

Text Factors of Schoolchildren Information

Sergey V. Yurtaev

State Humanitarian and Technological University, Orekhovo-Zuyevo

Moscow, Russia

yurtaev1961@mail.ru

Abstract—The relevance of the study described in the article is determined by the need to improve speech interaction between people, the value of the text in this interaction as the basic unit of an informational message, the influence of the quality of an informational message on the understanding of its content. The purpose of the study is to characterize the factors of the information message generated by schoolchildren. To achieve this goal, the following research methods are involved: the study of written student work, linguistic analysis, modeling the processes of giving a message text features and the formation of the concept of “text” in school. The article discusses the reasons for the imparting textual signs to an informational message of schoolchildren. Such reasons include the vesting of an informational message with its content, ensuring the integrity, coherence of the content of an informational message, and the implementation of the separability of this content. The results of the study will provide methodological assistance in improving the means of speech interaction of schoolchildren, and thus will contribute to more effective socialization.

Keywords—message, textual signs, informative, integrity, coherence, articulation

I. INTRODUCTION

The term "factors" refers to interdisciplinary. The phenomenon denoted by such term may occur in various spheres of society. One of these areas is education, based primarily on the pedagogical process, consisting of the interaction of the subjects of its implementation.

In the pedagogical aspect, the factors are interpreted as the reason predetermining the course, the results of training. They affect the change in learning, are product forming, have their own structure.

According to I.P. Podlasomu, the basis of the factors is the product-genic causes, elementary, further non-segmental components with variability, varying degrees of manifestation in the pedagogical process. These factors are combined with other factors to form a common factor. Further consolidation creates complex factors. At the top of the hierarchy are general factors, including all the product-specific causes of a particular group [14, p. 333-359].

V.A. Slastenin characterizes the factors of socialization and personality formation.

In his opinion, the factors of socialization create conditions that force people to have a certain behavior in life circumstances. Life circumstances can be very diverse [16, p. 121-126].

In the role of a factor of development, I.B. Kotova, E.N. Shiyanov see the content of education. In its qualitative aspect, this factor appears as a set of systematized knowledge, skills and abilities, attitudes and beliefs, as a level of development of cognitive forces and practical training, achieved as a result of educational and pedagogical work. It has a focus on the development of natural, social, cultural beginnings of the personality of students [13, p. 147-167].

The factors of success in teaching pedagogical technologies are considered by M.M. Levin It establishes the dependence of the results of mastering these technologies by assimilating their structural components by students. Following V.D. Shadrikov, the author identifies the following components: motives, goals of the activity, its program, informational basis, decision-making, and a subsystem of activity-important personality traits. The effectiveness of the implementation of these components, according to MM Levina, in turn, is conditioned by the intellectual and professional abilities of the teacher, his skill, control over actions, use of visual aids, and preference of learning technology. In addition, the system of pedagogical activity will be successful in case of successful installation of logical blocks of information, the inclusion of heuristic procedures, task problems [10, p. 243-249].

Consequently, from the general pedagogical point of view, the success of training is ensured by the reasons lying outside the student and internal reasons.

In linguistic interpretation, factors can be correlated with:

- content of educational systems;
- planning, design, organization of the educational process for teaching materials chosen by the teacher, with control over the activities carried out;
- mastering the concepts of the language system, the acquisition of spelling skills, speech development;
- language and speech potential of students by the time they finish a certain level of education.

The influence of linguistic and methodological factors affects the success of speech activity. Such activities are assessed in terms of training, taking into account the requirements of the curriculum. These requirements consist in that pupils seize speech skills, culture of speech, speech etiquette. Compliance with the program requirements in the end result should lead to ensuring effective communication, to the conviction in a word, to the demand for speech work.

II LITERATURE REVIEW

The conditions of influence on the learning of speech are described by many authors, beginning in the second half of the nineteenth century. However, their qualitative and quantitative characteristics are most represented in the works of M.R. Lvov. In particular, M.R. Lvov describes the factors of human speech development in ontogenesis and phylogenesis. These factors are revealed by tracing the natural process of speech development.

