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THE WORLD-MODELING POTENTIAL OF THE MEDIA CONCEPT “GLOBALITY” IN THE UNIVERSITY WEBSITE DISCOURSE

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Abstract. This article examines world-modeling emerging from the activation of the media concept “globality” in university website discourse. The analysis aims to identify the world-modeling potential of “globality” by systematizing associative-semantic vectors and evaluative characteristics developed by its representatives.

The research advances scholarly understanding by revealing cognitive-discursive mechanisms behind the semantic evolution of “globality”. It demonstrates how constructing a “global university” image aligns with contemporary socio-cultural priorities in education, while its practical applications inform academic branding strategies to boost institutional competitiveness.

The analysis relies on a set of methods informed by the cognitive-discursive paradigm. The study employs lexicographic analysis and context-associative methods. A corpus-based approach was applied using Sketch Engine for automated text processing. Sentiment analysis combined qualitative methods with automated components, utilizing GroupDocs Sentiment Analysis and Sentiment Analysis tools. The empirical corpus comprises text data from the “Home,” “About the University,” and “Education/Study” pages of the official websites of 45 universities listed among the top 100 in the QS World University Rankings 2025.

The study reveals that the most frequent representative of the media concept “globality” is the lexeme *global* and its collocations. The concept’s implicational scope expands along four associative-semantic vectors: prestigiousness, diversity, cross-borderness, and versatility. Sentiment analysis confirms the predominance of positive connotations. The representatives of the media concept construct the image of a “global university” as an influential institution in the international educational space. These factors demonstrate its strong world-modeling potential. However, “globality” has yet to solidify as a cultural constant. Its functioning in media discourse is accompanied by an intensification of the meanings of its representatives, suggesting a deliberate effort to shape the target audience’s perception of the current socio-cultural agenda in higher education.

Future research will focus on further exploring media concepts that shape universities' strategic positioning in the media space.

Keywords: media concept, corpus analysis, media concept “*globality*”, discursive world-modeling, university website discourse, vectors of associative-semantic unfolding, sentiment analysis, verbal intensification, strategic positioning

Introduction

Modern Kazakhstani universities function within the University 3.0 framework, integrating educational, research, and entrepreneurial activities.

In the realm of the humanities, researchers are presently investigating the transition to University 4.0. This paradigm is characterized by extensive digitalization, technological breakthroughs, innovation development and implementation, unification of cultural codes, flexibility and adaptability, lifelong learning, as well as connected and international structure. University 4.0 can be envisioned as a “university of the cognitive society”—a distinctive institutional form of intellectual advancement aimed at the generation and global application of knowledge [1, p. 151].

The appearance of the “university of the cognitive society” is driven by fundamental transformations in communication forms. There is a noticeable increase in *communicativeness*, the expansion of cross-national and cross-cultural interactions, intensified information exchange, strengthened trust and tolerance, and reduced communication barriers. *Globality* has become a defining characteristic of higher education institutions, reflecting their ability to integrate into the international educational landscape. Nazarbayev University's 2018–2030 strategy exemplifies this by fostering research aimed at addressing global challenges while embracing cultural diversity and ensuring equal access to education [2]. The integration of knowledge, technologies, and cultures on a worldwide scale underpins the emergence of the concept of *globality* in university discourse.

The word *globality* (*globalité*) was first recorded in French sources in 1936 and in American publications in 1942. However, at that time, it was not associated with any specific scientific theory and was regarded merely as a fashionable term. The concept of *globality* was introduced into social sciences by British sociologist R. Robertson, who first used the term in a scientific context in 1983. He defined it as “the spreading and deepening consciousness of the world-as-a-whole”. The perception of global wholeness may vary depending on the chosen perspective: from above (a global level), from below (a local level), or from within. For universities, the *from above* perspective implies alignment with general educational trends, such as the adoption of innovative technologies, the development of digital literacy, and the promotion of inclusion. The *from*

below perspective emphasizes the balance between global and local educational standards. The *from within* view is determined by the university itself and can be interpreted either as an opportunity to enhance the university's global prestige or as a potential threat to national identity [3].

The frequent use of the lexemes *globality*, *global*, and *globally* in university website discourse reflects a growing awareness of the importance of this quality for the worldview and research priorities for future professionals. The need for a scholarly analysis of the concept "globality" arises from the necessity to understand its role in the effective communication of university values and strategies within the educational media space.

