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## THE SIGNIFICANCE OF STUDY OF SPORTS MEDIA DISCOURSE IN HIGHER EDUCATIONAL INSTITUTIONS

This article is devoted to the importance of studying such a rather broad concept as sports discourse. Today, sport is one of those spheres of society, acquaintance with which is carried out mainly through the media space. Sports activities are developing daily, and the media sphere is developing along with it. Sports events play an important role in the development of the culture of the country and people, and sport may be considered as a factor in communication between cultures. The purpose of this article is to determine the frequency of the use of sports discourse by students in higher educational institution in the academic sphere and in everyday life. A significant role in the implementation of the use of sports discourse is played by communication, in particular speech. The objects of the research are sports discourse and sports media discourse. In this research there was done comparative analysis of the results of the questionnaire, where statistics were shown on the use of sports discourse at the university level. The results of the study can be used in the development of contextual understanding of sports blogs, sports news channels and the speech of sports event commentators in a foreign language. In addition, the results of the article can be used to compile teaching aids and guidelines for the study of sports discourse.

**Key words:** sports discourse, media discourse, intercultural communication, discourse analysis, sport speech.

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### Жоғары оқу орындардағы спорттық медиа дискурсының зерттеуінің маңыздылығы

Бұл мақала спорттық дискурс сияқты өте кең ұғымды зерттеудің маңыздылығына арналған. Бүгінгі таңда спорт қоғамдық өмірдің бір саласы болып табылады, онымен танысу негізінен медиа-кеңістік арқылы жүзеге асырылады. Спорттық қызмет күн сайын дамып келеді, онымен бірге медиа саласы да дамып келеді. Спорттық шаралар ел мен халықтың мәдениетін дамытуда маңызды рөл атқарады, спортты да мәдениеттер арасындағы байланыс факторы деп санауға болады. Бұл мақаланың мақсаты – жоғары оқу орнында оқитын студенттердің оқу саласында және күнделікті өмірде спорттық дискурсты қолдану жиілігін анықтау. Спорттық дискурсты қолдануды жүзеге асыруда қарым-қатынас, атап айтқанда сөйлеу маңызды рөл атқарады. Зерттеу объектілері спорттық дискурс және спорттық медиа дискурс болып табылады. Ғылыми жұмыс барысында сауалнама нәтижелеріне салыстырмалы талдау жүргізілді, онда университет деңгейінде спорттық дискурсты қолдану бойынша статистикалық мәліметтер көрсетілді. Зерттеу нәтижелері спорт блогтары, спорт жаңалықтары, арналары және спорттық іс-шаралар комментаторларының шет тілінде сөйлеуі туралы контекстік түсінікті дамыту үшін қолданылуы мүмкін. Сонымен қатар, мақаланың нәтижелерін спорттық дискурсты зерттеуге арналған оқу-әдістемелік құралдар мен нұсқауларға қолдануға болады.

**Түйін сөздер:** спорттық дискурс, медиа дискурс, мәдениаралық байланыс, дискурс анализі, спорттық тіл ұғымы.

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### Значимость изучения спортивного медиадискурса в высших учебных заведениях

Данная статья посвящена значимости изучения такого довольно широкого понятия, как спортивный дискурс. На сегодняшний день спорт является одной из тех сфер общественной жизни,

знакомство с которой осуществляется преимущественно через медиа пространство. Спортивная деятельность развивается ежедневно, а вместе с ним развивается и медиа сфера. Спортивные мероприятия выполняют важную роль в развитии культуры страны и народа, также спорт можно считать фактором общения между культурами. Цель данной статьи заключается в определении частоты использования спортивного дискурса студентами высшего учебного заведения в академической сфере и в повседневной жизни. Значительную роль в реализации употребления спортивного дискурса играет общение, в частности речь. Объектами исследования являются спортивный дискурс и спортивный медиадискурс. В ходе научной работы был проведен сравнительный анализ результатов опроса, где была показана статистика использования спортивного дискурса на уровне вуза. Результаты исследования могут быть применены для развития контекстуального понимания спортивных блогов, спортивных новостных каналов и речи комментаторов спортивных мероприятий на иностранном языке. Кроме этого, результаты статьи могут быть применены для составления учебных пособий и методических рекомендаций по изучению спортивного дискурса.