Mr Lviv refers to the emotional expression in the form of a stew. He emphasizes the role of contact of an adult with a baby, characterizes the influence of babbling on the assimilation of the means of speech, the importance of the need for verbal expression, imitation of the speech of people around them. In addition, he talks about the constant practice of speech, focuses the reader's attention on the theory of language.

Disclosure of the content of the driving forces of the object under study allows the scientist to identify the following factors: a factor of positive emotions, the needs for emotional contact with a loved one, the physiological development of speech organs, the need for communication, the needs and abilities for the nomination and generalization, the speech environment, speech activity, the study of language theory [12, p. 186-199].

In the preschool period of speech development, children master mostly oral speech. Under the conditions of learning, the assimilation of its written variety prevails. At this time, the ability to transmit information over a distance is acquired, keeping the information reported in the speech work.

III METHODS

In the linguistic method of science, the problem of the causes that predetermine the creation of the text of an informational message was not specifically studied. In other branches of science, the problem is not properly investigated. For the most part, researchers have developed, for example, concentrated information resources for individual areas of the economy [6], information flow control algorithms that allow the security of messaging [7], methods for detecting mental messages [5]. In addition, the influence of the informational message on people's behavior was studied [2].

We believe that text factors have a significant impact on the development of students, their speech messages. In the scientific literature there is no generally accepted, limited list of text signs attached to the informational message. Some authors have it more detailed, others less. The most detailed description of the proposed I.R. Halperin. Halperin I.R. distinguishes information content, articulation, integration, retrospection and prospection, modality, completeness [3, p. 25-112]. Leontiev A.A. characterizes the integrity of the text. The essence of this feature is the hierarchical organization of the plans (programs) of the speech statement. It should be distinguished from the completeness of the text: completeness is a prerequisite for wholeness, but it does not exhaust it. Unlike connectivity, integrity can be greater or smaller [11, p. 64].

According to V. Kukharenko, the obligatory textual signs are human orientation, place and time of events. Conceptualism is recognized as obligatory. "Whatever the nature of the linearly developing content-factual information is, the author always subordinates her expression to the main idea of the work, for the realization of which it exists" [9, 75].

When expressing their own understanding of the text, many researchers call its main, most important features. For example, Kolshansky G.V. proceeds from the fact that the text should have two statements and more, and ensure mutual understanding. In this regard, the text has a formal and meaningful marker. On this basis, the author speaks about structural and semantic features, among which highlights a unit of information and "frame". "All other features of the text," the researcher concludes, "although important for the characterization of the text itself, must be arbitrary" [8, p. 117].

Sergeeva V.I. believes that the leading signs include integrity, integrativeness, completeness, which have a semantic, meaningful nature [15, p. 62]. In the methodology of

teaching the Russian language, along with other branches of science, preference is given to several text features, the list of which remains largely unchanged. Akishina A.A. considers integrity and connectivity [1, p. 42]. Ippolitova N.A. writes that integrity is manifested in the unity of the topic. Its development is carried out by changing the predication. Means of expressing wholeness are the repeatability of keywords, the identity of reference (the correlation of these words with the same subject matter), situational connections, person, tense, conjugation of the verb. Ippolitova N.A. compares connectivity with the sequence, with the correlation of sentences [4, p. 18-19].

In our opinion, the main text features will be information, integrity, coherence of the text. The information content of the text has a substantive and semantic content. The development of the semantic content is preceded by the formation of "semantic milestones", the definition of microthemes. Microtheme representation can be judged by the headings of the plan. Of course, for some schoolchildren the number of external manifestations of semantic content will be significant, for others – less voluminous.

The number of micro-topics disclosed by schoolchildren significantly exceeds their number, which is realized by them. The older the students, the more obvious the growth of awareness of micro-dark division of content.

In the process of implementing a speech plan, students try to determine about what they will write, try to outline a sequence of expression of thoughts. They strive for more and more information. They have abilities that they are not fully aware of. At the same time, as they grow older, they can exaggerate their speech potential.

The number of microthemes conveys the amount of information that indicates the logic of the expression of thoughts. Their average number can serve as a guideline for the assessment of semantic content. The subject content is made up of the denotations of linguistic expression (what the author tells, writes), the semantic units of objectivity (the names of the groups of names of the denotation).

