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DEVELOPMENT OF STUDENTS' ANALYTICAL SKILLS THROUGH LINGUISTIC ANALYSIS OF LITERARY PROSE TEXTS

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Abstract. The article examines the process of developing students' analytical skills through the linguistic analysis of literary prose. The author proceeds from the idea that modern education requires the formation of critical thinking, interpretive competence, and the ability to identify implicit meanings – skills that are particularly relevant in the field of the humanities. Linguistic analysis provides an opportunity to comprehend the systematic nature of language, its artistic potential, and the interrelation between the form and content of a literary work. Special attention is given to the integration of linguistic and literary approaches in prose analysis, which contributes to the development of students' ability to apply a comprehensive and multi-level methodology in text interpretation. The article presents examples of analyzing linguistic units that reflect characters' traits, the author's worldview, and the national and cultural specificities of artistic expression. Furthermore, the potential of linguistic analysis as a pedagogical tool for developing students' research abilities, analytical culture, and creative thinking is explored. The practical significance of the article lies in the applicability of the proposed methods in teaching pedagogical disciplines – particularly Kazakh language and literature, text linguistics, and methods of teaching literature. The results may be useful for university instructors, researchers, and students seeking to enhance their analytical

reading and text interpretation skills. Thus, linguistic analysis of literary prose is substantiated as an effective means of integrating linguistic and literary education, fostering analytical thinking, and forming professional competencies in the field of philology. The study contributes to the modernization of linguistic and literary education by demonstrating how linguistic analysis supports the development of reflective, research-oriented, and culturally aware learners.

Keywords: linguistic analysis, literary prose, analytical thinking, interpretive competence, philological education, higher education, students' research skills

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СТУДЕНТТЕРДІҢ АНАЛИТИКАЛЫҚ DAҒДЫЛАРЫН КӨРКЕМ ПРОЗА МӘТІНІН ЛИНГВИСТИКАЛЫҚ ТАЛДАУ АРҚЫЛЫ ДАМУ

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Аннотация. Мақалада студенттердің аналитикалық дағдыларын көркем проза мәтінін лингвистикалық талдау арқылы дамыту үдерісі қарастырылады. Автордың пікірінше, қазіргі білім беру жүйесі сын тұрғысынан ойлау, интерпретациялық құзыреттілік және жасырын мағыналарды анықтау қабілетін қалыптастыруды талап етеді. Бұл дағдылар гуманитарлық бағыттағы білім алушылар үшін ерекше маңызды. Лингвистикалық талдау тілді жүйелі құрылым ретінде түсінуге, оның көркемдік әлеуетін, сонымен қатар көркем шығармадағы форма мен мазмұнның өзара байланысын ұғынуға мүмкіндік береді. Зерттеуде проза мәтінін талдауда лингвистикалық және әдебиеттанулық тәсілдерді кіріктірудің маңызына ерекше назар аударылады. Мұндай интеграция студенттердің мәтінді кешенді және көпдеңгейлі тұрғыдан интерпретациялау дағдыларын қалыптастыруға ықпал етеді. Мақалада кейіпкерлердің мінез-құлқын, авторлық дүниетанымды және ұлттық-мәдени ерекшеліктерді бейнелейтін тілдік бірліктерді талдаудың үлгілері келтірілген. Сонымен қатар, лингвистикалық талдаудың студенттердің зерттеу дағдыларын, аналитикалық мәдениетін және шығармашылық ойлауын дамытудағы педагогикалық әлеуеті қарастырылады. Мақаланың тәжірибелік маңызы ұсынылған әдістерді

педагогикалық цикл пәндерін оқытуда – атап айтқанда, қазақ тілі мен әдебиеті, мәтін лингвистикасы және әдебиетті оқыту әдістемесі сияқты салаларда қолдану мүмкіндігінде жатыр. Зерттеу нәтижелері жоғары оқу орындарының оқытушыларына, зерттеушілерге және аналитикалық оқу мен мәтінді интерпретациялау дағдыларын жетілдіруге ұмтылатын студенттерге пайдалы болуы мүмкін. Осылайша, көркем проза мәтінін лингвистикалық талдау лингвистикалық және әдеби білімді ықпалдастырудың тиімді құралы болып табылады, ол аналитикалық ойлауды дамытып, филология саласындағы кәсіби құзыреттілікті қалыптастыруға ықпал етеді. Бұл зерттеу лингвистикалық және әдеби білім беруді жаңғыртуға үлес қосып, лингвистикалық талдаудың рефлексияға қабілетті, зерттеушілік бағыттағы және мәдени тұрғыдан саналы білім алушыларды қалыптастырудағы рөлін көрсетеді.

