



Article

Cognitive-Pragmatic Characteristics of Publicistic Texts on Education

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Abstract: This article explores the cognitive-pragmatic characteristics of publicistic texts centered on education. Publicistic discourse functions as an important medium for shaping public opinion, transmitting social values, and organizing cognitive representations of educational reforms and problems. Combining cognitive-linguistic and pragmalinguistic perspectives, the study examines conceptual metaphors, framing, lexical choice, communicative intention, numerical evidence, institutional terminology, and persuasive strategies in selected educational publicistic materials. The analysis shows that these texts rely on shared knowledge, mental models, evaluative framing, and illocutionary force to guide interpretation and encourage social engagement. The findings indicate that educational publicistic discourse does not merely report facts; it also constructs socially meaningful models of reform, quality, professional identity, and institutional modernization.

Keywords: cognitive pragmatics; publicistic discourse; educational discourse; conceptual metaphor; communicative intention; framing; pragmalinguistics; mental model; persuasive strategy.

1. Introduction

The influence of language on human thought and behavior is closely connected with mass communication. Mass media do not simply transmit information; they organize public attention, construct shared interpretive frameworks, and participate in the formation of collective knowledge. Sapir's view of the close relationship among language, thought, and culture remains relevant to this issue [1]. Tylor's broad understanding of culture as a complex system of knowledge, belief, morals, law, custom, and socially acquired practices likewise helps explain why publicistic discourse is embedded in wider cultural processes [2].

In educational publicistic discourse, these relationships become especially visible because journalistic texts simultaneously report institutional developments and evaluate their social significance. Educational reforms, teacher professionalism, quality assurance, digitalization, internship systems, and employment pathways are represented through linguistic choices that activate specific frames and expectations. Publicistic texts therefore operate at the intersection of information, cognition, evaluation, and persuasion. This study examines how such texts construct cognitive models and achieve pragmatic influence in the representation of education.

1.1. Literature Review

The study of publicistic and newspaper discourse has developed through stylistic, discourse-analytic, cognitive, and pragmatic traditions. Vinokur's work on language culture helped establish newspaper language as a distinct object of linguistic analysis [3],

Citation: Akyulovna, I. D. Cognitive-Pragmatic Characteristics of Publicistic Texts on Education. American Journal of Social and Humanitarian Research 2026, 7(10), 33-37

Received: 13th Jul 2026

Revised: 28th Aug 2026

Accepted: 15th Sep 2026

Published: 08th Oct 2026



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while Solganik emphasized the expressive and persuasive orientation of publicistic style [4]. These approaches show that journalistic language is not reducible to neutral information transfer because lexical choice, textual organization, and evaluative emphasis contribute to the social effect of the message.

Cognitive linguistics provides a complementary explanation of how publicistic texts organize meaning. Conceptual metaphor theory argues that abstract domains are frequently structured through more concrete conceptual mappings [5]. This is directly relevant to educational journalism, where expressions such as education as a foundation, reform as movement, or quality as measurable progress can organize readers' understanding of institutional change. Van Dijk's account of news discourse further demonstrates that media texts are shaped by discourse structures, social cognition, and models of events that mediate between language and public knowledge [6].

Critical and media-discourse research likewise stresses that news language is socially situated. Fairclough shows that media discourse links textual choices with institutional and ideological practices [7]. Entman's framing theory explains how selection and salience highlight particular aspects of perceived reality and thereby promote specific problem definitions, interpretations, evaluations, and remedies [8]. In educational publicistic texts, framing is visible when statistical data, international comparisons, institutional achievements, or individual teacher experiences are foregrounded to construct particular interpretations of educational quality and reform.

From a pragmatic perspective, interpretation depends not only on linguistic form but also on inferred communicative intention and contextual relevance. Relevance theory explains communication as an inferential process in which audiences seek interpretations that provide sufficient cognitive effects for reasonable processing effort [9]. This perspective is useful for explaining why headlines, specialized terminology, direct quotations, numerical indicators, and future-oriented claims can guide readers toward intended interpretations. Evaluative language also plays a central role. The appraisal framework developed by Martin and White provides a systematic account of how texts encode attitude, engagement, and graduation, making it useful for examining how publicistic texts position readers toward educational actors and reforms [10].

Broader discourse studies reinforce the need for an integrated analytical model. Chilton demonstrates how discourse strategies connect cognition, positioning, and persuasion [11], while Wodak and Meyer emphasize the importance of relating linguistic analysis to social and institutional context [12]. Van Leeuwen shows how social actors and practices are represented through discourse [13]. Bednarek and Caple highlight the multimodal and evaluative construction of newsworthiness in contemporary journalism [14], and Richardson illustrates how newspaper discourse can be analyzed across textual, social, and ideological levels [15]. Taken together, these perspectives support a cognitive-pragmatic approach in which publicistic texts on education are examined as structured representations that both activate knowledge and influence interpretation. The present study applies this integrated perspective to selected educational publicistic texts from Uzbekistan.

2. Materials and Methods

This study employed a qualitative cognitive-pragmatic discourse-analysis design. The analytical material consisted of educational publicistic texts discussed in the source manuscript, including the article "What is the quality of preschool education in Uzbekistan?" published in the *Ma'rifat* newspaper on January 8, 2025, the article "Student: From Internship to Employment," and the profile article "Lessons of Teacher Tovboyeva." These texts were selected because they represent different forms of educational publicistic discourse: institutional reform reporting, university–employment linkage, and teacher-centered professional narrative.

