

G. Zhunussova*

*KIMEP University, Almaty, Kazakhstan
(e-mail: g.zhunussova@kimep.kz)*

Critical Discourse Analysis of British University Information Materials

The present study aims to examine how university information materials produced by British universities construct and reflect the changing social value of education within contemporary promotional culture. To achieve this, the study applies Critical Discourse Analysis (CDA) to a selection of university information texts. It explores how language is strategically employed to promote particular institutional identities, shape prospective students' expectations, and position higher education within an increasingly competitive market. Linguistic analysis indicates that the social value of education is being changed to something which can be offered as a commodity, thus leading to the consumerisation of education. The study demonstrates that university information materials function as ideologically charged texts in which university priorities are enacted through linguistic choices. The analysis reveals that education is discursively constructed through carefully chosen lexical, grammatical, and rhetorical strategies. At the lexical level, the materials are characterised by a high frequency of positively evaluative nouns and adjectives which present universities in an aspirational and persuasive manner. Furthermore, abstract nouns replaced concrete descriptions of pedagogical practice leading to a discourse of promise while providing limited detail about students' actual educational experiences. At the grammatical level, the analysis identified a key preference for nominalisation, particularly in references to learning, assessment, and institutional responsibility. These nominalised constructions obscure agency by removing teachers and students from the clause. As a result, complex educational practices are described as technical processes, thereby limiting the visibility of student effort, commitment, teacher involvement, and shared responsibility. Taken together, these results illustrate how promotional discourse reframes students as consumers and universities as providers of marketable experiences and outcomes. The study therefore highlights the importance of linguistically informed analysis in exposing the ideological assumptions embedded in apparently neutral university communications and showing how these linguistic features contribute to the broader marketisation and consumerisation of higher education.

Keywords: Critical discourse analysis, consumerisation of education, discursive practices, discourse and power relations, marketization of education.

Introduction

Recent changes in contemporary culture have influenced the social nature of language and its functioning in societies to the extent that a new field of studies has occupied its niche among disciplinary communities. This field, critical discourse analysis (CDA), aims to 'systematically explore opaque relationships between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes' [1]. CDA offers a theoretical framework for examining texts of information materials as the socially situated embodiment of relations of power, ideology and institutional control. CDA considers discourse as constitutive and constituted and reflects social practices while simultaneously shaping them. This framework is widely used in political, media, legal, religious, and literary texts to examine how everyday narratives sustain dominance [2–10]. The existing social practices demonstrate how institutional discourse constructs the «ideal student» as resilient, and self-responsible, redefining education as an individual investment rather than a public good [5]; in this discourse, academic staff are seen as service providers accountable to performance indicators. Studies have also revealed how internationalisation discourse often privileges English-medium instruction, and global rankings, while obscuring issues of linguistic inequality and epistemic diversity [11–16].

University information materials can be considered as particularly important discursive spaces because they are found at the intersection of policy, marketing, and education. Programme descriptions and admission information translate abstract policies into accessible texts aimed at prospective students. These texts can blur boundaries between academic discourse and public communication, drawing on a promotional genre. The focus of the present paper is these complex relationships between social practice, ideology and power reflected in universities' information materials. The purpose is to analyse texts in the discourse of universi-

* Corresponding author's e-mail: g.zhunussova@kimep.kz

ties from the three-dimensional perspective developed by Fairclough [1]. According to Fairclough, instances of language use have three facets: «it is a spoken or written language *text*, it is *discourse practice* involving the production and interpretation of text and it is a piece of *social practice*» [1; 33]. The paper starts with the discussion of the analytical framework which is then applied in the analysis of university prospectuses.

Materials and methods

CDA examines how instances of language use and wider social practice are related. This explains the multidisciplinary approach of critical discourse analysts. Thus, CDA draws on a number of social sciences (sociology, anthropology, ethnography, cognitive psychology, philosophy of language) to investigate how language as a symbolic human interaction in its different forms (written, spoken, non-verbal) is socially shaped and also how it is shaping social practice. As a result of this analysis, it is important to take account of both representative and constitutive features to study language use.

In Fairclough's view while reading or writing our mind goes through three levels of understanding. First, it is the form and meanings (semantics) of a text. Fairclough defines a text as 'the written or spoken language produced in a discursive event' [1; 135]. By discursive event Fairclough means 'instance of language use, analyzed as text, discursive practice, social practice'. At the next level, we interpret what we have read and 'what inferences we are expected to make' [17; 3]. Fairclough terms this dimension *discourse practice* and adds that it also comprises the processes of text production. In other words, a writer and reader interact with each other through the text. Social practice which is the third level shows why the text is the way it is and asks the question 'What social and ideological forces underlie the text and discourse meanings?'.

