## A Stylistic Exploration of Textual Brilliance in 'Masha And The Bear' Animated Series

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**Abstract**

This research aims to examine the 'Masha and the Bear' animated series from a stylistic point of view. The study analyzes the content of the animation and various figurative devices employed by the speaker. The study adopts the stylistics approach as a theoretical framework from the revised method proposed by Geoffrey Leech and Mick Short. The current study has adopted the descriptive qualitative research design, and the selected content was examined at the level of lexical analysis: semantic analysis including lexical parallelism, lexical deviation, semantic parallelism, and semantic deviation. The findings showed that stylistic devices were used to convey morality, promote positive learning, and modify mental development. Besides, semantic parallelism highlights the specific idea and lexical deviation enhances unique ideas. The study is helpful and innovative in highlighting the learnings that are generated among the young generation through textual choices.

**Keywords:** Stylistics, Figurative Devices, Children's Media, Educational Impact

### 1. Introduction

The research aims to study the textual choices that evoke the influence and promote learning in the animation series "Masha and the Bear". According to Bedekar and Joshi (2020), animation series help to build children's cognitive development, are useful in language development, promote creativity, and also help to learn things differently (Leech, 2014). The animation series contains attributes of playing with youthful minds. This is the reason most of the young ones are addicted to them and also imitate their favorite character. Consequently, the social behavior of the children gets affected in several ways, helping children to acquire new things and also beneficial in developing their cognitive skills (Ghilazi et al, 2017. In such a regard, the researcher tries to identify the reason behind the learning outcome that provokes influence through the textual choices.

According to Hassan (2016), children are encountering a technological uprising in our contemporary societies specifically after the spread of smartphones, tablets, and various gaming devices (2020, ٰ). Additionally, the YouTube channel is a well-known platform all over the world, this medium is used by people belong to all ages and plays a role in the entertainment of children (Singer,2022) (Short, 2018). Furthermore, the most famous channels on YouTube are creating content that concentrates exclusively on capturing children's attention (Clement, 2020; Siddiqui & ul Islam, 2022; Hassa, 2024). Clement presented the graph of kids' content channel subscriptions which have millions of viewers on YouTube and mentioned the subscription to Masha and the Bear animation which was 31.2 million. From this point of view, the current study focuses on the channel Masha and the Bear animation series in the English version on the YouTube forum.

This study concentrates on the Russian animated series Masha and the Bear belongs to a fairytale The animation series "Masha and the Bear" was written by Oleg Kuzovkov and produced at Animaccord Animation Studio. The story of this animation series is based on a real person when a creator went on holiday and found a little girl on the beach, who easily opened up with a stranger (Lyanda-Geller, 2015; Batool & Azeem, 2024). This animation series is based on children's old Russian folktales and concentrates on a little girl's adventure named Masha and her friend Bear who is a father-like figure to her and always tries to help her in troubles (www.kids.kiddle.co). Besides Masha and the Bear, this series has various other supporting characters two wolves who live in an old ambulance, Masha's cousin Dasha, a penguin, a panda from China, a female bear, and a tiger who is an old friend of Bear. Additionally, the Animaccord Animation company was established in 2008 to distribute and create animation series (Muslimin, 2017; Iqbal & Mehmood, 2024). This animated series began in 2009 and was distributed in over 150 countries (www. animaccord.com). Furthermore, MBC Group who was the producer of the animation series has made a partnership with Animaccord studio to televise Masha and the Bear and its other children's series in the MENA region and also broadcast on MBC3 as well as on Shahid Kids (broadcasteprome.com).

Masha is the central character in the Masha and the Bear animation series who lives near the railway station in a small yellow house. In her house, there is a courtyard where a pig (Rosie), 3 Chickens, a goat, and a dog are residents (da Silva Caixeta et al., 2021). Masha is a 4-year-old little girl, very intelligent and genius, and likes sweets, particularly lollipops. Furthermore, she is energetic and barely fears anything According to Antonizzai (2016), "Masha is a metaphor for contemporary childhood, or better, for the education needs and necessities of childhood" (Antoniazzi, 2016). Masha is very gracious, tries to fix the disaster as a result of her mess, knows how to apologize, and also has a helpful nature as she helps Bear and another animal when they are in adversity.

