ТЕОРИЯ И МЕТОДИКА ОБУЧЕНИЯ И ВОСПИТАНИЯ (ПО ОБЛАСТЯМ И УРОВНЯМ ОБРАЗОВАНИЯ)/THEORY AND METHODS OF TEACHING AND UPBRINGING (BY AREAS AND LEVELS OF EDUCATION)

A COMPLEX SYNTACTIC WHOLE IN THE TEXT OF AN INFORMATION MESSAGE FOR SCHOOLCHILDREN

Research article

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Abstract

This article examines the grammatical construction of thoughts. The researcher seeks to address this problem by achieving the research goal of characterizing schoolchildren's ability to construct syntactic units that extend beyond the boundaries of a single sentence. This goal is considered achievable if the researcher defines the criteria for a complex syntactic whole.

The article describes the criteria for a complex syntactic whole, including microtheme, nominative case form, and sentence-connecting devices. The text unit under study is defined. The scope of these constructions is also provided. Their dynamic development in schoolchildren's written speech is illustrated. Conclusions are drawn for improving methodological work in terms of text processing.

Keywords: criteria for a complex syntactic whole, word form, sentence-connecting devices, microtheme, scope.

СЛОЖНОЕ СИНТАКСИЧЕСКОЕ ЦЕЛОЕ В ТЕКСТЕ ИНФОРМАЦИОННОГО СООБЩЕНИЯ ШКОЛЬНИКОВ

Научная статья

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Аннотация

Настоящая статья посвящается проблеме изучения грамматического оформления мыслей. Решение этой проблемы намечается исследователем через достижение цели исследования, заключающейся в характеристике возможностей школьников по конструированию синтаксических единиц, выходящих за границы отдельного предложения. Такая цель считается выполнимой, если исследователь определяет критерии сложного синтаксического целого.

В статье описываются критерии сложного синтаксического целого: микротема, форма именительного падежа, средства связи предложений. Определяется исследуемая единица текста. Помимо этого приводится объем этих конструкций. Иллюстрируется их динамическое становление в письменной речи школьников. Делается вывод о совершенствовании методической работы в плане работы над текстом.

Ключевые слова: критерии сложного синтаксического целого, форма слова, средства связи предложений, микротема, объем.

Introduction

The relevance of this study is determined by the role of citizens' communication skills in a post-industrial, information society. One of the priority areas is developing skills that support speech activity.

In the context of modern general education, the construction of informational messages plays a significant role. This activity, like any other, has motivational-goal, implementation, and control components, which are characterized by interpretive characteristics in specific teachings. For example, S.V. Yurtaev in the article "Speech Mechanisms in Schoolchildren" writes that schoolchildren are able to independently select topics for statements and organize their messages in a specific sequence. They can formulate their thoughts grammatically. In doing so, they utilize syntactic knowledge, which, according to program materials, is limited to knowledge of an individual sentence [1].

At the same time, sciences that study the grammatical construction of human thoughts extend beyond the boundaries of an individual sentence. The theory of such a syntactic construction as a complex syntactic whole is expanding and deepening. Specifically, the list of categories characterizing this construction is expanding. This list includes categories of the internal and external planes of a complex syntactic whole (hereinafter, CSHW).

According to S.V. Yurtaev, as outlined in his article "Criteria of Text Articulation," the above-mentioned groups of criteria are found in linguistic and linguistic-methodological literature. The group of linguistic criteria of the internal plane of a CSHW includes rhematic dominant, logical unity, and unity of semantic content. The linguistic-methodological criteria include the closed nature of the content of a group of sentences, their abstract meaning, microtheme, and sense. The group of linguistic criteria of the external plan of the SSC includes the following categories: lexical, grammatical bonds, "hard beginning", "soft beginning", nominative theme. The group of linguomethodological ones — compound conjunctions, complex subordinate conjunctions, word order in sentences, paragraph [2].

The incorporation of criteria into the SSC leads to their integration in views on defining the SSC. Linguistic and linguomethodological perspectives are converging. However, the differentiation of SSC planes remains.

Despite the integrative nature of SSC criteria, the problem of studying the processes of SSC development in the speech of an adult, such as a schoolchild, remains relevant. The solution to this problem is predetermined by the need to answer the following questions: What criteria allow us to detect SSC in schoolchildren's speech? If such criteria exist, when can they be considered stable? What is the SSC of schoolchildren? What is the dynamics of this construction's development?

The goal of the study was to identify the syntactic capabilities of schoolchildren in the process of grammatical formulation of thoughts they develop beyond individual sentences. This goal is achievable through tasks related to capturing characteristics manifested in synchronic and diachronic aspects, as well as tasks focused on taking into account textual factors.

Research methods and principles
The study analyzed written work by schoolchildren in grades five through nine. These works were completed annually on the same topic and involved recounting real-life incidents. These works became the texts of informational messages. Thus, the texts of informational messages were analyzed.

Syntactic constructions larger than a single sentence, i.e., syntactic structures (SSCs), were isolated from the texts of informational messages. Identifying the SSCs required relying on the following research principles:

1. Consideration of the scientific tradition established in linguistic and linguomethodological text theory. The researcher was required to address the internal and external aspects of the SSC.