The position of the subject in the sentence is associated with the identification of objects of reality. The subject is indicated mainly by the nominative case (N.C). Thus, the substantive content can express these forms.

As students grow older, essays with five to seven subjects of speech disappear. If in the seventh grade there are essays with fourteen or eighteen subjects of speech, then in the eighth, in the ninth grade – with nineteen – twenty-eight. In fact, the proportion of such works is insignificant.

The names of student speech objects can be grouped and given the name of each group. This generic name will reflect the general essential features of all the objects of speech included in a particular group. In this case, it acts as a concept. Its conceptual character makes it possible to interpret the name of a group of objects of speech as a semantic unit of objectivity, as a meaning of a form, and so on.

Here are the semantic units of objectivity: "subject (s) of action", "object belonging to man", "object of the animal world", "object of the world of plants", "object of inanimate

nature", "process", "phenomenon of nature", "state of man ", "Something vague". Semantic units of objectivity have paradigms of specific names of objects of speech. For example, subjects of action are I, boys, mom, dad, we, me and brother, everything, no one, my sister and brother, we are a man, a doctor, etc.

Some values are reproduced by students several times; others – only in one predicative unit. Consequently, their share in the subject content of works is not the same.

Among all values, we observe the prevailing values. The thought of the students reveals, above all, the meaning of the "subject (s) of action". Such disclosure, with some exceptions, affects more than half of all subjects of speech. Other meanings of the thought of the students spread not to that extent. This is the first idea. Second, among other meanings, students more often refer to the meaning of the "object of the animal world". Third, the proportion of values other than those mentioned above rarely exceeds ten percent. Fourth, schoolchildren are least likely to use the meaning of "an object belonging to a person".

The listed facts give grounds for some judgments. In the writings of the narrative type, students talk about themselves, their friends, relatives, and other people. Their monologues are about animals. They rarely recall objects of inanimate nature, natural phenomena, flora. Sometimes they call feelings, very rarely describe a person.

The share of form values, etc. shows the degree of informativeness of the content, completeness of compliance with the type of speech specified by the teacher. The integrity of the text serves as an indicator closely related to the disclosure of the topic with the distribution of the subject content in the text space. In the process of grammatical design of the substantive content of works, some forms of N.C. occupy contact-distant positions, others - contact positions, third - distant positions.

Contact-distant positions of the forms of N.C. are their locations in interrelated predicative units, following each other and at a distance from each other.

Distant contact design of speech objects is predominant. It is carried out throughout the text and in its individual places. Its strike depends on the vastness of the positional field of the N.C. forms. This is how the central and additional speech objects are made.

Contact position forms of N.C. are their places in the predicative units, following each other, in the predicative unit of a complex sentence, in a simple sentence. Their contact design proceeds in separate places of the text. In the group of predicative units, mostly accompanying objects of speech are formed; in the predicative unit of a complex sentence, in a simple sentence - single objects of speech.

Distant positions of N.C. forms are their locations in predicative units that are at a distance from each other. This design is the rarest. It is located mainly in two different places of the text. They are distantly made out of mostly related objects of speech.

N.C. forms with contact-distant and contact, distant-contact and distant positions have common signs of contact or distant location: N.C. forms are located in a group of predicative units or in a predicative unit. Moreover, the group of predicative units or predicative unit is limited to punctuation signs of semantic end.

- left and right: Now the mother could hug her child. She pressed his face to his chest. (Grade 7, Alesha P.); This story happened to me at the age of five. (Grade 5, Dima Z.);

- left: The next day, my grandfather called me to the Maritime Museum. I could not even imagine ... (Grade 7, Katya K.); I came out because ... (8th grade, Lena T.);

- right: ... my grandmother and I went to the village. My grandmother's sister lived there. (6th grade, Sergey Ch.); ... and Uncle Seryozha and Dad began to pump up the boat. (Grade 9, Alesha P.)

The coherence of the text provides a meaningful mutual correlation of sentences, supported by the means of their connection.

The relationship between the proposals is carried out by distributing N.C. forms with:

- common semantics: it turns out that Musya jumped out of the balcony and did not break. She first went on the ropes, and then jumped off and landed successfully. (Grade 6, Sveta L.);

- different semantics: It lasted five to six minutes. Then there was a flash, and everything disappeared. Only not yet fallen asterisks reached the ground. (Grade 7, Natasha V.);

- a common and different semantics: I began to walk on water and suddenly began to sink, then I did not know how to swim. I started calling for help because I was scared. I was saved by an older sister, Oksana. (Grade 5, Dima Z.)

