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**Action research:**  
**How to Develop Essay Writing Skills Through the Research**  
**of Emotive Space of a Text in Higher Grades?**

**Syzdykbayeva Dametken Musakhanovna**  
**Nurpeissova Gulmira Batyrkhanovna**

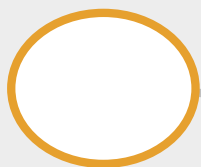
## Purpose and tasks of the work

- track the monitoring of the effectiveness of approaches, methods of teaching and learning in high school in the subject "Language and Literature";
- explore the emotive space of the text.



## Expected results:

- improved approaches to teaching high school students (DP)
- improved the quality of student preparation for external assessment exams



Students use language as a means of thinking and as a tool for critical reflection on a text.

**Paper 2 - essay based  
two studied works**

## Object of study

senior students of grades 11.12 .

## Types of examination papers in the diploma program (external assessment)



**HL essay (based on one of the  
studied works)**



**Research work  
Extended Essay  
(based on 2 compositions - optional)**

# Limiting Factors in Literary Text Analysis



**Different levels of preparation, superficial perception of the context and concept of a text**



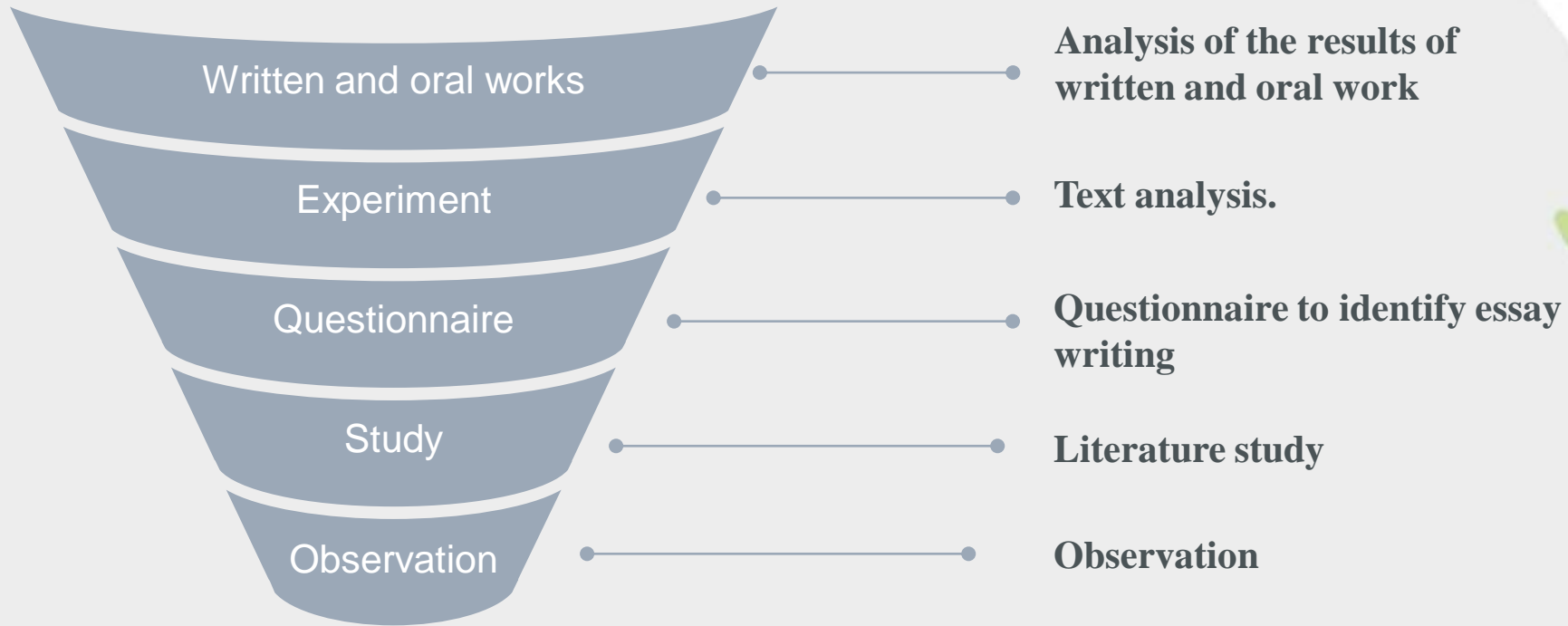
**From the position of critical thinking, the ability to argue, build a judgment**



