

## PECULIARITIES OF USING POLITICAL AND SOCIAL TEXTS IN FOREIGN LANGUAGE TEACHING TO JOURNALIST STUDENTS

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**Annotation.** The article explores the nuanced utilization of political and social texts as pedagogical tools in teaching foreign languages to aspiring journalists. The discussion emphasizes the significance of contextual relevance, critical analysis, and language proficiency development within journalistic education. Practical implications, teaching methodologies, and the impact on students' linguistic and socio-political awareness are examined.

**Keywords:** journalism education, political texts, social texts, pedagogical tools, language proficiency, contextual relevance.

**Introduction.** In today's interconnected global landscape, the role of journalism transcends borders, necessitating a deep understanding of diverse languages, cultures, and socio-political contexts. Aspiring journalists not only require linguistic proficiency but also a nuanced comprehension of the intricate fabric of societies and the political undercurrents that shape them. Integrating political and social texts into foreign language teaching has emerged as a pivotal pedagogical approach, offering unique insights and challenges for educators within journalism education.<sup>1</sup>

Teaching a foreign language to journalism students extends beyond linguistic competence; it requires an immersive and dynamic approach that bridges language acquisition with the multifaceted realms of political discourse and societal nuances. The utilization of political and social texts as instructional tools presents an avenue to cultivate a multifaceted skill set among learners. This approach hones language proficiency and cultivates critical thinking, contextual understanding, and socio-political awareness essential for effective journalistic practice in an increasingly diverse and complex world. The integration of political texts, encompassing speeches, policy documents, and political

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<sup>1</sup> Brown, H. D. (2014). Principles of language learning and teaching. Pearson Education, p 78.

analyses, alongside social texts that encapsulate cultural narratives, societal debates, and community dialogues, offers a rich tapestry for language learners. However, the effective incorporation of these materials poses distinctive challenges. Educators face the task of balancing linguistic complexities with the contextual relevance of the content, ensuring that students comprehend not only the language intricacies but also the underlying socio-political connotations embedded within these texts.

Moreover, the pedagogical methodologies adopted in teaching political and social texts are pivotal in shaping students' perspectives. Employing critical discourse analysis, language awareness activities, and interactive sessions can deepen students' engagement, fostering an environment conducive to exploring diverse perspectives, questioning assumptions, and developing an informed socio-political consciousness.<sup>2</sup> In this article, we delve into the intricacies, challenges, and significance of integrating political and social texts into foreign language teaching within journalism education. We explore the multifaceted role these texts play in enhancing linguistic proficiency, fostering critical analysis, and nurturing the socio-political awareness necessary for the journalists of tomorrow. The integration of political and social texts into foreign language teaching for journalism students is not merely about language acquisition; it is a strategic approach to cultivate a comprehensive skill set vital for future journalists. Political texts, ranging from legislative documents to political speeches, offer a unique lens through which students can understand the nuances of formal language, rhetoric, and the art of persuasion. Conversely, social texts, encompassing cultural narratives, societal debates, and community dialogues, provide insights into informal language usage, diverse perspectives, and the pulse of society. By incorporating these texts, educators create a bridge between linguistic proficiency and the contextual understanding necessary for effective journalism. However, the integration of these texts poses several challenges. The linguistic complexities inherent in political texts, often laden with legal jargon or nuanced diplomatic language, can overwhelm language learners. Similarly, the diversity of social texts, reflective of varied cultural contexts and societal nuances, demands careful curation to ensure relevance and inclusivity in the learning process.

Educators must navigate these challenges by selecting texts that strike a balance between linguistic complexity and contextual significance, ensuring that students not only

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<sup>2</sup> Byram, M. (2008). From foreign language education to education for intercultural citizenship: Essays and reflections. *Multilingual Matters*, pp 45-52.

grasp language intricacies but also glean insights into the socio-political landscapes encapsulated within these materials. Teaching methodologies play a pivotal role in harnessing the potential of political and social texts. Integrating critical discourse analysis empowers students to deconstruct texts, uncover underlying power dynamics, and critically evaluate the language employed in political and social spheres.<sup>3</sup> Language awareness activities, such as examining language variation in different socio-political contexts or conducting comparative analyses of political rhetoric, stimulate students' critical thinking and enhance their ability to navigate linguistic nuances effectively.