There is no single, generally accepted classification of communications. They are classified in the linguistic literature in a variety of ways. Although there is no uniform classification of means of communication of sentences, nevertheless, many of them have lexical and grammatical indicators. We illustrate the presence of these indicators in student essays.

1. Communication is carried out using lexical repetition: one morning we descended from Mashuk mountain. This mountain was covered by a powerful forest ... (5th grade, Natasha V.); ... but passing through the plot, we heard some strange and distant sounds. These sounds were pronounced closer and closer ... (Grade 9, Katya M.).

2. Communication is made with the pronoun: ... but it was not so easy to lay restless fluffy lumps. They jumped out and ran from under our hands ... (8th grade, Katya K.).

3. Communication is carried out using adverbs: ... we children swam, while adults talked. So the whole day passed ... (8th grade, Lena G.).

4. Communication is carried out with the help of the union: ... we got to work, and I was even afraid to go past that place. But then everything settled down.... (Grade 9, Lena G.)

5. Communication is carried out with the help of the single-root word: ... when I caught the third fish, Dad called me and my brother for dinner. After lunch, we sat down and continued fishing ... (6th grade, Sergey Ch.).

6. Communication is carried out using a contextual synonym: ... after we had lunch, I decided to go to the beach, go swimming. Freshen up in the water was not against and my brother ... (Grade 9, Sergei Ch.).

7. Communication is carried out with the help of the introductory word: ... first, the forest was a salvation for us on hot days. Secondly, the wild berries are much juicier and tastier than the garden ones (grade 9, Katya M.).

Among the means of communication offers used by students, we can identify prevailing. Most often in the works of schoolchildren, the same form of N.C. is met one or several times, or it is replaced by a pronoun, a contextual synonym. Named substitutions can be combined with each other. For example, the use of a common noun is replaced by the use of a pronoun, a proper noun.

Distribution of N.C. forms with common, different, with common and different semantics, supported by lexical, grammatical means of communication of sentences, leads to the formation of parallel, chain, semantic, mixed links. The establishment of links between proposals, their absence predetermines the development of a microtheme. This is firstly. Secondly, these processes are aimed at generating complex syntactic whole, separate sentences.

Let us trace the manifestation of informativeness, integrity, coherence in student writing. Let us take for this job a schoolgirl who finished primary school. The writing of a case from the life of Natasha V. Subjects of speech: we, me, forest, nature, air, fatigue. The value is dominated by "subjects of action" (we, I - 76.4%). In the second place are the "objects of the plant world" (forest, nature - 11.8%). This is followed by the meanings of "the phenomenon of nature" (air - 5.9%), "feelings" (fatigue - 5.9%).

The objects of speech have a different quantitative expression and location in the order of simple sentences. It looks like this. We (9): 1, 2, 5, 6, 10, 11, 13, 17, 18. I (4): 12, 14, 15, 19. Forest: 3. Nature: 7. Air: 8. Fatigue: sixteen.

In addition to simple two-part sentences, the girl built two impersonal sentences. These proposals ranked fourth and ninth, respectively.

We give groups of sentences, taking into account the general meaning of the N.C. form.

1) In June, we rested in Pyatigorsk. One morning, we descended Mashuk Mountain ... We did not descend the path, but went straight on the road...

We were tired, sat down on a small stone. And suddenly we heard a noise...

We went down and saw the source of radon waters...

Then we walked around the city for a long time, ate ice cream, drank juice. In the evening we returned to the sanatorium.

2) ...I thought there was a road...

... I took off my sneakers and ran to the source. As soon as I drank the radon water...

... I will not forget this case.

3) ...This mountain was covered by a mighty forest...

4) ...Nature is very good there...

5) ... fresh air...

6) ... that fatigue is gone...

Now let us write out the groups of sentences as they were built by the schoolgirl, highlighting these groups in paragraphs.

