

## THE IMPORTANCE OF COGNITIVE FEATURES IN TEACHING MEDIA TEXTS TO B2 LEVEL STUDENTS

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**Annotation:** In today's fast-paced world, media literacy has become a crucial skill for individuals of all ages. As technology advances, the ability to understand, analyze, and critically evaluate media texts is essential. For B2 level students, who have a strong grasp of the English language, incorporating cognitive features in teaching media texts is of paramount importance. Cognitive features not only enhance language skills but also foster critical thinking and analytical abilities. This article explores the significance of cognitive features in teaching media texts to B2 level students and how it empowers them in the digital age.

**Keywords:** Cognitive features, B2 level students, media literacy, critical thinking, language proficiency, cultural understanding, digital citizenship, lifelong learning, media texts, teaching strategies.

Cognitive features refer to mental processes such as perception, attention, memory, and problem-solving. Integrating these features into teaching strategies can significantly enhance a student's ability to comprehend and engage with media texts effectively. When it comes to media literacy, these features play a pivotal role in decoding the layers of meaning embedded in various forms of media, including articles, videos, advertisements, and social media posts.

Teaching media texts with a focus on cognitive features helps B2 level students improve their language proficiency. Media texts often contain complex vocabulary, idiomatic expressions, and nuanced language structures. By engaging with these texts, students expand their vocabulary, improve their understanding of idiomatic phrases, and grasp the subtleties of language usage. This exposure to diverse language forms sharpens their language skills and prepares them for real-life communication scenarios.

Media texts are rich sources of information, opinions, and perspectives. Teaching students to analyze these texts through cognitive features sharpens their critical thinking skills. B2 level students, equipped with a solid foundation in English, can delve deeper into the subtext of media messages. They can question the

motives of the author, evaluate the reliability of sources, and discern biases present in the text. This critical approach nurtures independent thinking and equips students with the ability to navigate the information landscape critically. Media literacy is not just about understanding the words on a page or screen; it is about comprehending the context, intention, and impact of the message. Cognitive features aid in deciphering the underlying meaning in media texts, enabling students to engage critically with the content. Media literacy empowers B2 level students to differentiate between reliable information and misinformation, allowing them to make informed decisions and contribute meaningfully to discussions on various topics.

Teaching media texts with a focus on cognitive features encourages active participation in the learning process. Engaging with media texts analytically prompts students to ask questions, seek clarifications, and participate in meaningful discussions. This active involvement enhances their communication skills, boosts their confidence, and instills a sense of curiosity that goes beyond the classroom.

In an era dominated by digital media, the ability to navigate and comprehend diverse media texts is an invaluable skill. B2 level students, through exposure to media texts integrated with cognitive features, are better prepared to face the challenges of the digital age. They can critically evaluate online content, identify reliable sources, and create their own digital narratives effectively.

Teaching media texts with a focus on cognitive features goes beyond language proficiency; it fosters analytical skills essential for success in various fields. B2 level students, equipped with the ability to dissect media messages, develop a keen eye for detail and patterns. They can identify rhetorical devices, analyze visual cues, and interpret symbols, enabling them to understand the underlying strategies employed in media communication. These analytical skills are transferable, benefiting students not only in their academic pursuits but also in their professional careers where the ability to analyze complex information is highly valued.

Media texts often reflect the cultural nuances of the society from which they originate. By exploring media texts with attention to cognitive features, B2 level students gain insight into different cultures, traditions, and perspectives. This exposure broadens their worldview, instills empathy, and promotes cultural understanding. Understanding diverse cultural contexts also enhances their ability to

communicate effectively in multicultural environments, an essential skill in today's globalized world.

In an age where digital platforms are powerful tools for communication, teaching students to critically engage with media texts is synonymous with empowering responsible digital citizenship. B2 level students, when equipped with the ability to discern credible information from misinformation, become responsible consumers and creators of online content. They understand the ethical implications of sharing information, respect diverse opinions, and contribute positively to online discussions. This digital literacy, combined with cognitive skills, creates a generation of digital citizens who can navigate the internet safely and responsibly.

