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SELECTION CRITERIA OF MEDIA RESOURCES IN THE CONTEXT OF TEACHING FOREIGN LANGUAGES AND CULTURES

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Abstract: The purpose of this study is to specify the cultural and educational characteristics of modern media discourse and determine the principles for selecting electronic information resources for foreign language teaching / learning based on their cultural and educational potential. The survey on the cultural and educational characteristics of the media space in the context of the dialogue of culture, conducted at the Foreign Language Department in Moscow State Pedagogical University (February 2022), and the discursive analysis showed that modern media space can be characterized by mythologization, interactivity, manipulateness, hypertextuality, clustering, social orientation, clipping, dialogicity, multiculturalism, symbolism, eventfulness, ideologization, educational value, and mobility. According to the respondents, such characteristics as interactivity, multiculturalism, educational value, mobility, and dialogicity possess a positive potential for foreign language learning, but clipping, eventfulness, ideologization, manipulateness, mythologization, and social orientation can negatively influence the educational process. It is especially important to consider it while selecting social media resources that possess a big potential for forming an intercultural competence in the dialogue of cultures. The fundamental principles of media resources selection included the principle of taking into account the developed characteristics, and the principle of excluding media resources with negative characteristics. Further studies are needed to determine the directions of modeling the cultural media space with educational tasks and those including intercultural interaction.

Keywords: media resources, selection criteria, educational characteristics, modern media discourse, foreign language learning

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1. INTRODUCTION

The socio-political situation, the modern educational context require Russian researchers to innovate both the content and process components of the system of foreign language education at the university. Proceeding from the fact that the role of the media space as a source of information has increased many times in recent years it is necessary to resolve the issue of selection and structuring social media resources for teaching foreign languages and cultures and the related implementation of the opportunities for the formation of intercultural competence.

This will require to find answers to the following questions: Can media space be used in the educational process as an effective means of developing intercultural competence and implementing a dialogue of cultures? What educational and cultural characteristics of the media space are decisive for the implementation of the tasks of teaching the dialogue of cultures? What are the principles for selecting media resources and media genres as a means of teaching the dialogue of cultures in the content of foreign language education? Moreover, it will require to analyze the electronic information resources, including social networks, as a large component of the cultural and educational media space and highlight their cultural and educational characteristics.

The article aims at searching answers to the questions listed above as well as elimination of the following contradictions: between the increased need to find ways to implement the dialogue of cultures in the educational process in foreign languages and the insufficient development of ways to use the cultural possibilities of the media space and that of teaching the dialogue of cultures; between the increased role of the media space as a means of obtaining information and the insufficient development of its cultural and educational potential. To achieve these goals, it is necessary to do the following: consider the concept of “media space” from the standpoint of a cultural approach; specify the cultural and educational characteristics of modern media discourse.

Our research hypothesis can be formulated in the following way: If the cultural and educational characteristics of modern media discourse are determined and the principles for selecting media resources as a means of implementing the dialogue of cultures are identified, this will contribute to the effectiveness of the teaching process within the dialogue of cultures and the formation of intercultural competence among university students.

2. MATERIAL AND METHODS

Based on the cultural, activity-oriented and informative-cognitive methodological approaches, the following research procedure was developed:

1. Literature review in order to identify comparative characteristics and fundamental principles of organizing cultural and educational media space.
2. Cultural and discursive analysis of the concepts of “culture” and “media space”.
3. Survey of respondents (students and teachers of the Institute of Foreign Languages of Moscow Pedagogical State University) to determine the educational potential of media resources in the context of a dialogue of cultures on:
 - the significance of media space and culture interrelation in the educational continuum,
 - positive and negative characteristics of the media space as an educational tool and means of forming intercultural competence,
 - the role media space plays in education and self-education in one’s life.

4. Research of the survey results in order to determine the cultural and educational characteristics of the media space and the principles of selecting media resources in the content of foreign language education.