**Insufficient knowledge of the literary theory**



# Research methods



# Theoretical basis of the study

“Their main purpose is to reveal the hidden state of the hero's soul.”

Kazarin Yu.V., Babenko L.G., 2003

Emotions are one of the forms of how to reflect on the world... and information about the **state of the inner "I"**, his mind and psyche

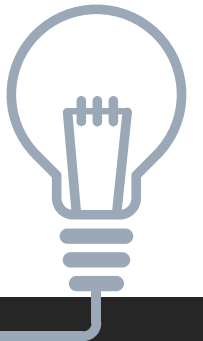
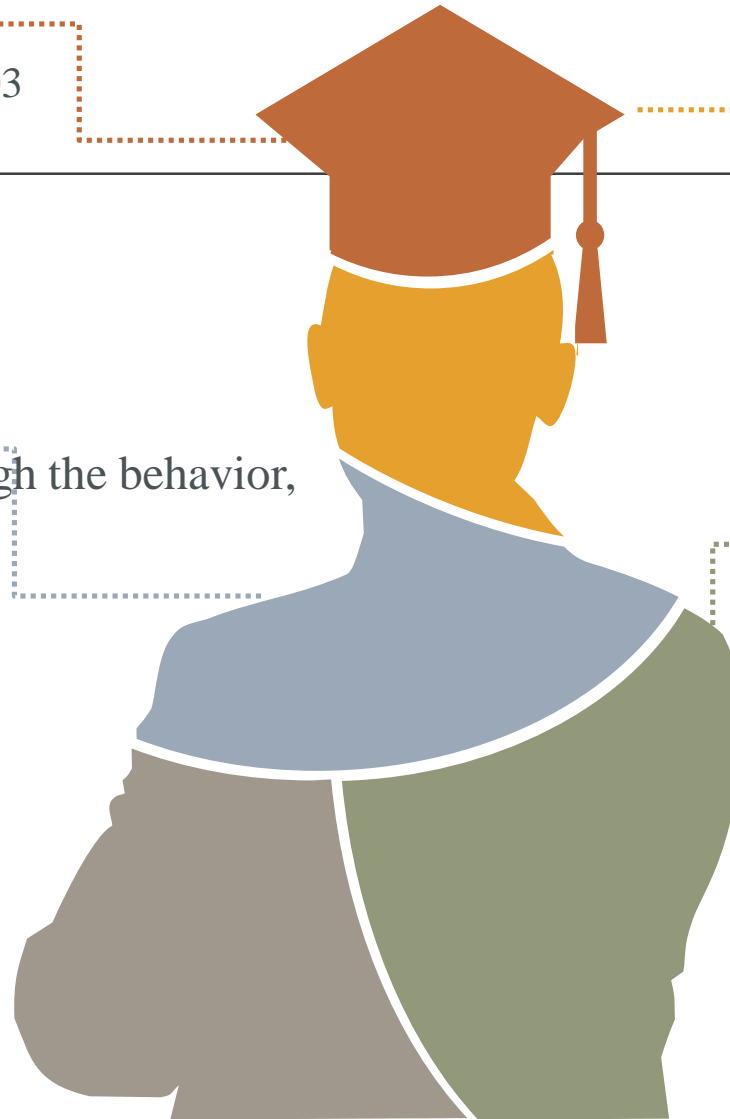
Shakhovsky , V.I. Types of emotive vocabulary, 2004

symbolize internal, hidden emotional life of the character through the behavior, gestures...

