

FOLKTALES AS A MEANS OF SPEECH DEVELOPMENT OF PRESCHOOL CHILDREN

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Abstract

The article examines the influence of folktales on the speech development of preschool children. The paper shows the results of diagnostic work aimed at defining the level of speech progress of children of the youngest preschool age.

The article examines the influence of folk tales on the development of the following children's skills: the ability to coherent; to retell short literary works logically and expressively; to enrich the vocabulary; the ability to perceive, to understand and emotionally respond to the tale; to advance understanding of the surrounding world; to encourage the interest and love to Russian folklore. The tale is analyzed regarding socialization acquainting new generations with universal and ethnical experience, that is the compensatory function, when the tale as a piece of art, helps an individual to broaden individual life experience.

The paper covers theoretical researches of scientists working in the field of pedagogy on the role of folktales in the development of speech practice of preschool children. (I.V. Vachkov, L.N. Evtuhova, M.V. Pronina, L.B. Fesukova, E.A. Flerina, etc). The article presents the results marked at the ascertained stage of experiment with children of the youngest preschool age as a result of using the following methods: empirical – experiment, conversation, diagnostic methodology: 1) methodology "Question-answer"; 2) methodology "Guess the tale"; 3) methodology "Who is crying?" of E.M. Kosina and statistical methods. The article examines the subsequent types of work using folktales that is aimed at increasing the efficiency of speech development of children of the youngest preschool age. Materials and results of the research may be useful for teachers of kindergartens, students of pedagogical colleges, parents and those who are interested in problems of speech development of preschool children.

Keywords: tale, speech development, children of the youngest preschool age, problems of speech development of preschool children

1. INTRODUCTION

Speech is the main means of establishing contacts with people around, of expressing individual ideas and

feelings. The most important period of formation and development of speech belongs to the preschool age when qualitatively new changes happen in children's life that is connected with broadening of contacts with the surrounding world (people, things and nature). The more richly and more correctly the ideas of a child are formed, the more easily he can express his thoughts, the broader opportunities he has in discovering the world around him; he has more informative and full-fledged relations with peers and adults, he is more active in psychological development that is why it is important to form speech timely. The use of fairy-tales is quite effective in the formation of speech.

Scientists O.A. Bizilova, I.V. Vachkov, L.N. Evtuhova, M.V. Pronina, T.P. Kablanova and others agree that fairy-tales are a necessary stage in the development of a child. A fairy-tale is a unique creation of folklore. It seems simple and uncomplicated, but it is interesting both for children and adults. A Fairy-tale gives lessons of sympathy, selflessness, compassion and love to all living creatures, ideas of morale, justice and necessity to fight against evil that enlarge life experience of a child. Russian folk tales develop imagination, expressive means of the language; they are rich in lyrical episodes, bright characters, rhythmical melodiousness and dialogues.

Fairy-tales influence positively the speech of preschool children. In particular, they boost the development of the following skills: the ability to retell small literary works in a connected, logical and expressive way; enlarging the vocabulary; the ability to perceive, understand, comprehend and react to the fairy-tale; development of understanding of the world around them; initiating interest and love to Russian folklore.

As the significance of the use of fairy-tales in the educational process is evident, the questions of methodology that envisages the study of fairy-tales with preschool children become quite logical. This explains the choice of the topic: "Folktales as a Means of Speech Development of Preschool Children".

Folktales belong one of the sections of literature and they represent imaginary folklore works or written by a certain author based on folklore or individually (literary tales).

As the research by I.V. Vachkov, history of fairy-tales originated long ago, in the primitive society, together with the origin of myths. While myths reflected the religious views of some people and had ritual character and were initiated by the authorities, folktales were created by people (Vachkov, 2001).

It should be mentioned that folktales appeared together with class struggle and became the world with simple fantasy for ordinary people where everything is honest and fair, the good reigns over the bad. At the same time folktales do not stand on the authenticity of the described facts compared to myths, sagas, bylinas (Russian epic), they underline their impossibility (Vachkov, 2001).

N.N. Nasibullina assures that folktales play the role of socialization that is familiarization of new generations with ethnic and human experience. Folktales possess the compensation function. In general, art, folktales in particular, helps people broaden the boundaries of individual life experience (Bochkareva, 2007).

Variative nature of folktales encourages listeners to develop their own individual interpretation of plots, images, characters and their assessment; thus, the listeners are transformed from the object of influence into the subject of interaction, the coauthor of the folktale. This reflects the individual visualization of the text, in the peculiarity of emotional understanding of the plot and so on (Bochkareva, 2007).

Secondly, as Yu.A. Lebedev claims, a fairy-tale possesses the creative function that is the ability to reveal, form and develop and fulfill the creative potential of child's personality and his abstract thinking.