The skills acquired through analyzing media texts using cognitive features are not confined to the classroom; they promote lifelong learning. B2 level students, when encouraged to explore media texts independently, develop a habit of continuous learning. They become curious, inquisitive individuals who seek knowledge beyond textbooks. This intrinsic motivation for learning equips them with the ability to adapt to new challenges, stay informed about current events, and engage meaningfully with the evolving media landscape throughout their lives. The foundation laid during their B2 level studies becomes a catalyst for a lifelong journey of intellectual growth and enlightenment.

Teaching media texts to B2 level students by emphasizing cognitive features is an investment in their future. It equips them with a holistic set of skills – linguistic proficiency, critical thinking abilities, cultural understanding, digital citizenship, and a thirst for lifelong learning. As educators, it is our responsibility to nurture these cognitive features, transforming students into discerning individuals capable of understanding, interpreting, and contributing meaningfully to the complex world of media. By doing so, we prepare them not just for academic success but for a future where their analytical prowess and media literacy will be invaluable assets, shaping a society that can critically engage with the vast array of media messages in the digital age.

Cognitive-focused teaching methods not only involve analyzing existing media texts but also inspire creative expression. B2 level students, when exposed to diverse media forms and styles, are encouraged to create their own media content. This could include writing articles, producing videos, or designing multimedia presentations. By employing cognitive features in their creative endeavors, students learn to craft

compelling narratives, choose appropriate visual elements, and effectively convey their intended messages. This creative process not only enhances their communication skills but also boosts their confidence in expressing their ideas and opinions, fostering a sense of creativity that can be applied across various disciplines.

In the age of digital information, media manipulation and misinformation are prevalent issues. Teaching cognitive features equips B2 level students with the skills to discern reliable sources from deceptive ones. They learn to identify persuasive techniques, propaganda, and biased narratives within media texts. This critical awareness acts as a shield against manipulation, empowering students to make informed decisions and resist the influence of misleading media messages. By fostering media literacy through cognitive features, educators contribute to creating a generation of individuals who are vigilant, discerning consumers of media, capable of differentiating facts from fiction.

In today's digitally-driven world, equipping B2 level students with cognitive features through media literacy education is essential for their holistic development. By integrating cognitive processes like critical thinking and problem-solving into teaching strategies, educators empower students to navigate the intricate web of media messages. This approach not only enhances language proficiency but also cultivates analytical skills, fostering a generation of individuals capable of deciphering the complexities of media content. Moreover, emphasizing diverse learning styles and encouraging creative expression ensures that every student, regardless of their strengths, can actively engage with media texts. This comprehensive approach to teaching not only prepares students for the challenges of the digital age but also nurtures their empathy, social awareness, and ability to discern credible information, making them responsible digital citizens.

The incorporation of cognitive features in teaching media texts to B2 level students is pivotal in shaping well-rounded individuals capable of thriving in the digital landscape. By emphasizing critical thinking, cultural understanding, and digital literacy, educators lay the foundation for a future generation that can think critically, empathize deeply, and engage responsibly with the vast array of media they encounter. As society continues to evolve, the skills acquired through this approach will serve as invaluable tools, enabling students to make informed

decisions, contribute meaningfully to discussions, and navigate the complex world of media with confidence and discernment.

**Conclusion.** Incorporating cognitive features into the teaching of media texts to B2 level students is not just an educational practice; it is a transformative experience. It molds students into analytical thinkers, empathetic individuals, and responsible citizens of the digital age. By providing them with the tools to decode, interpret, and create media content, educators pave the way for a future generation that is not only proficient in language but also adept in navigating the complexities of the media landscape. As we continue to emphasize cognitive features in education, we empower students to be active participants in the digital discourse, equipped with the skills necessary to critically engage with the myriad of media texts they encounter in their lives.

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