"Emotions of a character in a fiction text are depicted as a **special psychological reality**"

Kazarin Yu.V., Babenko L.G., 2003

reveal the true nature of human feelings, passions, emotions..."



# Emotive text space. Functional textual emotive meanings

## **Pictorial and gestural emotive meanings**

Their main purpose is to symbolize the inner, hidden emotional life of the character through behavior, gestures .

## **And interpretational-characterological emotive meanings**

About the main emotive meanings, without which there can be no image of a character . They personify the state of his soul which is hidden from the eyes.

## **Emotional - evaluative meanings**

These are the evaluation statements of the characters. “ Emotional evaluation can express disdain, disapproval, censure, contempt, disgust, approval, pleasure, delight...” [Arutyunova 1988:95]. .

“she swept like a whirlwind through the cathedral hall”; “ she stopped with a run , straightened her hair with a quick and already familiar female movement , pulled the corners of her apron to her shoulders and, shining her eyes, ran upstairs”[1,262]; “Looking at her clearly and vividly , but without any expression on her face, ... she sat down so easily and gracefully ”; “Meshcherskaya looked with curiosity”;

**The manifestation of Olya Meshcherskaya's love of life. The emotional state of the heroine can change every second.**

"joyful amazingly lively eyes " [1,261]; "of the pretty ones, rich and happy girls ..."; “Somehow imperceptibly came to her ... grace, elegance, dexterity, a clear gleam in the eyes ” ; “ I went crazy with fun last winter ”; " seemed the most carefree and happy" [1,262]

**Conclusion: the author conveys lightness, naturalness, the immediacy of the character of Olya Meshcherskaya and her life**

“I was so happy that I was alone ... I thought as well as never before in my life ... I had the feeling that I would live without end, and I would be as happy as anyone ... I was very happy with him, I was so pleased to accept and occupy him ... ”. “...I feel disgust towards him that I can't survive this!...”.

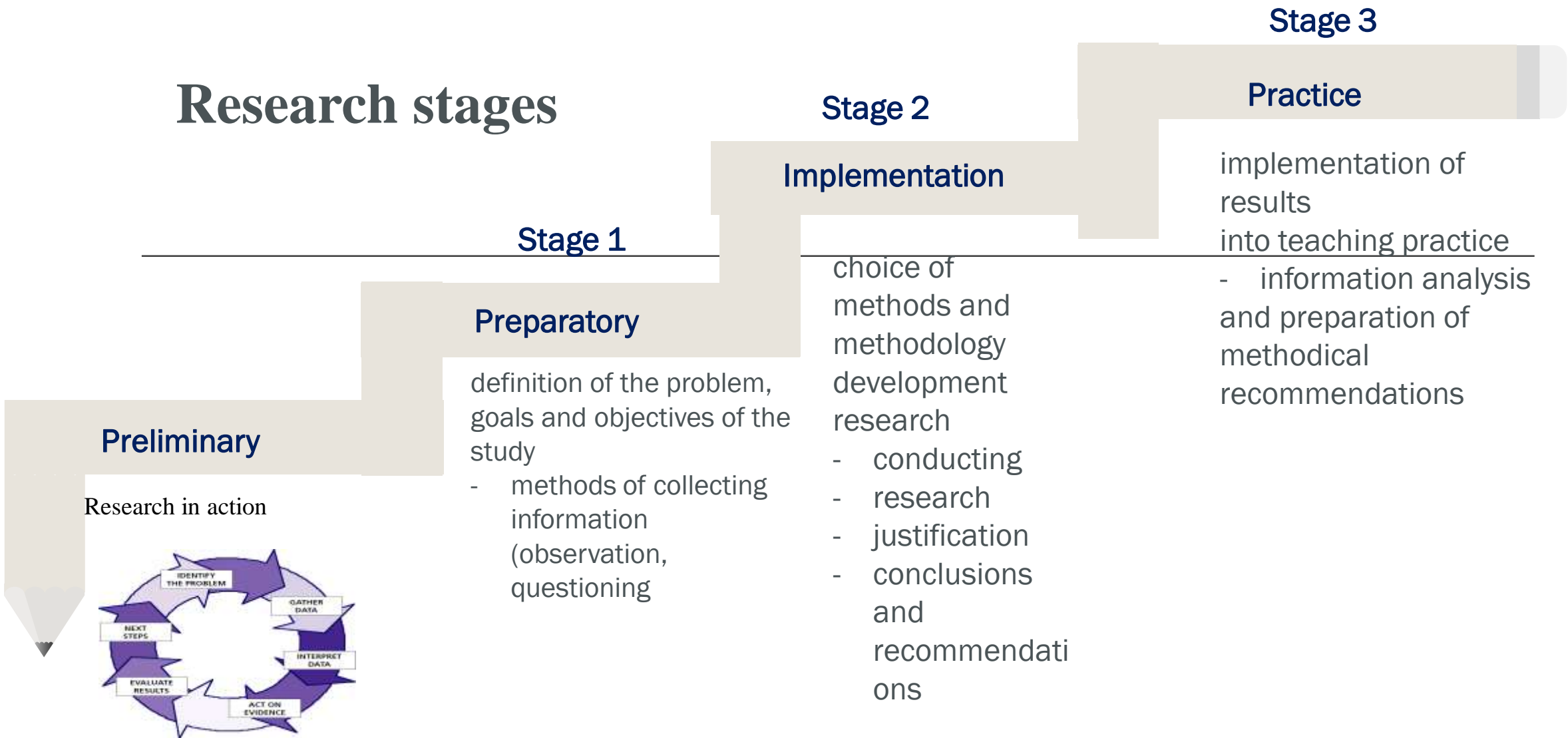
**Conclusion: through inner speech, the author shows the contradictions in the soul of the heroine**