5. Analysis of the educational and cultural discourse of media resources in the context of the dialogue of cultures.

The study of social phenomena from the philosophical point of view shows that the category of space originates in sociology and classical philosophy (G. V. Hegel, I. Kant, L. Feuerbach, and others). The analysis of media space as a social phenomenon began from the 60-70s of the XX century, especially in the works of researchers who develop the theory of mass communication. Jesper Falkheimer and Andre Jansson identified such important global characteristics of the media space as mobility, convergence and interactivity, which are directly related to the cultural and educational sphere of society and change it markedly in the modern world [Falkheimer & Jansson, 2006].

These authors also described the specifics of the space configuration, pointing, first of all, to its hyperspatial organization. We share Nick Couldry and Anna McCarthy' opinion about the need to emphasize the interdisciplinary nature of the study of the media space. They rightly point to the need for a multi-level and multifaceted analysis of this phenomenon, from different points of view and from the standpoint of different scientific fields [Couldry & McCarthy, 2004].

Today, the media space is studied as a social, informational, cultural, educational, political phenomenon by various branches of science, both in synchronic and diachronic aspects.

E.G. Nim identifies several approaches to the definition of media space:

- a) text-centric approach – the media space is considered as the totality of all media texts, “discursive” space;
- b) structural approach – the media space is understood as an institutional sphere, a social field, a system of mass media;
- c) territorial approach (“market”) – media space is characterized as a media market or information space of a region (city, country);
- d) technological approach – the media space is endowed with a special status of “virtual” reality, supported by material technologies;
- e) ecological approach – media space is conceived as a global habitat penetrating all spheres of human activity [Nim, 2013].

In our opinion, one should also single out the cultural and educational approaches, according to which the media space can be considered as an environment for the interaction of individuals belonging to different cultures as well as mutual enrichment at the communicative and educational levels.

Media space is a means of development, distribution and preservation of the cultural heritage of all mankind, its valuable, artistic and intellectual components and dialectical unity of media and universal culture. In this respect culture and media culture are interrelated and complementary concepts. The media space is created by various media resources. A media resource is any source of information intended for perception through various sensory channels (sight, hearing, touch, smell, taste) [Understanding the use of language through discourse analysis. ThoughtCo, 2022]. In the modern information society, a significant part of the media space is created with the help of electronic information resources. One of the significant social problems is their culturological content, ability to transmit, disseminate and preserve the moral, intellectual, ethical and other values created by mankind throughout its civilizational development [Hastjarjo & Rahayu, 2017].

This study does not aim to consider all types of electronic information resources that make up the media space. Taking into account the set goal, we will focus on the study and selection of educational electronic resources which act as a means of preparing students for the dialogue of cultures in the content of foreign language education and intercultural communication [Falkheimer & Jansson, 2006].

From the standpoint of foreign language teaching methodology, an electronic educational resource is any electronic information carrier that has educational and cultural potential and serves to form and develop students' intercultural and communicative competence. S.V. Chernyshov and A.N. Shamov distinguish the following groups of electronic educational resources used for foreign language education:

- 1) lexical and grammatical simulators designed to work out certain aspects of the language system: grammatical, lexical or phonetic (Quizlet, Google Forms, Plot Generator, Linguatorium);
- 2) audio and video courses aimed at the development of certain types of speech activity of students;
- 3) comprehensive interactive multimedia training courses;
- 4) educational and game applications (Kahoot, LearningApps, Wordwall, JeopardyLabs, Playfactile, Yesnogo, Word Search Puzzle Generator);
- 5) information retrieval and reference tools (Oxford Learner's Dictionaries, Cambridge Dictionary, Collins English Dictionary, Dictionary by Merriam-Webster, Multitran, Macmillan Dictionary, WooordHunt, ReversoContext);
- 6) Web 2.0 services [Chernyshov & Shamov, 2022].

Web 2.0 services are of particular importance in teaching foreign languages today. Web 2.0 refers to projects and services that are actively developed and improved by users themselves. These services allow to unite people from different parts of the world into various social interest groups. They provide a huge amount of various cultural information for the organization of a particular type of activity, including foreign language speech activity.

Among the main Web 2.0 services are 1) social networks; 2) video hosting; 3) photo, audio and video services; 4) cloud storage systems; 5) services for conducting webinars, lessons, consultations, etc.