While traditional university discourse is primarily aimed at conveying information and knowledge, a university website serves as a medium for transmitting specific ideological messages and shaping public opinion about its activities [4, p. 272]. *The university website discourse* functions as a distinct tool of social regulation in the educational sphere, constructed by multimodal messages published on the official university website (V. I. Karasik, V. E. Chernyavskaya, L. Pauwels, P. Ginting et al.). It exhibits characteristics of media discourse, such as immediacy, relevance, informativeness, and visual appeal [5, p. 2]. Interaction among discourse participants occurs through a complex system involving linguistic tools, context, cognitive models, and sociocultural factors [6, p. 46].

An analysis of the discursive practices implemented on a university's official website demonstrates that the concept "globality" functions as a media concept embedded within communication strategies. It is aimed at establishing institutional prestige and promoting the university's competitive advantages.

The relevance of this study lies in the need to explore the world-modeling potential of media concepts on university websites. Despite the significant attention given to media concepts in scientific literature (N.V. Pinchukova, O.N. Kondratieva, O.A. Kalugina) and the extensive research on university website discourse (N.S. Olizko, A.A. Finogeeva, E. Bulgrin), the media concept "globality" is explored for the first time.

Theoretical framework

In contemporary media discourse, media concepts serve as a crucial tool for social regulation. It is essential to distinguish between the notions of "concept" and "media concept", as they are formed in fundamentally different ways. A *concept* evolves within linguistic consciousness through sensory experience, practical activity, and communication. In contrast, a *media concept* is deliberately constructed by media creators to influence the audience [6, p. 46].

As a linguo-semantic phenomenon, a media concept possesses discursive substantial determinacy, meaning it is linked to specific events, facts, individuals, or objects that shape its content. According to O.V. Orlova, the world-modeling

potential of a media concept develops gradually, evolving from sporadic occurrences in media discourse to high frequency and ultimately transforming into widely recognized and evident knowledge [7, p. 78].

The early stage of a media concept's formation is marked by active commentary and explanation. Its novelty and unfamiliarity impose an additional cognitive load, making the message more complex and requiring greater effort from the audience to comprehend. To facilitate understanding, text authors draw upon familiar meanings and associations to interpret the new or modified sense of the concept. Over time, the stage of cultural stabilization follows, after which the concept may lose its relevance [8].

The mass media conceptualization of a new concept develops along multiple lines, also referred to as vectors of associative-semantic unfolding. *A vector of associative-semantic unfolding* is a specific direction of semantic interpretation, characterized by a unity of associative correlations and axiological attitudes [8]. Recipients connect the new idea to familiar concepts, emotions, and meanings.

World-modeling, in its broadest sense, refers to the discourse-driven transmission of a version of reality that benefits a given social institution [9]. Discourse objectifies mental representations of social reality in accordance with the interests of the “dominant” agent. Through consistent reproduction in linguistic material—whether in words, set expressions, or texts—the media concept is constructed, reinforced, and stabilized within the linguistic consciousness of individuals.

The world-modeling potential of a media concept is defined as its ability, through associative-semantic unfolding in media discourse, to perform linguo-mental creative and transformative functions, shaping a dynamic fragment of the collective worldview at a particular stage of social development [7, p. 78]. As they function within media discourse, media concepts adapt to changing social, economic, and political conditions [6, p. 48]. Consequently, studying media concepts in the university website discourse enables the identification of current sociocultural trends in education.

Taking into account the above considerations, this article examines the representation of the media concept “globality” in messages published on the websites of foreign universities. The study analyzes collocations and contexts of linguistic means that objectify the characteristics of “being global”. Identifying frequent word combinations provides a clearer understanding of how the media concept is represented in the discourse, particularly when these combinations appear in headlines, mission statements, news articles, and program descriptions—content elements designed to facilitate communication between the university and a broad audience.

Materials and methods

This study examines texts from the “Home,” “About the University,” and “Education/Study” sections of the websites of 45 universities ranked among the top 100 of the QS World University Rankings 2025. These pages were selected for their relevance and informational value, as they highlight the university’s mission, values, academic programs, and international initiatives. The data was collected in November 2024, resulting in a corpus of approximately 40,000 tokens.

