

THE SPEECH OF PRE-SCHOOL CHILDREN- OPPORTUNITIES FOR ITS IMPROVEMENT

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Abstract

The human being has the inherent ability to acquire and use the speech, but only as an opportunity, being_a predisposition. Social dialogue and development of intellectual and other abilities are also needed for the development of speech. The process of adoption of speech is not the result of shaping the environment of the child, but it is a process of creative creation. Children's speech is not a changed form of the speech of the grown-ups, but a special system based on predictable stadia, which is more likely to approach the speech of the grown-ups. Since speech is a very subjective indicator of the emotional, intellectual and social development of the child, the findings of the speech status and the functions of the speech by the educator are also significant in relation to the other components of the child's personality. Based on the results of the examination of the children's language development, as well as the improvement of their language through the texts, various programs can be created for individual activities that will stimulate the development of the language and the speech as well as the wider emotional and intellectual development of the child.

Keywords: education, quality, students, teacher, values.

JEL Classification: I21

Introduction

For every observer of the modern world, the term communication and notions of whose bearer is imposed from all sides. From everywhere is heard: we live in a world of communication. Is this new? If the language is much more specific to the human being, then the man by nature is communicated- without even claiming to be just that. The same is true if that language serves the basic purpose of communicating. Since communication in this work relates to communication within the framework of the educational process, it will be defined within the framework of that system. Educational work assumes those who teach and those who learn. These properties of educational work can be characterized as the unity of teaching and learning when they come to their

mutual interconnection and conditioning. This interaction is accomplished as interaction and communication. The fact that humanity, as micro-relationship is the fundamental unit in which the educational process takes place. The education is achieved through human communication and the goal is the development of the human being. Education is such communication in which a close interaction is realized, education is a form of human communication. Communication is paramount in education. Whether its sense, communication is needed to make sure our children are successful. The term can also be considered something that doesn't always happen. Sometimes is a lack of time, a lack of resources, a lack of knowing how to get the point across or a language barrier. (Andrade 2015) Therefore, due to the foregoing, it can be concluded that the problem of communication is unusually significant for educational work and the education in general. The success of both, as a whole, depends on the success on communication.

In order to confirm the above statement, the definition should be given for the speech behavior. Speech is a form of learned man's behavior that serves man, first, as a means of personal expression and secondly as a means for human intercourse. It is an important factor in the development of personality and in its socialization. It is also the natural function of the normal child when it will achieve the necessary level of experiential and organic maturity. It follows that linguistic skill is a learned reaction that is conditioned by the psychic and physical properties of the organism.

There are differences in the children's language development when they come to the pre-school, whereby they are expected to participate actively in speech, to cooperate in, to conclude and what is most important, to give verbal answers according to the norms that the educator determines. Coming to a kindergarten, the child must understand and learn "what he learns, how to say things and to work", as what the educator expects from the answers and his work. This task in the kindergarten will be better respond by a child with an enhanced speech.

The children should learn how to interpret the teacher's speech. Many ramps are waiting, starting from wrongly heard to misunderstood words at the significant level, or in general, the unread words, spoken by the educator.

From this we can see the importance of children's speech, how much important is the role of the educator in the creative dialogue, which can be accomplished with communication and interaction educator - child, and vice versa, the child will become a creator.

The aim of this paper is to investigate the interactive communication between the educator and the children in pre-school education, more precisely, by using expressive texts, to eliminate some shortcomings in the pre-school children's speech, as part of the educational work on mother tongue.

The subject of the research

Expressive speech and expressive reading

The expressive speech is the speech of the interlocutor, in which he understands the content of the speech, emotionally experiences the speech, artistically expresses the basic components of the expressive speech, briskly and unobtrusively affects listeners.

Expressive speech plays an essential role in the development of intellectual and aesthetic abilities in children. In that context are the next important tasks of the expressive speech:

- to correlate with expressive recitation and drawing, dramatic and scenic expression;
- to stimulate the natural intonation, the measured pace and the volume of the voice;

- precise accentuation of the words according to the accent in the Macedonian language;
- training for self-expressive expression of prose and versatile verses.

The expressive speech is incorporated in all areas and components of speech culture. This is the primary goal of the mother tongue educational area and should be nurtured in all the teaching subjects.