... In June, we rested in Pyatigorsk. One morning we were descending from Mashuk mountain. This mountain was covered with a mighty forest. It was very beautiful in the forest, and we did not go down the path, but went straight on the road.

The nature there is very good, there is fresh air, it is very beautiful.

We were tired, sat down on a small stone. And suddenly we heard a noise. I thought there was a road.

We descended and saw the source of radon waters.

I took off my sneakers and ran to the source. As soon as I drank radon water, the fatigue disappeared.

Then we walked around the city for a long time, ate ice cream, drank juice. In the evening we returned to the sanatorium.

I will not forget this case...

Giving the statement information, integrity, coherence, these factors ensure the creation of the text with its inherent features, structural elements.

IV FINDINGS

According to the federal state educational standard, the Russian elementary school, along with other results of mastering the main educational programs, provides metasubjective results. Among the results of the guidelines of the pedagogical process, there is such reference point as the conscious construction of speech utterances by students, the conscious compilation of text in accordance with the communicative tasks. It is known that a conscious attitude to the expression of thoughts is possible if the students have learned the essential signs of the phenomenon with which they are dealing, i.e. have knowledge of the object of activity.

The text is a work of speech activity, generated in the process of the work of speech mechanisms, in the process of manifestation of speech acts, obtained in the form of a speech product alienated from its author. This work in the course of its creation acquires its own characteristics. It consists of more syntactic units than a sentence.

The most common essential features of the text are the information content, integrity, coherence, articulation. The information content of the text is an essential feature that characterizes its subject and semantic content. The integrity of

the text is a feature that is closely related to the disclosure of the topic, to the distribution of the subject and semantic content in the text space with the grammatical expression of this content. The coherence of the text characterizes the substantial mutual correlation of sentences, supported by the means of their connection. The segmentation of the text reflects the process of its splitting into parts in accordance with the intention of the author.

Syntactic units of text are manifestations of speech acts, manifestations of the work of speech mechanisms. They are created in life situations as a result of the reproduction of units of language. Possessing a communicative orientation, these units belong to the work, shot in time; they are objectified, separated from the subject generating them. At the minimum level, these units include the "group of sentences" ("complex syntactic whole", "prosaic stanza", "component", "superphrase unity", "prosaic stanza", "paragraph"), an independent separate sentence. Thus, from the point of view of the structural text, it appears as an interaction of groups of sentences and independent individual sentences.

Younger students create texts. For example, texts of presentations, essays. These texts are emerging works. Pupils attach text to their works. They build its syntactic units. However, they often do not know what they are trying to get in the process of expressing thoughts while writing. They are not fully aware of speech activity.

In the linguistic and methodological literature, the question of communicating textual knowledge to schoolchildren has been developed since the early 80s of the last century. We find its development, first of all, in the works "Speech. Speech Speech", "Speech secrets", "Speech lessons", "Children's rhetoric", written by a group of scientists led by TA Ladyzhenskaya. In these works, the concept of "text" becomes central. Studying the "Text" topic on "Children's Rhetoric", schoolchildren learn the following features: the presence of a topic, a title (title), basic thought, supporting words, compositional parts. To familiarize students with syntactic units proposed paragraph in the future, a given cognitive scope is included in the content of the Approximate program in the Russian language, textbooks in the Russian language by various authors. Schoolchildren's assimilation of this content should lead to an understanding that the text consists of sentences related by meaning.

However, the scientific and methodological comparison allows us to reveal the methodological reserves for the formation of the notion "text". These reserves consist in the content of work on the disclosure of the main features of the text, to clarify its structure. Methods of this work should be the creation of a teacher of problem speech situations (PS), types of special exercises, each of which consists in repeatedly performing a certain method of instruction.

V. CONCLUSION

The study used a diachronic approach to the study of single-text texts of the same schoolchildren. These texts were obtained within five years, at a time when schoolchildren were between the ages of 11-16. The five-year period for collecting

information is due to the possibility of obtaining transient signs of a message, identifying differences in them.