The methodology combines several complementary methods:

- Lexicographic method to define the key notions, examine their semantic structure, and explore variations across dictionary sources;
- Context-associative method to identify vectors of associative-semantic unfolding in contexts;
- Corpus analysis using text processing tools available in Sketch Engine (<https://www.sketchengine.eu/>): Wordlist to examine the frequency of key lexical items and their collocations, Word Sketch to analyze word co-occurrence patterns, Concordance to extract relevant contexts. The analysis focuses on lexical units with an absolute frequency of at least five and collocations appearing at least twice in the examined corpus.
- Qualitative analysis with automated elements, incorporating GroupDocs Sentiment Analysis (<https://products.groupdocs.app/classification/text>) and Sentiment Analysis Classifier (<https://www.yeschat.ai/gpts-2OTePmIEY-Sentiment-Analysis-Classifier>) to assess the emotional tone of texts and identify evaluative markers.

The selection of these methods and tools aligns with contemporary research standards, which emphasize precise data interpretation and the minimization of subjectivity in results.

Results and discussion

A key feature of the media conceptualization of a notion and a primary indicator of a media concept’s social significance is the increasing frequency of its representative word. The “fashionability” of a word—reflected in its growing usage—serves as a measure of its social prestige. [8]

In contemporary encyclopedic and linguistic dictionaries, the noun *globality* is defined as “the quality of being global.” Lexicographic analysis highlights the following key characteristics of this notion: universality, totality, the quality of having worldwide inclusiveness, reach or relevance. The adjective *global* is commonly described as “related to the whole world” [10]. Thus, *globality* can be understood as a quality applicable to the entire world, ensuring its coherence and wholeness.

In university website text-messages, the quality of “being global” is expressed through lexemes such as *world* (including *world’s*), *global*, *international*, *globe*, *worldwide*, *globally*, *internationally*, and *inclusive*. Their consistent frequency and prominence suggest that these linguistic elements serve as key representatives of the media concept.

A quantitative analysis using the Wordlist tool in the Sketch Engine corpus manager yielded the following data: *world* (*world’s*) – 214 occurrences, *global* – 104, *international* – 74, *world-class* – 37, *globe* – 24, *worldwide* – 17, *globally* – 11, *internationally* – 9, and *inclusive* – 8. The results are presented in Figure 1.

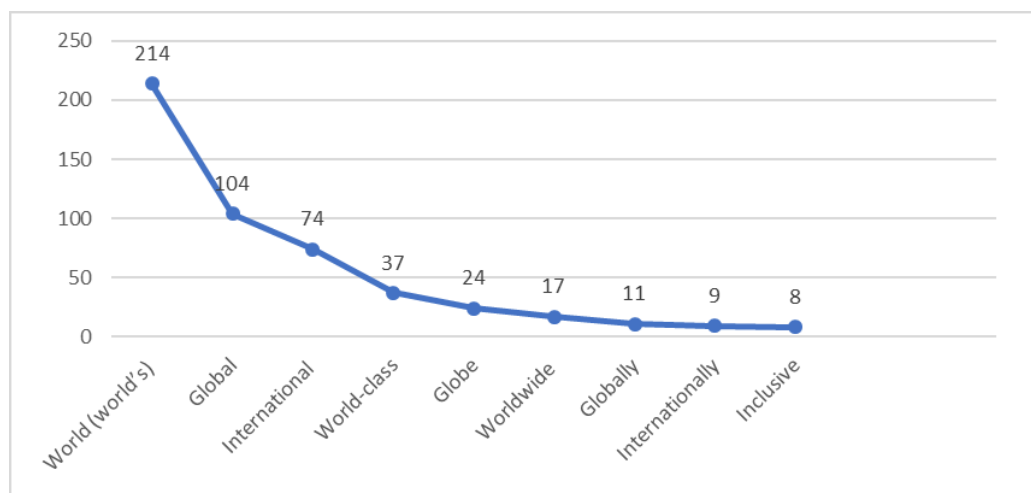


Figure 1 – Frequency Analysis Results of Representatives of the Media Concept “Globality”

Despite its highest frequency, the lexeme *world* cannot be considered the primary representative of “globality” due to its polysemy. In the analyzed contexts, the noun *world* frequently refers not to a global scale but to specific domains (e.g., *the artistic or cultural world*), historical and cultural heritage (*a museum of world history and culture*), geographic localization (*the oldest university in the English-speaking world*), or is used metaphorically (*an immense and beautiful world*). By contrast, the adjective *global* is terminologically more precise, as it explicitly denotes worldwide scope, making it a more accurate linguistic representation of the studied media concept.

The analysis of collocations featuring *global* in university website discourse reveals an expansion of its semantics. The media concept “globality” is articulated through the following 10 most frequent word combinations (Table 1).

