

UDC 81`42

IRSTI 16.21.25

<https://doi.org/10.48371/PHILS.2026.1.80.016>

**REALIZATION OF DISCURSIVE STRATEGIES IN HEADINGS OF
DIGITAL EDUCATIONAL DISCOURSE**

Mongilyova N.V.¹, *Talybova Y.S.², Ercan G. S.³

^{1,2} Akhmet Baitursynuly Kostanay Regional University, Kostanay, Kazakhstan

³ Dokuz Eylul University, Izmir, Turkey

Abstract. The article examines the heading as a tool for realizing discursive strategies on educational service websites. In the context of modern internet communication, characterized by high competition for user's attention, a heading serves a multifunctional role, realizing key discursive strategies (personalization, concretization, social proof, motivation, conversion) through specific linguistic means. The study aims to analyze the linguistic means and their corresponding speech functions (referential, informative, and appellative) that ensure the effectiveness of these strategies. The scientific significance of this study lies in expanding the understanding of the pragmatic potential of headings in the digital environment. The practical significance is determined by the possibility of applying the obtained data to optimize communication strategies of educational platforms and enhance their competitiveness. The research material consisted of 210 headings extracted from 30 English-language educational platforms. A comprehensive set of pragmatic and linguistic methods was employed, including content analysis to identify and systematize key linguistic units, quantitative analysis to determine their frequency of use, discourse analysis to uncover the pragmatic potential of the linguistic means, and functional-stylistic analysis to evaluate their effectiveness in achieving communicative goals. The results show that second-person pronouns (you, your) perform the referential function, creating personalized communication. Numerical data fulfill the informative function, acting as concretization and social proof. Imperative constructions serve as a direct tool of motivation and conversion, fulfilling the appellative function. It is concluded that the multifunctionality of the heading is achieved through the synergy of the discursive strategies, which transform it into an effective tool for managing user's attention. The obtained results open prospects for further research in the field of digital pragmatics and the development of communication practices for educational platforms.

Keywords: small-format text, heading, discursive strategies, speech functions, linguistics means, marketing funnel, educational website, digital discourse

Introduction

In the context of intensive digitalization of the education sector, where

user's attention is a scarce resource, the heading of a text posted on a website becomes a strategic element that determines the effectiveness of communication and the success of attracting the target audience [1], [2]. The choice of headings as the object of research is determined by their key role in the contemporary information space.

Website users tend to think in a 'clip-like' manner, which implies "scanning" rather than 'thoughtful study' of information. In this regard, the heading serves as the first and often the only contact with the content. Its task is not so much to inform as to 'hook' attention within fractions of a second.

The website of educational services is designed to ensure the recognition of the educational institution, attract students, recruit highly qualified employees, and increase market share in a competitive environment [3], [4]. Achieving these goals required a transformation of communication formats. This resulted in the rise of small-format texts (SFT) adapted to the conditions of rapid information consumption.

SFT is a special type of text distinguished by a formal criterion – "visual brevity" – which determines the specifics of the deep schematic mechanisms activated by such messages and is dictated by the purpose and conditions of the communicative situation [5]. These texts have variable quantitative parameters. The lower limit of the length of SFT is one utterance, which may consist of a single word under certain conditions [5-8]. Researchers define the upper limit of SFT in different ways: one standard page of the author's printed sheet [9], 1500 printed characters [5], 150–160 words [8], etc.

Studies highlight such important SFT characteristics as formal and semantic self-sufficiency, thematic clarity and completeness [10], positional independence, semantic conciseness, structural simplicity, relative completeness [5], integrity, coherence, intentionality, addressability, informativeness, situational relevance, and intertextuality [6, p. 84]. The listed visual, structural, and linguistic aspects are comprehensively included in the construction of the necessary vector for realizing the pragmatic potential of the text laid down by the author [11, p. 252].

This study considers the headings of educational websites as small-format texts that reflect the content of the subsequent information in the most concise form possible, while at the same time differing in their own strategic significance.

In our opinion, in the communicative space of an educational website, the heading becomes a part of the "marketing funnel" – a term that refers to the path of a potential addressee of a message (verbal or visual) from the first contact with information to the completion of a target action. The classic stages of this 'path' are: awareness – interest – desire – action [12]. The stages of the "path" require the heading to perform a range of discursive strategies: from attracting attention through establishing personal relevance (personalization strategy), building trust in the offer (concretization strategy, social proof strategy), which provide the foundation for motivating the user (motivation strategy), to directly prompting the target action (conversion strategy).

