

"THEORETICAL BACKGROUND OF THE STUDY OF THE PROCESS OF SEMANTIZATION OF LANGUAGE UNITS BY STUDENTS WITH READING IMPAIRMENT"

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Annotation:

This article describes the current state of the problem on the basis of the study of theoretical, scientific and methodological literature supports the problem, observes the basic concept and the conceptual apparatus of scientific research (working hypothesis, goals and objectives).

Key words: theoretical background, reading impairment, pedagogy, linguistics, psycholinguistics, methods of teaching.

"ТЕОРЕТИЧЕСКИЕ ПРЕДПОСЫЛКИ ИЗУЧЕНИЯ ПРОЦЕССА СЕМАНТИЗАЦИИ ЯЗЫКОВЫХ ЕДИНИЦ СТУДЕНТАМИ С НАРУШЕНИЯМИ ЧТЕНИЯ"

Аннотация:

В данной статье описывается современное состояние проблемы на основе изучения теоретической, научной и методологической литературы, обосновывается проблема, рассматриваются основные концепции и понятийный аппарат научного исследования (рабочие гипотезы, цели и задачи).

Ключевые слова: теоретические основы, нарушения чтения, педагогика, языкознание, психолингвистика, методика обучения.

The results of an analytical review of scientific literature in the field of speech therapy, pedagogy, linguistics, psycholinguistics, methods of teaching the Russian language, concerning the stated research problem, are presented. In the course of the analysis of conceptual provisions, it is shown that the processes of semantization of linguistic material, which imply its interpretation, the establishment of the meanings



of verbal expressions, the search for specific meanings, largely determine the results of semantic perception and understanding of textual information when reading.

Semantization in linguistics and linguodidactics is interpreted as the process of establishing and explicitly defining the meaning of a linguistic unit, revealing its semantics. Particular attention is paid to the phenomenon of semantization and its interaction with such concepts as "interpretation", "interpretation", "interpretation", "revealing the meaning/meaning".

The process of semantization is associated with the identification of the semantics of linguistic signs of various lengths and structural organization. Researchers distinguish various nominations: elemental and situational, primary and secondary. When semantizing primary names, attention is focused on highlighting the differential essential features of the object. In the process of interpreting the meanings of secondary nominations, including figurative ones (paraphrase, metaphors, etc.), a functional rethinking of the concept takes place. The semantization of situational nominations, which can be expressed by predicative constructions, is a decoding of information stored in a syntactic construction. The semantic description of such nominations as paraphrases and predicative constructions requires the construction of an associative field, taking into account logical and grammatical relations, and tracking contextual links.

The literature presents various classifications of methods or strategies for the semantization of language units. The choice of this or that strategy is determined by perceptual experience and the degree of development of the metalinguistic ability. The results of semantization are mediated by the actualization of certain components of the associative potential of linguistic signs and depend on the breadth of the associative-semantic fields behind the word. In the works of the linguo-cognitive direction, attention is focused on the connection of interpretive activity with global cognitive processes of conceptualization and categorization. "Theoretical prerequisites for the study of the process of semantization of language units by students with reading impairment" presents the results of an analytical review of scientific literature in the field of speech therapy, pedagogy, linguistics, psycholinguistics, methods of teaching the Russian language, concerning the stated research problem. In the course of the analysis of conceptual provisions, it is shown that the processes of semantization of linguistic material, which imply its interpretation, the establishment of the meanings of verbal expressions, the search for specific meanings, largely determine the results of semantic perception and understanding of textual information when reading.



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In the works of the linguo-cognitive direction, attention is focused on the connection of interpretive activity with global cognitive processes of conceptualization and categorization. As the analysis shows, the data presented in the literature relate mainly to the characteristics of semantic processes in schoolchildren with speech impairments. Special studies devoted to the problem of studying the semantization of language units by students with reading impairments have not been conducted in speech therapy. Analytical consideration of the problem under study in speech therapy, linguistics and psycholinguistics confirms the importance of a targeted study of the skills of semantization of language units in students with reading disorders and the creation of a correction-oriented model for the formation of these skills.



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