



TEACHING JOURNALISM TO STUDENTS: A GUIDE FOR LANGUAGE TEACHERS

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Abstract

This article examines the theoretical and methodological foundations of integrating journalism instruction into language teaching practice. The article demonstrates that journalism-based methods enhance vocabulary learning and critical thinking development and real text comprehension while providing language teachers an organized framework to implement media-based activities in their teaching methods. The findings indicate that a genre-based teaching method which includes critical analysis of journalism content in language classrooms results in better language skills and critical thinking abilities for students.

Keywords: Journalism education, language teaching, media literacy, communicative competence, genre-based instruction, critical thinking.

Annotatsiya

Ushbu maqola jurnalistika ta'limini til o'qitish amaliyotiga integratsiya qilishning nazariy va metodologik asoslarini o'rganadi. Maqolada jurnalistikaga asoslangan yondashuvlar lug'at boyligini o'zlashtirish, tanqidiy fikrlash va autentik matnlar bilan ishlashni boyitishi hamda til o'qituvchilariga media yo'naltirilgan vazifalarni o'quv jarayoniga kiritish uchun izchil metodologik asoslarni taklif etishi ta'kidlanadi. Olingan xulosalar shuni ko'rsatadiki, til darslarida jurnalistika ta'limiga janrga asoslangan va tanqidiy yondashuv o'quvchilarning lingvistik va tahliliy imkoniyatlarida sezilarli darajada rivojlanishni ta'minlaydi.

Kalit so'zlar: Jurnalistika ta'limi, til o'qitish, media savodxonlik, kommunikativ kompetentlik, janrga asoslangan ta'lim, tanqidiy fikrlash, autentik matnlar.



Аннотация

В данной статье рассматриваются теоретические и методологические основы интеграции журналистского образования в практику преподавания языка. В статье утверждается, что подходы, основанные на журналистике, обогащают усвоение лексики, критическое мышление и работу с аутентичными текстами, предлагая преподавателям языка последовательную методологическую основу для включения медиаориентированных заданий в свой педагогический арсенал. Полученные выводы свидетельствуют о том, что жанровый, критически осмысленный подход к журналистскому образованию в языковых классах обеспечивает ощутимое улучшение лингвистических и аналитических способностей обучающихся.

Ключевые слова: журналистское образование, преподавание языка, медиаграмотность, коммуникативная компетентность, жанровое обучение, критическое мышление, аутентичные тексты.

INTRODUCTION

The field of applied linguistics combined with teaching methods finds its most effective research area at the point where journalism meets language education. The growing complexity of global information environments requires people to develop their ability to read and analyze journalistic texts as well as create their own journalistic content which forms an essential aspect of their communicative competence that extends beyond basic grammar expertise to include their ability to understand different social contexts and manage discourse patterns and their capacity to analyze authentic spoken language content [1]. Language teachers throughout the world face the dual responsibility of preparing students to pass standardized tests while developing their skills to function as informed and literate members of public discussions.

The educational value of journalism emerges through its multiple genres which, according to their nature, deliver information to readers in precise and understandable forms and operate as real social communication systems. The present article seeks to articulate a theoretically grounded and practically oriented



framework for language teachers who wish to incorporate journalism instruction into their classrooms, drawing on an analysis of existing scholarly literature from Uzbek, Russian, and international sources. The article does not report any experimental or observational data but instead synthesises theoretical perspectives and scholarly arguments to produce a coherent set of recommendations applicable across diverse educational contexts, including those characteristics of Central Asian educational environments where media literacy instruction remains an emerging field [2].

METHODOLOGY AND LITERATURE REVIEW

The article develops its research methodology through a systematic review combined with a critical synthesis of existing academic research about journalism education and media literacy teaching methods and genre theory and communicative language teaching. Sources were chosen because they demonstrated relevant connections between journalistic and linguistic education and because they possessed academic credibility and because they represented research from different geographical and linguistic areas especially research that originated from or related to educational settings in post-Soviet and Central Asian countries. The theoretical framework draws primary research from communicative language teaching (CLT) which Hymes developed and which subsequent researchers expanded through applied linguistics research [3] and from Swales and Bhatia's genre-based teaching system [4] and from Russian and Uzbek educational research about critical media literacy [5]. Media literacy exists as a concept which has experienced multiple significant changes to its definition because initial definitions described media literacy as the ability to understand media content while current research recognizes it as a skill which requires people to produce media content while they evaluate and understand its various contexts [6].