Realization of discursive strategies in headings of digital educational discourse

This study aims to identify and systematize the linguistic means that, through the fulfillment of specific speech functions, ensure the realization of these strategies. According to G.V. Dimova, a discursive strategy is a projective conceptual vision of the subject's discursive behaviour, who acts on behalf of a specific social institution, based on an awareness of the optimal ways to achieve the goal and the means of expressing them in specific linguistic means [13, p.7]. The discursive strategy is based on a clear understanding of how best to achieve a goal in the process of interaction guided by external, socially and culturally conditioned frameworks. In turn, speech functions are defined based on R. Jakobson's conception as characteristics of linguistic elements within an utterance, acquired during the realization of a more general communicative intention [14].

Thus, when analyzing specific linguistic means (e.g., pronouns), they are considered as tactical tools for fulfilling a particular function (e.g., referential) within the framework of the overall heading strategy (e.g., personalization strategy).

Material and methods

The corpus for the study consisted of 210 headings extracted from 30 English-language educational platforms. The analyzed resources included platforms such as British Council, Cambridge English, Perfectly Spoken, LinguaTrip, Engoo, ABA English, Preply, Simonandsimon, Quill, Espresso English, Cambly, among others.

This study employed a comprehensive set of pragmatic and linguistic methods. Content analysis was used to identify and systematize linguistic units (pronouns, numerical data, and imperative constructions) in the headings that realize the discursive strategies under investigation. Quantitative analysis provided a statistical assessment of their frequency and helped identify dominant trends. Discourse analysis focused on explicating the pragmatic potential of these linguistic resources and their ability to perform referential, informative, and appellative functions within specific discursive strategies. Functional-stylistic analysis assessed the effectiveness of the speech means used in the headings in achieving communicative goals.

Results and discussion

During the analysis, three primary groups of the linguistic means were identified based on their speech functions. Let us take a closer look at each of these groups, as well as their synergistic interaction, which ensures the strategic significance of the heading on the educational services websites.

The first group includes pronouns in the referential function, implementing the discursive strategy of personalization. The second group is represented by numerical expressions in informative function, providing strategies of concretization and social proof. The third group comprises imperative

constructions that perform the appellative function within motivation and conversion strategies.

1. Personalization strategy: the referential function of pronouns

A study of a sample of the headings on the educational service websites revealed the frequency of first- and second-person personal and possessive pronouns. The first-person pronouns (*We*, *Our*) refer to the provider of educational services (the addresser), designating the educational institution and/or its teaching staff, as well as other employees of the institution. The exclusive “*we*” (i.e., excluding the addressee) creates the impression of a cohesive team of experts possessing collective experience that an individual alone cannot provide; e.g. *We connect. We inspire.* (British Council) // *We have the best Teachers* (Perfectly Spoken). The inclusive “*we*” (i.e., including both the addresser and the addressee) minimizes the barrier between the provider and the consumer of services, presenting education as a collaborative effort characterized by shared commitment to the outcome; e.g. *What our students say* (Perfectly Spoken). // *We are global* (British Council).

The second-person pronouns refer to the target audience of educational service websites: prospective students, current students, and other potential or ongoing participants in the educational process; e.g. *All the English courses you need* // *All the live practice you need* // *Choose your Subscription Plan* (Perfectly Spoken). The pronouns *you*, *your* establish direct contact with the addressee, creating a sense of personal and informal communication. The statement ceases to be a general message “for everyone” and transforms into a personalized address.

Quantitative analysis showed that the frequency of the second-person pronouns *you*, *your* is 119 times, which is more than twice the use of the first-person plural pronouns *we*, *our*; recorded 52 times in the corpus. The imbalance in quantity indicates a clear focus on the addressee with less emphasis on the educational institution or its staff.

The referential function of second-person pronouns enables the realization of the following strategic objectives:

– shifting the focus to the addressee’s educational experience; e.g. *Your path to learning English, step by step* (Cambridge English) // *Build your personalised English course* (Wall Street English). The possessive pronoun *your* shifts the emphasis from the product to the user, presenting learning as an individual and controllable process. This technique helps create a sense of personal involvement and responsibility for the addressee’s learning process.

