

CHILD LORE IN DEVELOPING LANGUAGE SKILLS IN PRESCHOOL EDUCATION

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Abstract

The article deals with child lore which can be successfully used to develop and improve language skills in preschool education. In the article there is a description of educational value of child lore. The authors describe pedagogical value of child lore. The authors analyze what kind of child lore can be used to develop speaking skills of children. The authors of the article research and use prosaic genre of folklore (fairy tale, legend, narration, folk tale, heroic epic ballade) to develop speaking and listening skills of children. In the article it is described the educational value of tongue twisters, nursery rhymes, folk holiday songs, folk cradle songs, folk plays with rhymes and round dance to improve the pronunciation skills of difficult sounds and develop children physical activity. The carried out study showed that folk riddles are very good to develop children's concentration skills, logical thinking, phantasy and productive memory. In this paper the authors also consider educational value of proverbs and sayings for preschool children. The authors give some exercises with child lore which nursery teachers can use in their practice in preschool education.

Keywords: education, language learning, child lore, preschool teaching, fairy tales, tongue twisters, children folk songs, riddles, nursery rhymes, language skills, native language, ability, educational value.

1 INTRODUCTION

Preschool education is one of the most important stages in personal development. It is the period when children find their place for themselves in the world. They begin to play different social roles. It is the time of development of the children's self identity and self concept. The children learn to evaluate themselves from different positions and opinions as friends, as persons, etc. Perception is more and more meaningfully,

purposefully and logically. It is the time of arbitrary and mediate memory development which is the foundation for developing eye-mindedness. Preschool education is also a starting point for further development of speaking skills. Children of preschool education begin to use language in their cognitive activity. The development of preschool children speaking skills is under the influence of adults: parents, nursery teachers, grandparents etc. It is very important how people speak around a child and what he or she listen to. In this situation it is not necessary to reinvent the wheel; something new in methods to develop children's speaking skills. It is simply to take into account the experience of forefathers. [1],[2],[3],[4]. This is the child lore.

2 METHODOLOGY

Target of research is educational value of child lore in preschool education. The purpose of the article is an analyses and research influence of the child lore to development of children speaking skills in preschool period. The task of the article is to find out the answers to the questions:

- What kind of genres of child lore influence more and what way?
- What exercises are more useful to develop preschool children speaking skills?

The task of the article is to analyze age peculiarities and child lore aspects.

Our research is based on the theoretical research method – the analysis of national pedagogical literature on a problem; analysis and generalization of pedagogical education through historical review.

In the middle of the 19-th century a well-known Russian pedagogue K.D. Ushinskiy researched the teaching value of Russian folklore in educational process. He wrote about including them into the textbooks of Russian language. [15]. Today many Russian and foreign language teachers try to use child lore in teaching process. Some researchers as V. Anikin [1], O. Kapitsa [11], N. A.V. Fakhrutdinova [9], [10] analyzed the educational value of child lore.

In some English language textbooks by B.C. Denisova, T.B. and Brus Monk, B.S. Ostrovskiy teachers can find some exercises with nursery rhymes, fairy tales, folk songs in practicing languages skills [14].

3 RESULTS

Child lore has multifunctional features. These are combinations of plays with education and upbringing, cognitive activity with communicative speech. Child lore in preschool education helps to optimize teaching and learning process; increase of vocabulary of the children; improve language skills; give new information; improve the content of the teaching process. Nursery teachers can use different genres of child lore to develop speaking skills of children. People from centuries to centuries develop different genres with different levels of difficulties in teaching to speak.

There are many genres of child lore which can be successfully used in teaching to speak of preschool children. In this article the authors analyze the influence of folk songs, fairy tales, nursery rhymes, riddles, and folk songs, tongue twisters to the development of speaking skills of 2-7 years old children.

For example, nursery rhymes are very useful to develop pronunciation and speaking skills of the children from 2 to 5 years old. Nursery rhymes have rhythmic intonation. Children can do some physical exercises when they repeat them after a nursery teacher.

Fairy tales are one of the best sources for developing speaking skills. This genre doesn't have any division into ages. Children love to listen to fairy tales and later to read them themselves. The difference is only in contents of fairy tales. The elder children in preschool period listen to and retell fairy tales with more complicated plots. Fairy tales have many duplicate words, possessive story line which holds attention of a child to an end of a story. There are many exercises which can be successfully used by nursery teachers to develop speaking skills of children, e.g. after reading "Continue the fairy tale", "Correct the mistakes according to fairy tales".