This means that the text can indicate social relations of power in contemporary society. According to Fairclough the text and social practice are mediated by discourse practice, i.e. social practice directs processes of production and interpretation of the text, or discourse practice. Therefore questions of power and ideology arise at each of the three levels and while doing the discourse analysis within the given framework one should bear in mind the sociolinguistic context of contemporary language use which makes it necessary to touch upon distinctive features of contemporary culture.

Contemporary culture has been characterized as promotional or consumer culture [11]. As a result of shifts within the economy, social life has been reconstructed on a market basis. In Fairclough's view, promotional culture involves the extension of promotional communication across social domains, whereby discourse increasingly serves as a means of marketing goods, services, and organisations.

One of the consequences of 'generalisation of promotion' is that the 'genre of consumer advertising has been colonizing professional and public service orders of discourse' to the extent that many new partly promotional genres are generated such as the 'genre of contemporary university prospectuses' [1; 139]. Fairclough refers to the consumerisation of education while Mautner (2008) [18] uses the term 'the entrepreneurial university'. Thus the discourse of universities has undergone radical changes which will be illustrated below on the basis of university prospectuses.

Results

The analysis of extracts of six university prospectuses drew upon the analytical framework sketched out earlier. Three examples are the postgraduate prospectuses of the University of Greenwich (Sample 1), University of the Arts London (Sample 2), University of Reading (Sample 3), and three are the undergraduate prospectuses of Cardiff University (Sample 4), Edge Hill University (Sample 5), Lincoln Bishop University (Sample 6). The choice of six different universities is conditioned by the CDA methodology to capture some units of the whole which constitute discourse of universities. These universities were selected purposively based on the availability of materials and due to their active engagement in student recruitment. The sample includes institutions with different institutional profiles, locations, and disciplinary orientations which provides suitable data to examine how universities construct their identities. Furthermore, aligned with the CDA methodology, the emphasis was on selecting information-rich texts. For the analysis the following parts are used: contents page, welcome page and study program entries because these elements are likely to be present in any university prospectus and compose discourse practice.

Textual analysis starts with comments on the welcome pages of all the six prospectuses. In the text, prospective students are welcomed by the Vice-Chancellor which seems to demonstrate the senior leader's endorsement of institutional values [18]. There are more features common to six Samples. One feature is the personalized address of potential applicants (singular *you* is more likely than plural) and the personalization

of the universities (we) which sets personal and informal relationships between institutions and applicants. Another common aspect is promotional characterization of the universities, e.g.:

Sample 1

... home to a thriving community...; ...modern teaching and learning facilities...; ... dedicated teaching staff...; ...strong links with employers...

Sample 4

...attractive and internationally renowned...; one of Britain's leading universities...; ... very highly regarded...; dynamic and stimulating environment...; one of the most popular universities...

Sample 6

Start Your Future...

(Sample 2)

... inspires you..

(Sample 3)

Join us...; Together, we can shape...;...experience life with us...Immerse yourself in our campuses...

Sample 6

You will gain the skills employers value

The above examples function as personalised customer targeting which is common in marketing and stimulates individualised service marketing.

Thirdly, the universities tend to use figures indicating numbers of students (all samples) and a long established foundation (like in Sample 4 — ...125th anniversary...; Sample 5 — ... founded in 1885) to impress the targeted audience. It could be argued that another prestige advertising feature is listing all the regalia of the Vice-Chancellor which raises a question whether they are presented to give information or have promotional functions.

It seems obvious that universities tend to treat potential applicants as customers but to different extent. Sample 4 is more explicit and their position in relation to prospective students could be deduced from the introductory section which is in a much bigger font than the other part of the text. The institution's view that *all universities* have 'flavour' might imply that choosing a university is like choosing food with special flavor which signals consumerisation because the word *flavour* is usually to do with taste perception in consuming food and the use of the word in inverted commas seems to highlight the metaphor. Another piece of evidence of consumerisation of education could be the extract ... *the 'best' for your particular tastes and needs*. This is an example of appealing to 'the individual's exceptionally good taste and uniqueness' [19] widely used in advertising genres. As for Sample 1 the metaphor 'education is a product' could be illustrated in this phrase: ... *the range of programmes on offer*... The phrase seems to remind of a shop advertisement when they say something of this kind: 'the range of products on offer'. Another observation is that Sample 1 tends to use the Opportunity-Taking organizational pattern [20], particularly common in advertisement texts. Lines 7 and 10 provide the Opportunity signaled by *offer* and *opportunities* and Lines 8 and 9 report some possible Positive Results after taking the Opportunity: ...*get a good job*...; ...*finding work placements and part-time work*...