**Ключевые слова:** спортивный дискурс, медийный дискурс, межкультурное общение, анализ дискурса, спортивная речь.

## Introduction

The development of sports vocabulary improves the general speech culture of the population. For the designation of the new realities of sports in the language, either new words appear, or concepts denoting these realities are borrowed from foreign languages. Many words originally belonging to other institutional discourses acquire new meanings. Subsequently, they can be used not only within the framework of sports discourse, but also in other areas. The methods of discourse delivery to the addressee are played an essential role. This research is mainly focused on the importance of study of sports media discourse at the university level. The aim is to identify how often students use sports media discourse in an academic field and in a daily life. The objects of research are sports discourse and sports media discourse. The problems might be: sports discourse may be used constantly by students; sports discourse may be used rarely by students.

Nowadays, sports discourse is studied by many linguists and scholars. Discourse is understood as “a unit of language, which is longer than a single sentence and it refers to written or spoken language of social contexts. Traditionally, social contexts may include information about linguistic personalities, cognitive spaces, cultures of the sender and addressee of the message”. According to E.S. Kubryakova, discourse is “a process, not a completed product, and it proceeds in the presence of at least two participants interpreting each other’s statements and developing the structure of the discourse during the speech. Sports discourse is understood as “speech (in oral or written form) that translates the meanings that define sports activity (discourse as a process), and the set of produced texts coincides

with the set of speeches which are said by commentary, journalists, or reporters (Kubryakova, 2001). Another definition of sports discourse is given by E.G. Malysheva: “information in the texts of sports journalists, sports commentators, sports and near-sport events understood as a cultural phenomenon.” It is important to understand that in any type of communication, discourse can be attributed to sports, if out of the three elements of communication (subject, addressee, communication content) its content is related to sports, otherwise, even if the subject and addressee belong to the institution of sports, but the content of communication has nothing to do with sports; it is impossible to call the discourse sports (Malysheva, 2011).

In sociolinguistics V.I. Karasik explains sports discourse as a type of discourse in which the speaker acts as a representative of a particular social institution. In other words, he refers sports discourse to institutional discourse and emphasizes that institutional discourse is an interaction between particular frameworks of status-role relations. According to Karasik, institutional discourse is a type of communication between strangers who have to communicate in accordance with the norms of one society (Karasik, 2000). Of course, any communication has a multidimensional, score character, and its types are distinguished with a certain degree of conventionality. As sports discourse is exposed, it often overlaps with other institutional discourses. Thus, such intersections can be observed in written forms, where, for example, texts of an official-normative nature: competition rules, a unified sports classification, etc., rather belong to the legal institutional discourse.

In addition, sports discourse intersects with such discourse as the mass media, which largely

determines it and dictates its form. A huge proportion of the world's population, one way or another, is involved in sports activities: people do sport, watch sport programs, the Olympic games or matches. A.B. Zilbert emphasizes that the main channels for the dissemination of sports discourse are the channels of mass communication. The role of a representative of the mass media discourse is played by a journalist (television, radio, newspaper), being an intermediary between a particular sport, which is the object of reporting and the audience. At the same time, the communication process is one-sided, since there is no feedback as such. Thus, sports discourse can be considered as a kind of media discourse functioning in the media sphere (Zilbert, 2001).

### Literature review

Many linguists who study discourse analysis traditionally mention interdiscourse relations, if they research two or more discourse types. In the context of sports discourse, three types of such relations are distinguished.

- thematic contact (different discourses in the same thematic field: sports and scientific, sports and pedagogical);

- conceptual interaction (interaction of spheres similar in mentality: sports and military, sports and political);

- inclusion (one discourse is a carrier of another: mass media and sports).

The third type of relationship as inclusion determines the features of television speech and the language of the media. These features are:

- 1) Interaction of video, audio, speech series. In this case, there are two ways of such interactions. In the first case, the video sequence is subordinated to speech, which is fully prepared – news, analytical programs. In the second case, speech is already subordinated to the video sequence and it is spontaneous – a report from the scene.

- 2) The mass character of the audience. It is necessary to list the aspects influencing the speech behavior of the commentator: reflection of opinions, assessments, emotions of the audience; meeting the information needs of the audience; considering the peculiarities of perception of the reported information.

- 3) Lack of feedback, as a result of which the commentator's speech is reduced to a monologue if he works alone. Despite this, his speech is dialogized, that is, there are means expressing a targeted orientation. In addition, the speaker considers the

expected needs and reactions of the viewer. Note that the concept of media discourse is inseparable from the categories of text and media text.