– simulating a direct dialogue situation; e.g. *Your goals, our commitment* (Perfectly Spoken). Syntactic parallelism of the first- and second-person pronouns creates the illusion of a partnership relationship. In this construction, the author of the course (*our*) is positioned as a reliable assistant working to achieve the client’s (*your*) goals. The emphasis is placed on the user as the central participant in communication.

In general, the use of pronouns in the headings on the educational service

Realization of discursive strategies in headings of digital educational discourse

websites is regarded as a purposeful means to reduce the communicative distance with the potential client, which is the primary goal of personalization strategy.

2 Strategies of concretization and social proof: the informative function of numerical data

Numerical data in communication serve as a hybrid tool, enabling the achievement of multiple objectives simultaneously.

First, they significantly enhance the facticity of the utterance (facticity in the understanding of N.D. Arutyunova [15]), imparting objectivity and concreteness to it. Numbers and statistical data create a sense of accuracy and reliability, which is especially important in the context of educational websites where users are looking for reliable information.

Secondly, the use of numerical expressions makes the message more attractive and convincing due to the “social proof” effect. People tend to trust information backed up by numbers, as it creates the impression that the statement is confirmed by objective facts and widely accepted.

Therefore, numerical expressions in the headings perform a complex task: they simultaneously inform, increase the precision of the statement, and enhance its facticity and persuasiveness for the audience.

The informative function of the numerical data is implemented through the **strategy of concretization**; e.g. *5 tips for learning English for adults* (Espresso English) // *1-on-1 25 Minute English Lessons* (Engoo). Numbers bring clarity and predictability. The addressee is informed about the format and volume of the content, which makes it easier to make a decision. Numbers turn an abstract promise into a concrete, measurable offer. However, numerical expressions simultaneously become a tool of the **social proof** strategy: they lend weight and credibility to the message; e.g. *We've helped over 3 million students* (Wall Street English). Large numbers demonstrate the scale of an educational institution's popularity among others, which increases trust and is perceived as a guarantee of quality; e.g. *Join more than 30 million students* (ABA English). At the same time, indicating limited offers (*Start your 7-day trial*) creates a sense of urgency and motivates to immediate action.

Thus, the numerical expressions in the headings on the educational service websites serve a dual role within several strategies. On the one hand, by fulfilling an informative function, they ensure the accuracy and transparency of information. On the other hand, due to their pragmatic potential, they increase motivation and build trust among the target audience. As a result, the numerical expressions contribute to effective communication and the achievement of set goals.

3 Motivation and conversion strategies: the appellative function of imperative constructions

The verbs in the imperative mood (imperatives) are the primary tool for implementing the **strategy of motivation**, whose ultimate goal, in the discourse of educational websites, is conversion – turning a passive website visitor into

an active client. The appellative function of the imperatives directly serves the **conversion strategy** by guiding the user clearly towards the target action.

The headings such as *Start your Trial // Click here to get a discount // Start today // Get closer to your target IELTS band score (British Council)* **guide the addressee's behaviour**. Cognitive load is minimized: the user is directly instructed on the next step. The headings such as *Join us // Complete the form // Try for free (Engoo)* refer the user to the final stage of interaction with the website. Performing these actions converts a visitor into a customer, marking the successful completion of the conversion strategy.

The headings serve as a kind of **invitation** to interact with the educational institution. For example, the imperative expressions such as *Join our growing online community // Connect with Cambridge English (Cambridge English)* create a sense of belonging and encourage participation in the community or interaction with the brand.

The headings can also contain **recommendations or advice** that help visitors make the right choice. For example, the imperative phrase *Choose the right programme for your English level (ABA)* helps users make an informed choice, increasing their engagement and trust.

The imperative constructions in the headings reflect a **motivational attitude and encouragement**. The headings such as *Communicate with confidence // Make real progress (Espresso English)* are aimed at strengthening the addressee's confidence and encouraging to continue the studies.

The headings of the texts **create a positive image of the result**. The imperatives on the educational service websites activate an attractive picture of the future; e.g. *Communicate with confidence (British Council) // Discover the power of Engoo AI (Engoo)*. The emphasis is on the positive experience associated with this action.