2. Application of dynamic research methodology. According to this research, similar facts are compared, each subsequent with the previous one. Transient phenomena are noted, and their quantitative and qualitative characteristics are observed [3].

3. Consideration of syntactic constructions broader than a sentence, as a result of imparting integrity, coherence, and articulation to the utterance. In light of the operation of this research principle, the present study should be considered a continuation of the research described in the articles "Text Integrity as a Factor in Schoolchildren's Information Messages" [4], "Text Coherence as a Factor in Schoolchildren's Information Messages" [5], and "Paragraph Reading of Texts by Schoolchildren" [6].

4. The principle of factorial determination of the text message. Directs the researcher to identify categories that allow the identification of syntactic constructions as SSCs. Orients the researcher to establishing a cause-and-effect relationship.

Results and discussion
A complex syntactic whole is a sequence of sentences containing nominative case forms expressing a common subject of speech, various subjects of speech, or a common and various subjects of speech. Such sentences are linked by lexical, grammatical, or semantic means. They develop a single microtheme.

On average, each fifth-grade student's informational text contains four complex syntactic constructs. The maximum number can reach five, and the minimum is two. The changes in the length of these constructions by grade level are as follows:
- 6th grade — 3.7;
- 7th grade — 6;
- 8th grade — 6.6;
- 9th grade — 7.2.

The length of complex syntactic constructs increases from four to eight constructions. An unstable progressive trend is at work here. Its intensity increases especially in the seventh grade. Thereafter, it develops steadily.

In modern text linguistics and linguistic methodology, the SSC is a recognized syntactic unit. When defining this unit, internal and external criteria are taken into account, with preference given to some of them.

L.A. Gaponenko asserts that the SSC is a group of utterances devoted to a single micro-theme. These utterances are united around a single semantic center, semantically and syntactically interconnected. They interact both contactfully and remotely, ensuring the integrity of the text [7].

According to E.S. Gaylomazova, the SSC has three textual indicators. These include intonation, word order, and externally expressed means. The most significant such means is the coordinating conjunction [8].

Separating the presence of the categories mentioned above, L.M. Giniyatullina notes that the SSC has a thematic introduction. The thematic introduction develops medially. The developing micro-theme has a conclusion. Furthermore, the researcher demonstrates the existence of a larger number of means of unity among the components of the SSC. She includes intonation, individual words, and word forms among these means [9].

I.S. Papusha, having studied the SSC for many years, identifies linguistic signs that denote linguistic meanings, means, micro-ideas, and artistic images. Such signs convey meaningful information. They can be carriers of such a textual category as prospection [10].

Identifying the SSC from schoolchildren's informational messages required considering several criteria and refining the definitions of some of them. The reference points in this study were the nominative case forms, micro-themes, and lexical and grammatical means of connecting sentences.

The nominative case form, like any other word form, belongs to a group or class of word forms for which an invariant can be derived. This invariant is an abstract entity reflecting the commonality that characterizes this group or class. It receives its form as a result of the grammatical pressure of a higher unit on a lower one. It acts either as one of two sentence organizers or as a disseminator.

Variant manifestation, combination with other forms, and syntactic role determine the speech affiliation of a word form.

A micro-theme is a single thought, further indivisible across several sentences, or a sub-theme, indivisible into smaller sub-themes. The first part of this definition is appropriate for sentences in which the nominative case designates different subjects of speech, while the second is appropriate for sentences in which the nominative case designates the same subject of speech.

Sentence linking devices are a type of syntactic device that serves as indicators of relationships between sentences and performs the function of substituting word forms and connecting sentences according to meaning.

Where a nominative case form appears, denoting a new subject of speech compared to the previous one, where the development of a different micro-theme begins, or where a nominative case form designates a repeated subject of speech, but where the development of a new micro-theme begins, is the boundary of the SSC.

Conclusion

The semantic unit is present in informational texts. This text unit is subject to isolation. The criteria for its isolation are transient. However, this text unit is not formed consistently enough. Furthermore, difficulties are observed among schoolchildren in the process of constructing this unit.

Schoolchildren often fail to notice the semantic completion of information. Retaining information about several subjects in memory leads to disruptions in the sequence of events. The narrative about one subject is often interrupted by the expression of thoughts about another. However, even a small part of the narrative about one subject can be interspersed with the narrative about another.

Schoolchildren use sentence-linking devices, establishing connections between them. However, they are partially conscious of their actions.

Scientific data suggest that the pedagogical process requires solutions to facilitate the grammatical design of the thoughts expressed by schoolchildren. One such solution may be the use of a binary technique by the teacher, based on the principles and methods of teaching elements of text theory, which are correlated with each other.

Конфликт интересов	**Conflict of Interest**
Не указан.	None declared.
Рецензия	**Review**
Все статьи проходят рецензирование. Но рецензент или автор статьи предпочли не публиковать рецензию к этой статье в открытом доступе. Рецензия может быть предоставлена компетентным органам по запросу.	All articles are peer-reviewed. But the reviewer or the author of the article chose not to publish a review of this article in the public domain. The review can be provided to the competent authorities upon request.

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