Table 1. Frequency data of collocations with the adjective *global*

| № | Collocation | Example | Frequency |
|----|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1 | global community | <i>UCL is a diverse global community of world-class academics, students, industry links, external partners, and alumni (UCL).</i> | 7 |
| 2 | global university | <i>A great global university founded on science and technology (NTU).</i> | 7 |
| 3 | global leader | <i>Leadership Programmes. Our credit-bearing courses on leadership and interpersonal development welcome more than 2000 students each year in their journey as future global leaders (PolyU).</i> | 6 |
| 4 | global challenge | <i>With our research, we create knowledge and develop technologies to meet the global challenges of our time (ETH Zurich).</i> | 5 |
| 5 | global impact | <i>Our 445,000+ alumni, spread worldwide, make a significant global impact (The University of Sydney).</i> | 5 |
| 6 | global strategy | <i>Tsinghua University launched its global strategy in 2016 (Tsinghua University).</i> | 4 |
| 7 | global reputation | <i>Our global reputation for teaching and research helps us to attract the international research community's sharpest minds, which in turn means world-class teaching for our students (The University of Edinburgh).</i> | 3 |
| 8 | global citizen | <i>By nurturing this spirit of inquiry, Yale aims to prepare global citizens who are instilled with a life-long love of learning (Yale University).</i> | 3 |
| 9 | global institution | <i>The University of Cambridge is a global institution (University of Cambridge).</i> | 3 |
| 10 | global reach | <i>Gain a bachelor's degree with global reach, tailored to your individual interests and ambitions (The University of Melbourne).</i> | 2 |

According to B. Norman's approach to compositional semantics, word combinability in a syntagma do not arise randomly but result from semantic agreement and mutual influence of lexemes [11]. Consequently, in the discourse of university websites, the characteristic *global*—denoting applicability to the world as a whole—is most frequently attributed to higher education institutions and the academic community (*university, institution, community*), their activities (*strategy, impact, reach*), the outcomes of their work (*reputation*), the demand for their graduates (*leader, citizen*), and their capacity to address pressing global issues (*challenge*).

To clarify the semantic volume of the media concept “globality,” we analyze the contexts in which the adjective *global* and its collocations appear. This analysis makes it possible to trace the unfolding of associative-semantic vectors that shape the concept's content. As a rule, the meaning of a context with the collocations is revealed within a single utterance. However, in some cases, a broader context must be considered.

As a result of associative-semantic unfolding within utterances, implicit meanings such as *prestigiousness*, *diversity*, *cross-borderness*, and *versatility* emerge. This can be explained through the mechanism of compositional semantics: the meaning of the utterance containing *global* is formed by the interplay between the adjective's semantics and its surrounding context.

1. Vector of Associative-Semantic Unfolding "Prestigiousness".

Globality *prestigiousness*:

The content pertaining to the prestigiousness of a university is emphasized by collocations such as *global impact*, *global strategy*, *global reputation*, *global university*, *global challenges*. For instance, *Tsinghua University formulated its Global Strategy 2030, in order to enhance its level of international exchange and cooperation to higher standards*. The use of *Global Strategy* alongside the phrase *cooperation to higher standards* reinforces the idea of a significant qualitative advancement. For example, the sentence *Find out about our extraordinary academic and professional staff, our world-class research, and our global reputation for improving* highlights how the adjective *global* extends the university's reputation beyond the local level to a worldwide scale. This, in turn, implies a high standard of excellence and achievement, reinforcing the association with prestigiousness. Consider also: *Tsinghua aims to ...strengthen its institutional competitiveness and global impact*. // *The University of Hong Kong, Asia's Global University, delivers impact through internationalisation, innovation and interdisciplinarity*. The adjective *global* also conveys meanings related to the scale of challenges. For example: *ETH Zurich is pioneering solutions to the global challenges of today*. // *We are dedicated to creating knowledge to meet the global challenges of the 21st century*. These messages emphasize that ETH Zurich is addressing issues of a truly global scale, rather than those limited to local or regional contexts. This immediately defines the university's ambitions and the scope of its work. The willingness of university researchers to address not merely academic questions but rather "global challenges" enhances the significance of their research and development.

The consistent use of such combinations in university descriptions leads to the adjective *global* acquiring a strong association with the prestigiousness of the institution.