#### 1.1. Objective of the Study

The current study helps to estimate the rationale behind the outcome of the Masha and the Bear animated series and seeks to achieve the following objectives:

- Identify the lexical and semantic features used in Masha and the Bear animation series
- To ascertain the influence of the textual choices that promote learning

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- To analyze the effects of stylistic devices on the meaning of Masha and the Bear series

### 1.2. Research Questions

The research questions outlined in the current paper are given below:

- What semantic and lexical stylistic features are used in Masha and the Bear animated series?
- What kind of meaning is generated by the use of lexical and semantic stylistic devices?
- What kind of learning is inculcated among the viewers through the textual choices?

## 2. Literature Review

Finegan and Besnier define language (1989), as " language as a finite system of elements and principles that make it possible for the speaker to construct sentences to do a particular communicative job" (Finegan and Besnier, 1989). Since it is important, humans give their concentration to the language and also emphasize the knowledge of studying human language (Habib & Soliman, 2015). As a result, the field of linguistics is formed. Linguistics is the study that investigates how information is delivered by humans through spoken or written form with a variety of language styles according to the speaker (Al-Qudsy,2016). Furthermore, linguistics is the scientific study of language (Astuti et al., 2019). Language use and language structure come under the scope of linguistics. It has various subfields and stylistics is one of the important sub-domains of linguistics (Munir, 2014).

Stylistics is the study of how language and literary elements create meaning, emphasizing the impact of style on interpretation and reader response (Morris, 2018). It involves analyzing various linguistic features such as diction, syntax, and figurative language to understand how authors achieve specific effects and convey nuances (Leech & Short, 2007). By examining stylistic choices, scholars can uncover how style influences narrative structure, character development, and thematic elements. This interdisciplinary approach bridges linguistics and literature, offering insights into the artistic and communicative functions of language (Wales, 2011). Thus, stylistics provides a framework for exploring the relationship between form and content in texts.

### 2.1. Cartoons

Cartoons or animations are the biggest source of amusement for Children across the world (Sultana, 2014). The objective of the current study is to explore the factors and attributes that make children enthusiastic about the "Masha and the Bear" and also examine the content shared by cartoonists. Masha and the Bear is a Russian animation created by Oleg Kuzovkov. This series is an adaptation of a factual story. In the story, Masha lives where the Bear resides near a forest. In addition, "Masha is depicted as a spick-and-span bear who handles all the housework" (Sartika, 2017). In the contemporary span, to enrich knowledge and other things animation has been employed especially in age groups from infants to youngsters. Animation is considered a wonderful technique to associate with the viewers in a fun and innovatively (Praveen & Srinivasan,2022). Moreover, animation plays a very substantial role in the lives of children in improving their mentality, language, and behavior (Awinzeligo et al., 2022). In present times, the trend of cartoons is very famous, and Pakistani children are fascinated by their characters and are affected enormously in daily life (Farooq and Raiz, 2021). This study helps to evaluate the reason behind the effects on children through the content. This study deals with the stylistic analysis of a few episodes of the Masha and the Bear cartoon.

As a theoretical framework, the current study is examined through the lenses of lexico-semantic analysis which is divided into two parts: the first one is parallelism and the other part is deviation. Furthermore, parallelism and deviation also have multiple divisions such as the lexical level consisting of lexical parallelism and deviation comprised of neologism, nonce- formation, Affixation, compounding, malapropism, colloquialism, and functional conversion. For instance, semantic parallelism constitutes synonymous, antithetical, and synthetic parallelism. Semantic deviation includes semantic oddity and honest deception which also have various components (Ghilzai et al., 2017). According to previous research, cartoons have a huge influence on children's lifestyles as they spend more time watching cartoons. Moreover, animation also plays a vital role in the behavior and language of children.

Awinzeligo et al. (2022) conducted a study to discover the influence of animation on the behavior of children and their language acquisition. The study recorded the response from the parents to investigate after watching the cartoons they observed the behavior in children. The data demonstrated that 75% of females and 22.5% of males participated in the research, and 90% of participants belonged to higher education. The content analysis of the parent's interview illustrated that approximately 90% of parents acknowledged that the language acquisition of their children enhanced after watching cartoons.