The welcome pages of the Samples differ in their structure and content depending on the education level. Sample 1 is more concise and mainly focuses on the university and programs, whereas Sample 2 reports on the city where the university is and university background and facilities. This difference might suggest that undergraduate level of education (Samples 4; 5; 6) is more competitive and tries to capture applicants' attention by giving more information apart from the university itself and in doing so they seem to use more persuasive language (...*highly regarded*...; ...*one of Britain's leading universities*...; ...*student support services are excellent*) in contrast to postgraduate level (Samples 1; 2; 3).

The textual analysis of the prospectuses continues with considering meanings of requirement and obligation and their formal realizations in study program entries. Samples 1-3 express their entry requirement with the modal verb of mild obligation (e.g. *Applicants should have/ should demonstrate*, rather than *Applicants must have/ must demonstrate*). The meaning of obligation in the assessment section is realized by the use of future simple tense in the sentence *Students will be assessed with examinations*... which actually implies that students must pass examinations.

Explicit realizations of requirement and obligation are even fewer in the University of Cardiff entries. This is achieved by means of tabular layout for the entry requirements which allows overt requirement wording to be avoided. For example, *A-Level: ABB* implies that applicants are required to achieve these grades but

it seems obvious that explicit realization is evaded. Looking at the assessment section one can hardly find overt obligational meanings.

First, the fact that *Teaching* is presented in combination with *Methods of assessment* (given the post position in the title, page 49 of Sample 4) under one heading not as two separate sections might suggest that obligatory meaning is conspicuously being avoided in the prospectus. Secondly, there are a few lexical or grammatical realizations of obligation. Further, modal expressions of obligation which are usually expected to occur when speaking about assessment are absent.

Textual features described above illustrate the nature and objectives of university prospectuses in line with wider changes in higher education [1; 156]. The changes were caused by the government pressure on educational institutions to operate like ordinary businesses. As Fairclough [1; 147] writes the promotional function is primary and the prospectuses are designed to 'sell' the university and its courses to potential customers. The university prospectuses resemble advertising materials and Fairclough [1; 148] explains this by '*fracturing of the boundary between the orders of discourse of higher education and business ... and a colonization of the former by the latter*'. A clear piece of evidence of this colonization might be education exhibitions organized by official bodies where the customer — supplier relationship seems obvious.

These features of social practice shape discourse practice, specifically the process of prospectus production. According to Fairclough [1] the textual features are realizations of discourse practice processes and the primacy of promotional function in contemporary prospectuses leads to drawing upon genres associated with advertising as well as the more traditional information-oriented genre of university prospectuses. Fairclough names this particular genre of modern university prospectuses as an *interdiscursively hybrid quasi-advertising genre* [1; 157]. Thus this type of interdiscursively complex genre has emerged due to wider social practice of contemporary 'promotional' culture. All six brochures use a brochure-style page size and tabular layout with quite insufficient, in my view, extracts of information.

The contents page of the University of Greenwich prospectus has a covert promotional element which is potential students' positive feedback from attending the university open days. In contrast to the contents table, this section is visually highlighted and is placed on the top right corner of the page which is a priority position in print advertisements.

When looking at the structure of the material one can notice that the information about the university is given emphasis and is presented first. Almost a fourth (fifty pages) of the prospectus is devoted to listing advantages of studying at the University of Greenwich and only then prospective students find information on taught programs. This structure suggests that the university tries to attract students by implicitly promoting itself. Similarly, the prospectus of the University of Cardiff first presents their infrastructure and then provides information on the study programs. An obvious instance of consumerisation of education is illustrated in the prospectus of the University of Cardiff by the statement that *typical offers may have changed in line with market and student demand* (page 2 of Sample 4). This is evidence of the cognitive metaphor that 'university is a marketplace' [20; 157] which operates on demand and supply principle. Consequently at this marketplace 'education is a commodity', i.e. *typical offers* referring to study programs. Its presentation also reminds of goods/services promotional leaflets when important information is given at the bottom of the page and in smaller font.

