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## NEW METHODS TO STIMULATE THE DEVELOPMENT OF PRESCHOOLERS' SPEECH, THROUGH READINGS FROM CLASSICAL TEXTS

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**Abstract:** *MODERN PEDAGOGY DOES NOT SEEK TO IMPOSE ANY KIND OF RIGID RECIPE, ON THE CONTRARY, CONSIDERS THAT THE FIXITY OF METHODS, THE CONSERVATISM OF EDUCATORS, EXCESSIVE ROUTINE, INDIFFERENCE, ETC. BRING GREAT HARM TO THE CURRENT EFFORT TO RAISE EDUCATION TO NEW LEVELS; IT DOES NOT IN ANY WAY OPPOSE THE INDIVIDUAL OR COLLECTIVE INITIATIVE AND ORIGINALITY OF RETHINKING AND RECONSIDERING IN A CREATIVE SPIRIT ANY ASPECTS REGARDING THE IMPROVEMENT AND MODERNIZATION OF THE TEACHING METHODOLOGY OF ALL GRADES. AFTER ALL, CREATION, IN TERMS OF METHODOLOGY, MEANS A CONTINUOUS SEARCH, RENEWAL AND IMPROVEMENT OF WORKING CONDITIONS IN SCHOOL INSTITUTIONS "*

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"Modern pedagogy does not seek to impose any rigid recipe, on the contrary, considers that the fixity of methods, the conservatism of educators, excessive routine, indifference, etc. bring great harm to the current effort to raise education to new levels; it does not in any way oppose the individual or collective initiative and originality of rethinking and reconsidering in a creative spirit any aspects regarding the improvement and modernization of the teaching methodology of all grades. After all, creation, in terms of methodology, means a continuous search, renewal and improvement of working conditions in school institutions ".(Cerghit, 1997, p.7)

Preschool and early school age is the period that is characterized by a remarkable creative potential. Now children acquire the habit of expressing their ideas, impressions, thoughts, desires in a new, intelligent, cursive, creative form. If this period is not fruitful, the losses that will occur will be high and the subsequent recoveries will be partial and often minimal. In kindergarten, children acquire

a wealth of knowledge, and speech becomes richer, clearer, more correct, ensuring the intense development of thinking. Thus, the entire instructive-educational experience in kindergarten attests to the possibility and usefulness of cultivating oral language, in close connection with speech development, performing pronunciation and expression exercises.

Through all the language education activities carried out in kindergarten, the aim is to form the capacity of exact, intelligible, cursive expression. Children must be able to express their needs, thoughts and feelings, be able to communicate with each other and with adults.

The term method derives etymologically from the Greek words metha (to, to) and odos (path, road). The method means a way of knowledge and action used by the educator and educated, a set of principles, rules, techniques, procedures and operations constituted as a tool of knowledge, meant to increase their efficiency. (Voiculescu, 2003, pp.68-69)

Thus, in didactics, the term could have the meaning of a path that leads to the achievement of educational objectives, a path taken by the teacher to facilitate students' discovery of their own work tools. (Tomșa, 2005, p.127)

Storytelling is one of the most enjoyable language education activities for children, as it satisfies their need for knowledge and affection, stimulates their imagination and is the optimal framework for practicing communication skills. It also contributes to the development of psychic processes: logical thinking, voluntary memory, creative imagination, language - as a fundamental means of communication. In order to consciously create, the child must have examples, to live among stories, stories, quality poetry.

Organizing the language education activity for preschoolers Storytelling is one of the most beloved guided activities in kindergarten that satisfies children's need for knowledge and affection, stimulates their imagination and creates the optimal communication framework. As a specific activity of preschool education, the story develops the following psychic processes: Voluntary memory - by fixing the development of events and by rendering them in their logical sequence with the help of the educator and the teaching aids used;

Imagination - by creating new images based on the processing of representations and previous cognitive experience;

Logical thinking - due to the discovery of the logical sequence of events in the story;

Language - as a fundamental means of communication. Language and thinking are constituted as a unit between communicational (transmission of information) and cognitive. Thinking develops with the support of language, and the level of development of language reflects the level of development of thinking.

Attention - by memorizing fragments of the story, the names of the characters, some elements that appear in the story, the sequence of events, behavioral traits of the characters, some expressions.

Two types of stories are used in kindergarten and primary school:

- the educator's stories
- children's stories

The educator's stories are expositions of some literary works (stories, short stories) made by the educators with the whole group, during the games or activities chosen by the children.

Through their content, these literary works contribute to the widening of the children's sphere of knowledge by:

- careful monitoring of the content of the respective work;
- following and discovering the features and behaviors of the characters;
- discovering their relationships between characters. The educator's stories also contribute to the children's acquaintance with the structure of the language, with its richness and expressiveness;



they acquire new, plastic words and expressions, rhythmic and rhyming constructions, sayings, proverbs and correct grammatical structures.

The stories and fairy tales told to children have a formative-educational value, contributing to the formation of ethical and moral traits. Children choose their patterns of behavior and life, they know the embodiments of good and evil. The theme of literary works presented to children through storytelling differs from one age group to another. Thus, in the small group, the stories must be short, develop the children's affectivity and develop positive behavioral states and manifestations. In the middle group, the stories can familiarize the children with different aspects of life, and in the large group the stories become more complex, aiming to notice the differences between real and unreal, to exercise the children's ability to communicate. (<http://www.copilul.ro/copii-3-6-ani/activitati-educative/Povestile-si-rolul-lor-ineducatia-copilului-7234.html>).