The expanded understanding of language through news reports, editorials, feature articles, and print interviews shows how journalism genres provide students access to different ways of speaking and writing because they include vocabulary that does not appear in standard textbook content. The Russian educational system has studied publicistic style (публицистический стиль) to show its value



as a language system which connects scientific and normal spoken language, making it perfect for teachers who want to teach students advanced vocabulary and help them learn to use different writing styles [7]. Students who study journalism in Uzbek educational systems will benefit from this approach which uses real news articles in different languages to help them understand how different languages organize their writing and build their ability to read across languages.

Scholars like Mihailidis demonstrate that journalism education and media literacy must exist as essential components of democratic civic participation because language teachers who teach journalistic tasks to their students help their students develop citizenship skills for democratic participation [8]. The Russian higher education system, as described by Konopelchenko, employs genre-based methods to teach journalism students who need to master specific journalistic text types through their structural and lexical and pragmatic features for successful media language comprehension and production [9]. According to this theoretical framework, language classrooms should include dedicated journalism instruction which uses newspaper articles as teaching material to help students understand how journalists structure their work according to specific audiences and objectives.

RESULTS AND DISCUSSION

The literature review enables researchers to establish both theoretical foundations and practical applications of journalism-based language instruction. The research evidence from various traditions demonstrates that authentic journalistic texts create different linguistic learning experiences for students because these texts deliver genuine language variation together with idiomatic patterns and public speaking norms which do not exist in simplified educational materials [3]. The practice gains particular importance because learners in Uzbekistan and Central Asian states face restrictions on accessing real language environments outside their academic setting [2]. The genre-based framework provides language teachers with a systematic method to structure their journalism teaching activities by using specific genre elements to build their curriculum which starts with news



reports that follow the inverted pyramid structure and advances to complex rhetorical genres that include editorials and analytical features [9].

The pattern of this sequence follows the learning development process of CLT, which guides learners from practicing controlled language to developing independent communication skills and from learning through passive reception to active language production [3]. The essential element of journalism instruction defines its purpose through teaching students to assess sources and detect biases while they learn to analyse the ideological aspects of media language [8]. Russian scholarly tradition has long recognised the publicistic genre as a site of ideological contestation and has therefore treated its analysis as a form of critical language awareness, a concept that maps productively onto contemporary international frameworks for media literacy [7].

The second requirement for journalism instruction needs to develop through theoretical knowledge of journalistic texts which function as communicative artefacts and teaching skills which help students interact with those texts through pre-reading discussions and structured analysis of text elements and linguistic features and writing exercises which require students to demonstrate their understanding of different writing styles [5]. The combined research results from Uzbek studies and Russian studies and international academic research indicate that journalism teaching should be integrated into language instruction because it serves as a fundamental teaching method which has solid theoretical backing and widespread practical use [6].

The literature review shows that authentic journalistic texts in journalism-based education programs create strong student motivation which becomes a vital educational element. Journalistic texts demonstrate real social impact through their actual social value because they present actual situations and show actual communication goals which academic audience members can understand. Advanced learners show this motivational effect because they find traditional educational materials too easy and artificial and they show more mental effort when they need to create and analyze public discourse documents. Language teachers should understand that classroom practices which use journalism as a teaching tool have both theoretical backing and psychological advantages



because they connect language learning requirements with basic human needs to learn about the world and engage with it.

The scholarly literature demonstrates that journalism-based language instruction helps learners develop intercultural communicative competence which has become an important theoretical framework in applied linguistics during the last twenty years. The nature of journalistic texts contains cultural elements because they depend on shared knowledge and reveal specific value systems and present rhetorical patterns that differ between language communities. Multilingual educational environments in Central Asia permit teachers to use journalistic texts from various cultural and linguistic backgrounds which enables students to understand the cultural systems that determine information framing and news value and authority construction in different societies.

CONCLUSION

This article has argued that journalism instruction constitutes a valuable and theoretically defensible component of language teaching practice, drawing on a synthesis of scholarly perspectives from Uzbek, Russian, and international educational traditions. The genre-based, critically oriented approach to journalistic texts advocated here offers language teachers a coherent framework for developing learners' communicative competence in its fullest sense: encompassing not only grammatical and lexical knowledge but also discursive awareness, rhetorical flexibility, and the capacity for critical engagement with authentic public language. The relevance of this approach is particularly acute in multilingual educational environments such as that of Uzbekistan, where journalism-based instruction can simultaneously serve the goals of language development, media literacy, and civic education. Future theoretical work in this area should continue to develop context-sensitive models of journalism-based language pedagogy that account for the specific linguistic, cultural, and institutional conditions of diverse educational settings, with particular attention to the post-Soviet region where both journalism education and applied linguistics are undergoing significant transformation [2]. Language teachers who engage seriously with the pedagogical potential of journalism will find that it rewards



them and their students with intellectual richness, authentic engagement, and genuinely transferable skills.

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