To sum up, the analysis of imperative constructions in the headings presents them as the most effective means of realizing the final stages of communicative impact. By performing the appellative function, they transform the latent potential of preceding strategies (personalization and social proof) into a concrete outcome. The heading ceases to be mere text and assumes the role of a direct instruction, guiding the user to the final stage of the "marketing funnel" and converting a website visitor into a client. However, as it will be demonstrated further, the maximum effectiveness of such a call unfolds in synergy with other heading elements.

4 Multifunctionality of the heading as a result of the synergy of several discursive strategies

The multifunctionality of the heading is achieved through the synergy of the discursive strategies within a single pragmatic complex determined by the specifics of the digital environment and the cognitive characteristics of a contemporary user. Each strategy contributes to the implementation of certain communicative functions corresponding to the stages of the *marketing funnel*.

Realization of discursive strategies in headings of digital educational discourse

Thus, the personalization strategy activates the referential function with the pronouns *you/your*. It engages the users through a sense of direct address and prepares them to receive information. The strategies of concretization and social proof operate with numerical expressions, which fulfill the informative function (conveying the sense/meaning). Such data lend weight and credibility to the statement, thereby enhancing persuasiveness, as the impression of value is created. Finally, motivation and conversion strategies are realized through imperative forms, which perform the appellative function. They transform the passive interest, generated by previous strategies, into a direct call to action (for example, registration).

Let us consider the synergistic effect by the following example:

Join more than 30 million students (ABA English).

In this example, the speech functions multiply each other's effect.

The appellative function is directly expressed through the imperative *Join*. This is the core of the statement, aimed at implementing the conversion strategy.

The informative function is manifested through the numerical expression *more than 30 million students*. It points to an objective and measurable fact. This information appeals to the user's rational perception by providing concrete data on the scale of the student body. As a result, an impression of reliability and significance of the educational institution is created, which contributes to the formation of trust in it. The numerical expression serves as a tool of concretization and social proof strategies.

The synergy lies in the fact that the informative function (the message about the number of students) significantly enhances the effectiveness of the appellative function (the call to join). The fact of 30 million students transforms the call *Join* from a mere suggestion into a logical, safe, and desirable step, as this action has already been "tested" by millions of others. Moreover, the user is invited to feel part of a large and successful community, which in itself acts as a strong motivating factor.

Thus, the speech functions of the linguistic means in the headings are realized not in isolation but within the framework of synergistic interaction of the discursive strategies (personalization, concretization, social proof, motivation, conversion), which transforms the heading from a set of grammatically linked linguistic units into a highly effective tool for managing user's attention and behavior, guiding them toward the ultimate pragmatic goal.

Conclusion

The analysis showed that the multifunctionality of the headings on the educational service websites is achieved through the complex and synergistic interaction of the discursive strategies, each of which is realized through the speech functions deployed by the linguistic means. The personalization strategy, through the referential function of the pronouns, reduces the distance with the user. The concretization and social proof strategies, realized through the informative

function of the numerical data, builds trust and lends weight to the offer. Finally, the motivation and conversion strategies, via the appellative function of the imperatives, transform the generated interest into a specific targeted action. The synergistic interaction of these elements turns the heading into an effective tool that simultaneously engages, informs, and encourages.

The effectiveness of the heading in digital discourse lies in a well-structured system where strategies govern speech functions to achieve ultimate communicative goals. The obtained results open prospects for further research in the field of digital pragmatics and the development of communication practices for educational platforms.

Information about funding

This research was funded by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant No. AP23485644 “Increasing the attractiveness of Kazakhstan university: developing effective discourse strategies through the analysis of sociocultural dispositives of foreign universities websites”).

REFERENCES

[1] Tashmukhammedova L.I. The role of headline in increasing the effectiveness of mediatext // EESJ. – 2020. – Vol. 54, № 2-2. <https://cyberleninka.ru/article/n/the-role-of-headline-in-increasing-the-effectiveness-of-mediatext>.

[2] Efron N. Catchy titles // Clinical and Experimental Optometry. – 2023. – Vol. 106, № 1. – Pp. 1-3. <https://doi.org/10.1080/08164622.2022.2146485>.