The basis of the research data was the following actions: writing out the nominative case (N.C.), their grouping, taking into account the commonality of the subject of speech, taking into account the common semantics. Further, the order of the predicative units was put down; the locations of the forms of N.C. were established taking into account their repetition, pronoun or other substitution. Then predicative units were written out containing forms of N.C. common semantics. In addition, predicative units were compared that contained N.C. forms, contact or distant locations. Taking into account the semantics of forms of N.C., the micro-themes, the means of communication of proposals, interrelated sentences and independent sentences were written out. In addition, complex syntactic integers with gaps were selected. Paragraphs were written out by coincidence or non-coincidence with the social means, using the social principle.

At the first stage of the research, research material was collected, a method for its processing was developed, and its content was adjusted. At the second stage, tables, graphs, fixing the studied indicators were compiled, their types were singled out according to a certain basis, a characteristic of the dynamics of the changes taking place, the general, essential in the observed process was noted. At the third stage, a general description of the tendencies of forming a communication was compiled, the shortcomings of this process were identified, and its model was developed. At the fourth stage, the state of the method of developing the speech of younger schoolchildren was comprehended.

The results of the analysis were recorded on special cards that received the following names: "Forms of N.C.", "Subject of speech", "Semantic units of objectivity", "Location of forms of N.C.", "Predictive units with forms of N.C. common semantics", "Complex syntactic wholes", "Independent separate sentences", "Paragraphs".

The informational message of schoolchildren is examined in the process of taking into account the factors influencing its generation. Such factors can be textual factors, among which the main ones are information, integrity, coherence, and articulation. Each of these factors is investigated according to certain language indicators, for example, according to a plan of the text, according to the forms of the nominative case, according to the location of these forms in the information space, according to the means of communication between sentences. Of course, the named indicators of the processes of giving the message textual characteristics are not absolute. Other research tools are possible. But even those that were used in the conducted study make it possible to judge the reserves for improving pedagogical interaction in school.

References

- [1] A.A. Akishina, "The structure of the whole text". Moscow: Publishing B.i. 1979.
- [2] R.V. Alekseev, "Influence of the informational message symbol in the resonance of the collective unconscious archetype on the attribution of an individual in the information age", *Discourse*, No. 1, pp. 36-45, 2017.
- [3] I.R. Halperin, "Text as an object of linguistic research", Moscow: KomKniga, 2006.

- [4] N.A. Ippolitova, "Text in the system of learning Russian at school", Moscow: Flint, Science, 1998.
- [5] A.E. Kapultsevich, "Information resonance as a way to identify mental messages", *Successes of modern science*, No. 11-3, pp. 55-63, 2014.
- [6] R.B. Konchakov, "Information system "Ways of communication of the Russian Empire", *Bulletin of Tambov University. Series: Humanities*, No. 6 (122), pp. 166-172, 2013.
- [7] V.Yu. Kourov, R.V. Muharyamov, "Algorithm of information flow management in messaging systems", In Proc.: *Advanced technologies and processes. Collection of scientific articles of the 2nd International Youth Scientific and Practical Conference in 3 volumes*. Responsible editor: A.A. Gorokhov, pp. 96-99, 2015.
- [8] G.V. Kolshansky, "Communicative function and structure of the language". Moscow: Publishing House LKI, 2007.
- [9] V.A. Kukharenko, "Interpretation of the text". Moscow: Enlightenment, 1988.
- [10] M.M. Levina, "Technologies of professional pedagogical education". Moscow: Publishing Center "Academy", p. 243-249, 2001.
- [11] A.A. Leontyev, "Signs of connectivity and integrity of the text. In the book: *Text Linguistics*". Moscow, 1976. p. 60-69.
- [12] M.P. Lviv, "Fundamentals of the theory of speech", Moscow: Publishing Center "Academy" 2000. p. 186 - 199.
- [13] I.B. Kotova, E.N. Shiyanov and others, "Pedagogy: pedagogical theories, systems, technologies", Moscow: Publishing house "Academy", pp.147-167, 1999.
- [14] I.P. Podlasy, "Pedagogy: a new course". Moscow: Humant. ed. Center VLADOS 2001. pp. 333-359.
- [15] V.I. Sergeeva, "Proposal in the system of language and in the text", Kalinin: Publishing house of Kalinin State University, 1988.
- [16] V.A. Slastenin, I.F. Isaev, E.N. Shiyanov, "Pedagogy", Moscow: Publishing Center "Academy", pp. 121-126, 2014.