## **Problem definition:**

**Context-logical emotive meanings**

- phrasal
- fragmentary
- - general text

# Research stages

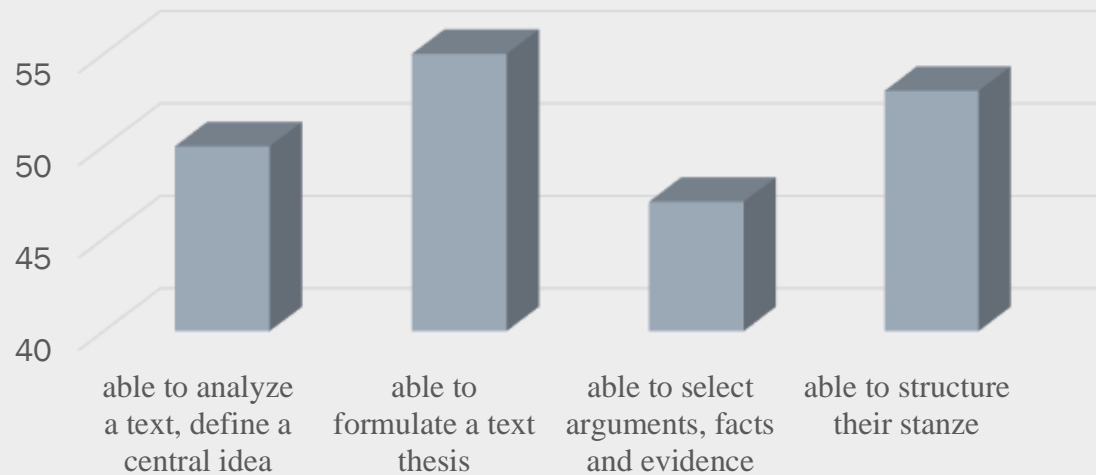


# Assessment results

## Questionnaire

The goal is to identify the level of formation of essay writing skills among students in grades 11, 12 (total 73 students)