Language development includes not only understanding verbal structures and using them in immediate contexts, but also learning to express one's own ideas and feelings. Such learning cannot take place without an appropriate and intelligible model. One of the natural ways in this is to tell or read stories by educators. This activity can start very early, with the small group. Different stories can be constructed using the children's toys, showing one or the other of them as they are mentioned in the story and performing certain activities simultaneously with their verbal description or the educator can choose a doll that tells her antics or a bunny that tells the children about life in the forest: how the trees rustle, how everything smells of greenery, how the twigs crackle underfoot, how the birds chirp. Later you can give up toys, using only the images. In ordinary educational practice, too much emphasis is placed on the rational aspects of the use of images: logical succession, effects and causes, etc.

However, these images can also be used for expressive purposes. As the story unfolds, the educator draws the children's attention to the expression of the illustrated characters, accentuates the intonation and changes her voice when she plays their lines. The images, whether they are illustrations of the book or presented separately on chips, need to be shown one at a time. For toys to achieve their purpose, it is not enough to use toys or pictures. It must convey emotional ideas and dispositions and the best way to achieve this result is movement. Another way of presenting stories is that of the puppet theater. Emotions are transmitted with the greatest force through the actions of dolls.

Also, the children themselves can dramatize and present the stories, the other children in the class or kindergarten being the spectators. Not every child is able to handle dolls and build cues. But every child must have the freedom to do so. Dramatizations with puppets (or without puppets) should therefore not be imposed, nor should they be transformed into school celebrations, for which children must learn their lines.

The emphasis is on spontaneity and the pleasure of the activity. It is also very important that each story is chosen and told at the right time. For example, birthday stories are appropriate around children's birthdays; stories about pets - cats, puppies, etc. - can be said more successfully when the general theme during the compulsory activities refers to these animals; stories about nature can be told after walks, excursions or, on the contrary, I can prepare them. It is necessary that the time of day be well chosen. To receive the story, the children must be in a good mood to listen. It is best for them to sit in chairs in a semicircle. If they are sitting on the floor, they tend to change their position more often, to support each other, or to dispute their seats, thus paying attention to each other rather than to the story. The children's attention is drawn by an introduction, for example: "Today I will tell you about a doll who knew how to talk." Usually, this introduction causes reactions of all kinds such as: I have a doll too ...; I have several dolls ...; and so on. In these circumstances, the teacher does not immediately start the story, skipping these comments or even forbidding the children to say what they have to say, so that they can start their story in silence.

On the contrary, he listens to everyone as much as possible. However, if she notices that, in general, children's comments tend to be prolonged to the detriment of the time allotted to the stories, she will have to establish a rule of behavior for the time of the stories. The educator can capture the children's attention with a song, a poem, a play with fingers that are related to the subject of the story; thus the necessary reception is obtained from the children. A story, in general, if not processed or abbreviated, cannot be heard to the end by the whole group of children. Even if there are some or even more preschoolers who are capable of a long hearing, others cannot do so and will consequently disrupt the activity. Children can actively participate in these stories, pronouncing the different sounds or groups of sounds that represent onomatopoeias. Small dramatizations with child actors or parent actors can serve the same purpose.

Little Red Riding Hood, Snow White, White Harap are just some of the heroes that populate our world of children. Unfortunately, the heroes of our childhood are strangers to many little ones today. They were replaced by Shrek, Nemo, Tom and Jerry, equally interesting characters but without the charm of fairy tale heroes. Too few parents find the time to tell their children the stories they grew up with. The stories have been unjustly forgotten and are unjustly ignored. They are full of stories and events from which children can learn useful lessons: not to be disobedient like Little Red Riding Hood, not to be mischievous like Snow White's stepmother and the list goes on. From the story, children find out what are the consequences of human defects and qualities, what are the effects of good and bad deeds. The antitheses ubiquitous in fairy tales help them to distinguish between good and evil, between lie and truth, between cowardice and courage, they teach them what are the positive qualities and what are the most common defects of people. Living with the favorite character the events of the fairy tale, the child learns about the world around him, without being himself put in dangerous or difficult situations.

We must not forget the beneficial role that stories play in a child's affectivity. Fear, joy, love are experienced by the child at maximum intensity, without being put in dangerous or difficult situations. There are parents who worry about too strong emotions caused by negative characters. More sensitive children may want to benefit from a slightly sweetened version of the story, but otherwise, we have nothing to fear. Let us not forget that at some point the child will have to face the world that is not always as beautiful as we would like. The stories prepare him for the moment when he will face unpleasant situations. Even at a very young age, stories play an important role in a child's development. A baby who is a few months old does not understand anything he is told, but by listening to stories he learns a lot about language, intonation, how sounds are created and what they mean. In addition to the beneficial effect on the child, let's not forget the role of stories in the parent-child relationship.

Lack of time makes many of us abandon our children in front of the TV, in cartoons or in front of the computer, at games. A fairy tale told at least once every few days, creates between parents and child that special connection between two people who live the same sensations, have the same feelings and imagine the same scenarios.



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