Rai et al. in 2023, carried out a study to identify the effects of cartoons on children from the perspective of behavioral, habitual, and communication. For data collection, a semi-structured questionnaire was used. An observational cross-sectional study was executed on 200 children, aged 5 to 15 years. The study indicated that 61% of children tried to copy the stunts, 45% of children wanted to be like their favorite cartoon character, and 51% of children fancied arranging their birthday parties according to the theme of their favorite character. For instance, 62% of children have illustrated improvement in their vocabulary, and 81% of children were developing an interest in a creative subject after watching cartoons. The study also revealed that there is an increased rate of 70% of children helping and sharing nature, grasping the ability of children to increase up to 76% and 75% of children became sensitive towards others since they watch cartoons. In addition, 31% of children started to behave indecent manner, 34% of children became irritable and 45% of children misbehaved with their parents in a violent way such as throwing things. The study proves that animation channels have both positive and negative influences on the moral formation of children.

Habib and Soliman (2015), carried out a study to determine the impacts of animation in changing the behavior and mentality school school-going children and also investigate the flaws of current TV channels (da Silva Caixeta et al., 2021). The researcher adopted the survey-experimental research to find the answers. The study concluded that animation can help teach children life experiences and could act as a home school which is not acquired from the schools or parents, violent cartoons due to their excessive exposure to aggression or sexual content can eradicate childhood and cartoons are a powerful factor that can affect the children childhood.

Additionally, "Masha and the Bear" animated series has been studied from different perspectives such as academically, meaning and functional viewpoints, and viewer expectations point of view. Muskitka M. (2017), in her thesis "Connotative and Denotative Meaning in Masha and the Bear", used the descriptive qualitative method. The main objective of this study is to investigate the connotative and denotative meanings and functions in Masha and the Bear cartoon movie and also to find out the types of connotative and denotative meanings. Data is taken from some selected episodes of The Masha and the Bear and also the Masha and the Bear movie by Oleg Kuzovkov and some pictures from the movie which cover connotative and denotative meanings. In this research, the data is analyzed by using the semiotics theory by Roland Barthes. The researcher identifies some of the types of connotations such as attitudinal meaning, associative meaning, affective meaning, and allusive meaning. The most dominant use of connotation was found at the level of allusive meaning.

Geller (2016) conducted a study to disclose the different textual layers that produce a variety of impacts, from tragic to comic on the listeners, viewers, and readers' expectations. This study focused on the tale of different versions of the "Masha and the Bear" which are told differently in Russian folktale, literary tradition, and modern media. Furthermore, the study also concentrated on Leo Tolstoy's fairytale "The Three Bears". The researcher followed the classic formal method proposed by Vladimir Propp and analyzed the text by using palimpsests analysis. The findings show that the juxtaposition of the layers of text evoked a variety of effects, from tragic to comic, and allowed the viewers, listeners, and readers' anticipations to challenge the story.

In another study, Caixeta et al. (2021) carried out a study aimed at estimating the feasibility of using cartoons as support material for EE activities executed in elementary school environments. The study adopted the quasi-experimental design. For sampling, four classes were selected where the students aged 6-7 enrolled in the first year of elementary school. The data was collected from the students by employing material named "Game: do you know the Cerrado"? which contained ten objective questions. The researchers analyzed 195 episodes of "The Tom and the Jerry Show", 122 of "Mickey Mouse Clubhouse " and 62 of "Masha and the Bear" out of which 41 episodes were recognized 21% with the potential to be adopted to address themes linked to environmental problems due to their distinctive plot and scenes. Furthermore, the data was assessed by using the Shapiro-Wilk test, to analyze the equality of variance Levene's test was used and the comparison between mean scores before and after the intervention was established on the t-test of the students. Graph Pad Prism software version (7.0) was used to carry out statistical analysis and graph plots. The results of the study showed that cartoons can be used as didactic-pedagogical helpful material for EE activities when participated in proposed activities they acquired an understanding of various environmental issues and about the Cerrado biome.