One of the essential issues of methodological science is the selection of electronic educational resources in the content of foreign language teaching. In the Russian foreign language education, an attempt to identify criteria for evaluating Internet resources was made by P.V. Sysoev and M.N. Evstigneev. In their book "Methods of teaching a foreign language using new information and communication Internet technologies" [Sysoev & Evstigneev, 2010], the authors identify the following seven criteria: the linguistic complexity of the material, the cultural complexity of the material, information source, information reliability, information relevance, the cultural conformity of the information and information objectivity.

G. Dudeney and N. Hockly offer similar criteria: the source reliability, the presence of links to information sources, the source authority, the information accuracy, the presentation objectivity / subjectivity, the content usefulness and originality, the regularity of updates, the content, the functionality and the site quality [Dudeney & Hockly, 2007]. Most of the listed criteria represent universal characteristics of selecting electronic information resources for various purposes: professional, scientific, educational and political, etc.

We believe that it is necessary to supplement this list with criteria for selecting electronic information resources of the media space in the content of foreign language education. It was done based on cultural and educational characteristics mentioned above which were identified in the course of a survey conducted among the students and teachers at the Institute of Foreign Languages of Moscow State Pedagogical University in 2022.

3. STUDY AND RESULTS

The survey on the media space cultural and educational characteristics in the context of the dialogue of culture was conducted at the Institute of Foreign Languages of Moscow State Pedagogical University in February, 2022. The respondents were to answer four questions: one multiple choice, one matching and two short answer questions. The first question aimed at identifying the characteristics which can be attributed to media space. The respondents were offered a choice of 14: mythologization, interactivity, manipulateness, hypertextuality, clustering, social orientation, clipping, dialogicity, multiculturalism, symbolism, eventfulness, ideologization, educational value, and mobility. Some terms were defined to the respondents to avoid ambiguity: ideologization as a system of meanings that defines the understanding of social reality and event interpretation; manipulateness as affective value influence; dialogicity as an exchange of meanings.

The survey analysis showed that all the characteristics were identified by the respondents, but the most vivid seem to be manipulateness (85,7%), multiculturalism (78,6 %), ideologization (71,4 %), interactivity (71,4 %), clipping (64,3 %) and mobility (64,3%). Fewer references are attributed to the following characteristics: mythologization (42,9%), hypertextuality (50%), clustering (35,7%), social orientation (42,9%), dialogicity (21,4%), symbolism (28,6%) and eventfulness (50%). It is remarkable that modern media space has educational value according to only 35,7% of all the respondents. The second question aimed at identifying additional characteristics of modern media space. The respondents wrote about the low language, culture and educational level of media resources.

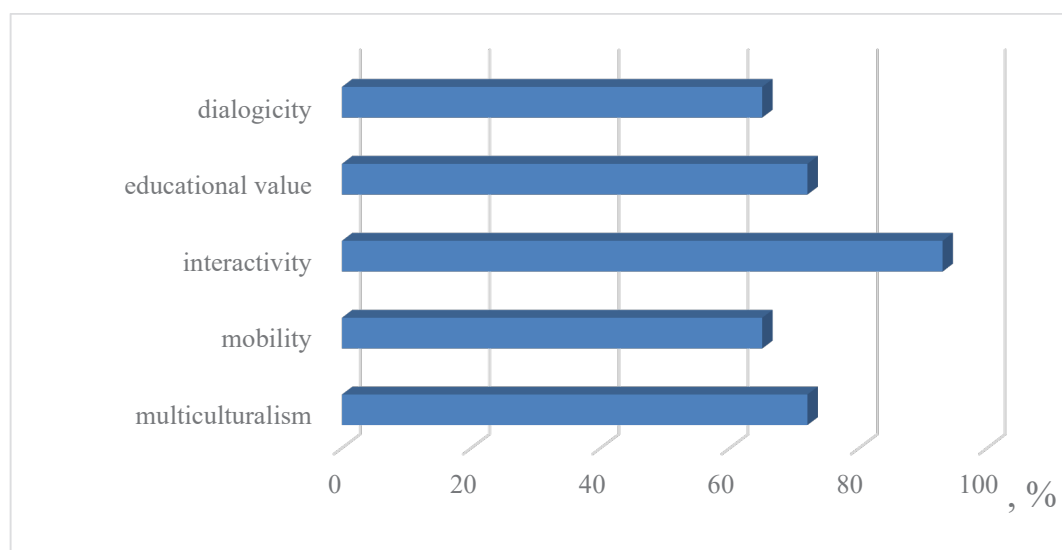


Fig. 1. Characteristics of media space with a positive potential for foreign language learning

