

Stories and fairy tales - the importance and role in the instructional - educational activities in the kindergarten

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Abstract:

For many children, kindergarten is the place where they first come into contact with the wonderful world of stories. Through their richness and diversity of thought, they contribute to the development of thinking, memory, imagination, concentration, language, and to the moral and aesthetic education of children. The role and importance of stories and fairy tales in instructive-educational activities are obvious, as they enrich the vocabulary, develop the ability to communicate and relate, influence intellectual development and will. Stories play an essential role in the formation of the human being because of their "discourse" of order and meaning. They are those who, through the beauty of words, bring children into a world of values where good always triumphs over evil, constituting a wealth of meaning and educational value.

Keywords: *communication, language, morality, aesthetics, imagination*

1. Introduction

The word fairy tale is defined according to the "Etymological Dictionary" by the synonyms story, fable, legend, or fabrication, lie according to the "Dictionary of the Modern Romanian Language". In "Small Encyclopedia of the Romanian Stories", Scientific and Encyclopedic Publishing House, 1976, it is mentioned that the term is of Slavic origin, appearing in ancient literature in the form of "fairy tale" or "fairy tale", signifying an invented narrative. The first to collect and introduce fairy tales into Romanian literature was Nicolae Filimon and Petre Ispirescu, followed by Bogdan Petriceicu Hașdeu.

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2. The body of the paper

In the early years of life, stories and fairy tales are not just simple stories; they represent the tool available to parents with the help of which they can stimulate the child's love for reading and for the fascinating world of books, while also strengthening the emotional bond between parent and child. Unfortunately, for many children, kindergarten is where they first encounter the wonderful world of stories. Stories, through variety and wealth of ideas, contribute to the development of thinking, memory, imagination, attention, and language, to the moral and aesthetic education of children. In kindergarten, stories are used as important forms of organizing activities, with a formative role to fulfill instructive-educational tasks.

The role and importance of stories in instructive-educational activities are obvious. They enrich the vocabulary, develop the ability to communicate and relate, influence intellectual and moral development, form the skills of listening, and develop the will.

The stories must be carefully chosen according to the particularities of the children's age, precisely to understand and assimilate their contents. Pursuing mainly the art of communication, storytelling activities must be planned and accessible, with moral content, with narrative elements capable of permanently maintaining children's interest and attention. Considering the fact that preschoolers cannot be attentive for a long time, the educator must plan these storytelling activities before starting other activities. Listening and perceiving stories requires sustained effort on the part of children, and if they are not attentive and do not follow the logical order of ideas, they absorb the story superficially.

In addition to making the text accessible, the teacher aims to replace or eliminate different expressions to promote children's understanding of the narrated text. The efficiency of the story is ensured by introducing onomatopoeia, by repeating or introducing details from the life of animals or other characters, considering the logical unity of the story, without changing its content.

"Scientific research has proven that in the process of listening to a story, children manifest themselves differently, from one group to another, both in terms of concentration and persistence of attention, as well as in terms of integration in the content of the stories. Thus, younger children, in general, are easily captivated by what is told and listen silently until the end or until the teacher asks questions or insists on being told one more time. Other times, however, distracted by what is happening around them, they tend to play and even leave the activity. Children of 5-6 years are capable of a greater and more persistent concentration of



attention and therefore, the child's participation in the content of the fairy tale is more active." (E. Varzari, 1971, p. 187)

The voice and the tonality of the voice are some of the most important means that the educator uses to reproduce emotional states, thus giving expressiveness to the story. A monotonous tone, an indifferent voice in any situation, or, on the contrary, giving too much importance to small deeds, affect the children negatively. The educator must therefore adapt her tone of voice according to the importance of the narrated facts. The emotional state of children can be emphasized with the help of the tonality of the voice, changing the rhythm of speech and how a word, phrase, etc. is emphasized. Also, in the same way, the emotional states of the characters can be highlighted, such as sadness, fear, joy, delight, wonder, threat, etc. By emphasizing a word or some sentences, the educator manages to capture the children's attention on what is important in understanding the logic of the story. The expressiveness of the story is also nuanced by the slightest change in facial expression, accompanying and reinforcing the verbal means of expression.

The stories are a way of learning about some aspects of life, and fields of activity, and familiarizing children with the world of animals, plants, and physical phenomena. With their help, children develop their active vocabulary, language, and thinking. With mastery, the educator can use synonyms, antonyms, and homonyms, thus enriching, activating, and nuanced the children's vocabulary.