Reading can be treated as a skill and as an ability. The skill is concerned with the data reception, that is, the visual side of that activity that is related to the speed of reading. However, an integral part of the reading is the interpretation of it, which can not be put to the level of skill. Namely, rapid reading can be overcome by many students. But not all of them can understand the message at such high speed, to interpret them, to record the relationships, make the conclusions, take a position, etc. Rapid reading increases reading comprehension. It also has a snowball effect on the size of the vocabulary and general knowledge, which increases the reading speed. Rapid reading requires sustained and forceful concentration. (Richard Sutz 2009) This interpretation of the data could be named as ability. The reading should be treated both in skills and in ability.

Reading comes down to a process in which the written text should be translated into a sound language and hence to the thought of which it refers. With other words, reading is a communication process in which the text is the transmitter of messages, and the reader receives those messages. According to the author Leipzig (2001), reading is a multifaceted process involving word recognition, comprehension, fluency and motivation. It requires:

- identify the words in print- a process called word recognition
- construct an understanding from them- a process called comprehension
- coordinate identifying words and making meaning so that reading is automatic and accurate- an achievement called fluency. (Leipzig, 2001)

To acquire a culture of reading requires a long time, which is a result of the constant development of reading habits. It is an unfinished process that starts from the pre-school age and lasts until the end of life. And besides the existence of other means of information and communication of the modern man, he still needs a solid and a versatile reading culture.

The expressive or aesthetic, beautiful, artistic, interpretative reading is the highest rope of the loud reading of the literary- artistic text (the loud reading is a process in which the graphic symbols are transformed into acoustic symbols- voices). Expressive reading also entering into the most hidden secrets of the text, the soul of the author is revealed, the most subtle threads of the structure of the art text are revealed, his feelings. Interpretive reading is the effective communication of thoughts and/or feelings of an author to the listener. The reader should draw meaning from the selection to share with the audience. All the skills of reading aloud, including vocal flexibility, clear articulation, correct pronunciation, as well as the use of pause and rate variation, can be used in interpretive reading (Nordick, 2010). If the text is read correctly, expressively, it will be emotionally understood, i.e. both the reader and the attendant will experience emotional enjoyment. In order to be the most expressive reader, one needs to understand the crucial connection between expression, meaning and sentence structure (Peha, 2003). Expressive reading is the most complex form of reading and is based on the logical and correct reading, respectively reading can not be expressive if it is not correct and if its content is not understood, in contrast to the correct and logical

reading, the expression is emotional. All this is impossible without proper application of the voice components of the expressive reading that are already apparent, but also the non-genuine components that include: mimics, gestures and movements, poses.

Artistic (expressive) text is a literary creation in which the author elaborates a certain problem of the world and life, but through the prism of his intellectual, emotional and ideological determination. Expressive text refers to written language forms such as narrative, poetry and metaphor that can be used as tools to vividly represent the meaning and feeling conveyed in an experience. The expressive text-based approach provides a textual link between experience and its expression. (Wijesinghe 2012) This formation is the result of the author's productive fantasy and his creative thinking.

Correction of certain shortcomings in the pre-school children's speech is done by using expressly read texts, which are sufficient motivation for proper speech and excuse by children.

Reading for children is a special satisfaction, if an appropriate situation and atmosphere are created for his listening, that will stimulate children's imagination and will encourage them to listen carefully. To use explicit reading, the most important are: the correct choice of text, how it is read, and the preparation of the educator and the children.

The artistic (expressive) text will impress children's intellect and emotions and will have an educative effect only if it is read completely, not partly or fragmentary. In order to cause thoughtful curiosity and emotional astonishment among children, the educator will endeavour as clearly as possible, more explicit and interpretively to read the text, avoiding any unnaturalness in the intonation, diction and accent.

The text should not be read immediately after the announcement of its processing. However, the educator with his calm attitude should create a pleasant atmosphere and expectation. That atmosphere should engage children mindfully and emotionally for adequate experience of the values of the express text.

R. Dimitrijevič recounted that art reading is the best preface and the best summary for each analysis and introduction. The interpretation of artistic texts, as well as their processing, is a complex and delicate task for the educator because the literary works offer broad interpretation possibilities, but do not allow for superficial approach and improvisation.

The literary work is multilayer and that's why different methodologies are applied in his interpretation. With the help of the expressive texts, some shortcomings in the speech of the children of the appropriate pre-school groups can be eliminated. If the children do not have the proper speech technique, i.e., incorrect breathing, vague pronunciation, incorrect diction (style of speaking or writing, determined by the choice of words by a speaker or a writer) (Devices n.d.), irregular pace, lack of logical related speech, improper use of newly created words, etc. we can conclude that there are deficiencies in the pronunciation.