[3] Mourad M., Meshreki H., Sarofim S. Brand Equity in Higher Education: Comparative Analysis // Studies in Higher Education. – 2020. – Vol. 45, № 1. – Pp. 209-231. <https://doi.org/10.1080/03075079.2019.1582012>. 2020.

[4] Perera C. H., Nayak R., Nguyen L. T. V. The impact of social media marketing and brand credibility on higher education institutes' brand equity in emerging countries // Journal of Marketing Communications. – 2022. – Vol. 29, № 8. – Pp. 770-795. <https://doi.org/10.1080/13527266.2022.2086284>.

[5] Tayupova O. I. Kommunikativno-pragmaticheskoe var'irovanie v maloformatny`x prozaicheskix tekstax sovremennogo nemeckzogo yazy`ka [Communicative-pragmatic variation in small-format prose texts of the modern German language]: avtoref. dis. ... d-ra filol. nauk. – V. – 2005. – 56 s. [in Rus.]

[6] Malyuga E. N., Ponomarenko E. V., Minaeva A. A. Stilisticheskie priemy` kak sposob formirovaniya diskursivny`x svojstv maloformatny`x reklamny`x tekstov (na materiale angloyazy`chny`x e`konomiko-po liticheskix mediarisursov) [Stylistic devices as a way of forming discursive properties of small-format advertising texts (based on English-language economic and political media resources)] // Vestnik Samarskogo universiteta. Istoriya, pedagogika, filologiya. – 2020. – T. 26. – № 4. – S. 82-87. <https://doi.org/10.12287/25420445-2020-26-4-82-87> [in Rus.]

Realization of discursive strategies in headings of digital educational discourse

[7] Chernyavskaya V. E. Lingvistika teksta. Lingvistika diskursa. [Linguistics of text. Linguistics of discourse.] – М.: Flinta. – 2020. – 208 s. [in Rus.]

[8] Trunova E. A. Maloformatny`j tekst kak ob`ekt lingvisticheskogo issledovaniya [Small-format text as an object of linguistic research] // Vestnik RUDN. Seriya: Russkij i inostranny`e yazy`ki i metodika ix prepodavaniya. – 2010. – № 1. – S.49-53. [in Rus.]

[9] Necheporenko N. M. Kategoriya informativnosti v maloformatnom nauchnom tekste e`nciklopedicheskogo xaraktera: kognitivny`j i diskursivny`j aspekty` : na materiale anglijskix i russkix lingvisticheskix e`nciklopedij [The category of information content in a small-format scientific text of an encyclopedic nature: cognitive and discursive aspects: based on the material of English and Russian linguistic encyclopedias]: avtoref. dis. ... kand. filol. nauk. – Tambov. – 2011. – 27 s. [in Rus.]

[10] Kubryakova E. S. O tekste i kriteriyax ego opredeleniya [About the text and the criteria for its definition] // Tekst. Struktura i semantika. – М., 2001. – Т. 1. – S. 72-81. [in Rus.]

[11] Cherkunova M. V. Maloformatny`j tekst: k opredeleniyu ponyatiya (teoreticheskie aspekty`) [Small-format text: towards a definition of the concept (theoretical aspects)] // Izvestiya Saratovskogo universiteta. Novaya seriya. Seriya Filologiya. Zhurnalistika. – 2022. – Vol. 22, № 3. Pp. 248-253. [in Rus.]

[12] Tristante T. A., Hurriyati R. AIDA Model as a Marketing Strategy to Influence Consumer Buying Interest in the Digital Age // Budapest International Research and Critics Institute-Journal (BIRCI-Journal). – 2023. – № 4. <https://doi.org/10.33258/birci.v4i4.3319>.

[13] Dimova G. V. Osnovnye strategii frantsuzskogo universitetskogo pedagogicheskogo diskursa [The main strategies of French university pedagogical discourse]: avtoreferat dis. ... kandidata filologicheskikh nauk: 10.02.05 / Irkut. gos. lingvistich. un-t. – Irkutsk. – 2004. – 17 s. [in Rus.]

[14] Jakobson R. Lingvistika i poetika. (Strukturalizm: `za` i protiv`) [Linguistics and poetics. (Structuralism: pros and cons).]. – М., 1975. URL: <http://www.philology.ru/linguistics1/jakobson-75.htm>. [in Rus.]

