

barriers to academic stress, it can be a challenge for a student to keep up with. Comparative perspectives show that successful adaptation depends on balancing global communication through English with engagement in local linguistic and cultural contexts. Higher education establishments, therefore, play an important role in creating inclusive multilingual environments supported by language education and intercultural activities. Strengthening such practices contributes to more effective internationalization of higher education. It prepares students to participate in an increasingly interconnected world.

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Oksana Khalabuzar

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

DIGITAL TEXT CODING AS AN EFFECTIVE STRATEGY FOR DEVELOPING READING COMPREHENSION AND CRITICAL THINKING

In modern pedagogy, the development of reading comprehension and critical thinking skills is considered one of the key priorities in language education. One of the most effective strategies that enhances students' interaction with texts is text coding, also known as the Interactive Notation System for Effective Reading and Thinking (INSERT). This approach enables learners to actively engage with written material by marking it with specific symbols that reflect their cognitive processes. The theoretical

foundations of text coding are supported by the works of Kyleene Beers and Robert E. Probst, who emphasize the importance of active reader engagement. Moreover, Stephanie Harvey and Anne Goudvis highlight the role of metacognitive strategies in improving comprehension. According to them, the Text coding is a strategy used to help students keep track of thinking while they are reading or listening, mark the text and record what they are thinking either in the margins or on post-it notes. As students make connections, self-question, and respond to what they are reading, they are self-monitoring their comprehension and enhancing long-term understanding. Text coding can also be effectively aligned with the fundamental laws of logic, which strengthens students' ability to reason systematically and evaluate information critically. When learners annotate texts, they implicitly apply the law of identity, ensuring that key concepts are clearly defined and consistently understood throughout the reading process. Moreover, coding helps reveal violations of the law of non-contradiction, as students can mark and question statements that conflict within the same text. This encourages deeper analytical engagement and prevents superficial interpretation. The law of excluded middle is also activated when students categorize statements as valid or invalid, true or false, based on textual evidence. Through such practices, learners become more precise in their judgments and less prone to ambiguity. In addition, text coding supports the application of the law of sufficient reason, as students are trained to look for justification, evidence, and logical support behind each claim. This develops their ability to distinguish well-founded arguments from unsupported assertions. The visual nature of coding symbols further enhances logical structuring, allowing students to map relationships between ideas, causes, and consequences. As a result, learners improve their skills in constructing coherent arguments and identifying logical fallacies. Ultimately, integrating logical laws into text coding transforms reading into a structured cognitive activity that cultivates disciplined, evidence-based thinking. The codes help students name and remember a particular thinking strategy and track their thinking

throughout the text. Marking up the text may be the most simple, practical, and widespread tool that regular readers use.

Text coding involves the use of symbols such as √, X, ?, ??, *, and !, which allow students to externalize their thinking.

√ / + Confirms what you thought

X Contradicts what you thought

? Raises a question

?? Confuses you

* Seems important

! Is new or interesting

If a word Gets repeated Seems important Is unknown Box it:

This process transforms reading into an interactive activity and promotes deeper understanding of the material. It also helps learners identify key ideas, monitor confusion, and reflect on new information (5, Khalabuzar, 2025, 365–377).

To illustrate the practical application of the INSERT method, consider the following sample text:

The house stood at the end of the empty street. No one had lived there for years. At night, the windows seemed to glow faintly. Tom felt something watching him as he walked past. He told himself it was just his imagination. But the door creaked open by itself. A cold wind rushed out from the darkness. Inside, the floorboards whispered under unseen steps. Tom's heart pounded as he stepped closer. Then he heard his name coming from the shadows.

Using the text coding strategy, a student may annotate the passage as follows:

- The house stood at the end of the empty street. *
- No one had lived there for years. √
- At night, the windows seemed to glow faintly. !
- Tom felt something watching him as he walked past. !

- He told himself it was just his imagination. ✓
- But the door creaked open by itself. X
- A cold wind rushed out from the darkness. !
- Inside, the floorboards whispered under unseen steps. ??
- Tom's heart pounded as he stepped closer. ✓
- Then he heard his name coming from the shadows. ?

This example demonstrates how text coding helps learners identify important details, express emotional reactions, and recognize gaps in understanding. It also fosters deeper engagement with the text and encourages independent thinking. Thus, the text coding is a powerful instructional strategy that enhances reading comprehension, supports metacognitive development, and promotes critical thinking. Text coding also serves as an effective tool for fostering analytical skills, as it encourages learners to actively engage with the text rather than passively consume information. By marking key ideas, questions, and reactions, students develop the ability to distinguish between main and supporting details, which is essential for critical evaluation. Furthermore, this strategy enhances inferential thinking, as learners are prompted to read between the lines and interpret implicit meanings. Text coding also cultivates the skill of questioning, enabling students to challenge assumptions, identify bias, and recognize persuasive techniques within a text. In addition, it supports the development of argumentation skills, as students learn to justify their interpretations using textual evidence. The process of coding fosters self-regulation and reflection, allowing learners to monitor their own understanding and adjust reading strategies accordingly. It also contributes to the improvement of information synthesis, as coded notes help organize ideas and connect concepts across different texts. Moreover, text coding encourages deeper engagement with complex materials, which strengthens cognitive flexibility and adaptability in interpreting diverse viewpoints. Importantly, this approach promotes independence in learning, as students gradually take control of their comprehension processes. Overall, text coding not only improves reading efficiency but also

systematically develops higher-order thinking skills essential for academic success. Its simplicity and adaptability make it an effective tool in both traditional and digital learning environments, particularly in the context of foreign language teaching (Khalabuzar, 2025, 365–377).

In the context of digital education, text coding can be effectively implemented using online tools and platforms. First, students can annotate texts directly in shared documents such as Google Docs, where they use comments and highlights to represent coding symbols. Second, digital sticky notes in applications like Padlet allow learners to record their thoughts in real time. Third, platforms such as Microsoft OneNote provide structured spaces for organizing coded responses. These technologies not only support traditional coding techniques but also enrich them through multimedia and collaborative features. Furthermore, learning management systems like Moodle enable teachers to upload texts and guide students in applying coding strategies collaboratively. Online annotation tools, for example Hypothesis, allow students to highlight, comment, and share interpretations with peers which supports the collaborative learning because students can compare their annotations, discuss differences in interpretation, and develop critical thinking skills through peer interaction. This fosters interactive reading and discussion in virtual classrooms.

In conclusion, text coding proves to be an effective and versatile strategy for enhancing students' reading comprehension and critical thinking skills due to the active interaction with texts, transformation reading from a passive activity into a reflective and analytical process along with the use of symbols which enables students to monitor their understanding, identify key ideas, and develop metacognitive awareness.

Therefore, text coding can be considered a valuable pedagogical tool that aligns with contemporary educational trends, including learner-centered instruction, digital learning environments, and the development of 21st-century skills. Its implementation

in both offline and online settings ensures deeper comprehension, improved retention, and the formation of independent, critical readers.

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Oksana Khalabuzar

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

Kateryna Yevtushenko

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

LANGUAGE-BASED MANIPULATION STRATEGIES IN MEDIA

COMMUNICATION

In today's highly globalized environment, media and political discourse function not only as instruments for information dissemination but also as influential mechanisms shaping public consciousness and social perception. The investigation of linguistic mechanisms operating within media and political contexts has become an essential component of information security and strategic communication at the state level. Prominent global news outlets such as CNN, The Washington Post, The New York Times, among others, actively employ diverse linguistic techniques within media and