The key forms of existence of media discourse are news texts, advertising texts and other types of media text. The greatest contribution to the study of the concept of media text was made by T. V. Dijk, T.G. Dobrosklonskaya and other scientists. N.A. Kuzmina believes that the media text is "a dynamic complex unit of a higher order, through which verbal communication is carried out in the field of mass communications" (Kuzmina, 2011).

Taking this definition as a basis, we can conclude that a media text is a complex dynamic unit of a higher order, the structure of which includes units not only of the verbal level. According to Ju.M. Muhin, the main characteristics of the media text are:

- dynamism, manifested at three levels: intratextual, supertextual and hypertextual;

- linguistic specificity, determined by their orientation towards a mass audience;

- multidimensionality, multidimensionality, polyphony, due to the combination of visual, verbal or other components within the text space;

- socio-regulatory nature of media texts as "a unique means of interpreting and representing reality". (Muhin, 2018)

In addition to the above, T. Schirato emphasizes one important feature of the media text as eventfulness, which is the desire to present events in their relevance.

If there was discussion on the types of a media texts, it should be mentioned that due to the large number of media texts, it would not be possible to divide them by category, so general typology based on a single criterion (Schirato, 2013:217).

T.G. Dobrosklonskaya divided sports media discourse by several categories, they are form of creation, text production methods, description of the source, reproduction form and type of the text according to genre. Creation and reproduction form of the sports media discourse can be represented in oral and written form. For example, written form will be publications in sport magazine, oral form will be news about sport competition. According to the method of reproduction, the sports media text can be authoring and collegiate, which means that text may be produced by one author or by team of authors. The source reproduction of the sports media discourse can be different. For example, one person can read news about famous football player on social media, or he can watch TV/ listen to the radio and

hear that news through another source. Genre types of the text are varied as well, they include types like commentary texts, news text, advertising texts etc. The genre type is one of the most important criteria for the typological description of media texts.

T. G. Dobrosklonskaya described the functional-genre classification through explanation of the word "features" in English. Many media materials belong to "feature" type of media texts. The Cambridge Dictionary defines "feature" as "a special article in a newspaper or magazine, or a special television program". A distinctive peculiarity of "feature" materials in the press is in the fact that, unlike other types of texts, they are published in a specially designated "Features" section. The main characteristic of the texts is their thematic attachment, in other words, their correlation with the topics covered by the media (Dobrosklonskaya, 2008).

L.M. Maidanova and S.O. Kalganov make different classifications of the genres of media texts, starting from the "technique" underlying the creation of the text. They distinguish five types of genres. The first one is related to the creation of the text about the publication, in other words it is kind of educational retelling. The second genre refers to the explanation of the subject of the speech, it might be essays, sketch, or short descriptions. The third type of genre is analysis which bases on the facts, for example, articles, investigations, analytical and statistical commentaries. The next genre is related to the dialogic texts such as interviews, press conferences or talk shows. And the last type refers to stating the facts, for instance, information correspondence, reports and notes (Maidanova, Kalganov 2006).

I.V. Rogozina argues that the multidimensionality of the media text "is a pattern associated with the need to transfer large amounts of information, and, consequently, its clearer structuring to facilitate perception and processing, as well as the need to minimize the time and conditions for information processing in order to maintain relevance" (Rogozina, 2003).

The next important characteristic of a media text is its linguistic specificity. G.Ya. Solganik believed that linguistic specificity is characterized by several features:

- interpretation of journalistic space as a wide area of existence and collision of ideas, thoughts, provisions of a social, political, ideological, world-view, etc. character.

- a unique type of the author of the media text (coincidence between the producer and the subject of speech), which results in such qualities as authen-

ticity, documentary, emotionality, and passion of media speech

- specific textual modality – subjective and objective explanation of the author's thoughts, feelings, assessments, attitude to reality.

- the language norm and the rejection of individual, unique means of expression that may be incomprehensible to the mass audience (Solganik, 2011).

As for such a characteristic as a socio-regulatory nature, in addition to the fact that it is due to a pragmatic orientation, which is expressed in a focus on a specific target audience and on the result, it is also characterized by a "low degree of possibility of its verification by reality". Not only the transfer of information is carried out, but also the emotional and value attitude of the addresser, from which it follows that the socio-regulatory function affects the formation of the subject's picture of the world. Thus, sports discourse is, on the one hand, a set of language tools serving sports, as well as a speech process that occurs when this activity is reflected on the screen. On the other hand, sports discourse is a type of media discourse and, therefore, it has all the above functions and features, and sports TV reports will have all the features of a media text.