Түйін сөздер: лингвистикалық талдау, көркем проза, аналитикалық ойлау, интерпретациялық құзыреттілік, филологиялық білім, жоғары білім, студенттердің зерттеу дағдылары

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РАЗВИТИЕ АНАЛИТИЧЕСКИХ НАВЫКОВ СТУДЕНТОВ ПОСРЕДСТВОМ ЛИНГВИСТИЧЕСКОГО АНАЛИЗА ТЕКСТА ХУДОЖЕСТВЕННОЙ ПРОЗЫ

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Аннотация. В статье рассматривается процесс развития аналитических навыков студентов посредством лингвистического анализа художественной прозы. Автор исходит из идеи, что современное образование предполагает необходимость формирования критического мышления, интерпретационной компетенции и способности выявлять скрытые смыслы — навыков, особенно актуальных в гуманитарной сфере. Лингвистический анализ позволяет осознать системность языка, его художественный потенциал, а также взаимосвязь формы и содержания литературного произведения. Особое

внимание уделяется интеграции лингвистического и литературоведческого подходов в анализе прозы, что способствует формированию у студентов умений применять комплексный и многоуровневый подход при интерпретации текста. В статье приведены примеры анализа языковых единиц, отражающих характер персонажей, авторское мировоззрение и национально-культурные особенности художественного выражения. Кроме того, рассматривается потенциал лингвистического анализа как педагогического инструмента для развития исследовательских умений, аналитической культуры и творческого мышления студентов. Практическая значимость работы заключается в возможности применения предложенных методов при преподавании дисциплин педагогического цикла — в частности, казахского языка и литературы, лингвистики текста и методики преподавания литературы. Полученные результаты могут быть полезны преподавателям вузов, исследователям и студентам, стремящимся совершенствовать навыки аналитического чтения и интерпретации текста. Таким образом, лингвистический анализ художественной прозы представляет собой эффективное средство интеграции лингвистического и литературного образования, способствует развитию аналитического мышления и формированию профессиональных компетенций в области филологического образования.

Ключевые слова: лингвистический анализ, художественная проза, аналитическое мышление, интерпретационная компетенция, филологическое образование, высшее образование, исследовательские навыки студентов

Introduction. In modern humanities education, special attention is given to the development of universal academic skills, among which analytical thinking, the ability to interpret, argue, make independent judgments, and reflect are of primary importance. These skills become especially significant in the context of the transition to a competency-based learning model, where the focus shifts from mere reproduction of information to the ability to comprehend, interpret, correlate it with other knowledge, and apply it in new situations. In this regard, the methodology of teaching philological disciplines acquires particular relevance, as it involves not only mastering linguistic and literary knowledge but also developing students' analytical abilities.

One of the most effective ways to foster analytical skills in students is through the linguistic analysis of literary texts, particularly prose. Prose, as a genre, represents an expanded artistic statement filled with multifaceted semantic structures, linguistic, stylistic, and compositional devices. Its analysis requires from the learner a high degree of awareness of both linguistic form and content, the ability to penetrate the structure of the text, identify the functions of various linguistic units, and interpret artistic images and the author's intentions. Thus, the process of prose analysis becomes not merely a means of mastering academic material but a powerful tool for developing the student's intellectual culture. The linguistic analysis of a prose text is a complex, multi-level process that involves working with vocabulary, morphology,

syntax, stylistics, pragmatics, as well as speech strategies, intonation, subtext, and the communicative structure of the work. This approach enables students not only to perceive the internal semantic organization behind the external form of the text but also to understand how language functions within an artistic system – how meaning and expressiveness, logic and emotion, image and idea interact. It is through such analysis that the ability for abstract thinking, argumentation, comparison, hypothesis formation, and independent conclusions is developed.

