pragmatic, and discourse-related features. The article proposes a methodological model consisting of terminology identification, contextual interpretation, semantic categorization, headline analysis, collocation analysis, comparative media analysis, and communicative production tasks. The proposed model can contribute to the development of political-media vocabulary while simultaneously strengthening learners’ media literacy, critical thinking, contextual interpretation, and communicative competence. The research argues that internet media discourse should be regarded not merely as supplementary reading material but as an authentic linguistic environment for systematic vocabulary development in contemporary foreign language education.

Keywords: internet media, media discourse, political terminology, political vocabulary, authentic materials, contextual teaching, media literacy, communicative methodology, discourse analysis, English language teaching.

Аннотация

В статье исследуется методика обучения политической терминологии на основе интернет-медийного дискурса в процессе преподавания иностранного языка. В условиях современной цифровой информационной среды политическая лексика широко используется на новостных интернет-порталах, электронных газетах, социальных медиаплатформах и других цифровых коммуникационных ресурсах. Основной целью исследования является разработка эффективной методики обучения политическим терминам посредством контекстуального, коммуникативного и дискурсивного подходов с использованием аутентичных материалов интернет-медиа. В рамках исследования проводится сравнительный анализ политических медиатекстов, представленных в узбекских и международных интернет-СМИ. Результаты показывают, что аутентичные медиатексты позволяют учащимся усваивать не только словарное значение политических терминов, но также их сочетаемость, коннотативные, прагматические и дискурсивные особенности. В статье предлагается методическая модель, включающая выявление терминов, контекстуальную интерпретацию, семантическую классификацию, анализ медиазаголовков, изучение коллокаций, сравнительный анализ медиатекстов и коммуникативные задания. Предлагаемая методика способствует развитию политико-медийного словарного запаса учащихся, а также формированию медиаграмотности, критического мышления и коммуникативной компетенции. Исследование показывает, что интернет-медийный дискурс может рассматриваться как аутентичная языковая среда для систематического освоения политической лексики в современном образовании.

Ключевые слова: интернет-медиа, медиадискурс, политическая терминология, политическая лексика, аутентичные материалы, контекстуальное обучение, медиаграмотность, коммуникативный метод, дискурсивный анализ, обучение английскому языку.

Introduction.

The rapid development of digital communication has substantially transformed the ways political information is produced, distributed, interpreted, and discussed. Internet news platforms have become particularly important environments where political concepts are represented through specialized terminology, recurrent lexical combinations, headlines, evaluative expressions, and discourse-specific patterns. Consequently, learners of English increasingly encounter political vocabulary through authentic digital media rather than exclusively through traditional textbooks.Political terminology represents an important component of advanced foreign language competence because political communication frequently contains specialized lexical items whose meanings depend strongly upon their contextual and sociocultural environment. Terms such as *election, candidate, campaign, parliament, opposition, coalition, reform, policy, legislation, electoral system,* and *constituency* possess relatively stable dictionary meanings, but their practical interpretation depends upon the particular political situation and discourse in which they occur.

Vocabulary teaching based exclusively upon isolated definitions may therefore provide insufficient preparation for understanding authentic political media texts. Vocabulary knowledge involves understanding words within their linguistic, pragmatic, sociocultural, and collocational environments. Contextualization enables learners to infer meaning and recognize how lexical items function within naturally occurring discourse.Authentic internet media materials are particularly valuable because they expose learners to language produced for genuine communicative purposes. Such materials can include online newspaper articles, news reports, headlines, interviews, political statements, and multimedia content. Importantly, the difficulty of authentic materials can be controlled through the difficulty of the learning task rather than through excessive modification of the original text. The methodological significance of internet media also derives from the relationship between language learning and media literacy. Contemporary learners need to interpret, evaluate, compare, and critically assess information received through digital channels. The Council of Europe emphasizes the importance of enabling learners to engage meaningfully with media and information while developing critical evaluation and judgment.

Political Terminology Identified in Internet Media

The analysis demonstrated several recurrent semantic groups of political terminology.

Semantic group	Representative terminology
Elections	election, candidate, electorate, ballot, turnout, constituency
Political institutions	parliament, government, legislature, ministry, Senate
Political actors	politician, candidate, minister, opposition, representative
Political processes	campaign, voting, nomination, legislation, referendum
Political systems	democracy, coalition, majority, proportional system
Public policy	policy, reform, strategy, legislation, initiative
International politics	diplomacy, bilateral relations, cooperation, foreign policy
Political evaluation	legitimacy, transparency, accountability, stability

The Uzbek media examples demonstrate that political terminology frequently occurs in dense lexical combinations. For example, *mixed electoral system*, *political parties*, *pre-election campaigning*, *single-member constituencies*, and *party lists* appear naturally in reporting concerning Uzbekistan's parliamentary elections.

International media demonstrate comparable patterns. Reuters reporting on New Zealand uses expressions such as *coalition government, parliamentary majority, party vote, electoral system,* and *political party*.

Therefore, political terminology should preferably be taught through **lexical combinations rather than isolated words**.

Discussion. The results indicate that internet media discourse can provide a particularly effective linguistic environment for teaching political terminology. The principal advantage of this approach is contextual authenticity. Learners encounter political terminology while simultaneously processing the event, participants, institutions, and communicative purpose associated with that terminology.Traditional vocabulary instruction frequently presents political terms through bilingual lists or dictionary definitions. Although such techniques may support initial recognition, they do not necessarily develop the learner's ability to interpret terminology within authentic discourse. Knowing the word *opposition*, for instance, involves more than knowing its Uzbek equivalent. Learners should understand expressions such as *opposition party, opposition leader, parliamentary opposition,* and *main opposition*, together with the contexts in which these expressions occur.

The comparison of Uzbek and international media is particularly useful for advanced learners. Uzbek media materials can introduce terminology connected with the country's political institutions, parliamentary elections, electoral procedures, and reforms. For example, the 2024 parliamentary election reports provide authentic contexts for *mixed electoral system, majoritarian system, proportional system, political party, candidate,* and *pre-election campaign*.

International materials can then extend this lexical field through different political systems. Reuters reporting concerning New Zealand, for example, provides authentic contexts for *coalition, parliamentary majority, constituency, party vote,* and *mixed-member proportional system*.

The methodology supports learner autonomy. Authentic online resources allow students to continue vocabulary development beyond the classroom by independently following political news, collecting unfamiliar terms, identifying recurring collocations, and comparing reports from different sources. Authentic materials can therefore support both linguistic development and confidence in dealing with real-world language.

Conclusion. The study demonstrates that internet media discourse provides substantial pedagogical opportunities for teaching political terminology in English language education. Authentic online news materials expose learners to political vocabulary within meaningful communicative,

institutional, and sociocultural contexts.The proposed seven-stage methodology integrates media exposure, terminology identification, contextual interpretation, collocation analysis, comparative media analysis, critical interpretation, and productive communication. This sequence moves learners from recognition toward independent and meaningful use of political terminology.The analysis of Uzbek and international media demonstrates that political terms are most effectively learned when presented through authentic lexical combinations and realistic political situations. The comparison of different media sources additionally enables learners to understand variations in terminology, discourse organization, and media representation.Therefore, internet media discourse should be considered a valuable methodological resource for contemporary foreign language education. Its systematic integration can contribute not only to the development of political vocabulary but also to learners' communicative competence, media literacy, critical thinking, and ability to interpret authentic political discourse.

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