With regard to the physical appearance of the pages, the prospectuses use visual and design features which are typical of advertising and promotional material. However these characteristics are present in different weights. The University of Greenwich prospectus makes use of four colors, whereas the University of Cardiff program entries have large almost half a page photographs. Similarly, the brochures of other four universities share the same physical appearance features. This might imply that at the undergraduate level a promotion function is of greater extent compared to postgraduate education. Promotional considerations of the universities underpin the introductory paragraphs about their departments which according to Fairclough illustrate a genre of prestige or corporate promotion. For example, as noted earlier the personalization of the institution is realized in the samples by means of the personal pronoun *we* (e.g. *we regard...*; *we offer...*).

Another advertising feature which frequently occurs in the contents of the prospectuses is individualized direct address with *you*, e.g.:

from Sample 1:

You will learn...; you will be taught ... (page 32)

from Sample 4:

You will gain...; in equipping you... (page 46)

Self-promotional claims also represent elements from the genre of prestige or corporate advertising, for example:

from Sample 1:

We have a growing reputation ...; You will be taught by excellent academics...; Our international outlook... (page 32)

from Sample 4:

...its [Cardiff Business School's] reputation for excellence...; the School enjoys a leading and international presence...(page 46).

Other lexical choices which signal promotional features are the consumer-choice vocabulary, for example: ...Choose your course...; ...Find the right choice for you...; Tailor your learning journey. (Samples 1-6) and investment-oriented lexis: invest in your future...; ...gain a competitive edge...; unlock your potential (Samples 4-6).

At the grammatical level, the discourse is characterised by extensive use of imperative structures, such as «Apply now,» «Discover your future,» «Join us,» and «Explore our courses.» These commands function as calls to action, a typical feature of commercial advertising, and contribute to a persuasive, sales-oriented tone. A particularly important feature from a CDA perspective is the frequent use of nominalisation, as seen in phrases such as «development of employability skills,» «enhancement of student experience,» and «delivery of high-quality teaching.» These constructions transform processes into abstract entities, thereby obscuring agency and depersonalising educational practices. As a result, teaching and learning are reified as products that can be delivered and consumed, rather than dynamic interactions between educators and students. Similarly, passive constructions—«Students are supported throughout their journey,» «Opportunities are provided to enhance your skills»—further erase the role of human actors. This creates an impression of seamless, automatic provision of services, analogous to guarantees found in commercial service industries.

Taken together, these lexical, grammatical, and discursive features demonstrate how UK university materials construct higher education as marketable goods. Through promotional language and customer-oriented structures universities position themselves as providers of services within a competitive marketplace. This discursive shift reflects broader transformations in higher education, where the emphasis moves from knowledge production and intellectual development toward experience, outcomes, and market value.

Discussion

Critical discourse analysis of the universities' promotional materials reveals complex relations between discourse, power and social practice. The analysis reveals that the promotional function of the text is realized through the avoidance of explicit obligational meanings discussed earlier. It could be argued that the study program is considered a product since there are no explicit meanings of requirements and obligations. On a deeper level it suggests that the social value of education is being changed to something which can be offered at the market (by the institution) to sell and if a prospective student (treated as a customer) is convinced then she/he is likely to buy this commodity.

The preceding discussion of main parts of the university prospectuses shows how three dimensions of analysis explore connections between discourse, ideology and power [21-23]. The textual analysis indicates that language is an important tool which influences the way we perceive reality. The analysis of discourse practice illustrates sociocognitive aspects of text production and interpretation and how writers and readership interact through discourse practice. The analysis of a discursive event as a piece of social practice represents the context of the situation, the institutional context, and the wider societal context. Critical discourse analysis revealed that the function of undergraduate and postgraduate university prospectuses is to promote education as a product. The prospectuses are quite similar in contents but differ in the degree they try to convince the targeted audience. On the postgraduate level the claims are more restrained than on the undergraduate level.

From the CDA perspective, such representations may be interpreted as evidence of the marketisation of higher education [18]. Education is presented as a desirable product that offers values, flexibility and employability. The analysis reveals changing power relations in higher education. As highlighted by Wodak [23], discourse should be interpreted within its social and institutional context; therefore, university prospectuses reflect wider societal changes towards market-oriented educational practices and policies. The emphasis on success, opportunity and employability can be interpreted as an ideological strategy that shapes perceptions of higher education and its value [28]. Consistent with Wang and Feng [26], university promotional discourse strategically combines informational and persuasive elements to construct market-oriented univer-

sity identities to appeal to target audiences. From the socio-cognitive perspective, university brochures contribute to the construction of mental representations through which prospective students perceive universities and their own future identities.