Before starting the story-telling activity, the educator must create favorable conditions for listening to the fairy tale, starting with airing the room and collecting toys and other objects loved by the children which could distract them from the story. The best seating for children to listen to the story is in a semicircle, an open square in two rows, either on the chairs or on the carpet. In arranging the children, the educator must consider those who are smaller or those who have hearing impairments. As soon as the children have been arranged, the title of the story is immediately exposed and its recitation begins, as it is known that the attention of preschoolers cannot be captured for a long time. "Practice has proven that the procrastination of the beginning of the activity, the repeated observations and calls of the educator to establish peace and ensure discipline is tiring and even more, they disorganize the group." (E. Varzari, 1971, p.187)

The educator, also to increase the effects of the exposition of the story, can also use a series of intuitive means: images, boards, figurines, power-point materials, silhouettes, and models. Proper handling of them increases children's interest in storytelling.



For the success of the storytelling activities, the educator must continuously improve her storytelling technique, consider the particularities of age, and present the narrative text in a clear and comprehensible manner to the children.

For the moments when the children are not paying attention to the story-telling activity, the teacher needs to keep calm, not raise her voice, or show other signs of annoyance, which negatively affects the listening process.

At preschool age, stories containing dialogues, with simple actions and few characters are indicated. The children are asked to reproduce the contents of the stories in their way (this activity is introduced at 4 years old) to form the habit of presenting them cursively and logically, but also to practice contextual and monologue speech, having the opportunity to learn the technique of memorization and reproduction.

In any storytelling activity, lastly, the reversion connection must be ensured by:

- presenting and discussing some illustrations, representing the main moments of the story.
- discussions about content and characters.
- children's reproduction of important fragments from the story.
- imitate the typical actions of certain characters in the stories they hear.
- drawing the elements from the story that particularly impressed the children.

"Although by its nature storytelling is a passive method, due to the set of affective-emotional experiences it can trigger, it can ensure the personal, deep involvement of the preschooler in the organized activities, through the very way of establishing the intersubjective relation between the educator and the child." Mihaela Păiși Lăzărescu, Liliana Ezechil, 2011, p. 119)

The role of stories is not only to transform information and describe events but also to make children feel better or worse, happier, or sadder as they hear them. No other form of language can do this. The stories, therefore, involve the children's emotions in the knowledge they learn. They address both the soul and the mind. Stories play an essential role in the formation of the human being because of their "discourse" of order and meaning. "The fact that children have been raised with myths and fairy tales for so long is proof of humanity's trust in their shaping power. Told, printed, screened, or passed in the hyperspace of the computer game, presented in the full and italic forms of the classical text or the condensed and heteroclit variants of some contemporary creations, fairy



tales convey essential patterns of articulating the world and constructing identity... Next of the mother tongue... the story sets a major cognitive pattern." (Alina Pamfil, 2006, p. 26)

Fairy tales are the ones that sensitize children, stimulate them, make them interested and engage them in learning, and stimulate their creative thinking, also contributing to the formation of the moral profile.

The fairy tale presents life from multiple perspectives, presenting the world in its bipolarity, i.e., good - bad, beautiful - ugly, real - fantastic, being a guide to understanding the ethical values of human existence.

In the stories, it is work that ennobles the characters, and it is only through work that they overcome their condition and climb the social ladder. Also, through them, respect for the advice of the elderly is instilled, and the diligence, wisdom, and kindness of man are exemplified. The latter develops the hatred of negative characters, their antithesis triggering the systems of analysis and appreciation of the characters' deeds, constituting true lessons of morality and ethics.

Stories and fairy tales provide real models of behavior, focusing on the proverb "after the deed and the reward". Also, through them, children are formed and educated in the feeling of esteem, value, love, devotion, obedience, obedience, and sacrifice. The stories thus contribute to the formation of moral consciousness and moral conduct, the two desirables of moral education.

"In the instructive-educational process, the fairy tale can be successfully exploited because it constitutes a wealth of meanings and perennial educational values." (Isabela Elena Spirea, 2011, p. 65)

Fairy tales contribute to the development of imagination, artistic and aesthetic taste, to the formation and education of children in the spirit of truth, courage, and justice. They also present the most important moments in human life: birth, baptism, marriage, old age, and death.

3. Conclusions and recommendations

Although cartoons and games on the phone or tablets are current, they will never be able to replace the mystery, fascination, and emotion of a fairy tale.

In conclusion, it can be said that stories, and fairy tales, take us to a world where values come to life through the beauty of the word, and imagination builds the future... A future derived from childhood fairy tales, where good defeats evil, giving life the lost importance in the turmoil of modernity." (Isabela Elena Spirea, 2011, p.258)



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