Interactive sessions, debates, and collaborative projects centered around political and social texts foster an environment where students actively engage with diverse perspectives. Such approaches not only bolster language skills but also nurture a deeper understanding of societal complexities, thereby cultivating a well-rounded perspective crucial for ethical and insightful journalism.<sup>4</sup> The integration of political and social texts transcends language learning; it nurtures socio-political awareness among journalism students. Exposure to diverse texts enables learners to navigate through cultural nuances, comprehend societal debates, and appreciate the multifaceted nature of global issues. This, in turn, enhances their ability to communicate effectively, report accurately, and critically analyze information, crucial skills for ethical journalism in an interconnected world. An essential aspect of incorporating political and social texts into foreign language teaching for journalism students involves adapting curricula to reflect contemporary socio-political realities. The evolving nature of global affairs necessitates an agile approach in selecting texts that mirror current events, societal changes, and geopolitical shifts. Educators must strike a balance between timeless texts that serve as foundational knowledge and contemporary materials that reflect present-day socio-political dynamics, ensuring students are equipped to engage with the ever-changing landscape of journalism.

Furthermore, fostering collaborative learning environments where students interact with professionals, engage in fieldwork, or partake in real-world reporting assignments amplifies the efficacy of integrating political and social texts. Such experiential learning

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<sup>3</sup> Fairclough, N. (2013). *Critical discourse analysis: The critical study of language*. Routledge, p 25.

<sup>4</sup> Gebhard, J. G., & Oprandy, R. (1999). *Language teaching awareness: A guide to exploring beliefs and practices*. Cambridge University Press, p 210.

opportunities enable students to apply theoretical knowledge gleaned from texts to practical scenarios, honing their journalistic skills while reinforcing language proficiency in authentic contexts.<sup>5</sup> Assessing the effectiveness of integrating political and social texts requires a multifaceted approach. Evaluating language proficiency gains through standardized assessments alongside qualitative measures, such as analyzing students' critical analyses of texts or their ability to articulate socio-political implications, provides a comprehensive understanding of the impact of these materials on learners. Moreover, considering the rapid evolution of communication platforms and societal dynamics, educators must anticipate future implications and continually adapt pedagogical strategies to ensure students remain adept in navigating linguistic and socio-political landscapes.

**Conclusion.** The integration of political and social texts into foreign language teaching for journalism students stands as a transformative approach to shaping the next generation of adept and socially conscious journalists. This pedagogical strategy bridges linguistic acquisition with a nuanced understanding of political discourse and societal intricacies, cultivating a holistic skill set indispensable for the modern journalist. Throughout this exploration, we've highlighted the pedagogical significance of these texts in fostering linguistic proficiency, critical analysis, and socio-political awareness. Despite the challenges in selecting relevant texts and navigating linguistic complexities, educators play a crucial role in curating materials that strike a balance between linguistic intricacies and contextual relevance.

Methodologies incorporating critical discourse analysis, language awareness activities, and interactive sessions serve as catalysts in deepening students' engagement with diverse perspectives and societal debates. Such approaches not only enhance language proficiency but also nurture an informed understanding of global issues, preparing journalists to navigate the complexities of an interconnected world. Adapting curricula to reflect contemporary socio-political landscapes, providing experiential learning opportunities, and continually assessing learning outcomes is imperative for ensuring the effectiveness of integrating political and social texts. Embracing innovative pedagogies and anticipating future implications in a rapidly evolving media landscape remains crucial in preparing students for the dynamic challenges of journalism.

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<sup>5</sup> McCarthy, M., & Carter, R. (2014). Cambridge grammar of English: A comprehensive guide. Cambridge University Press, pp 96-103.

In conclusion, the integration of political and social texts into foreign language teaching for journalism students transcends the mere acquisition of language skills. It equips future journalists with the tools to navigate linguistic nuances, critically analyze information, and ethically report on multifaceted global issues. As educators, institutions, and practitioners strive to refine and innovate language education within journalism curricula, the enduring value of this pedagogical approach in nurturing informed, conscientious, and culturally sensitive journalists cannot be overstated.

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