As it is known, discourse analysis is multidisciplinary and it includes studies such as linguistics, psychology, semiotics, sociology and communication research and pragmatics as well. According to Trappes-Lomax, there are several ways and means of doing discourse analysis of any kind of field (sport discourse also included). He believed that exploring rules, principals, speech act theory and politeness theory in sports belongs to pragmatics and in sport discourse research pragmatic analysis should be essential part of research (Trappes-Lomax, 1986).

In the sports report relating to texts of the "features" type, as in other analytical genres, reasoning prevails. Narration with description is mainly characteristic of illustrative examples, giving dynamism to the statement. It is important to understand that one of the main principles of modern oral media discourse is its focus on the listener. The effectiveness of this type of media speech is determined by the success of establishing contact between the speaker and the audience and his support. There are various techniques, the purpose of which is to establish contact between the speaker and the listener. They are quite suitable for application to the oral form of media discourse, since in recent years there has been a tendency for the formation of a pragmatic function as its basis, and the predominance of the task of influencing the message.

According to the methodology proposed by I.N. Kuznetsov, there are five important stages. The first stage, elimination of psychological barriers. The difficulty of this stage is the wariness of the interlocutors, however, if it is successfully passed, the tension of the initial relationship is replaced by relaxation. The next stage is finding matching interests, identifying "common goals", the initial elements for establishing contact. Basically, the context of sports reporting, the commentator and the audience usually have common interests by default. The third stage is based on defining principles of communication. The essence of this stage is the manifestation of qualities that inform the interlocutor about the individual principles of communication and push him to a similar action. The following stage is identifying characteristics that are dangerous for communication, which consists in searching for qualities that did not appear in the previous stages, but inherent in a person, obtaining a more complete picture of the interlocutor, identifying interference in communication.

And the last stage is adaptation to a partner and improvement of contact. By the beginning of this stage, the main advantages and disadvantages of the interlocutor have already been identified, and the most important thing is to maintain the interaction process at a certain level, building trusting relationships. In addition, I.N. Kuznetsov did not mention the peculiarities of media discourse, in other words, he did not consider the fact that the journalist and the audience act as communication partners, and it is the speaker who is fully responsible for establishing contact with the audience, he also determines the communication strategy in line with the objectives of the presentation. Therefore, this technique should be analyzed. It would be appropriate if some stages of this method of communication would be combined. For example, the stage of removing psychological barriers could be combined with the stage of finding coinciding interests into one as these stages have the same goals, which are rising the interest of the audience and creation positive impression on the audience. I.N. Kuznetsov supposed some ideas to achieve these goals: using humor related to the topic of the speech and appropriate in a particular situation, links of a personal nature, correlation of the topic of the speech with the interests of the audience, audience compliments, use of quotes corresponding to the purpose of the speech, references to stories from life (real or fictional) and questions to the audience (rhetorical questions, question-answer move). Anticipating possible questions from the au-

dience, the commentator himself gives answers to them, which allows us to solve two problems: to create a feeling of direct contact with the audience and to facilitate the perception of information. As a result, the viewer is involved in an imaginary discussion, the tension of the audience is replaced by relaxation (Kuznetsov, 2013).

In sport media space another essential technique of description sports discourse is argumentation. There are several ways of argumentation:

- examples with the help of which the concretization of any abstract statement takes place.
- reasoning and conclusions that explain the logic of the statements and conclusions of the speaker.
- generalizations. The most effective are generalizations based on facts and statistics.
- definitions. To avoid discrepancies in interpretation, it would be most appropriate to draw up a situational definition that explains the phenomenon or object in accordance with the situation in which it was used.
- citation. To some extent, quotations are references to an authoritative source, but it is important to understand that they are an effective way of arguing only if the listeners agree with the reporter that the person being quoted is indeed an expert on the issue raised.

The success of sports implementation of their basic functions directly depends on how competently the language tools are used in the act of communication. The mass media is essential in the dissemination and promotion of a sports lifestyle, it may influence on the development of the Olympic movement, since with the help of sports texts journalists, forming public opinion, can both increase interest in sport competitions and lower it. The media sphere reveals the social significance of sport in the life of society, provides an opportunity to better comprehend the events of sports life, analyze them. Through sports texts, the authors influence the recipient and form public opinion. The effect is achieved through the selection of the necessary facts, the emotionality of judgments, the expressiveness of assessments, the use of various means of speech expressiveness and communication techniques. Today, a significant part of the audience is familiar with set expressions related to sports.