2. Vector of Associative-Semantic Unfolding "Diversity".

Globality *diversity*:

The media concept "globality" is frequently articulated through the idea of diversity. For example: *Our diverse global community offers all of our students the opportunity to learn more about the world*. This refers to a multitude of cultures, nationalities, perspectives, and experiences that make up this global community. Consider also: *Stanford provides students the opportunity to ... become global*

citizens who embrace diversity of thought and experience. The emphasis here reinforces the idea that diversity is not only inherent to the global community but also a fundamental value to be actively embraced and cultivated.

3. Vector of Associative-Semantic Unfolding “Cross-borderness”

Globality cross-borderness:

In descriptions of university activities or opportunities, references to globality are regularly combined with expressions concerning expanding conceptual, disciplinary, and spatial boundaries. For instance, *Educating tomorrow’s global citizens. Stanford provides students the opportunity to engage with big ideas, to cross conceptual and disciplinary boundaries.* The combination of *global citizen* and *to engage with big ideas, to cross conceptual and disciplinary boundaries* underlines not only geographical affiliation but also intellectual flexibility – the ability to think broadly and integrate different perspectives. Consider also: *Princeton is a global institution, and there are vast opportunities to learn and pursue research beyond the University’s campus.* Here *global institution* and *vast opportunities to learn and pursue research beyond the University’s campus* evoke associations of Princeton as a university with exceptional access to limitless knowledge resources.

Thus, rather than merely denoting geographical scale or international activity, the word *global* in university-related contexts becomes associated with intellectual breadth and unique educational opportunities.

4. Vector of Associative-Semantic Unfolding “Versatility”

Globality versatility:

The combination of the collocation *global leader* with the expressions such as *future-ready*, *real-world practical skills*, and *rapidly evolving world* establishes a logical connection between the image of a leader and the acquisition of practical skills applicable across various domains and essential in a developing world. For instance, *PolyU’s education nurtures future-ready global leaders. At PolyU, students realise their potential and acquire real-world practical skills that are critical in a rapidly evolving world.* In descriptions of the qualities of global leaders, the emphasis is frequently placed on multifaceted competencies necessary for addressing a wide range of future challenges. Within this context, *globality* becomes associated with a broad outlook, the ability to work in a diverse environment, and the integration of different approaches to solving the most unexpected problems.

Thus, the identified vectors of associative-semantic unfolding of the media concept correlate with axiological attitudes in education and society. In university media discourse, the notion *globality* is transformed into a culturally significant phenomenon that influences the perception of the academic environment through the transmission of universal values and development strategies (see Figure 2).

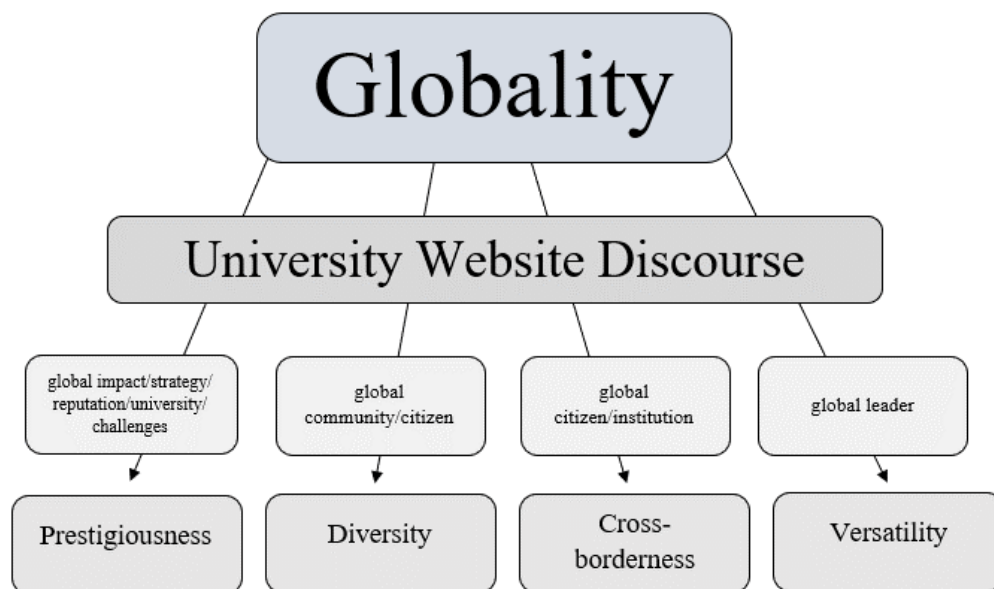


Figure 2 – Implicational Expansion of the Media Concept “Globality”

The consolidation of a media concept in mass consciousness is accompanied by its ranking on the axiological scale of “good/bad,” which accentuates “the fundamental significance of the value component in the concept’s structure” and emphasizes that “this very component is culturally significant” [7].