The linguistic analysis becomes particularly important in multilingual classrooms, such as those in Kazakhstani universities, where students possess varying levels of proficiency in the Kazakh language, and their native languages may influence how they perceive a text. Under such conditions, the methodology of literary text analysis must be not only scientifically grounded but also adaptive, taking into account students' linguistic awareness, cognitive styles, and cultural backgrounds. Linguistic analysis helps overcome linguistic and mental barriers, as it relies on precise and comprehensible categories and enables a step-by-step movement from form to meaning. At the same time, it should be emphasized that the analytical skills developed through working with texts are universal. They are applicable not only in philology but also in other fields – in writing academic papers, engaging in project and research work, communication, pedagogy, translation, journalism, and beyond. The ability to analyze a text is, in essence, the ability to analyze reality – to identify cause-and-effect relationships, recognize subtexts, construct logical structures of reasoning, and critically perceive information. Therefore, the development of analytical thinking through linguistic analysis of prose can be regarded as one of the key objectives of modern philological education.

However, the effectiveness of this approach depends on a number of factors: students' language proficiency level, the quality of the selected texts, the methodological techniques used by the teacher, the presence of a dialogic learning environment, students' motivation, and the technologies employed. In class, it is essential to use a variety of forms and methods – individual and group assignments, tables, diagrams, interpretative and comparative questions, argumentation exercises, discussions, essays, and project work. Each stage of analysis – from initial reading to in-depth commentary – should aim at developing critical thinking, the ability to perceive the idea behind the text, understand the author's position, and establish links with the cultural context.

Modern educational technologies also offer broad opportunities for organizing productive analytical activities among students. Interactive platforms, electronic dictionaries and corpora, visualization tools, and AI – based instruments can all be effectively used for in – depth and engaging analysis of literary texts. The use of such resources promotes a research – oriented approach and helps students develop skills in independent information retrieval, analysis, synthesis, and presentation in various formats.

Equally important is the educational and formative dimension of linguistic prose analysis. Through the text – through its artistic and linguistic structure – students

develop a system of values, aesthetic taste, empathy, and the ability to see the world through another's perspective. In analyzing literary works, students not only train their intellect but also cultivate emotional intelligence, empathy, and ethical discernment. Thus, linguistic analysis becomes not merely an academic task but a personally meaningful experience that shapes the inner world of the future professional.

Research materials and methods. It should also be noted that the selection of texts for analysis plays a crucial role. The chosen works should be rich in linguistic devices, address relevant themes, be accessible for interpretation, and evoke emotional and intellectual responses from students. There is a wide variety of prose texts available in both national and world literature: from classical short stories to contemporary novellas, from autobiographical prose to literary journalism – all of these can serve as material for developing analytical thinking.

Thus, the development of students' analytical skills through linguistic analysis of prose works represents a promising direction in educational practice, integrating cognitive, linguistic, cultural, and personal components. This approach not only helps form a literate reader and interpreter but also fosters an independent, critically thinking individual ready for professional and social engagement.

The purpose of this article is to substantiate the importance of linguistic analysis of prose as an effective means of developing students' analytical skills, to describe methodological approaches, techniques, and stages of organizing such analysis, and to propose ways of improving this process within the context of modern philological education.

According to Zh.A. Mankeeva, linguistic analysis of a text should take into account all levels of language: phonetic, lexical, morphological, syntactic, and stylistic (Mankeyeva et al., 2010: 17).

E.N. Zhanpeisov, Doctor of Philology, conducted studies on the artistic text, linguistic worldview, and poetic vocabulary (Zhanpeisov et al., 1989: 267).

Zh.Zh. Tolysbayeva and A.K. Kalabergenova examined techniques for interpreting artistic images and stylistic devices (Tolysbayeva & Kalabergenova et al., 2010: 15).

Canadian literary critic Northrop Frye, in his seminal work *Anatomy of Criticism* (1957), analyzed literary texts, including prose, through the lens of archetypes and genre structures.

The prominent Russian linguist N.M. Shansky viewed linguistic analysis as a method that unites language and artistic meaning, emphasizing not only form but also its aesthetic function.