The third question asked the respondents to sort by importance the abovementioned characteristics according to their educational potential. The survey showed that from the point of view of the respondents, interactivity, multiculturalism, educational value, mobility, dialogicity scored the highest (see fig.1), but mythologization, manipulateness, social orientation, clipping, eventfulness, ideologization, on the contrary, have a negative effect on foreign language education (see fig.2).

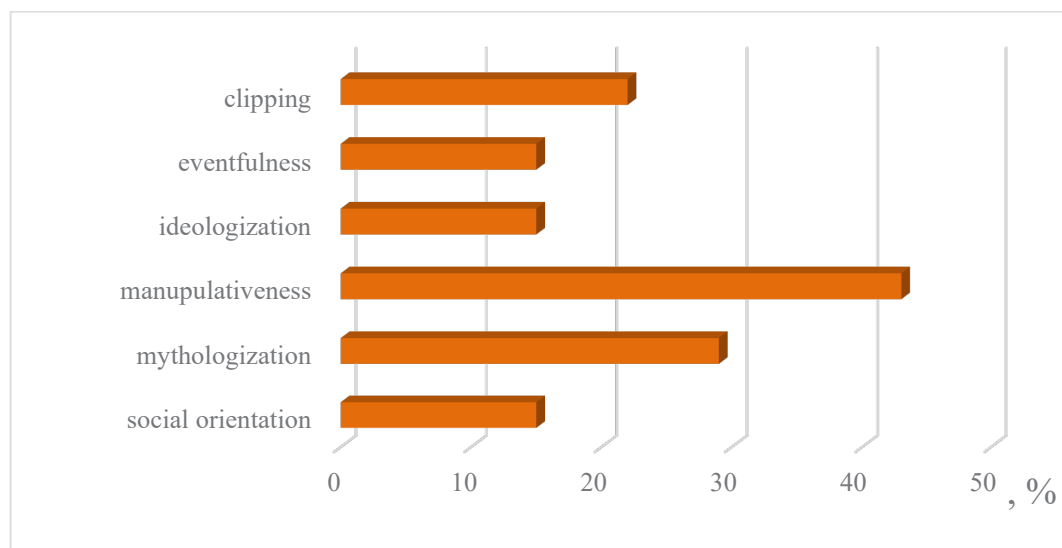


Fig. 2. Characteristics of media space with a negative potential for foreign language learning

The open question concerning additional negative characteristics identified that according to the respondents, media space is “extremely politicized, and many programs are specially created in order to divert the reader from really important problems, such as modern education, child upbringing, topical problems of education and psychology, and others” (February, 2022). Besides, modern media space can be characterized by standardization, dependence on trends, and by the fact that “it contributes to the stereotype of the worldview due to the manipulative ideological influence” (February, 2022).

Analysis revealed that the criteria proposed by Russian and foreign scientists (P.V. Sysoev and M.N. Evstigneev; M.A. G. Dudeney, N. Hockly) to evaluate the Internet resources for educational purposes can be specified due to the survey results which helped to single out mass media characteristics with both positive or negative potential for foreign language learning. The data revealed that while choosing an electronic media resource for educational purposes along with the above mentioned criteria it is important to specifically take into consideration its dialogicity, educational value, interactivity, mobility and multiculturalism. On the contrary, the electronic media resources which are characterized by clipping, eventfulness, ideologization, manipulateness, mythologization, social orientation are not preferable for foreign language teaching and learning. It is especially relevant for social media resources that possess a big potential for forming an intercultural competence in the dialogue of cultures.

The special meaning of the word “discourse” was first introduced by E. Benveniste, contrasting discourse (speech tied to the speaker) and récit (speech not tied to the speaker) [Understanding the use of language through discourse analysis, 2022]. In this study, discourse was considered as

a dynamic structure of dialogical interaction within the framework of a social service or a digital educational resource.