Fedorenko and Berthon (2018) carried out a study to investigate the factors defining parental authorization of children's media content, such as YouTube animated content, and also how parents differentiate between desirable and unpleasant content. The study adopted the technique of semi-structured interviews with the parents of preschool children for the evaluation of the subjective meaning of determining media content. The analysis is done on the reviews and 200 comments of parents on three famous animated series "Masha and the Bear", "Dora the Explorer" and "Peppa the Pig". For data examination, ethnomethodological communication analysis (MCA) was used. The findings showed that parents assess media content based on personal choice rather than on the appropriateness of the content. Furthermore, the study proposed a three-dimensional model of parental approval and disapproval of media content such as normative/ educational, humorous, and nostalgic appeal. The study also revealed that the emotional reaction of parents toward specific content is as significant as the normative aspects of the animation series.

Another study was conducted by Yilmaz in Turkey (2021) to determine how values were presented to the audience through cartoons in terms of verbal expression or behavioral expression. This study also determines the frequency of attained values taking place in these animation series. The researcher used the qualitative research design and the data is analyzed by using embedded theory. Purposive and theoretical sampling was used for data collection. As a result of the analysis, it was determined when the researcher compared the verbal and behavioral expression dimensions of Pepee cartoons, verbal expressions (372) were presented to the audience instead of behavioral expression values which were 57 in frequency. Moreover, when the researcher compared the verbal expression dimension and the behavioral expression dimension of Masha and the bear, it was determined that behavioral values (112) were presented to the audience rather than verbal values which were 56 in frequency.

Limited research has been conducted on Masha and the Bear series particularly, the exploration of stylistic choices in-depth being ignored. Additionally, there is a need for a comprehensive study of the Masha and the Bear animation series especially, to investigate the impact of stylistic choices that can promote positive learning. The current study investigates the under-explored area at the level of lexico-semantic to shed light on the rationale behind the impacts of textual choices by analyzing the Masha and the Bear animation series. The current study seeks to examine the influence generated among the young generation by analyzing stylistic features.

## 3.    Materials and Method

The current study has adopted the qualitative research design. It is the systematic collection, organization, and interpretation of textual material derived from talk or conversation. It is used in the exploration of the meaning of social phenomena as experienced by individuals themselves, in their natural context (Malterud, 2001, p. 483). As above mentioned, variables in research questions reflect, the purpose of this study is to investigate the factors and the types of lexical and semantic choices that affected the meaning of Masha and the Bear animated series, and textual choices that generated influence on children after watching this cartoon. To accomplish these objectives this design has been used. However, this method is suitable according to the nature of the problem which is content analysis.

The sub-design of this research is the descriptive method. Leech (1969, p.4) in favor of the descriptive method states " unless we have first found the means to take it to pieces". This statement implies that detailed description makes the features more apparent, more particular, and more recognizable while examining the language in the text. Furthermore, from the perspective of the theoretical framework, stylistics has been used for the detailed analysis of the variables of this study. Stylistics is a strategy of interpretation (Nurhadi and Marish, 2022).

### 3.1.    Sample

The sample of the research comprises 10 episodes of the Masha and the Bear animated series. The researcher acted as a primary instrument for the collection, analysis, and interpretation of data. In the context of this study, purposeful sampling has been selected as a preferred strategy. The purposeful sampling procedure is used for the selection and identification of information-rich cases and also to improve the credibility of results (Patton 2002). Thus, to meet the best goal of the study this sample technique has been selected.

### 3.2.    Data analysis

Lexical semantics focuses on the meaning of the word and how meaning is created through context (Edem, 2023). According to Lyons (1977, p. 24), 'lexical semanticists are usually concerned with the meaning of words, how they are depicted in the mind of the speaker and how they are employed in texts and discourse. The basis of this theory is taken from the method proposed by Geoffrey Leech (1969) in his book A Linguistic Guide to English Poetry and Mick Short's (1996) Exploring the Language of Poem, play, and Prose book. According to them, the deviation has significant psychological effects on the reader and communicates something. After reading carefully the text terms that come under this analysis tried to figure it out. Each analysis comprises two parts: the first one is parallelism and the second is deviation. The theoretical framework of this study is based on the stylistics analysis. From the perspective of Leech and Short (2007), stylistics is used to examine "the relation between the writer's artistic achievement and how it is achieved through the language ... It studies the relation between the significance of the text and the linguistic characteristics in which they are manifest". Furthermore, the analysis of the selected episodes follows the level given by the short (1996, p.3)

That means that an analysis of selected episodes will be done beginning from the linguistic description then the interpretation of the description and finally the evaluation of the interpretation.