The analysis of linguistic devices in a literary work involves examining the language from various perspectives. A literary text does not merely narrate events or present facts; it deliberately selects linguistic means that influence the reader's emotions and imagination. As O.I. Revutsky explains, "*the aesthetic function of language in a literary text manifests itself through emotionality, evaluation, imagery, and expressiveness of linguistic means.*"

Emotionality in a literary work is conveyed through linguistic elements reflecting sensory reactions to depicted events, such as:

- a) lexical items like *love, anger, irritation, pride, hatred, resentment, regret, sorrow, compassion, empathy*;
- b) emotional particles and interjections like *alas, ah, oh, bravo*;
- c) words with diminutive–affectionate suffixes such as *dearie, sweetheart, darling*.

Evaluative semantics of linguistic means is associated with expressing the author's or narrator's attitude (approval, disapproval, indignation, admiration, respect) toward events, facts, or characters' actions. Evaluation is expressed through:

1. words with direct evaluative meaning (*fool, boor, miser, hero*);
2. metaphorical or figurative meanings (*sage, blockhead, slug, schemer*).

The notions of *emotionality* and *evaluation* are closely related, as many emotional linguistic devices carry evaluative connotations.

The perception and response to a literary work as the first stage of text comprehension should be organized so that students can express their emotions and attitudes toward the events and characters. The following questions may be helpful:

- Which episodes evoked the strongest emotional response in you? Describe your emotional state.
- What feelings did the depicted events and characters' behavior awaken in you? How would you evaluate the actions of the characters?

It is important that students, after reading a literary work, not only respond emotionally to the characters' actions but also provide textual evidence highlighting the emotional subtext of the work. To achieve this, students may be encouraged to answer the following questions:

- What linguistic means does the author use to influence the reader's emotions?
- Find, read aloud, and analyze fragments of the text that elicited particular emotional reactions and evaluative judgments.

Example of Expressive Means Analysis in the Prose of S. Zhunisov

The language of a literary work is distinguished by its imagery – the capacity of a word to carry semantic associations that transcend its direct nominative meaning. Figurative language serves as a powerful tool for expressing the author's worldview and emotional undertones. Among the key linguistic devices that contribute to this expressiveness are morphological, syntactic, phonetic, and figurative means.

To illustrate the multidimensional character of linguistic expression, let us examine a fragment from the prose of S. Zhunisov, a prominent representative of Kazakh literature whose works are marked by psychological depth and poetic precision.

Fragment for analysis:

"Aqan Seri stood alone on the hill. In the desolate steppe, his song echoed, and with his soft, velvet voice he poured out the sorrow of his soul. Remembering the days gone by, he felt an ache in his heart and questioned his own fate."

(Original: «Ақан сері жалғыз қыратта тұр. Құлазыған далада оның әні жаңғырып, қоңыр дауысымен жанының мұңын төгеді. Ол өткен күндерін еске алып, жүрегі сыздап, өз тағдырын сұрайды.»)

Morphological Means

The pronoun “he” personalizes the hero’s experience and foregrounds his inner dialogue, making the narrative psychologically saturated.

The verbs “stood,” “echoed,” “poured out,” and “questioned” convey emotional states such as loneliness, nostalgia, and existential reflection. The dynamic progression of these verbs reflects an internal tension and spiritual unrest.

The participle “құлазыған” (*desolate*) evokes the lifelessness of the steppe, reinforcing the theme of isolation and emotional emptiness.

Syntactic Means

Inversion in the sentence “*In the desolate steppe his song echoed...*” emphasizes the image of the steppe as a symbol of solitude and emotional desolation.

The use of asyndeton (“*His heart aching, he questions his fate*”) intensifies the sense of immediacy and emotional strain.

The rhetorical question (“*he questions his fate*”) reflects the hero’s existential uncertainty and search for meaning.

Phonetic Means

The repetition of consonants [к] and [ғ] in the Kazakh words “қырапта,” “құлазыған,” “жаңғырып” produces a deep, muted resonance, accentuating the emptiness of the surrounding space.

The soft vowels [ә] and [і] in “әні,” “жанының,” “төгеді” create a melodious sound pattern that mirrors the lyrical quality of Aqan’s singing voice.

Figurative Means

Epithets such as “құлазыған дала” (“desolate steppe”) and “қоңыр дауыс” (“soft voice”) contribute to the emotional depth and vivid imagery of the text.

The metaphor “жанының мұңын төгеді” (“pours out the sorrow of his soul”) enhances expressiveness through the figurative extension of the verb “to pour.”