In our study, discursive analysis involves the analysis of the culturologically-directed media text of information and educational resources and their functions in relation to the educational situation and the selection principles considered in this study, such as *multiculturalism, interactivity, educational value, manipulateness, hypertextuality, clipping, dialogicity, eventfulness*. We propose to determine the presence and role of these characteristics.

The application of this method of analysis of media resources is aimed at achieving the research goal to specify the cultural and educational characteristics of modern media discourse and determine the principles for selecting media resources as a means of implementing the dialogue of cultures in the process of teaching and the formation of intercultural competence. The analysis object is a cultural and educational electronic media discourse. Besides, it is important to understand a dynamic process of cultural and educational interaction in media space. The analysis criteria were based on the degree of educational resource quality [Quality criteria for digital learning resources; Understanding the foundations of educational media. Teaching in a digital age].

The criteria for the discursive analysis of the media text are *the method of interaction, the order of interaction, the conditions of interaction*: [Agufana, Too & Mukwa, 2019; Ilcan & Lacey, 2013]. The principles of selecting culturally oriented media resources excluded media resources with negative characteristics, such as clipping, eventfulness, ideologization, manipulateness, mythologization, social orientation.

1. *The method of interaction* reveals such principles of media resource selection as clustering, clipping, symbolism and general style, tonality, modality and other specific characteristics of this educational resource as a communication channel.

2. *The order of interaction* is determined by the principles of manipulateness, hypertextuality, eventfulness and general cultural and educational goals, objectives, strategies, resource value, the possibilities of discourse implementation and its content.

3. *The conditions of interaction* are determined by the principles of multiculturalism, ideologicity, mythologization of interactivity and dialogicity, which are understood as the organization of interactive dialog interaction and interactive culturologically-directed educational media materials, the presence of a virtual classroom, the ability to view videos and testing possibilities.

4. *Participants of interaction*, the degree of teacher involvement and the role of participants in the educational situation, the ability to create thematic groups and forums, the speaker positions (the author – the resource developer) and the addressee (the student). This criterion interacts with such principles of selection of media resources as social orientation and educational value.

For the discursive analysis, such educational Internet resources as *InternetUrok.ru, Skysmart, the Hartley Library (University of Southampton), YouTube and Rutube* were selected. They are of interest from the point of view of cultural discourse and have the content and technological potential for the implementation of the dialogue of cultures.

Let us now consider the discursive characteristics of the Video Tutorial Library service *InternetUrok.ru* [InternetUrok.ru]. The platform has been in existence since 2009 and is intended for schoolchildren. It is a collection of video tutorials, video lectures, notes and tests on all topics of the school curriculum.

1. *Method of interaction*: the principle of symbolism and clustering is implemented in the resource interface, the use of creolized text. The videos explaining the material and the podcasts are clip-based. The style and tone of the service are distinguished by a strict scientific style, high ergo-

conomic characteristics, a clear interface, designed for schoolchildren, teachers, students majoring in Pedagogy, parents. The instructions for use are brief and understandable to the school and student audience. The text is a navigation on the service platform, instructions for use and commercial advertising that does not contain anything superfluous. The level of contextuality is low, but it is necessary to note the scientific and educational discursive characteristics of the service. The video sequence is strictly organized. The content base covers most users. Additional educational materials of cultural and intercultural orientation are placed in the sections “English”, “Literature” and “History”. From a linguistic point of view, the style of presentation of the material is scientific, corresponding to the functional characteristics of this methodological task. The service can be used as a collection of video tutorials and online training.

2. *The order of interaction.* The service is based on the principle of hypertextuality. The main purpose of the service is the organization of additional distance learning, the development of students’ skills and competencies, the opportunity to see the best teachers’ lessons. Educational routes are presented in accordance with the requirements of the Federal State Educational Standard. The principle of manipulateness is implemented through the systematic and structured nature of the resource that guides the student along the trajectory set by the developers. The principle of eventfulness is not implemented enough due to the low level of interactivity and updatability of the resource.