To determine the evaluative characteristics of the media concept “globality,” the GroupDocs Sentiment Analysis and Sentiment Analysis Classifier tools were employed. These tools classify words and phrases based on sentiment as positive, negative, or neutral. A sample of 700 contexts containing representatives of the media concept was analyzed. The findings indicate that on university websites, “globality” is represented exclusively as a positive social phenomenon. Expressions featuring representatives of the media concept appear in contexts containing evaluative vocabulary with a strong positive connotation. For example: *The spirit of exploration. It is Peking University’s milestone to promote the reform and development in the new era on a global scale.* The analysis results indicate that the positive sentiment accounts for 90–95%. Such a high score is formed due to the presence of words with a positive connotation: *spirit, exploration, milestone, promote, reform, development, global.* The system classified *era* and *scale* as neutral in tone. According to the Sentiment Analysis Classifier, no negative words were detected in this fragment. Thus, the vast majority of the analyzed contexts exhibit a similarly high level of positive evaluation, while texts classified as neutral account for only 5–8%. The results are also illustrated in Figure 3.

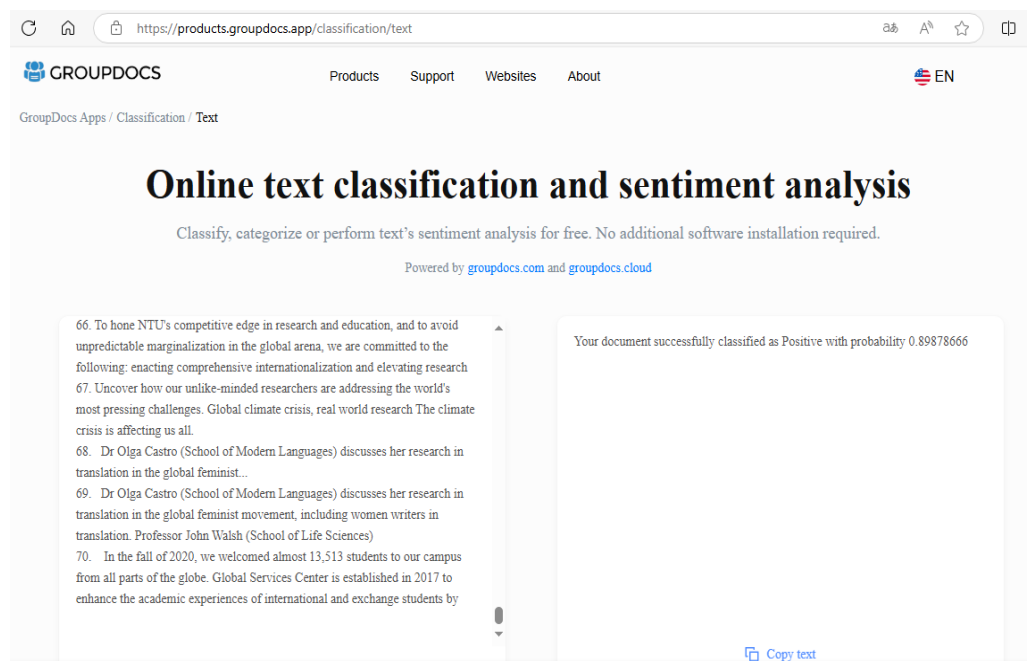


Figure 3 – Sentiment Analysis Results of Evaluative Lexis Using the GroupDocs Sentiment Analysis Tool. (Note: The probability value of 0.89878666 corresponds to 89-90%)

Therefore, it can be inferred that the representatives of the media concept “globality” serve to amplify the positive sentiment of the messages.