[15] Arutyunova N.D. Tipy yazykovykh znachenij: Otsenka. Sobytie. Fakt [Types of linguistic meanings: Evaluation. Event. Fact] / N.D. Arutyunova. – М.: Nauka. – 1988. – 341 s. [in Rus.]

ЦИФРЛІК БІЛІМ БЕРУ ДИСКУРСТАРЫНЫҢ БАСТАУЛАРЫНДА ДИСКУРСИВТІ СТРАТЕГИЯЛАРДЫ ЖҮЗЕГЕ АСЫРУ

Монгилёва Н.В.¹, *Талыбова Я.С.², Эрман Г.С.³

^{1, *2, 3}А.Байтұрсынов атындағы Қостанай өңірлік университеті
Қостанай, Қазақстан

³Докуз Эйлюль университеті, Измир, Түркия

Андатпа. Бұл мақала білім беру қызметінің веб-сайттарында дискурсивті стратегияларды жүзеге асыруға арналған тақырыптарды

талдайды. Заманауи онлайн-коммуникация жағдайында тақырыптар жоғары бәсекелестікке иә және көп функциялы болып табылады, олар нақты лингвистикалық құралдар арқылы негізгі дискурсивті стратегияларды (даралау, нақтылау, әлеуметтік дәлелдеу, мотивация, конверсия) жүзеге асырады. Зерттеудің мақсаты – осы стратегиялардың тиімділігін қамтамасыз ететін лингвистикалық құралдар мен сөйлеу функцияларын (анықтамалық, ақпараттық, апелляциялық) талдау. Ғылыми маңызы – сандық ортадағы айдарлардың прагматикалық әлеуеті туралы түсінікті кеңейту, ал практикалық маңызы – білім беру платформаларындағы коммуникацияларды оңтайландыру және олардың бәсекеге қабілеттілігін арттыру деректерді пайдалану. Зерттеу 30 ағылшын тіліндегі білім беру платформасынан алынған 210 тақырыпқа негізілген. Талдау барысында мазмұнды талдау, сандық талдау, дискурс талдау және функционалдық-стилистикалық талдау әдістері қолданылды. Нәтижелер көрсеткендей, екінші жақ есімдіктері (you, your) жекелендірілген байланыс орнатып, сілтеме қызметін атқарады. Сандық деректер нақтылау және әлеуметтік дәлел ретінде жұмыс істейді, ал императивті конструкциялар апелляциялық қызметті атқара отырып, мотивация мен конверсия тікелей құралы қызметін атқарады. Тақырыптардың көп функционалы болуы дискурсивті стратегиялардың синергиясы арқылы қолданушылардың назарын тиімді басқаруға мүмкіндік береді. Бұл нәтижелер сандық прагматика саласында әрі қарай зерттеулер жүргізуге және білім беру платформаларындағы коммуникациялық тәжірибені дамытуға жол ашады.

Тірек сөздер: шағын форматтағы мәтін, тақырып, дискурсивті стратегиялар, сөйлеу функциялары, лингвистикалық құралдар, маркетингтік шұңқыр, білім беру веб-сайты, цифрлық дискурс

РЕАЛИЗАЦИЯ ДИСКУРСИВНЫХ СТРАТЕГИЙ В ЗАГОЛОВКАХ ЦИФРОВОГО ОБРАЗОВАТЕЛЬНОГО ДИСКУРСА

¹Монгилёва Н.В., *Талыбова Я.С. ², Эrcан Г.С. ³

^{1, *2, 3} Костанайский региональный университет им. А. Байтурсынова
Костанай, Казахстан

³ Университет Докуз Эйлүль, Измир, Турция

Аннотация. Статья посвящена исследованию заголовка как инструмента реализации дискурсивных стратегий на сайтах образовательных услуг. В условиях современной интернет-коммуникации, характеризующейся высокой конкуренцией за внимание пользователя, заголовок является полифункциональным, реализуя через конкретные лингвистические средства ключевые дискурсивные стратегии (персонализация, конкретизация, социальное доказательство, мотивация, конверсия). Цель исследования – анализ лингвистических средств и выполняемых ими речевых функций (референтивной, информативной,

Realization of discursive strategies in headings of digital educational discourse