The video tutorial library is well structured. For most sections, the student is provided with video lectures, theory notes and test tasks, simulators. Service tasks are not always relevant. A large database of content with a convenient and simple LMS system (Learning Management System). The service is only partially intended for remote interaction of online school students.

3. *Terms of interaction.* The service with a relatively small selection of interactive tasks and culturally-oriented training media materials, both in basic access and by subscription. The principle of multiculturalism is implemented in the presented cultural materials in the areas of “The Russian language” and “The English language”, as well as “History” and “Literature”. Dialog communication and the principle of dialogicity are realized in the process of distance learning on the basis of this service.

There are no virtual classes. There are video and testing options. The developers use only regular tests; the platform does not position itself as a digital task book for self-study or for use in the educational process of the organization. The video posted on the service can be used to form intercultural competence. The principles of mythologization and ideologization are poorly represented and are implemented in a number of methodological materials posted on the service platform.

4. *Participants of interaction:* the service assumes the involvement of teachers and parents, for whom special content has been developed. The site presents the best teachers and samples of video tutorials. Within the framework of distance learning, thematic interaction with curators is possible. Forums and thematic groups are not provided. The information resource design suits the school audience.

The tasks of the service are not always relevant, quite a large part of the lessons were recorded in the early 2010s. Besides, the service could replace such platforms as “Yandex.Textbook” and “Teach.ru” in video tutorials and notes (by analogy with the Yaklass model). The potential features of the service are discussed in educational communities and social networks, but there is no specialized community associated with the service. The discourse can be considered as scientific, educational and culturological thanks to the posted video tutorials and assignments and the academic style of material presentation. The media text is regularly updated and dynamic.

Let us now consider the cultural potential of the educational platform Skysmart, which is a specialized online school from *Skyeng* with courses in English, mathematics, exam preparation in humanities and technical subjects.

The service was developed by *Skysmart* as a set of interactive tasks based on educational and methodological complex called “*Spotlight*” for school distance teaching according to the English language program for grades 1-10. The tasks from the school curriculum, simulators for exam preparation, interactive educational games are presented. The general service orientation is the educational process optimization, the organization of distance learning in both basic school subjects and additional ones.

1. *The way of interaction.* The style and tone of the service are ergonomic, characterized by joyful emotional characteristics and a simple and understandable interface for younger school-children. The text engages and invites students to complete tasks. The friendly photos of the authors-developers are presented, reflecting new trends in education and methodological science.

2. *The order of interaction.* The service is characterized by the systematic and extensive dialog interaction of participants in the educational process, ease of use. There are no teaching materials (digital textbooks, video tutorials), tools for remote video tutorials, a personal account for parents. The educational material is presented systematically, the level of interactivity is high, a virtual classroom and automatic task verification are presented, curatorial support is also possible.

3. *Terms of interaction.* The target users of the service are teachers and students of grades 1-11, interactive workbooks on 15 subjects are presented. The service is designed for its integration into the school educational process. It is possible to note the high level of interactivity and the opportunity to conduct free training webinars. Developers use game technologies, methods of active and problem-based learning, the opportunity to discuss problems both with the teacher and during a webinar with fellow students.

4. *Participants in the interaction.* Scenarios of the service assume the role of a teacher who can independently choose tasks from the *Spotlight* catalog and participate in the process of implementing the tasks of forming intercultural competence. It is important to note that *Skyeng* is designed for an individual educational process, while the *Skysmart* service can be used as a teacher’s tool for educational organizations and, accordingly, for organizing dialog interaction.

The discourse of this service can be considered as pedagogical and educational, aimed at solving cultural and educational tasks. The service is dynamic, constantly expands educational courses and methodological opportunities.

The *YouTube* and *Rutube* platforms are characterized by a variety of channels, including educational ones, in a foreign language. All of them are copyrighted and represent a conceptual media space, the discourse of which can be considered as educational or scientific-educational, based on the media psychology of perception of knowledge and information.

As an example, consider the discursive characteristics of the author’s channels Rachel’s English and Albert Kakhnovski. In the first case, the author is a girl Rachel, who is professionally engaged in vocals, voice and articulation. The author of the channel helps students who have difficulty with pronunciation. Albert Kakhnovski presents his own method of forming a grammatical skill on his channel. It is important that the channels that teach a foreign language allow you to rely on the already learned one when acquiring new knowledge, since it is presented on the channel, and it can be repeated periodically. To practice skills and repeat the material, free training simulators are presented on the platform, allowing you to consolidate knowledge and diagnose problematic topics.