Due to its high frequency of usage and the repeated actualization of previously novel yet now familiar and recognizable associative connections, the media concept becomes embedded in the collective conceptual sphere. In other words, it undergoes a process of cultural stabilization. However, the transition of “globality” to the status of the cultural concept is not yet complete, as university website texts demonstrate regular verbal intensification of the meanings of the representative *global*. Verbal intensification enhances perception by deliberately reinforcing information through various means. This process explicates abstract concepts (such as “globality”), making them more comprehensible, and elicits the desired emotional response from the audience. For example: *Global Opportunities. Whether through study abroad, service learning, or innovative travel initiatives, international experience is an indispensable part of Penn.*

As a result of analyzing the intensification of the media concept under study, we identified and systematized the following linguistic and graphical means: 1) synonymous repetition and repetition of lexemes within the same thematic group (*global, international, worldwide, diverse*); 2) set expressions and metaphors (*expand their horizons, vast array*); 3) lexical clusters specifying the

characteristics of the media concept such as listing activities or academic fields (*through study abroad, or innovative travel initiatives, international experience; diverse as e-science, engineering, life etc.*); 4) graphic emphasis (capitalization of the word *Global*) For instance, *Global collaborations. We collaborate with partners worldwide in fields as diverse as e-science, engineering, life and medical sciences, and arts and culture // Texas Global offers a vast array of options for students wishing to expand their horizons.*

The presented linguistic means collectively enhance the significance and appeal of the media concept “globality” for the audience.

Conclusion

This study analyzed the media concept “globality” on university websites to assess its world-modeling potential. A quantitative analysis revealed the high frequency of its representatives, primarily the lexeme *global*, with collocation patterns indicating an expanded implicational scope. In university website discourse, “globality” extends beyond broad coverage to include prestigiousness, diversity, cross-borderness, and versatility, positioning universities as active global players.

The research also found a predominance of positive evaluative connotations, reflecting universities’ efforts to present themselves favorably. Despite its apparent clarity, “globality” has yet to become a cultural constant, as its meaning is reinforced through the use of systematic linguistic and graphical means, such as synonymous repetition, lexical clustering, set expressions, and graphic emphasis.

Given its frequent use, semantic expansion, and verbal intensification, “globality” holds significant world-modeling potential in university website discourse. University websites thus serve as instruments of “soft power”, shaping perceptions and transforming the way institutions position themselves within the global academic and sociocultural landscape.

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**УНИВЕРСИТЕТ САЙТЫНЫҢ ДИСКУРСЫНДАҒЫ
«ЖАҒАНДЫЛЫҚ» МЕДИАКОНЦЕПТІНІҢ ӘЛЕМДІ
МОДЕЛЬДЕУ ӘЛЕУЕТІ**

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Аңдатпа. Бұл мақалада университет сайтының дискурсындағы «жағандылық» медиаконцептінің белсенділігі нәтижесінде қалыптасатын әлемді модельдеудің ерекшеліктері қарастырылады.

Зерттеу мақсаты – медиаконцепт репрезентанттарының ассоциативті-мағыналық векторлары мен бағалау сипаттамаларын жүйелеу арқылы «жағандылық» медиаконцептінің әлемді модельдеу әлеуетін анықтау. Зерттеудің ғылыми маңыздылығы медиаконцептінің семантикалық эволюциясының когнитивті-дискурсивті механизмдерін ашумен байланысты. Мақалада ғаламдық университет бейнесінің мақсатты аудиторияда қалыптасуы білім беру саласындағы өзекті әлеуметтік-мәдени күн тәртібін бейнелейтіні дәлелденген.

Зерттеудің практикалық маңыздылығы – алынған нәтижелерді академиялық брендтеу стратегияларын әзірлеуге және жоғары оқу орындарының тартымдылығын арттыруға қолдану мүмкіндігінде.

Талдау когнитивті-дискурсивті парадигма ұстанымдарына негізделген әдістер кешені арқылы жүргізілді. Жұмыста лексикографиялық және контексттік-ассоциативті талдау әдістері қолданылды. Корпустық-бағдарлы талдау Sketch Engine корпус менеджерінің мәтіндік деректерді автоматты өңдеу құралдары арқылы жүргізілді. Мәтіннің эмоционалдық реңкін талдау GroupDocs Sentiment Analysis және Sentiment Analysis құралдарын қолдана отырып, сапалық талдау әдісімен жүзеге асырылды. Эмпирикалық материал корпусына QS World University Rankings 2025 рейтингінің үздік-100 құрамына кіретін 45 университеттің ресми сайттарының “Home”, “About the University”, “Education/Study” беттерінде жарияланған мәтіндері енді.