The pedagogical value of folk songs is also beyond questions in teaching native and foreign languages. The authors of the article study folk songs which can be successfully used to develop children's language skills. The folk songs have logical conclusion, many new words which are repeated many times that is why it is not very difficult to remember and to sing them. The folk songs also intensify the learning process and promote of further learning. They are used since birth of a child.

Russian linguist and researcher of child lore Kapitsa O. I. [11] divided folk songs into 3 groups according to their pedagogical value:

1. Adults songs which teach ethical and moral norms of human coexistence;
2. Adults songs for children (cradle songs, nursery rhymes with melody, song to do physical exercises, song which introduce children with the world around etc)
3. Children songs (ceremonial songs, ritual songs, holiday songs, calendar songs, the songs which children create for themselves etc)

The folk songs help children to communicate with each other, fill a need to self identity. Children get emotional release when they sing songs. The folk songs open the door to the world of adults. They are very different in contents, contexture, composition, manner of performance. They can develop dialogical speech and monologue of children. The folk songs help to develop fantasy and memory, concentration ability of the children. Among the folk songs which have direct educational value are cradle songs. The cradle songs have been created to bring up a good hardworking person, to educate ear to music, aesthetic sense, to calm down a child and to show adults love to a child. Cradle songs introduce a child with rhythm, melody, music and real life.

The exercises with folk songs:

1. Folksong or cradle song competition (children are divided into two groups and try to remember and sing folk songs (cradle songs)).
2. Continue to sing. (Children try to remember and continue folk songs)
3. Sing cradle song for a doll. Competition between teams)
4. Folk songs fest.

But the most successful mean for developing pronunciation skills are tongue twisters. The specific sequence of word helps to develop right pronunciation. Tongue twisters have similar words which follow one another but differ in certain syllables and unusual word composition (sentence structure). On the one hand they often have amusement character, but on the other hand they are very good as articulation exercises. There are thousands of tongue twisters in each language for each level for different ages to develop speaking skills. Some of them are short, others are long. Some of them are easy to remember especially, others are difficult. But all tongue twisters were created by people to teach correct pronunciation.

Exercises with tongue twisters:

1. Tongue twister competition (children play the game to choose the best tongue twister speaker).
2. Competition "The best actor" (Children try to pronounce tongue twisters as a little baby, old man, their favorite character from animated cartoon, the captain of a big ship etc.)
3. The children pronounce tongue twisters dancing, jumping etc
4. The children pronounce tongue twisters one by one or by team (the first group pronounce the first part; the second group pronounce the second part.)
5. The children pronounce tonguetwisterswith their favorite melody or rep style.
6. The children guess tongue twisters just hearing one word.

There are other exercises with child lore which are successfully used by nursery teachers:

1. Riddle competition (children try to guess the meaning of the riddles and then they make up their own riddles by analogy.
2. Tongue twister competition (Children play the game to choose the best tongue twister speaker)
3. Word games. (The first team asks questions the second team tries to answer. For example:
4. Competition "The best actor" (Children try to play the role of mouse (cat, hare etc) from well -known fairy tales)
5. Nursery rhyme competition (Children recite nursery rhymes and make some exercises)

Exercises with "funny riddles". Children guess and then make up their own riddle by analogue. For example:

1. What two things can you never eat for breakfast? Lunch and Dinner.
2. What has a face and two hands but no arms or legs? A clock.

3. What tastes better than it smells? A Tongue.
4. What kind of room has no doors or windows? A Mushroom.
5. What's orange and sounds like a parrot? A Carrot.
6. What goes up and never comes down? Your Age.
7. What gets wetter the more it dries? A towel.
8. What grows when it eats, but when it drinks? Fire.
9. What goes up and down and never moves? The Stairs.

4 CONCLUSIONS

Child lore genres were created by people to bring up unwritten moral qualities which gave guarantee to peaceful coexistence of individuals together. From centuries to centuries generations improved and developed them. They were used with educational purpose, for keeping up customs and traditions of nations, and describing important historical events. The processes which were happening in the society brought to form new altering the sense, and many meanings and synonyms. They were improved by folk pedagogy. Therefore, child lore has its educational value. It was used to bring up a child from childhood. Child lore also optimizes teaching and learning process; increase of vocabulary of children; improve language skills; give new information; improve the content of the teaching process.

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