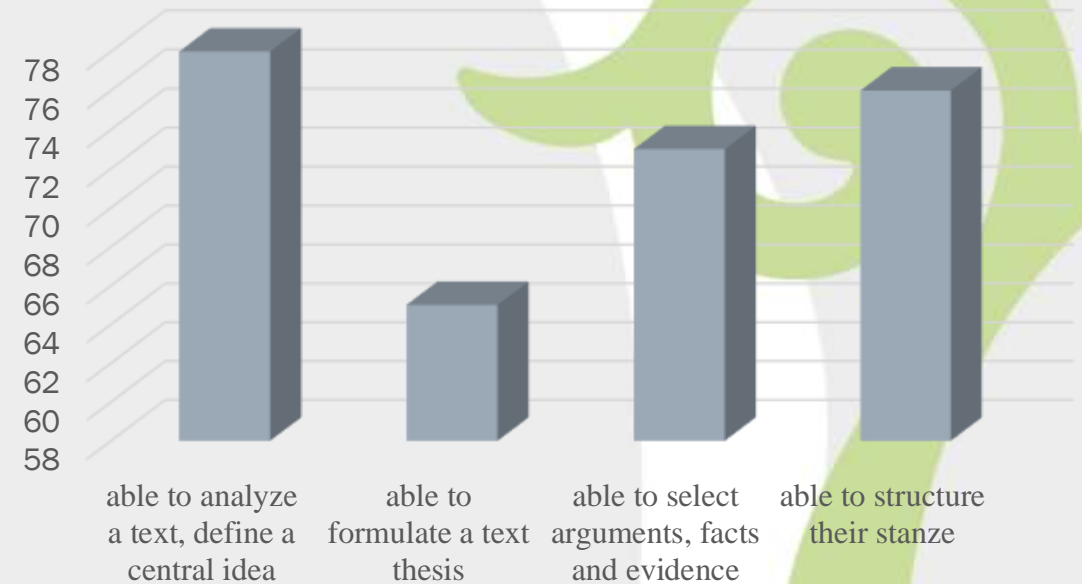
Conclusion: a survey to identify the level of formation of essay writing skills revealed a problem in the analysis of a literary text.



## Experiment

The goal is to study the emotive space based on the story of I. Bunin

Conclusion: the results of the experiment showed that students, thanks to the study of the emotive space of the text, improved their analysis skills by an average of 20-25%.





## Exam results for external assessment: (Paper 2, Extended essay, HL essay)

	<b>NISA 2019</b>	<b>WORL 2019</b>	<b>NISA 2020</b>	<b>WORL 2020</b>	<b>NISA 2021</b>	<b>WORL 2021</b>	<b>NISA 2022</b>	<b>WORL 2022</b>
<b>ENGLISH A: Lang and Literature HL</b>	<b>6.0</b>	<b>5.9</b>	<b>6.2</b>	<b>6.13</b>	<b>6.33</b>	<b>5.83</b>	<b>5.71</b>	<b>5.57</b>
<b>ENGLISH A: Lang and Literature SL</b>	<b>5.77</b>	<b>5.74</b>	<b>5.97</b>	<b>5.83</b>	<b>5.83</b>	<b>5.89</b>	<b>5.94</b>	<b>5.72</b>

## Conclusions and recommendations

- Develop a set of methodological recommendations for writing an essay in the DP (grades 11-12);
- Enhance the project and research activities of students (Extended Essay, HL );
- Increase the effectiveness of the final examination papers in IB DP;
- Practice the study of emotive space as blended with a conceptual, semantic analysis of the text;
- Study and introduce contextual emotive meanings into the text analysis.

# List of used literature

- 1.Бабенко, Л.Г. Лингвистический анализ художественного текста / Л.Г. Бабенко, Ю.В. Казарин – М.: Флинта, Наука, 2003.с.83
- 2.Бунин И. А. Легкое дыхание // Бунин И.А. Избранные сочинения. М.: Художественная литература, 1984. – 750 с.
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