# ANNOTATION

**Russian Language and Literature dissertation for the degree of Doctor of Philosophy (PhD) in the educational program "8D01704 – Russian language and literature" by Zhanalina Indira Maratzhanovna "Innovative programs and online resources in the formation of professional skills of lexical and semantic analysis of future teachers of Russian language and literature"**

**The relevance of this study** stems from the contradiction between the increasing role of lexical-semantic analysis in modern linguistics and in the professional training of future teachers of Russian language and literature, on the one hand, and the insufficient development of methods for developing relevant professional skills based on innovative programs and online resources, on the other.

**The object of this study** is the process of developing professional skills in lexical-semantic analysis in future teachers of Russian language and literature.

**The subject of this study** is the content, methods, techniques, and organizational and methodological conditions for developing professional skills in lexical-semantic analysis of literary and journalistic texts using innovative programs and online resources in the university training system for future teachers of Russian language and literature.

**The objective of the study** is to develop, theoretically substantiate, and experimentally test a model for developing professional skills in lexical-semantic analysis in future teachers of Russian language and literature using innovative programs and online resources. Research objectives:

1. To identify and theoretically substantiate the content of professional skills in lexical-semantic analysis to be developed in future teachers of Russian language and literature during their university training.
2. To characterize the scientific and methodological potential of innovative programs and online resources used in lexical-semantic analysis and determine the possibilities of their application in the professional training of future teachers of Russian language and literature.
3. To develop step-by-step algorithms for performing lexical-semantic analysis of literary and journalistic texts using innovative programs and online resources.
4. To develop and theoretically substantiate a model for developing professional skills in lexical-semantic analysis in future teachers of Russian language and literature using innovative programs and online resources.
5. To conduct pilot testing to verify the effectiveness of the developed model and, based on the results, prepare methodological recommendations for its implementation in the university's educational process.

**The study's hypothesis** is based on the assumption that the development of professional lexical-semantic analysis skills in future teachers of Russian language and literature will be more effective if a teaching model that combines traditional linguistic analysis techniques with innovative software and online resources is purposefully introduced into the educational process. Implementation of this model will contribute to a higher level of development in future teachers of Russian language and literature's ability to analyze word meanings in texts, identify semantic relationships, interpret contextual features of lexical usage, and effectively use digital tools in analytical work.The hypothesis was tested through experimental work using the developed model, a system of learning tasks, and criteria for assessing the development of professional lexical-semantic analysis skills.

**The study's material** consisted of lexical units and contexts of their use extracted from literary and journalistic texts, as well as materials from the National Corpus of the Russian Language.

**Research Methods**. The study utilized a combination of theoretical, empirical, and statistical methods. Theoretical methods include analysis, summarization, and systematization of relevant scientific literature; study of traditional methods of linguistic vocabulary analysis, including component analysis, semantic field analysis, conceptual analysis, and comparative analysis; and modeling of methodological approaches to using innovative software and online resources to develop lexical-semantic analysis skills. Empirical methods include linguistic analysis of lexical units using digital tools, a pedagogical experiment, questionnaires, observation, and case studies. Statistical methods included quantitative processing of the obtained data, frequency counting, collocation analysis, and statistical evaluation of the experimental results.Future teachers of Russian language and literature participated in the experimental work.

**The methodological basis of the study** is a combination of interconnected scientific approaches that define the overall logic of the research, the choice of its theoretical foundations, methods of analysis, and principles for constructing a model for developing professional skills in lexical-semantic analysis in future teachers of Russian language and literature using innovative programs and online resources.

The anthropocentric approach (W. von Humboldt; J. L. Weisgerber; B. L. Whorf; Yu. N. Karaulov; N. D. Arutyunova) defines the understanding of meaning as a dynamic, culturally and discursively determined semantic structure and methodologically substantiates the interpretation of LSA as an analytical activity focused on the reasoned interpretation of linguistic data, rather than the reproduction of dictionary definitions. The cognitive approach (E. S. Kubryakova; G. Lakoff, M. Johnson; Ch. Fillmore; R. Langacker; D. Divjak) conceptualizes lexical meaning as a form of knowledge representation and a mechanism for categorizing experience and allows for the

operationalization of lexical semantic analysis (LSA) through the identification of frames, prototypes, metaphorical models, and semantic oppositions, which correlates with the development of students' skills in formulating and verifying semantic hypotheses.

The structural-semasiological approach and the theory of the lexical system (J. Trier; Yu. D. Apresyan; J. Lyons; M. L. Murphy) ensure a rigorous and systematic description of lexical meaning, allowing for the substantiation of a set of LSA parameters (component structure, polysemy, synonymy/antonymy, compatibility, stylistic distribution) as the substantive core of the developing professional analytical competence. The linguacultural and ethnolinguistic approach (N. I. Tolstoy, A. A. Zaliznyak, I. B. Levontina, A. D. Shmelev, Zh. Mankeeva, E. Zhanpeisov, G. S. Sagintayeva, T. D. Dzhanybekova) defines the methodology for analyzing culturally marked vocabulary and "cultural keywords" and ensures the scientifically correct inclusion of a comparative-cultural component in LSA in the context of the multilingual educational space of the Republic of Kazakhstan.