## 4.    Findings

This part shows the result of the finding. "Lexico -semantic analysis has been applied to analyze the data. The lexico-semantic level is the level at which a stylistic analyst looks at the author's deployment of words and their meanings in a text" (Academia).

### 4.1.    Lexical Analysis

#### 4.1.1.    Lexical parallelism

"Parallelism happens through the occurrence of similar words or phrases with similar formations. It has been linked with repetition over the last four decades" (Monassar, 2014).

**Table 1: Lexical Parallelism**

| Description | Interpretation |
|---|---|
| Giddy up | The speaker (Masha) frequently uses lexical parallelism to pressurize the animal to move according to her orders. |
| Hocus-pocus | In this line, the speaker (Masha) uses the strategy of self-talk to make up her mind about how to try tricks for creating deception. |
| Found | The speaker (Masha) is using lexical parallelism to exhibit the joy to find someone and also cherish the feeling of victory. |
| Come on | The speaker (Masha) in this line trying to emphasize to do something immediately. |

#### 4.1.2.    Lexical Deviation

Deviation occurs when a word deviates from its standard form. It is also a violation of rules.

### 4.2.    Neologism

According to Short, "writers deviate when they mix words of different combinations which do not exist in reality". This technique is called neologism.

**Table 2: Neologism**

| Description | Interpretation |
|---|---|

| | |
|---|---|
| You need a carvan. | The word "carvan" is a new term coined by the speaker (Masha)through the process of compounding in the text to impart a message more significantly regarding the quality of both car and van. |

### 4.3. Colloquialism

"A colloquialism is an informal expression that is used more often in relaxed conversation than in formal speech or writing (ThoughtCo.)."

**Table 3: Colloquialism**

| Description | Interpretation |
|---|---|
| It's sort of not comfy enough. | The speaker (Masha) used the word "comfy" in an informal way and highlighted the quality of something not providing comfort. |
| Well, it sorta happened like this | The word "sorta" is used in text to infer the particular thing that happened in something another way. |
| Well, we were just kinda … you know | The word "kinda" is informally used by the speaker (Masha) for the indication of their past situation. |

### 4.4. Semantic Analysis
#### 4.4.1. Semantic Parallelism

"Semantic Parallelism is achieved when two sentences are linked because they mean the same thing" (Abed, 2021).

#### 4.4.2. Synonymous Parallelism

In synonymous parallelism, the same meaning is repeated in different words. It involves two or more parallel lines which express the same idea.

**Table 4: Synonymous Parallelism**

| Description | Interpretation |
|---|---|
| This is supercool This hat is so awesome. | The Speaker (Masha)repeated the meaning to enrich the worth and quality of the hat. |
| We can recognize a few relaxations techniques that can relive and reduce the stress. Just remember that none of these methods is a magic want to make…. | The speaker (Masha) repeated the meaning to enhance the usefulness and benefits of something. |
| Look at this, it's magnificent Isn't she wonderful? | In these lines, to emphasize the idea of beauty splendidly, the meaning is repeated. |

### 4.5. Semantic deviation

Leech defines "semantic deviation as nonsense or absurdity where the meaning is not in evidence at first sight". According to Short, "semantic deviation refers to the meaning relation which is inconsistent in some way". Semantic deviation consists of two level. First one is semantic oddity and second one is honest deception

#### 4.5.1. Honest deception

"Honest deception is a condition in which by using exaggerated language style the true nature of things is demonstrated indirectly" (Alabi, 2007). It includes hyperbole and litotes.

#### 4.5.2. Hyperbole

According to H.W Fowler, hyperbole is used as an exaggerated term "for the sake of emphasis" and to convey strong and heavy emphasis on something, it includes overstatement.