The artistic image of Aqan emerges as that of a solitary seeker – a man yearning for meaning, harmony, and spiritual connection with nature.

In S. Zhunisov’s prose, verbal forms, pronouns, and sound imagery acquire particular expressive force. The interplay between morphological (verbs, pronouns, participles) and syntactic (inversion, rhetorical question) devices constructs the image of a lonely hero, while the phonetic structure of the text amplifies his emotional and psychological state. Through this synthesis of linguistic levels, Zhunisov achieves a profound unity of form and meaning, making his prose an exemplary material for linguistic and stylistic analysis in literary education.

Pedagogical Implications of Linguistic Analysis in Philological Education

The linguistic analysis of prose not only deepens students’ understanding of artistic language but also serves as an effective pedagogical tool for developing their analytical and critical thinking skills. In philological education, this approach integrates linguistic, literary, and cultural competencies, allowing learners to comprehend how language operates as a medium of artistic expression and a reflection of human experience.

Through systematic analysis of linguistic structures – lexical, morphological,

syntactic, and stylistic – students learn to interpret texts not merely as sequences of words, but as coherent systems of meaning. Such an approach helps them identify how linguistic choices reflect the author's worldview, emotional tone, and aesthetic principles. The process also fosters awareness of national identity and cultural values embodied in literature, particularly relevant in the context of Kazakh prose, where language often intertwines with ethnocultural symbolism and moral ideals.

In multilingual classrooms, as is often the case in Kazakhstani universities, the pedagogical role of linguistic analysis becomes even more significant. It enables students with different language backgrounds to grasp literary meaning through objective linguistic categories, gradually building their competence in interpreting figurative and symbolic aspects of the text. This process bridges the gap between linguistic comprehension and cultural interpretation, supporting both linguistic proficiency and cultural literacy.

From a methodological standpoint, effective instruction should include diverse techniques such as:

- Individual and group analysis tasks that encourage peer discussion and comparison of interpretations;
- Textual annotation and linguistic mapping, which help visualize relationships between form and meaning;
- Interpretive and evaluative questions, stimulating reflection on characters' actions, emotional tone, and authorial intent;
- Creative responses such as essays, debates, and mini – projects, integrating linguistic observation with personal insight.

For example, when analyzing a fragment from S. Zhunisov's prose, students can identify expressive means – epithets, metaphors, or sound patterns – and discuss their impact on the reader's emotional response. This type of analytical activity encourages not only linguistic awareness but also empathy, aesthetic judgment, and ethical reflection. In this way, the linguistic analysis of prose contributes to both intellectual and personal development.

Furthermore, the integration of digital and interactive tools – such as electronic corpora, lexical databases, visualization platforms, and AI – assisted analysis – can make the process more engaging and research – oriented. These technologies promote independent inquiry, data interpretation, and the ability to present findings in various formats, aligning with modern standards of higher education and digital literacy.

Thus, the pedagogical value of linguistic analysis lies in its multidimensional character. It develops students' analytical, interpretive, communicative, and reflective skills – essential components of professional competence in philology and education. By learning to analyze language as an artistic system, students not only master the techniques of textual interpretation but also cultivate critical and creative thinking, which are indispensable for their future professional and social activities.

Methodology of Linguistic Text Analysis:

Principles of Linguistic Analysis of a Literary Text (According to Kazakh Scholars)

Kazakh scholars have developed a number of fundamental principles that guide the linguistic analysis of a literary text. T. Esimbekov argues that the artistic value of a literary work arises from the harmony between its external linguistic form and its internal semantic world; therefore, the text should be interpreted as an inseparable unity of form and meaning (*The Theory of Literary Text*, Almaty: Kazakh University, 2019). Complementing this idea, R. Syzdyk emphasizes the necessity of considering the cultural and historical background of a text, noting that linguistic interpretation must be linked to national character, worldview, and the historical experience of the people (*The Power of the Word*, 1997; *Linguistic Analysis of a Literary Text*).

Equally important is the principle of linguistic personality formulated by B. Momynova, who highlights that every literary text reflects the author's linguistic individuality, worldview, and creative manner of expression (*Text and Linguistic Personality*, Almaty: Kazakh University, 2012). In a more structural approach, Zh. Mankeyeva maintains that analysis should embrace all levels of the language – phonetic, lexical, morphological, syntactic, and stylistic – in order to reveal the complex organization of meaning within the text (*Text Linguistics and Problems of Stylistics*, Almaty: Kazakh University, 2010).

