

Teaching language in Pre-school Children Psychological Premises

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As the main type of human communication, language records an intense development during pre-school age (three to six years old). The study we have achieved on a panel of 50 children of chronological age between four and six years old proves the hypothesis that a incensing socio-cultural environment created by the originating family and the kindergarten favourizes the children's linguistic performances, as well as their optimal adjustment to school activity.

Key words: *Communication, pre-school child's language, psychological age of the language, socio – cultural environment.*

Not only extracting, processing and storing the information are specific to human beings, but also exteriorizing the information to be communicated to the others. Communication is a fundamental component of people's existence in society, having as a main aim to assure cooperation.

Oral language or speaking is the fundamental form of language, present to all normal subjects and it is the base for reading, writing and inner language. "...the language is elaborated by society and it contain beforehand, for the use of the individuals that learns it before contributing to its development, an ensemble of cognitive instruments (relations, classification, etc.), ensemble which is put in the service of thinking." [3].

In ontogenetic plan, language supports communication and understanding between adult and child, permits the assimilation of human experience and provides the material necessary for thinking to operate, and it offers the conscience the elements to bring up-to-date passed situations and the capacity to anticipate future events. In this way language becomes an instrument of psychical/ mental activity.

Language, as a way of individual manifestation, forms and develops during ontogenesis under the influence of education. Children take over spontaneously from the social-cultural environment in which they live linguistic patterns which they are going to use for communication. Education actions have the mission to enrich these patterns, and also to correct those incorrectly learnt. To become efficient and stimulative educational actions which aim at teaching language beginning with early ages should be based on the characteristics of language development specific to each age.

During pre-school period verbal communication develops a lot, not only regarding the increase in the number of words which are used (active language), but also regarding pronunciation, grammatical structures and the passage from situative talking to contextual, coherent speaking, and the understanding of the word communicated by adults. Children between the age 3-6 begin to use more and more nouns, verbs, adjectives. What they communicate at this age are short sentences with some exaggeratedly amplified details and with omissions which create hiatus in the verbal flowing.

After the age of six, the gradual passing to contextual language takes place, this supposes an-adequate and sufficient using of verbal means of communication. At the age of 6 verbal flowing is close to the one of the entourage. [1]

Studying the language of children under school age, J. Piaget [3] calls it egocentric language, because they do not seek for communication, do not have the same point of view as the interlocutor, do not aim at communication.

The development of the speaking of children under school age confirms the generative point of view. [4] A newly-learnt word is very quickly involved in different combination without any organized learning of this word. Its grammatical flexion and even its meaning (to older children) emphasize the generative structure of language [2].

Near the age of 6 an adaptation of the speaking to the age of the interlocutor establishes. During communication with younger children, children under school age

reduce the length of sentences; avoid difficult words, use gesticulation and even small language. If they interact with older children, they express their desire to be understood. They communicate with adults in sentences and complete phrases with ceremonious expressions.

It is important to mention that the speaking of children under school age is based on verbal structures taken over by imitation the adults in the family or acquired in kindergarden and in which there are involved grammatical rules which control the verbal flow.

The development of language habits is also done by the extension of knowledge about the roots of word, prefixes, suffixes and by the application of some grammatical rules, by the use of abstract context independent language. The understanding of the connexions between words is based on the knowledge of syntax and, in general, of grammatical constructions which enrich by specific didactic activities.

Verbal behaviors subordinates more and more all the other behaviors, organizes and stimulates them.

The learning of writing and learning will determine a new quality of language, but also the assimilation of more knowledge which contributes to a considerable increase of vocabulary.

The intense communication with adults, the contact with mass-media and school solicitation more rich in content contribute to a considerable development of language at the age of preadolescence.

To show the importance of early education in developing verbal communication at children under school age and to determine the degree of influence of the family educational environment and kindergarden on the development of the communication and the language at children under school age, a comparative research was done on two group of subjects.

To accomplish these objectives the following task *by hypothesis* was formulated: let's suppose that a stimulative environment regarding communication leads to superior performances in communication and linguistic acquisition, which assures an optimal integration of the children under school age in school activities.

The two groups formed of 25 children with the chronological age between 4 and 6 came from different social environment. In group A these are children who attended kindergarden from the age of 3 and who were raised in a stimulative socio-affective climate, the parents or the persons who took care of them were preoccupied with their education. In group B there are children who attended kindergarden only for a few months who came from institution which protect children and who were adopted or taken care of a few month only, children from families with tense relationship, from disorganized families (the child begin left in the case of the mother who married again) in which these are children from other marriages.

The methodology used had as an objective collecting data about the social-affective environment of the families from where they come (observation, anamnesis^{*}, the study of personal documents, free speaking and the interview) and investigating the psychological age of language with the help of adapted test Alice Descoedres [5], test which consist of seven subtests which permit the observation of some deviation in the development of language in comparison with the chronological age (establishing the resemblances/ differences between different objects or images of some objects, filling the gaps of text, memorizing some groups of numbers, denominating some oppositions with the images of the objects, denominating some materials of some objects).

The comparative analysis of the results obtained by the 2 groups of subjects, permitted to reveal the difference at the level of communication and the development of children's language between the two groups, children who weren't raised in the same conditions of educational and socio-cultural environment..

The subjects from group A with the chronological age of 4,8 have the average of 5,6 years of the psychological age of the language . At only one test (denominating the materials which some objects are made of) it was registered an average of the psychological age of the language inferior with 0,2 compared with the average of the chronological age.

The subjects from group B with the average of the chronological age of 4, 5 age have the average of 5 years of psychological age of the language. The worst results were obtained at the test where they had to establish resemblances/ difference between objects or images of the objects, test in which the average of the language age is with 0, 7 smaller than the average of the chronological age and at test 4 in which the average of the language age is 0,4 smaller than the average of the chronological age.

From these results it was established that the average of the psychological age of the language of group A is superior to the chronological age with a difference of 0,7 years compared with group B in which the difference is smaller with only 0,5 years. This thing demonstrates that the educational environment offered by the family and kindergarden contributes to the development of communication and the language of children.

By going through the instructive-educational activities for educating the language even from the first stage of kindergarden by the children from group A; there were obtained very good results regarding the level of development of the communication and of language. The superior results of children from group A are justified by the analysis of the socio-cultural environment where they come from. As said before, these children come from organized families in which the relationships are harmonious. The weak results of the children from group B are justified by the fact that they come from apparently organized families in which the relationships are tensed or from monoparental families. the family relationships influence in a great way the behavior of children under school age in their relation with adults, but also in relation with children of their age.

Being known the fact that the role of language and communication is decisive in the forming and developing of the children's personality, in the enriching of their capacity, to socialise with the other children and adults , to interact with the environment, to know it and to master it by exploring it, by trying, exercises, experiments, in finding out of their own identity and in obtaining the habits of learning; early education of communication and language is necessary.

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