These resources have such a discursive characteristic as “the image of the author engaged in dialogue and research”, while not only professional affiliation and background knowledge become important, but also the author’s intention, the author’s desire to develop the student’s interest in pronunciation on the Rachel channel and grammar on the Albert Kakhnovski channel.

The scientific and educational discourse of these platforms characterizes dynamic resources that are in the scientific search for the most effective methods of teaching a foreign language and ways of presenting information. The scientific and educational space of such *YouTube* channels as *Real English* can be characterized as polydiscursive, since the training videos reflect the diversity of speech genres, as they are filmed in a real setting with real people. In particular, the entertainment and gaming component of English language teaching is presented on the channels *English Show* and *English as by notes*.

The educational discourse of the *Puzzle English* and *Easy English* channels is distinguished by communicative characteristics and reliance on communicative situations presented in popular English-language films and TV series. In the second case, the videos feature interviews and conversations in English.

The lack of real communication and feedback, which is possible only on the basis of comments, is compensated by the development of self-esteem and autonomy of the participants of the discourse.

The *Rutube* platform can also be considered as a dynamically developing educational media resource. Educational characteristics are the discourse characteristic of such channels of this platform as *All English*, which presents interesting educational playlists, and *Learn English*. The disadvantage of this platform is the absence of the possibility to subscribe.

The Hartley Library University of Southampton is an information retrieval and reference tool.

1. *Method of interaction*. The videos explaining the material and giving information about the website are clip-based. The style and tone of the service are distinguished by a strict scientific style, a clear interface. The instructions for use are brief and understandable to student audience. The level of contextuality is low, but it is necessary to note the scientific and educational discursive characteristics of the service. The video sequence is strictly organized. The content base covers most users. From a linguistic point of view, the style of presentation of the material is scientific, corresponding to the functional characteristics of the instructional task. The service can be used as a collection of video and text material.

2. *The order of interaction*. The service is based on the principle of hypertextuality. The main purpose of the service is the development of students’ skills and competencies, the opportunity to see the best sources of information.

3. *Terms of interaction*. The principle of multiculturalism is implemented in the presented cultural materials. It welcomes fiction and non-fiction, and could focus on race, ethnicity, gender, sexual orientation, gender identity, gender expression, physical ability, socioeconomic class, or anything else that can shape our community.

4. *Participants of interaction*. The service assumes the involvement of a wide audience, primarily students and teachers. The information resource design suits the school audience.

The discourse can be considered as scientific, educational and culturological thanks to the posted video tutorials and resources and the academic style of material presentation. The media text is regularly updated and dynamic.

Let's consider the cultural and educational potential of social network *TikTok* service, which is designed for video creation, as well as for editing, viewing and sharing small video files, owned by the Beijing company *ByteDance* since 2018.

1. *The method of interaction* is characterized by high clipping and is carried out through the placement of a short video and the opportunity to create a short video about yourself, accompanied by music, and edit the video with a filter. To create a music video with the application, users can select background music from a wide range of musical genres, edit with a filter and record a 15-second video with speed adjustment before downloading. They can also shoot short videos with synchronization of the video sequence of a relatively popular song. The principle of mythologization is implemented by the authors-developers of the videos, as they determine the angle of presentation of the material.

2. *The order of interaction* is characterized by a high degree of interactivity and great opportunities for the implementation of the principle of dialogicity and intercultural communication. Materials can be shared with others on *TikTok* or other social platforms.

3. *The participants of the interaction* were initially children and teenagers, but now the service is popular among adults, including teachers who post videos with educational material. Since the rules of use are convenient for school and student audiences, the use of the channel for educational purposes is promising. *TikTok* is becoming an increasingly popular video file sharing channel in different countries, becoming one of the fastest growing and most downloaded applications. Despite the entertaining nature of the discourse, it is possible to use the service to solve the problems of forming intercultural competence. *TikTok* also contains various culture material, but in most cases funny and controversial. Unlike Facebook, here you can find cases of vulgarity as *TikTok* takes low restrictions.