**Table 5: Hyperbole**

| Description | Interpretation |
|---|---|
| I'm super expressive and extra impressive. | The speaker (Masha) is exaggerating her personality by using the words super expressive and extra impressive. |
| I'm so super heroic. | In this statement, the speaker (Masha) praises her ability to be a superhero and considers herself powerful. |
| I'm so victoriously greatest. | In this line, the speaker (Masha) admires her accomplishment, she is an incredible winner and also implied she is always gaining triumph. |
| I'm to kiss all my greatest hopes. | In this line, the speaker (Masha) highlights her hopefulness and shows her capacity of being optimistic and relish to kiss it. |

#### 4.5.3. Litotes

Litotes is a pessimistic way to exaggerate things and it also comprises a negative statement (Alharthi, 2016).

**Table 6: Litotes**

| Description | Interpretation |
|---|---|
| Sweet life is not the piece of cake. | The speaker (Masha) is exaggerating the phenomena of life in a pessimistic way that sweet life is not soft as a cake but brings challenges. |
| He is not good looking. | In this line, the speaker (Masha) devalues the physical appearance of a man by saying that he is moderately attractive. |
| It's not a cool instrument. | In this line, the speaker (Masha) denies the quality of the instrument which is not worthy enough. |

### 4.6. Semantic oddity

"Semantic oddity means transference of meaning. In other words, it is a conversion from literal meaning to figurative meaning"(Hashem & Muhi, 2021). It includes paradox, simile and pleonasm.

#### 4.6.1. Paradox

"A statement which is absurd, because self-evidently true" (Leech,1969).

**Table 7: Paradox**

| Description | Interpretation |
|---|---|
| Life is really cold, what a great life! | The speaker (Masha) used the paradoxical statement that the person is fed off of his life and at the same moment life seemed amazing to him. |
| The sun smiles shining brightly on our land. | In this line, the speaker (Masha) used the self - contradictory statement about a non-living thing "sun" is smiling which is not possible. |
| It's very strange but people have the weirdest fears simply laughable. | The speaker (Masha) is using a paradoxical statement, implying that the dreadful fears of people are humorous. |

### 4.7. Simile

"Simile involves an explicit comparison between two things or actions and mostly includes the word "like" (Cruse, 2006).

**Table 8: Simile**

| Description | Interpretation |
|---|---|
| Love is as free as a bird in the sky. | In this line, the speaker (Masha) intensifies the love and relates it with the free bird in the sky. The speaker (Masha) implies that love is carefree and has nothing with the world. |
| It tastes almost like an eraser. | In this line, the speaker associates the flavor of something with an eraser depicting it as tasteless. |
| You look like an adorable little cutie pie. | To signify the beauty and magnificence of the character the speaker makes the resemblance |

### 4.8. Pleonasm

"An expression which is semantically redundant in that it merely repeats the meaning contained elsewhere, in what precedes or follows it known as pleonasm" (Leech, 1969).

**Table 9: Pleonasm**

| Description | Interpretation |
|---|---|
| I'm boringly boring. | In this line, the speaker (Masha) enhances the intensity of her mood by saying boringly boring. The speaker (Masha) implied that she found nothing enjoyable in her surroundings. |
| You say like scary monster monstrous nightmare. | In this statement, the speaker (Masha) gives her view regarding the speech of someone as horrifying and terrible. |

**Table 10: Stylistics Devices**

| Stylistics Devices | Frequency |
|---|---|
| Lexical parallelism | 57 |
| Lexical deviation (Neologism) | 1 |
| Colloquialism | 6 |
| Semantic parallelism (Synonymous parallelism) | 15 |
| Semantic deviation (Hyperbole) | 6 |
| Litotes | 4 |
| Paradox | 5 |
| Simile | 5 |
| Pleonasm | 3 |

In the table 9 and 10, the speaker (Masha) used stylistic devices to exaggerate ideas, highlight the significance of particular things and convey optimistic notions. The most occurring device used by the speaker (Masha) is lexical parallelism (57) times. Then, semantic parallelism (15) is the second most common device used by the speaker (Masha). This device is used to emphasize and enrich the value of some things. In addition, the least common device used by the speaker (Masha) is a neologism. That showed that the speaker used clear words to express her message. The presence of hyperbole (6) intensifies the situation and feelings of the speaker (Masha). The second least common use of the device is pleonasm. This device is used to point toward a specific person and the mood of the speaker (Masha). The presence of litote (4) in the above table is used to lessen the worth of certain things and also signifies useful things.