Conclusion

Critical discourse analysis of the university prospectuses shows shifting authority relations in the discourse of higher education caused by social practice, specifically by promotional features of contemporary culture.

The evidence indicates that university materials function as ideologically embedded texts through which institutional values are communicated. By applying Critical Discourse Analysis, the analysis shows that university discourses are shaped by lexical, grammatical, and rhetorical strategies, which is in agreement with the current literature [23–28].

The prospectuses tend to use positive evaluative vocabulary, particularly nouns and adjectives to represent programmes, universities, and learning experiences. Grammatically, there is an extensive use of nominalisation to conceal agency. Therefore, learning is represented as a self-evident process, and the effort and responsibility of students become less visible.

Overall, the results highlight the importance of using linguistically informed approaches to the examination of higher education discourse. As demonstrated in this research, specific linguistic choices construct a market-oriented image of higher education which reinforces broader processes of consumerisation of higher education. By revealing the ideological dimensions of seemingly neutral university prospectuses, this paper contributes to a deeper understanding of the role of language in constructing perceptions of higher education and the relationships between universities and prospective students.

Future studies could apply CDA for the analysis of institutional materials across national contexts and languages, or by triangulating textual analysis with interviews and policy document analysis. Such work would further shed light on how higher education discourses are contextualised through language, and how institutional texts can participate in the ongoing transformation of education.

CRedit authorship contribution statement

Zhunussova G. — Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Project administration, Resources, Validation, Writing – original draft, Writing – review & editing.

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Г. Жунусова

Британ университеттерінің ақпараттық материалдарын сыни дискурстық талдау

Зерттеу британдық университеттер дайындаған университеттік ақпараттық материалдардың қазіргі заманғы жарнамалық мәдениет аясында білімнің өзгеріп жатқан әлеуметтік құндылығын қалай құрастыратынын және бейнелейтінін талдауға бағытталған. Осы мақсатқа жету үшін зерттеуде университеттің ақпараттық мәтіндерінің тандалған үлгісіне сыни дискурс талдауы (CDA) қолданылады. Сонымен бірге зерттеу тілдің белгілі бір институционалдық бейнелерді қалыптастыруға, болашақ студенттердің үміттеріне ықпал етуге және жоғары білімді бәсекелі нарық жағдайында орналастыруға қалай пайдаланылатынын да қарастырады. Зерттеу нәтижелері қазіргі мәдениеттегі әлеуметтік тәжірибенің өзгеруі, әсіресе оның промоциялық сипаттағы қырлары, мәтіндердегі билік қатынастарының трансформациялануына әсер ететінін көрсетеді. Университеттердің ақпараттық материалдарына жүргізілген лингвистикалық талдау сыни дискурстық талдау шеңберінде білімнің әлеуметтік құндылығы қайта қарастырылып, оны нарықтық тауар ретінде ұсынуға болатын объектіге айналдыру үдерісі жүріп жатқанын айқындайды. Бұл өз кезегінде білім берудің коммерциялануына алып келеді. Зерттеу университеттік ақпараттық материалдардың идеологиялық тұрғыдан жүктелген мәтіндер екенін және университеттің институционалдық басымдықтары тілдік таңдаулар арқылы жүзеге асатынын көрсетеді. Сыни дискурстық талдау әдісін қолдану нәтижесінде білім беру белгілі бір лексикалық, грамматикалық және риторикалық стратегиялар арқылы дискурстық тұрғыда құрылатыны анықталды. Лексикалық деңгейде зерттелген материалдар позитивті бағалау мәніне ие зат есімдер мен сын есімдердің жоғары жиілігімен сипатталады. Бұл тілдік бірліктер университеттер мен олардың бағдарламаларын тартымды әрі сенімді етіп көрсетуге бағытталған. Педагогикалық тәжірибенің нақты мазмұны көмескіленіп, студенттердің шынайы білім алу тәжірибесі туралы ақпарат шектеулі беріледі. Сонымен қатар абстрактілі зат есімдердің педагогикалық тәжірибенің нақты сипаттамаларын алмастыруы «уәде дискурсының» қалыптасуына