Зерттеу нәтижесінде «жағандылық» медиаконцептінің ең жиі кездесетін репрезентанты *global* лексемасы және онымен байланысты коллокациялар екені анықталды. Медиаконцепт импликационалы төрт ассоциативті-мағыналық вектор бойынша кеңейеді: беделділік, әртүрлілік, трансшекаралық сипат және көпқырлылық. Тоналды талдау бұл медиаконцептінің жоғары деңгейде жағымды коннотацияларға ие екенін көрсетті. Медиа репрезентанттар «жағандық университет» бейнесін халықаралық білім кеңістігіндегі ықпалды институт ретінде белсендіреді.

Осы факторлардың жиынтығы «жағандылық» медиаконцептінің әлемді модельдеу әлеуетінің жоғары екенін дәлелдейді. Сонымен қатар,

бұл медиаконцепт мәдени тұрақты құбылыс ретінде әлі қалыптаспағаны анықталды. Оның медиа-дискурстағы қызметі репрезентанттар мәндерінің күшейтілуімен қатар жүреді, бұл білім беру саласындағы мақсатты аудитория үшін өзекті әлеуметтік-мәдени күн тәртібін саналы түрде қалыптастыруға бағытталғанын көрсетеді. Болашақ зерттеулер медиакөңістіктегі университеттердің стратегиялық позициялануын анықтайтын медиаконцепттерді әрі қарай зерттеуге бағытталуы мүмкін.

Тірек сөздер: медиаконцепт, корпустық талдау, «жаһандылық» медиаконцептісі, дискурсивті әлемді модельдеу, университет сайтының дискурсы, ассоциативті-мағыналық векторлар, тоналды талдау, сөйлеу интенсификациясы, стратегиялық позициялау

МИРОМОДЕЛИРУЮЩИЙ ПОТЕНЦИАЛ МЕДИАКОНЦЕПТА «ГЛОБАЛЬНОСТЬ» В ДИСКУРСЕ УНИВЕРСИТЕТСКОГО САЙТА

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Аннотация. Статья посвящена изучению миромоделирования, возникающего в результате активизации медиаконцепта «глобальность» в дискурсе университетского сайта.

Цель анализа – выявить миромоделирующий потенциал медиаконцепта «глобальность» посредством систематизации ассоциативно-смысловых векторов и оценочных характеристик, развиваемых его репрезентантами.

Научная значимость исследования заключается в раскрытии когнитивно-дискурсивных механизмов семантической эволюции медиаконцепта. В статье доказано, что формирование образа глобального университета у целевой аудитории отражает актуальную социокультурную повестку в сфере образования. Практическая значимость связана с возможностью использования результатов исследования для разработки стратегий академического брендинга и повышения привлекательности вузов.

Анализ базируется на комплексе методов, выбор которых определен установками когнитивно-дискурсивной парадигмы. В работе использованы лексикографический анализ и контекстно-ассоциативный методы. Корпусно-ориентированный анализ проводился с привлечением инструментов автоматической обработки текстовых данных корпусного менеджера Sketch Engine. Анализ эмоциональной окраски текста осуществлялся методом качественного анализа с элементами автоматизации инструментами GroupDocs Sentiment Analysis и Sentiment Analysis. Корпус эмпирического материала включает тексты-сообщения, размещенные на веб-страницах

“Home”, “About the University”, “Education/Study” официальных сайтов 45 университетов, входящих в топ - 100 рейтинга QS World University Rankings 2025 года.

В результате исследования доказано, что самым частотным репрезентантом медиаконцепта «глобальность» является лексема *global* и коллокации с ней. Импликационал медиаконцепта расширяется по четырем ассоциативно-смысловым векторам: авторитетность, разнообразие, трансграничность и разносторонность. Анализ тональности демонстрирует высокую степень позитивности коннотаций данного медиаконцепта. Репрезентанты медиаконцепта активируют образ «глобального университета» как влиятельного учреждения в международном образовательном пространстве. Совокупность этих факторов свидетельствует о высоком миромоделирующем потенциале медиаконцепта «глобальность». Вместе с тем, установлено, что данный медиаконцепт еще не сформировался как культурная константа. Его функционирование в медиадискурсе сопровождается интенсификацией значений репрезентантов, что свидетельствует о намеренном формировании у целевой аудитории актуальной социокультурной повестки в сфере образования.

Перспективами исследования является дальнейшее изучение медиаконцептов, предопределяющих стратегическое позиционирования вузов в медиапространстве.

Ключевые слова: медиаконцепт, корпусный анализ, медиаконцепт «глобальность», дискурсивное миромоделирование, дискурс университетского сайта, векторы ассоциативно-смыслового развертывания, анализ тональности, речевая интенсификация, стратегическое позиционирование

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