The fantastic world of folktales, incorporation of unreal, variative elements, the ability "to invite to coauthors" allowed the listeners to overcome some stereotypes, complex of estrangement, awake "sleeping", latent creative abilities (Lazarenko, Sporysheva, 2007).

Thirdly, according to L.B. Fesukova, it is possible to define the holographic function which is expressed in three main forms. The peculiarity of the holographic essence of the folktale structure is expressed in the ability to create the world in 3D space and time (Fesukova, 2007).

2. THE OBJECTIVE OF THE RESEARCH

The objective of the research is to define the peculiarity of speech development of preschool children by means of folktales.

3. METHODS OF THE RESEARCH

The main methods of the research are theoretical analysis of literature on the subject of the research, talk and diagnostics of speech development of preschool children, analysis of the survey results.

4. RESULTS OF THE RESEARCH

The experimental basis for the research was the Municipal Budgetary Pre-school Educational Institution "Kindergarten № 42 "Korablik", Yoshkar-Ola. The research covered the junior kindergarten class (an experimental group of 15 people).

The diagnosis of speech formation of preschool children allows to reveal some problems of children's speech and the necessity to take measures to eliminate a certain problem. In order to study the appropriate level of speech development, means of folktales were used as they could initiate the interest and willingness of children to speak.

Some sets of methods were used in order to carry out the diagnostics: method "Question-answer"; method "Guess the folktale"; method "Whose voice is it?" (by T.M. Kosinova, 2009).

The results of the diagnostics are given in the table. They show the results of the diagnostics of preschool children in all three directions (table 1).

Table 1. The Results of the Diagnostics of Preschool Children in Three Directions

№ n/n	Active vocabulary method "Question- answer"		Coherent speech method "Guess the folktale"		Word formation /classification method "Whose voice is it?"		Total level of speech development	
	Point	Level	Point	Level	Point	Level	Sum of points	Level
1	5	Low	7	Low	7	Low	19	Low
2	8	Average	12	Low	8	Average	28	Average
3	9	Average	15	Average	12	Average	36	Average
4	5	Low	7	Low	8	Average	20	Low
5	8	Average	14	Average	15	Average	37	Average
6	5	Low	6	Low	6	Low	17	Low
7	7	Average	12	Low	8	Average	27	Average
8	8	Average	13	Average	9	Average	30	Average
9	6	Low	10	Low	6	Low	22	Low
10	8	Average	13	Average	9	Average	30	Average
11	13	High	24	Average	16	High	53	High
12	5	Low	12	Low	7	Low	24	Low
13	8	Average	12	Low	8	Average	28	Average
14	6	Low	12	Low	7	Low	25	Low
15	12	Average	27	High	16	High	55	High

A summary table 2 was made up based on the results of the research.

Table 2. Results of the Diagnostics of Speech Development of Preschool Children, %

Level	Active vocabulary	Coherent speech	Word formation /classification	Total level of speech development
Low	40	53	33	40
Average	53	33	53	46
High	7	14	14	14

From the results presented in table 2, it is clearly seen that children of early preschool age have not formed the appropriate level of active vocabulary: the low level is shown by 40 % of children; the average level was shown by 53 % of children; the high level was shown by 7 % of preschoolers.

The following level of the development of coherent speech: the low level was presented by 53 % of children; the average level was presented by 33% of children; the high level was presented by 14% of children.

Moreover, the diagnostic method shows that preschool children have not formed the skills of word formation and classification: the low level is shown by 33% of children; the average level is shown by 53 % of children; the high level is shown by 14% children.

Thus, the following level of speech development was defined: the low level was presented by 40 % of children; the average level was presented by 46 % of children; the high level was presented by 14% of children.

Further we carried out qualitative and quantitative analysis of the results of the research:

1. Preschool children with a low level of speech development (№№ 1, 4, 6, 9, 12, 14) demonstrated (40%) the low level of active lexical reserve development; 40% low level of coherent speech development, and 33% and 7% low and average level of formed practice of word formation and classification. The next withdrawals were made about these preschool children:

Nouns and verbs prevail in vocabulary of these children, they mainly use them in irregular grammar constructions, for example, many children had a mistake in the process of enumeration of the animals which Kolobok (roly-poly) met, children simply enumerated the names of animals: *hare, fox, wolf, bear*. Answers of preschool children were easier with not full clause that the construction demanded. Preschool children understood the meaning of the question but they couldn't develop it in an expanded and full answer. In the process of word using children could omit syllables, move them, could pronounce complex sounds irregularly. It was very difficult for children to answer some questions about fairy-tales. For example, it was very difficult for many children to answer the next question: "What material was Kolobok (roly-poly) made of by grandmother, if there was no flour?" Children did not understand the question or they did not listen to fairy-tale attentively, therefore they could not give a precise and full answer.