Further deepening this framework, Sh. Kurmanbaiuly stresses that imagery and symbolism are central to uncovering the author's artistic stance and ideological position, as they embody the aesthetic and conceptual core of the text (*Artistic Text and Language Culture*, Almaty: Kazakh University, 2015). Finally, G. Smagulova draws attention to the communicative nature of literature, asserting that a literary text is always oriented toward the reader; thus, its interpretation must take into account both the author's intent and the reader's perception (*Linguistic Foundations for the Analysis of Literary Texts*, Almaty: Kazakh University, 2014).

Together, these principles form a comprehensive methodological basis for the linguistic study of literary works, integrating cultural, stylistic, structural, and communicative dimensions into a unified analytical approach.

Linguistic Analysis of a Fragment from Saken Zhunisov's Short Story "The Disabled"

1. Lexical Level

Key words: *шинель* (overcoat), *офицерлік* (officer's), *кенеб* (fabric), *есік* (door), *хат* (letter), *хабар* (news), *күрсініп* (sighing) – convey the atmosphere of wartime life and psychological tension.

Emotionally charged vocabulary: *салқын ғана* (slightly cold), *ауыр күрсініп* (sighing heavily), *салы сұға кетін* (utterly dejected) – express the characters' inner states: indifference, fatigue, hopelessness.

Dialogic speech: "Бұл кім?" ("Who is it?"), "Мен ғой, ашыңыз" ("It's me, open up"), "Абзалдан хат аласың ба?" ("Have you received a letter from Abzal?") – everyday conversational lexicon enhances the realism of the scene.

2. Morphological Level

Use of diminutive and expressive forms: *аздан соң* ("a little later"), *жай ғана* ("just quietly").

Frequent use of past tense verbs: *киген*, *көтерілді*, *тоқтады*, *қақты*, *амансың ба*, *келдім* – indicates retrospection and reconstructs past events.

Frequent use of particles (*ғана, та, де*) adds emotional nuance and softens intonation.

3. Syntactic Level

Simple sentences with circumstantial details: “*Үстіне погонсыз офицерлік су жаңа шинель киген сұңғақ бойлы адам қызыл кірпіштен салынған тұрғын үйдің басқышымен жоғары көтерілді*” (“A tall man wearing a brand-new officer’s overcoat without insignia climbed the steps of a red-brick house”) – conveys descriptive precision.

Inserted constructions: “*Келгелі бір жылдан асып бара жатқанын бүгін қалды*” (“He concealed the fact that more than a year had passed since his return”) – emphasizes the hero’s inner state.

Dialogues are composed of short, abrupt phrases, reflecting the natural flow of spoken language.

4. Phonetic Level

Sound imagery: *салқын ғана, салы суға кетін* – alliteration of *с* and *қ* sounds evokes a sense of coldness and heaviness.

Alternation of soft and hard consonants in names (*Ғалия, Хикмет, Абзал*) symbolizes contrasting fates and emotional tones.

5. Stylistic Level

Epithets: *салқын ғана, ауыр күрсініп, сұңғақ бойлы* – enhance the psychological portraits of the characters.

Metaphor: *салы суға кетін* (“his spirit sank like into water”) – expresses despair and hopelessness.

Psychological subtext: ellipses, pauses, and unspoken emotions – characteristic features of Zhunisov’s psychological prose.

6. Contextual and Aesthetic Level

The dialogue between Hikmet and Galiya is rich in subtext: what is left unsaid carries deeper meaning.

Nonverbal elements (gestures, glances, pauses) are as significant as words themselves.

Artistic function: to reveal the tragic psychological “*disability*” – moral and spiritual brokenness – of people living through wartime experiences.

Pedagogical Implications of Linguistic Analysis in Philological Education

The linguistic analysis of prose not only deepens students’ understanding of artistic language but also serves as an effective pedagogical tool for developing their analytical and critical thinking skills. In philological education, this approach integrates linguistic, literary, and cultural competencies, allowing learners to comprehend how language operates as a medium of artistic expression and a reflection of human experience.