апеллятивной), обеспечивающих эффективность данных стратегий. Научная значимость исследования заключается в расширении знаний о прагматическом потенциале заголовков в цифровой среде. Практическая значимость обусловлена возможностью использования полученных данных для оптимизации коммуникаций образовательных платформ и повышения их конкурентоспособности. Материалом для исследования послужили 210 заголовков, извлеченных с 30 англоязычных образовательных платформ. В работе использовался комплекс методов прагмалингвистического анализа, включающий контент-анализ для выявления и систематизации ключевых лингвистических единиц, количественный анализ для определения частотности их использования, дискурс-анализ для раскрытия прагматического потенциала языковых средств, а также функционально-стилистический анализ для оценки их эффективности в реализации коммуникативных целей. Результаты показывают, что местоимения второго лица (you, your) выполняют референтивную функцию, создавая персонализированную коммуникацию. Числовые данные, реализуя информативную функцию, выступают в качестве конкретизации и социального доказательства. Императивные конструкции служат прямым инструментом мотивации и конверсии, выполняя апеллятивную функцию. Сделан вывод о том, что полифункциональность заголовка достигается за счет синергии дискурсивных стратегий, которые превращают его в эффективный инструмент управления вниманием пользователя. Полученные результаты открывают перспективы для дальнейших исследований в области цифровой прагматики и разработки коммуникационных практик для образовательных платформ.

Ключевые слова: малоформатный текст, заголовок, дискурсивные стратегии, речевые функции, лингвистические средства, маркетинговая воронка, образовательный сайт, цифровой дискурс

Мақала түсті / Статья поступила / Received: 27.11.2025.

Жариялауға қабылданды / Принята к публикации / Accepted: 26.03.2026.

Information about the authors:

Mongilyova Natalya Viktorovna – Doctor of Philological Sciences, Associate Professor, Professor, Akhmet Baitursynuly Kostanay Regional University, Kostanay, Kazakhstan, <https://orcid.org/0000-0002-2150-2312>, e-mail: 77772456222@mail.ru

Talybova Yana Sergeevna – doctoral Student in Foreign Philology (English language), Akhmet Baitursynuly Kostanay Regional University, Kostanay, Kazakhstan, <https://orcid.org/0009-0009-2723-7052>, e-mail: ya.talybova@gmail.com

Ercan Gulsum Songul – Associate Professor, Doctor, Faculty of Letters, Department of Linguistics, Dokuz Eylul University, Izmir, Turkey, <https://orcid.org/0000-0002-5392-7008>, e-mail: gsongulercan@gmail.com

Авторлар туралы мәлімет:

Монгилёва Наталья Викторовна – филология ғылымдарының докторы, қауымдастырылған профессор (доцент), Ахмет Байтұрсынұлы атындағы Қостанай өңірлік университеті, Қостанай қ., Қазақстан, <https://orcid.org/0000-0002-2150-2312-231227>, email: 77772456222@mail.ru

Талыбова Яна Сергеевна – Ахмет Байтұрсынұлы атындағы Қостанай өңірлік университетінің шетел филологиясы (ағылшын тілі) кафедрасының докторанты, Қостанай, Қазақстан, <https://orcid.org/0009-0009-2723-7052>, e-mail: ya.talybova@gmail.com

Эркан Гүлсум Сонгул – доцент, филология ғылымдарының докторы, филология факультеті, Догуз Эйлюль университеті, лингвистика кафедрасы, Измир, Түркия, <https://orcid.org/0000-0002-5392-7008>, e-mail: gsongulercan@gmail.com

Сведения об авторах:

Монгилёва Наталья Викторовна – доктор филологических наук, ассоциированный профессор, Костанайский региональный университет имени Ахмета Байтұрсынұлы, Костанай, Казахстан, <https://orcid.org/0000-0002-2150-2312>, e-mail: 77772456222@mail.ru

Талыбова Яна Сергеевна – докторант кафедры иностранной филологии (английский язык), Костанайский региональный университет имени Ахмета Байтұрсынұлы, Костанай, Казахстан, <https://orcid.org/0009-0009-2723-7052>, e-mail: ya.talybova@gmail.com

Эркан Гульсум Сонгуль – доцент, доктор, факультет филологии, кафедра лингвистики, Университет Догуз Эйлюль, Измир, Турция, <https://orcid.org/0000-0002-5392-7008>, электронная почта: gsongulercan@gmail.com