### **Materials and methods**

As it was mentioned above, sport is complex and multifaceted phenomenon, and it is an integral part of modern society and occupies an important

place in the life of every person. In this regard, understanding and using sports terminology not only in the native language, but also in languages of international importance, especially in English, which is the ancestor and source of origin of most sports terms, is essential for students who study foreign languages. In this research the population of the research is consisted of students from Kazakh National University who learn English as a foreign language, whose major subject is the English language. The majority was master's students.

The development of sports vocabulary improves the general speech culture of the population. To designate the new realities of sports in the language, either new words appear, or concepts denoting these realities are borrowed from other languages. Words originally belonging to other institutional discourses acquire new meanings. Subsequently, perhaps, they can be used not only within the framework of sports discourse, but also in other areas. An important role is played by the methods of discourse delivery to the addressee. If we talk about pure sports discourse, then its subjects are athletes, coaches, judges, fans who are at the same time in the same place. However, thanks to the mass media, the number of subjects of sports discourse is expanding. There is a special discourse – at the junction of two institutional ones. This is a sports media discourse. Sports media discourse is produced not only by those who are related to sports. Journalists play an important role in its creation and formation.

According to Van Dijk, a speech stream absorbs all the diversity of the historical era, individual and social characteristics as a communicant, and as the communicative situation (Van Dijk, 2014). So, it is significant to pay attention to the development of discourse of Russian or Kazakh speaking students, who study English (in the case of research “sports discourse”).

The focus of the research is on the importance of study of sports media discourse at the university level. The aim is to identify how often students use sports media discourse in an academic field and in a daily life.

The development of understanding skills, and most importantly, the use of sports discourse in foreign language communication (both at the everyday and professional levels) contribute to the improvement of foreign language competence of students in various fields (professional, academic, scientific, etc.). All these factors necessitated such a method of sociolinguistic research as questionnaire of students to understand the specifics of the use of sports me-

dia discourse in the academic field and in everyday life. At the same time, it should be noted that such a survey is only preliminary in nature and in the future can be supplemented with more in-depth information regarding the possibilities of mastering the studied layer of modern vocabulary, and it can also contribute to understanding some specific features of learning and mastering a second/foreign language in general.

## Results

The questionnaires were distributed to the students. (Appendix 1). It was focused on the use of sport discourse in academic field and in everyday life. It was aimed on revealing the most common vocabulary of sports and the use of this vocabulary in speech, media.

As it was mentioned above, participants of the questionnaire were bachelor's and master's students. Moreover, they are at the different age and gender, 18 participants were male, and other 22 participants were female, this was done to identify the possible influence of age and gender on the understanding of sports discourse.

The questionnaires consisted of 9 questions (multiple choice, yes/no questions).

The questions were like these:

1. Do you use sports discourse (vocabulary on sports) mostly in everyday life?
2. Do you use sports discourse (vocabulary on sports) mostly in academic field?
3. In which language do you use vocabulary on sports?
  - a. English b. Kazakh c. Russian
4. From which resources do you study sports discourse (sports vocabulary)?
  - a. Books, articles. b. TV programs c. Social media
5. Can you say that you have enough vocabulary on sports (academic words in sports discourse)? Yes/ no
6. Is sports discourse important in studying language? Yes/ no
7. Will you use discourse in your research works in the future? Yes/ no
8. Do professors read lectures on sports discourse? Yes/ no
9. Will sports discourse develop in the future? Yes/ no