Through systematic analysis of linguistic structures-lexical, morphological, syntactic, and stylistic-students learn to interpret texts not merely as sequences of words, but as coherent systems of meaning. Such an approach helps them identify how linguistic choices reflect the author’s worldview, emotional tone, and aesthetic principles. The process also fosters awareness of national identity and cultural values

embodied in literature, particularly relevant in the context of Kazakh prose, where language often intertwines with ethnocultural symbolism and moral ideals.

In multilingual classrooms, as is often the case in Kazakhstani universities, the pedagogical role of linguistic analysis becomes even more significant. It enables students with different language backgrounds to grasp literary meaning through objective linguistic categories, gradually building their competence in interpreting figurative and symbolic aspects of the text. This process bridges the gap between linguistic comprehension and cultural interpretation, supporting both linguistic proficiency and cultural literacy.

From a methodological standpoint, effective instruction should include diverse techniques such as:

- Individual and group analysis tasks that encourage peer discussion and comparison of interpretations;
- Textual annotation and linguistic mapping, which help visualize relationships between form and meaning;
- Interpretive and evaluative questions, stimulating reflection on characters' actions, emotional tone, and authorial intent;
- Creative responses such as essays, debates, and mini – projects, integrating linguistic observation with personal insight.

For example, when analyzing a fragment from S. Zhunisov's prose, students can identify expressive means-epithets, metaphors, or sound patterns – and discuss their impact on the reader's emotional response. This type of analytical activity encourages not only linguistic awareness but also empathy, aesthetic judgment, and ethical reflection. In this way, the linguistic analysis of prose contributes to both intellectual and personal development.

Furthermore, the integration of digital and interactive tools – such as electronic corpora, lexical databases, visualization platforms, and AI – assisted analysis – can make the process more engaging and research-oriented. These technologies promote independent inquiry, data interpretation, and the ability to present findings in various formats, aligning with modern standards of higher education and digital literacy.

Thus, the pedagogical value of linguistic analysis lies in its multidimensional character. It develops students' analytical, interpretive, communicative, and reflective skills – essential components of professional competence in philology and education. By learning to analyze language as an artistic system, students not only master the techniques of textual interpretation but also cultivate critical and creative thinking, which are indispensable for their future professional and social activities.

Results and Discussion. The conducted linguistic analysis of literary prose demonstrated that working with a text is not limited to identifying its thematic content – it also fosters students' ability to perceive the structure of a work more deeply, identify its linguistic features, and interpret the author's artistic techniques. The research established that the application of lexical, grammatical, stylistic, and contextual analysis elements contributes to the development of critical thinking, attentiveness, and independent judgment.

The results confirm that systematic linguistic analysis of prose enhances not only students' language competence but also their analytical activity. They learn to identify semantic relationships, interpret the author's position, and correlate various levels of the text (lexical, syntactic, figurative). Consequently, this process forms a set of comprehensive skills essential for future professional work in philology and teaching.

Thus, it can be concluded that linguistic analysis of literary texts is an effective method for developing students' analytical abilities. It promotes a holistic view of artistic prose, cultivates the ability to uncover the deeper layers of meaning in a work, and nurtures a culture of scientific reasoning.

In the course of the study conducted with students of pedagogical specializations, it was found that systematic application of linguistic analysis of literary prose contributes to the purposeful development of analytical skills.

The experimental results revealed the following:

1. Improvement of analytical thinking. Students learned to identify not only the plotlines but also the linguistic features of the text – the use of tropes, syntactic constructions, and the author's individual style.

2. Development of interpretive skills. Participants gained a deeper understanding of artistic meanings hidden behind linguistic form and learned to justify their own interpretations.

3. Formation of comparative-analytical skills. Students were able to compare different works, identify common and distinctive features, which indicates the development of a critical approach.

4. Increased motivation for independent analysis. Students showed growing interest in exploring texts at the linguistic level, and their engagement in classes and research projects increased.

5. Practical significance. The acquired skills proved useful not only in academic disciplines but also in the preparation of research papers, reports, and essays.

Therefore, the findings confirm the hypothesis that linguistic analysis of literary prose is an effective tool for developing analytical skills. It ensures the comprehensive growth of students' linguistic competence, critical thinking, and research culture.