The analysis proceeded in four stages. First, the texts were examined for cognitive structures, including recurring concepts, conceptual metaphors, knowledge schemas, and discourse frames [5], [6], [8]. Second, pragmatic features were identified, including communicative intention, persuasive orientation, evaluative positioning, and relevance

cues [4], [9], [10]. Third, lexical and discursive resources such as specialized terminology, numerical evidence, quotations, institutional references, and future-oriented statements were coded according to their contribution to credibility and reader positioning [7], [14], [15]. Fourth, the findings were synthesized to explain how cognitive representation and pragmatic influence interact in educational publicistic discourse. The study is interpretive and text-based; it does not claim statistical generalizability.

3. Result

The analysis indicates that educational publicistic texts combine cognitive modeling with pragmatic persuasion. In “What is the quality of preschool education in Uzbekistan?”, the interrogative headline directs attention toward both structural and procedural dimensions of quality. Numerical indicators such as the proportion of qualified educators and the availability of learning materials function as cognitive anchors that construct a model of a stable and developing educational system. At the same time, international assessment terminology and comparisons with other countries increase institutional credibility and frame national reforms positively. Such framing illustrates how selected information can make particular interpretations more salient [8].

A second pattern is the use of specialized terminology to represent modernization. Expressions such as “electronic platforms,” “specialized bot,” “monitoring,” “AIM-ECD,” “Teach ECE,” and “MELQO” position educational discourse within a technological and evidence-oriented frame. In cognitive terms, this vocabulary recodes education as a domain of measurable innovation and institutional coordination. Pragmatically, the terminology strengthens the authority of the text by signaling technical knowledge and contemporary relevance. This interaction between information and evaluation is consistent with the view that news discourse structures social cognition rather than merely describing events [6], [14].

The article “Student: From Internship to Employment” constructs the cognitive chain education–internship–employment. Institutional agreements, digital platforms, monitoring systems, and student experience are combined to represent higher education as a pathway toward professional integration. The pragmatic effect is produced through both institutional and empirical strategies: institutional arrangements rationalize the modernization of educational policy, while personal experience humanizes the process and increases reader trust. This combination of social-actor representation and institutional framing corresponds with discourse-based accounts of how texts organize social practices [12], [13].

The profile article “Lessons of Teacher Tovboyeva” relies more strongly on metaphorical and axiological resources. The teacher is represented through a light metaphor, while the idea that every child possesses unique abilities foregrounds the concept of innate potential. These elements activate culturally recognizable schemas of teacher dedication, mentorship, and responsibility. Pragmatically, the text encourages admiration for the teacher and advances a value-based argument for learner-centered modernization. The findings therefore show that educational publicistic texts use different combinations of statistical, institutional, metaphorical, and personal evidence depending on genre and communicative purpose.

4. Discussion

The findings support the interpretation of educational publicistic discourse as a dual cognitive-pragmatic system. At the cognitive level, the texts organize information through frames, conceptual chains, metaphors, and recurring schemas. At the pragmatic level, the same resources are used to direct attention, establish credibility, and guide evaluation. The distinction is analytical rather than absolute because the cognitive and pragmatic dimensions operate simultaneously in actual discourse. For example, numerical evidence provides factual information while also functioning persuasively by constructing an impression of objectivity and institutional progress [6], [8].

The results also demonstrate that educational journalism frequently combines institutional authority with human-centered narrative. Technical terms and policy references create a modernizing frame, whereas quotations and personal experience create proximity and emotional engagement. This combination helps explain why publicistic discourse can influence public attitudes even when it appears primarily informative. Fairclough's account of media discourse [7], Martin and White's model of evaluation [10], and Bednarek and Caple's analysis of news discourse [14] all support the view that evaluation is embedded in the organization of apparently factual reporting.

A further implication concerns the role of relevance and shared knowledge. Readers interpret educational publicistic texts against existing assumptions about teachers, reform, quality, employment, technology, and national development. Headlines, metaphors, statistics, and recognizable institutional terms help reduce interpretive effort and activate contextual assumptions that make the intended message accessible [9]. The analysis therefore suggests that the persuasive power of educational publicistic discourse depends not only on explicit argument but also on the strategic activation of culturally and institutionally shared knowledge.

The study is limited by its qualitative and text-centered design and by the relatively small set of analyzed materials. Future research could expand the corpus, compare different media platforms, examine reader responses, and combine discourse analysis with corpus-linguistic or experimental methods. Comparative research across languages would also help determine which cognitive-pragmatic strategies are culturally specific and which are broadly characteristic of educational publicistic discourse.

5. Conclusion

Educational publicistic texts function as more than channels for reporting educational events. They construct cognitive representations of reform, quality, professional identity, innovation, and institutional development while simultaneously pursuing pragmatic goals such as persuasion, legitimation, evaluation, and public engagement. The analyzed materials show that conceptual metaphors, framing, statistical evidence, specialized terminology, institutional references, and personal narratives work together to shape readers' interpretations. A cognitive-pragmatic approach therefore provides an appropriate framework for explaining how educational journalism connects information with social influence. The study concludes that the effectiveness of educational publicistic discourse lies in the coordinated interaction of cognitive modeling and pragmatic strategy, through which texts can reinforce educational values, enhance institutional credibility, and influence public understanding of reform.

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