Answers of the questionnaire

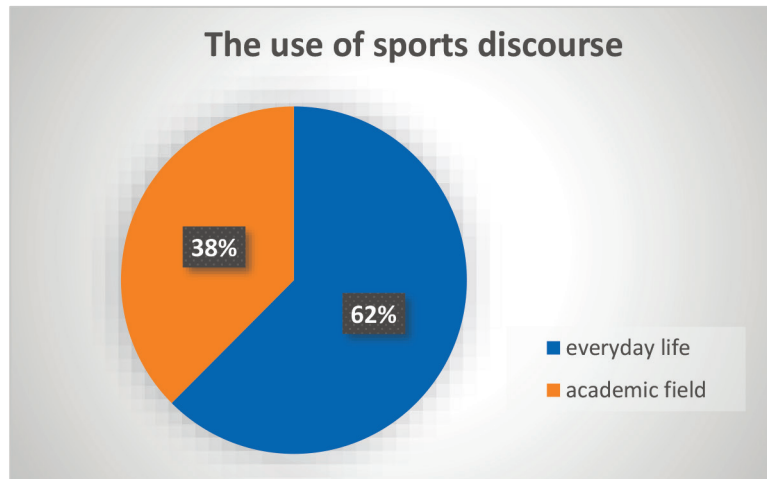


Figure 1 – The use of sports discourse

3. In which language do you use vocabulary on sports?

Answers: Kazakh – 14      Russian – 15      English – 11

4. From which resources do you study sports discourse (sports vocabulary)?

Answers: a – 5      b – 10      c – 25

5. Can you say that you have enough vocabulary on sports (academic words in sports discourse)?

Answers: 67% – Yes      33% – No

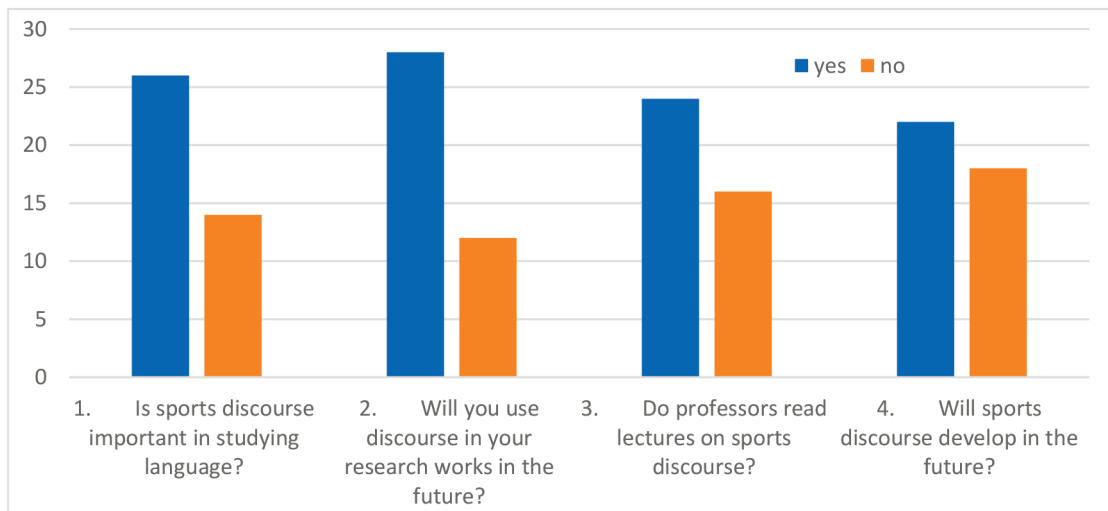


Figure 2 – Students' opinion

The experiment results show that most of master students sport's vocabulary in the academic field rather than in everyday life. And they use this vocabulary mostly in their mother language (Kazakh and Russian) 14 and 15 students. Number of master students who use sports discourse makes up 11.

About 60% of master students study sports discourse from social media, whereas 25% learn from TV shows and about 15% from books and articles.

67% of master students answered that they have enough vocabulary on sports. Moreover, more than half of asked students believe that sports discourse is important in studying language sciences and they would use this discourse in their future research works. Almost 60% of students answered that they study sports discourse at the university and 22 out of 40 master students believe that in the future this discourse will be developed.

## Conclusion

In this research there was done the analysis of the term of sports discourse, and the explanation of genres of sports media information. According to V.O. Karasik, sports discourse refers to the type of discourse in which the speaker acts as a representative of a particular social institution. In other words, sports discourse relates to the institutional discourse and emphasizes that institutional discourse is an interaction between a particular framework of status-role connection. Moreover, in this paper there was mentioned that sport is one of those spheres of society, acquaintance with which is carried out mainly through the media space. Thus, in this article the research works and scientific ideas of linguists about sports discourse were analyzed through media.

The paper considered the types and categories of sports media genres of authors such as L.M. Maidanova, S.O. Kalganov and T.G. Dobrosklonskaya. Furthermore, characteristics of sports media

texts were studied in the research paper to gain a deep understanding of the use of sports discourse in the academic sphere and everyday life as well. In the experimental part of the research, there was conducted a questionnaire, which helped to analyze how often students of higher educational institution use sports discourse.

According to the result of research, there can be done conclusion, most of master students use sports discourse daily and in academic sphere as well, also master students explain the importance of the study of sports discourse. Most of them believe that in the future this field will be developed. This idea can be proved by the fact that nowadays there many borrowings which come from foreign language, so in sports discourse there are a lot of borrowing that are becoming part of lexicon of a Kazakh language. So, discourse analysis especially in the field of sports should be studied as sports has been popular since the 19 century and this sphere continues to develop.

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