The research on developing students' analytical skills through linguistic analysis of literary prose consisted of several stages. At the first stage, a preliminary assessment of students' analytical thinking was carried out to record their ability to work with texts, identify key semantic elements, and interpret individual linguistic phenomena. At the second stage, methods of lexical, morphological, syntactic, and stylistic analysis of literary texts were applied. At the final stage, a summative assessment was conducted to determine the effectiveness of the chosen approach.

The study's results demonstrated that systematic use of linguistic analysis positively influences the development of students' analytical skills. In particular, the following improvements were observed:

- Ability to identify linguistic features of the text – increased from 35% to 72%.
- Skills in interpreting artistic imagery – grew from 28% to 68%.

- Development of critical thinking and argumentation – rose from 40% to 75%.
- Motivation for independent text analysis – increased from 30% to 70%.

Table 1. Dynamics of the Development of Students' Analytical Skills

Indicators of analytical skills	Before the experiment (%)	After the experiment (%)
Identification of linguistic features	35	72
Interpretation of artistic images	28	68
Critical comprehension of the text	40	75
Independent analytical activity	30	70

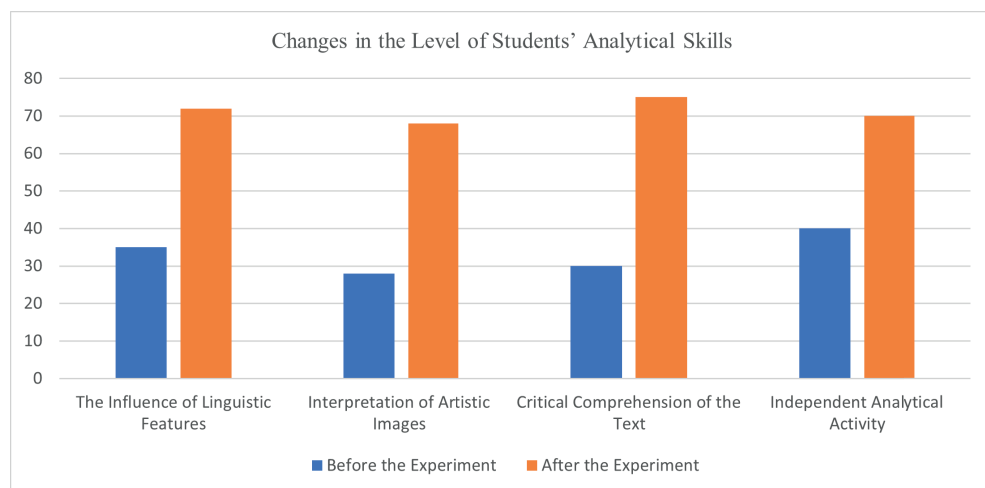


Figure 1 - Changes in the Level of Students' Analytical Skills

Thus, the obtained results confirm the effectiveness of using linguistic analysis of literary prose in the educational process. It not only develops students' analytical thinking but also contributes to the formation of research skills, deepens the understanding of literary texts, and enhances the level of language competence.

Conclusion. The conducted research has demonstrated that the linguistic analysis of literary prose is an effective pedagogical tool for developing students' analytical and interpretative skills. The study revealed that systematic engagement with literary texts at multiple linguistic levels – lexical, morphological, syntactic, and stylistic – enhances learners' ability to identify key semantic components, establish interlevel relationships, interpret the author's intentions, and critically evaluate the text. The findings confirmed a significant improvement in students' analytical thinking, independence in text interpretation, ability to justify personal viewpoints, and competence in comparing various linguistic phenomena. The visualization of results (through tables and charts) clearly illustrated the positive dynamics in the development of analytical competencies.

Thus, it can be concluded that the linguistic analysis of literary prose not only promotes an in-depth study of language and literature but also cultivates students' research culture, increases their motivation toward philological disciplines, and

prepares them for future professional and academic activities. Moreover, the study emphasizes that integrating linguistic analysis into the philological curriculum ensures a holistic educational approach. It bridges linguistic theory and literary interpretation, fostering interdisciplinary thinking, communicative competence, and reflective awareness. As a pedagogical strategy, linguistic analysis encourages intellectual curiosity, aesthetic perception, and ethical reflection – qualities essential for future educators, linguists, and researchers in the humanities.

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