The corpus-oriented and digital approach (corpus linguistics, Digital Humanities) (A. K. Mynbayeva and Z. M. Sadvakasova, S. B. Begaliyeva, and others) is associated with the use of the National Corpus of the Russian Language, Sketch Engine, AntConc, WordSmith Tools, and other digital resources. This approach provides an empirical basis for research, enables the verification of semantic observations using real language material, and allows lexical-semantic analysis to be viewed as a reproducible analytical procedure. From a pedagogical perspective, it aligns with competency-based and system-activity approaches and serves as the basis for designing a teaching model focused on developing the professional skills of future teachers of Russian language and literature.

**The scientific novelty of this** study lies in the following:

1. For the first time in the professional training system for future teachers of Russian language and literature in the Republic of Kazakhstan, a model for developing professional skills in lexical-semantic analysis based on the use of innovative programs and online resources has been developed and experimentally tested. The developed model correlates the main stages of lexical-semantic analysis with specific methods of working in a digital environment and ensures their inclusion in the educational process within a holistic methodological system.

2. A set of practical assignments and case studies has been developed aimed at developing the skills of future teachers of Russian language and literature to perform lexical-semantic analysis of literary and journalistic texts using digital tools, compare vocabulary data with corpus material, and substantiate the results of the analysis based on linguistic facts. 3. The effectiveness of innovative programs and online resources in developing professional skills in lexical-semantic analysis has been experimentally

confirmed. This results in increased accuracy, depth, and evidence-based interpretation of lexical units, as well as in the development of skills in working with corpus, lexicographic, and analytical digital resources.

**The theoretical significance of the study** lies in clarifying the scientific and methodological foundations for developing professional skills in lexical-semantic analysis in future teachers of Russian language and literature in the context of the digitalization of philological education; in expanding understanding of the didactic potential of innovative programs and online resources in teaching linguistic disciplines; and in developing lexical-semantic analysis methods by i The practical significance of the study lies in the potential for its results to be used in the professional training of future teachers of Russian language and literature in the context of the digitalization of philological education.

1. The algorithms and practical cases of lexical-semantic analysis developed in the study can be directly integrated into the educational process when studying the disciplines "Lexicology of Modern Russian" and "Linguistic Text Analysis," as well as through practical classes, independent work, and students' research activities.
2. The proposed model for developing professional skills in lexical-semantic analysis based on the use of innovative programs and online resources can serve as a methodological basis for the development of elective courses, training modules, and programs aimed at developing analytical, research, and digital skills in future teachers of Russian language and literature.
3. The methodological recommendations prepared based on the results of the experimental work can be used to improve the content and teaching methods of linguistic disciplines at the university, as well as to enhance the effectiveness of teaching lexical-semantic analysis in a digital educational environment.
4. The research materials can be used in the professional development of teachers of Russian language and literature, in the development of teaching aids and digital educational resources focused on mastering modern methods of text and vocabulary analysis.ncorporating the capabilities of corpus linguistics and digital text processing.

**Thesis to be defended:**

1. Developing professional skills in lexical-semantic analysis in future teachers of Russian language and literature should be based on a systematic consideration of the linguistic parameters of word meaning, including semantic connections, contextual usage patterns, collocations, and the functional and stylistic characteristics of lexical units.
2. Using innovative programs and online resources in teaching lexical-semantic analysis expands the possibilities of working with linguistic material and facilitates a more accurate, evidence-based, and visual analysis of the semantic features of vocabulary.

3. Developed step-by-step algorithms and practical cases for performing lexical-semantic analysis of literary and journalistic texts contribute to the development of future teachers of Russian language and literature's ability to analyze word meaning based on a comparison of dictionary, contextual, and corpus data. 4. A model for developing professional skills in lexical-semantic analysis in future teachers of Russian language and literature.

5. The effectiveness of the developed model is confirmed by the results of experimental work, which demonstrated an increase in the level of development of professional skills in lexical-semantic analysis in future teachers of Russian language and literature compared to traditional teaching.

**Validation of the work.** The main provisions, theoretical conclusions, and practical results of the dissertation research have been comprehensively tested in research, teaching, and educational activities. The results of the study were discussed at meetings of the Department of Russian Language and Literature of the Philological Faculty of Al-Farabi Kazakh National University, as well as at scientific and methodological seminars and conferences devoted to the problems of philological education, the digitalization of education, and the development of professional and analytical competencies of future teachers of philology.

Twelve scientific papers have been published on the topic of the dissertation research, including: 1 article in an international peer-reviewed journal indexed in the Scopus (Q2) database; 2 articles in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Education and Science of the Republic of Kazakhstan; 9 publications in the proceedings of international scientific and practical conferences.