## 5. Conclusions

Animation is the priority of children who play a significant role in their development. In addition, animation series have the proficiency to shape children's behavior and actions through the presentation of characters that promote positive teachings and reinforce morality (Zhang et al, 2021). The main objective of this study is to ascertain the lexical-semantic choices and their effect on the meaning of the Masha and the Bear animated series and also to explore the influence of textual choices on children. The problem is figured out by applying lexico-semantic analysis.

Firstly, the results show that the author prominently uses stylistic devices. At the level of lexical analysis, lexical parallelism is found 12 times. For example, "Giddy up" was repeated 12 times. The lexical deviation found at the stage of colloquialisms such as "It's sort of not comfy enough" and neologism is found through the process of compounding like "You need a caravan". Furthermore, at the level of semantic analysis, synonymous parallelism is found at the stage of semantic parallelism three times such as "This is super cool. This hat is so amazing ". The semantic deviation is also found at the level of honest deception such as hyperbole "I'm super expressive and extra impressive " and litotes " Sweet life is not a piece of cake ". Moreover, the semantic deviation is found at the level of semantic oddity such as the paradox " He is going he is not going ", the simile "It tastes almost like an eraser " and the pleonasm "I'm boringly boring".

Subsequently, the effects of stylistic devices on the meaning of the Masha and the Bear animation series are found worthwhile to establish the central theme of the episodes. Furthermore, the use of figurative language enriches the significance of the content and uses extraordinary ways how to impart a special message more fascinatingly. For instance, these devices enhance the usefulness of particular things in a positive way such as in synonymous parallelism " We can recognize a few relaxation techniques that......" the word" techniques" is repeated in the context to highlight the implication to reduce stress. The creative deployment of lexical items by the speaker affects the connotation of the content in a facilitating manner and conveys the message more passionately and emotionally. Moreover, the speaker uses the litote " Sweet life is not a piece of cake" to magnify the concept of life with hard work among children. The speaker builds an impression that to triumph in the form of a prosperous life demands constant struggle. This kind of content can educate children regarding the value of time and place the strong notion to consider life earnestly.

Additionally, the speaker's selection of textual choices provokes influences on children. This type of content is effective for children to build moral values and a sense of empathy. The abilities and specialties of Masha give the message of women's empowerment. The speaker through the use of the above-mentioned stylistic devices illustrates the ideology that impacts the mindset of children and can bring changes in their attitudes and behavior. For example, the writer uses " Just be kind and good " which promotes compassion. In addition, the author employs " I'm so super heroic " developing the stance to accomplish things exceptionally and building a notion that women can be among great achievers. For instance, " I'm super expressive and extra impressive " and " I'm so victoriously greatest " depict the strong personality of the girl which injects the notion to execute things irrespective of any obstacles and also illustrates the phenomena to get a higher status among society, always put endeavor. Furthermore, the current study suggests that selected content represents the exceptional personality of the girl being optimistic and skillful sufficiently in society through figurative language such as " I'm an endless source of out and inspiration " and " I'm to kiss all my greatest hopes". The study also tells that the selected content can enhance creativity among children and provide a platform to shape things uniquely. For instance, the speaker uses the neologism "You need a caravan". In this assertion, the speaker tries to generate a new idea to integrate the quality of cars and vans into one item.

This study concludes that the speaker through the usage of the deployment of lexical items aesthetically imparts her content, builds an impression of robust sentiments, and selects such kinds of textual choices that can be beneficial for children in terms of the development of social learning and cognitive abilities. In addition, the current study clarifies that this type of content generates a unique forum for children to develop empathy and builds a notion of ethical learning. Furthermore, the study demonstrates that children who get exposure to this type of content promote such kind of learning which can make children able to modify their behavior up to adulthood and shape their understanding due to the learning they get from the animated series. To sum up, the current study analyzed the content of the Masha and the Bear animated series from the perspective of lexical and semantic analysis. The study also points out that the speaker uses assertions positively and as an outcome, the children can get practical learning.

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