Since the main principle of the conducted discourse analysis is the correspondence of the analyzed materials to cultural and educational topics and the tasks of implementing intercultural communication, the analysis showed that there is an appropriate potential of the studied resources and social networks, which can be revealed with a more detailed study.

Consideration of the media resources' characteristics based on the method of discursive analysis according to the developed selection criteria, such as *multiculturalism*, *interactivity*, *educational value*, *manipulativeness*, *hypertextuality*, *clipping*, *dialogicity*, *eventfulness* allows us to conclude that these electronic educational resources and social networks to a certain degree have these characteristics and a cultural and educational potential. These resources can be used to form students' intercultural competence in the process of implementing the dialogue of cultures. At the same time, it is necessary to determine the role of each criterion in this process, since some criteria have a positive potential, and some negative.

4. DISCUSSION

The analysis revealed that the criteria proposed by Russian and foreign scientists (P.V. Sysoev and M.N. Evstigneev; M.A. G. Dudeney, N. Hockly) to evaluate the Internet resources for educational purposes can be specified due to the survey results which helped to single out mass media characteristics with both positive or negative potential for foreign language learning. The data revealed that while choosing an electronic media resource for educational purposes along with the above mentioned criteria it is important to specifically take into consideration its dialogicity, educational value, interactivity, mobility and multiculturalism. On the contrary, the electronic me-

dia resources which are characterized by clipping, eventfulness, ideologization, manipulateness, mythologization, social orientation are not preferable for foreign language teaching and learning. This is especially relevant for social media resources that possess a big potential for forming an intercultural competence in the dialogue of cultures.

The analysis of the theory of media discourse from the point of view of such scientists as M. McLuhan, N. Luhmann, D. Graeber, T. van Dijk, J. Searle, J. Potter, D. Edwards, etc. [Beatty, K. 2003] allows us to define media culture as a set of culture of information transmission through media resources and information educational resources and the culture of its perception by a student who can assimilate new knowledge and engage in media creation. A feature of the cultural and educational media discourse is a combination of technological, educational and cultural characteristics implemented in such types of media resources as electronic libraries, electronic dictionaries, social networks and electronic educational platforms.

The main direction of further research of the cultural and educational media discourse is to develop the characteristics of media space models that contribute to the implementation of the dialogue of cultures and intercultural interaction as well as the search for ways to implement cultural, axiological and anthropological characteristics. The media discourse in the paradigm of foreign language education is subject to a separate study, since in this case it is necessary to investigate linguistic, pedagogical and methodological characteristics.

5. CONCLUSION

As a result of the analysis of the media discourse, it is possible to define the media environment as an educational communicative-cultural, dialogical space aimed at the formation of intercultural competence. The media environment can be considered as a means of overcoming the cultural barrier of perceiving a foreign culture as a cultural reality formed by the participants of the cultural dialogue carried out on the basis of the studied media resources and as a tool for modeling educational and cultural content based on the following principles of the dialogue of cultures: multiculturalism, interactivity, dialogicity, educational value, clipping, eventfulness, ideologization, manipulateness, mythologization and social orientation. The principles of selecting culturologically directed media resources included the principle of taking into account the developed characteristics and the principle of excluding media resources with negative characteristics, such as clipping, eventfulness, ideologization, manipulateness, mythologization and social orientation.

The carried out specification of the cultural and educational characteristics of modern media discourse determines the principles for selecting media resources as a means of implementing the dialogue of cultures and allows putting forward the following:

1. The media space can be considered as part of world culture and a way to implement the dialogue of cultures in the educational process.
2. The media space can be used in the educational process as an effective means of developing intercultural competence and implementing a dialogue of cultures.
3. Educational activity can be considered as a means of implementing teaching the dialogue of cultures based on the use of the cultural and educational potential of the media space.
4. The principles for selecting media resources and media genres as a means of teaching the dialogue of cultures in the content of foreign language education are interactivity, multiculturalism, educational value, interactivity and dialogicity.

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Conflict of interest

The authors declare there is no conflict of interest.

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