The Mobility of Meaning From the Viewpoint of Semiotic and Discursive Semio-Semantic and Its Function in Preelementary School Construction

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One of the most important branches of linguistics is semiotics which has developed from structural semiotics to discursive semio-semantics under the influence of phenomenology. In the late ideas of semiotics, there is no more talk about a rigid meaning with a one-on-one connection between signifier and signified. The new discourse semio-semantics, influenced by Husserl’s phenomenology, believes that the perceptive process that is based on the relations between different layers of language (form and content) substitutes the relations between the signifier and the signified to produce an unstable and noncliché meaning. When a person is situated in a semiosphere, according to his or her inner feelings and perceptions, he or she is involved in a network of meanings which are influenced by outer signs, and consequently the mobility of meaning occurs. These new ideas could be used in pedagogical systems that are searching for the development of individual creativity in students. Thus, we have investigated how the preschool children are affected by these signs in the meaning production process. In fact, cutting through the different layers of signs which have been altered to media, we can assess the mobility of meaning and even the efficiency of them in creating related discourse meaning and narrow the gaps.