Children with a low level of speech development had a disturbed coherent speech. Children gave the names of fairy-tales, they knew these fairy-tales but children could not always name the main characters of fairy-tales or they mixed up them. For example, in a fairy-tale "Geese-swan" ("Gusi-lebedi") children could not call mother with father and brother Ivanushka and sister Alenushka in a correct way as it was in the fairy-tale, many children simply enumerated: *girl, boy, grandmother with grandfather*. Children expressed adequately emotional relationship of characters of fairy-tales. At the same time it was difficult for children to end fairy-tales while retelling them. Even if children tried to retell the end of fairy-tale, it was not a full story, these were simple double-structured sentences: *fox has eaten Kolobok (roly-poly); grandmother and grandfather left*. Nobody could finish the fairy-tale "Wolf and Seven Goatlings" correctly.

Skills of word formation of preschool children were not formed enough that is only some of onomatopoeia words were used by preschool children (*bow-wow-wow; moo-moo; quack-quack; honk*), but preschool children were mistaken sometimes or it was difficult for them to answer how a pig cries or a horse (*oink-oink; neigh*). Concerning the classification of animals and birds, preschool children showed good results, they could define that a cow and a horse are animals; a cock, a duck, a chicken are birds.

2. Preschoolers (№№ 2, 3, 5, 7, 8, 10, 13) whose level of speech development is average (46 %) showed the average level of formation of active vocabulary; 14 % and 32 % the low and average level of the development of coherent speech; 46 % of preschool children showed the average level of formation of the skills of word formation and classification. Having analyzed the results of these children, we can come to the following conclusion:

The active vocabulary of children includes both nouns and verbs, as well as some simple prepositions (*with, on, in*), conjunction (*and*). Preschoolers tried to use the correct grammatical constructions, but at the same time there were some inaccuracies, for example, mixed up the nominative and instrumental cases. Some children made the mistakes connected with omission of the second name of the animal: "Myshka-Norushka" ("Mouse Living in the Hole") or "Kurochka-Ryaba" ("Piebald Hen") were named by children as simply "Mouse" and "Hen".

As for the cohesion of utterances, preschool children tried to use full answers, complex sentences and phrases, but sometimes they could not follow the correct structure of the sentence. For instance, they could replace the words in the sentence and enumerate them in the wrong sequence.

While producing the coherent speech, children's answers were not always full, they used the sentences consisting of 2, more rarely 3 words, sometimes with prepositions and conjunctions, however, they did not agree them in the speech.

Children had difficulty in telling the ends of the fairy-tales, although they could remember the ending of the tale if they look at the picture. Children expressed the emotional attitude to the characters of the tales: the wolf was angry, the fox was cunning, Kolobok was silly; they could express sympathy towards the characters of the tales.

The diagnostic process of formation of skills of word formation revealed that preschoolers name correctly

mainly onomatopoeic words but they cannot change them in the form of verbs. Children rarely had difficulty in classifying: some of them were even able to distinguish domestic and wild birds and animals.

3. Preschoolers (№№ 11, 15), who had a high level of speech development, showed : 7 % – average; 7 % – high level of formation of active vocabulary; 14 % – showed a high level of coherent speech, 14 % of children showed the formation of skills of classification and word formation.

The diagnostics of these preschool children showed the following results. Active vocabulary of children included: nouns, verbs, some simple prepositions and conjunctions. Moreover, children tried to use the words grammatically correctly, make them agree with other words in the sentence. Active vocabulary of children includes some difficult names: scraped, hopper, outhouse.

Coherent speech is formed at the appropriate level. Children can name tales correctly, enumerating the main characters, expressing the emotional attitude to the, end the tale in the form of a short coherent story. The sentences are built correctly, they follow the rules of word order, use phrases comprising 3-4 words.

Skills of word formation and classification are formed at the high level. They use onomatopoeic words correctly; however, some verbs are used with some mistakes (*mew, bark, moo, oink, croak, quack*). Preschoolers could easily classify animals and birds, define domestic and wild ones.

5. CONCLUSIONS

The diagnostic research showed that preschool children possess insufficient level of speech development: they do not have the necessary active vocabulary (children mainly use nouns, less verbs, adjectives and other speech parts); they have certain difficulties while retelling the abstracts of tales; they have not formed the skills of word formation.

Having analyzed the results of the diagnostics, we have elaborated the recommendations on speech development of preschool children by means of folktales.

Thus, if we take into consideration the current level of speech development of preschool children, it is necessary to accomplish purposeful work on the development of all aspects of speech production. Russian folktales develop imagination, expressive means as they are rich in lyrical fragments, bright characters, rhythmical melodness and dialogues. While listening to folktales, children acquire the sounds of native speech and its melody. That is why the current research is to be continued as there is the necessity to develop the problem further.

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