ықпал етеді. Грамматикалық деңгейде талдау номинализацияға айқын басымдық берілетінін көрсетті, әсіресе оқу, бағалау және институционалдық жауапкершілікке қатысты қолданыстарда. Мұндай номинализацияланған құрылымдар әрекет иесін көмескілей отырып, оқытушылар мен студенттерді сөйлем құрылымынан ығыстырады. Нәтижесінде күрделі білім беру тәжірибелері техникалық үдерістер ретінде сипатталып, студенттердің күш-жігері мен жауапкершілігінің көрінуі шектеледі. Сонымен бірге, нәтижелер промоциялық дискурста студенттердің тұтынушы, ал университеттердің нарыққа ұсынылатын білім беру тәжірибесі мен нәтижелерін ұсынушы ретінде бейнеленетінін көрсетеді. Осы тұжырымдар сырттай бейтарап көрінетін университеттік коммуникациялардың астарындағы идеологиялық ұстанымдарды анықтауға мүмкіндік береді. Жалпы алғанда, алынған нәтижелер білім берудің коммерциялану үдерісінде тілдік құралдардың атқаратын рөлін ашып көрсету үшін лингвистикалық тұрғыдан бағытталған талдаудың маңыздылығын айқындайды.

Кілт сөздер: сыни дискурстық талдау, білім берудің коммерциялануы, дискурстық тәжірибелер, дискурс және билік қатынастары, білім беруді нарықтандыру.

Г. Жунусова

Критический дискурс-анализ информационных материалов британских университетов

Настоящее исследование направлено на изучение того, как информационные материалы, подготовленные британскими университетами, отражают изменяющуюся социальную ценность образования в контексте современной культуры. Для достижения этой цели в исследовании применяется критический дискурс-анализ (CDA) к отобранным университетским информационным текстам. Кроме того, рассматривается, как язык используется для формирования определённого институционального образа, воздействия на ожидания абитуриентов и позиционирования высшего образования в условиях усиливающейся рыночной конкуренции. В ходе исследования установлено, что трансформация социальных практик в современной культуре, в частности усиление их промоциональной направленности, находит отражение в изменении способов репрезентации властных отношений в университетских текстах. Лингвистический анализ информационных материалов, проведённый с использованием методологии критического дискурс-анализа, свидетельствует о переосмыслении социальной ценности образования, которое в анализируемых текстах всё чаще конструируется как объект, обладающий характеристиками рыночного продукта. Данный процесс рассматривается как проявление коммерциализации образования. Полученные результаты позволяют утверждать, что информационные материалы университетов представляют собой идеологически маркированные тексты, в которых институциональные приоритеты реализуются посредством целенаправленного языкового выбора. Применение критического дискурс-анализа показало, что дискурсивная репрезентация образования осуществляется с опорой на совокупность лексических, грамматических и риторических средств. На лексическом уровне тексты характеризуются высокой частотностью позитивно оценочной лексики, представленной преимущественно существительными и прилагательными. Наряду с этим отмечается тенденция к использованию абстрактных существительных, которые подменяют конкретные описания педагогической практики, что способствует формированию дискурса обещаний. На грамматическом уровне выявлено систематическое предпочтение номинализации, особенно в контекстах, связанных с обучением, оценением и институциональной ответственностью. Использование номинализированных конструкций приводит к ослаблению агентивности, выражающемуся в исключении преподавателей и обучающихся из синтаксической структуры высказывания. В результате сложные образовательные процессы репрезентируются как обезличенные технические процедуры, что снижает эксплицитность вклада и ответственности студентов. Результаты также показывают, что в промоциональном дискурсе студенты позиционируются как потребители, а университеты — как поставщики образовательного опыта и результатов, предлагаемых на рынке. Эти выводы позволяют выявить идеологические установки, скрытые за внешне нейтральной университетской коммуникацией. В целом результаты исследования подтверждают значимость лингвистически ориентированного анализа для выявления механизмов дискурсивной репрезентации высшего образования.

Ключевые слова: критический дискурс-анализ; коммерциализация образования; дискурсивные практики; дискурс и властные отношения; маркизация образования.

Information about the author

Zhunussova, Gulnissa — PhD, Candidate of Philological Sciences, Assistant Professor, Chair of the Department of English, KIMEP University, Almaty, Kazakhstan. E-mail: g.zhunussova@kimep.kz, ORCID: <https://orcid.org/0000-0002-3584-3142>