FROM AN ESSAY TO A RESEARCH PAPER: TECHNOLOGIES OF STEP-BY-STEP DEVELOPMENT OF ACADEMIC WRITING AMONG HIGH SCHOOL STUDENTS

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Annotation. This article examines the problem of secondary school students' transition from writing an essay to writing a research paper in English. A four-stage system based on a process-genre approach and the use of assistive technologies is proposed. Digital tools (Google Docs, Slick Write, ChatGPT, corpus technologies) that effectively develop academic writing skills are described.

Keywords: academic writing, essay, research paper, process-genre approach, scaffolding, digital technologies.

1. Theoretical foundations of teaching academic writing

Academic writing is the ability to create logical and grounded texts that correspond to stylistic and genre conventions. It includes the ability to generalize, paraphrase, and use sources [1].

There are three main approaches to teaching writing in language teaching:

- Product approach: creating text based on a sample.
- Process approach: Highlights the stages of the writing process: planning, drafting and editing.
- Genre approach: introduces students to the characteristics of various genres (essays, reports, scientific articles).

The process-genre approach has been recognized as the most effective, according to research, for developing secondary school students' knowledge of genres and receiving feedback at all stages of writing [2]. Scaffolding (temporary student support) plays a crucial role, and its reduction occurs gradually as independence increases [3].

Tyrtova advocates the introduction of English for Academic Purposes (EAP) courses in secondary schools to help students not only write papers, but also complete academic assignments [4].

2. The use of digital technologies in the development of academic writing

Recent studies have confirmed the effectiveness of the integration of digital tools:

- Collaboration platforms (such as Google Docs and Padlet) facilitate collaborative reviewing and editing [5].
- Automatic error correction tools (such as Slick Write and Grammarly) help to identify stylistic and grammatical errors. However, these tools should be used as a complement to teacher feedback, not as a substitute[4].

— Artificial Intelligence (ChatGPT) can function as a "writing mentor" by providing personalized feedback. A case study has shown that AI-based editing effectively improves interactive text resources, but requires human involvement [5].

— Corpus technologies (COCA) make it possible to analyze authentic academic texts and identify linguistic patterns.

3. The system from essay to research paper

A four-stage model designed for grades 10-11 is proposed.

Stage 1. Mastering the structure of the essay and argumentation (10th grade, I–II quarters)

Students master the structure of the essay and the strategy of "Claim-Reason — Evidence". Google Docs and Padlet are used for mutual evaluation.

Stage 2. Preparation of a research proposal and literature review (10th grade, III–IV quarters)

The elements of the study are considered: formulation of the question, search for sources, paraphrasing and generalization. It is recommended to use the bibliographic data management software (Zotero) and Slick Write for stylistic editing.

Stage 3. Writing an abstract review and a review (11th grade, I quarter)

Developing analytical writing skills by analyzing the work of classmates. A structured feedback system based on a 13-point scale is used [6].

Stage 4. Final project — educational research (11th grade, II–IV quarters)

Students complete a mini-research project (introduction, literature review, methodology, results, conclusion). ChatGPT is used to facilitate brainstorming and editing, while ensuring strict academic integrity.

4. Conclusion

The proposed four-stage system ensures a smooth transition from essay writing to research work, combining a process-genre approach, pedagogical support and digital technologies. Its effective implementation depends on the training of teachers, a differentiated approach adapted to the needs of students, and the ethical use of artificial intelligence. Future research directions include developing criteria for assessing academic literacy and adapting the model to different types of educational institutions.

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