Methodology of the research

In order to improve the quality of children's speech expression, a study was carried out which concerned the model for overcoming the shortcomings in the child's express expression in pre-school institutions. With this research, we believe that we will reach the attitudes that will be applicable in the educational practice. So, their application will be the improvement in the children's speech through the application and development of

a model for the promotion of expressive reading. We used procedures and instruments that did not disturb the normal course of educational work. Before the survey, the following tasks were set:

- To examine what types of expressive texts are used by the educators.
- To examine the adequacy of the expressive texts for children's age, intellectual abilities, the actuality of the topic, etc.
- To find out what kind of improvement occurs in children's speech through the use of texts for expressive reading by educators.

This research was an action research since, despite the statement of the current situation, an action was taken to improve the situation and overcome the problem. This research was made to answer a specific practical problem that is real and should be overcome or reduced with the anticipated actions. Starting from the foregoing, the general hypothesis, specific and individual hypotheses were set.

General hypothesis

The model of promotion of expressive reading positively influences the overcoming of shortcomings in the children's speech expression in pre-school institutions.

Specific hypotheses

1. The model of promotion of expressive reading of texts influences the expression of texts reading in the realization of targeted activity in mother language in pre-school institutions.
2. The model for the promotion of expressive reading of texts influences the interest of educators and parents in finding, creating and using texts for expressive reading.
3. The model of promotion of expressive reading of texts influences children's interest in listening, speaking and dramatising expressive texts in pre-school institutions and homes.
4. The model of promotion of expressive reading of texts influences the improvement of the spoken expression of the educators and the children of the appropriate pre-school groups.

Individual hypotheses

1. The creation and distribution of audio material with expressive read texts of the educators and parents increase the representation of the expressive reading of texts in the realization of the targeted activity in mother language in pre-school institutions.
2. The creation and distribution of audio material with expressive read texts of educators and parents increase the interest of educators and parents in finding, creating and using texts for expressive reading.
3. The realization of training for educators for the application of expressive reading of various types of texts increases the time for representation of the expressive texts reading in the realization of the targeted activity in the mother tongue.
4. The realization of training for educators for the application of expressive reading of various types of texts increases the interest of the educators to find, create and use the texts for expressive reading.
5. The realization of training for educators for the application of expressive reading of various types of texts improves their vocal expression.

6. Realization of training for analysis of own and child expression increases the representation of the express reading of texts in the implementation of the targeted activity in the mother tongue.
7. Realization of training for analysis of own and child expression increases the interest of the educators to find, create and use the texts for expressive reading.
8. The introduction of active listening to texts at the beginning of the focused activity in the mother tongue increases the interest of the educators in finding, creating and using texts for expressive reading.
9. The introduction of active listening to texts at the beginning of the focused activity in the mother tongue increases the representation of the expressive reading of texts in the implementation of the targeted activity in the mother tongue.
10. The introduction of active listening to texts at the beginning of the focused activity in the mother tongue increases the interest of children for listening, speaking, dramatizing expressive texts in pre-school institutions and homes.
11. The introduction of active listening to texts at the beginning of the focused activity in the mother tongue improves the speech expression of the children in the pre-school institutions.

Course of the research

During the research, five steps were considered:

Step 1: Determination of the obstacles in the children's speech expression in the program area of the mother tongue

Step 2: Identification of the problem that is being dealt with

Step 3: Planning and dimensioning of actions (interventions) to overcome the problem.

Step 4: Implementation of actions and monitoring

Step 5: A cyclical evaluation of the changes from the introduced actions.

Table No.1. *The course of implementation of the actions in the first cycle*

Actions	Time				
	First Week	Second week	Third week	Fourth week	Fifth week
1. Determination of the obstacles in the spoken expression of the children in the programming area of the mother tongue.					
2. Identification of the problem that is being dealt with					
3. Planning and dimensioning of actions (interventions) to overcome the problem.					
4. Implementation of actions and monitoring					
5. A cyclical evaluation of the changes from the introduced actions.					

Source: Developed by authors based on the research in February/March 2018

Research actions

1. Production of audio CD material with content from an express reading of the text and distribution to the teachers and parents.
2. Training of educators for expressive reading of various types of texts.
3. Training of educators to analyze their own and children's expression.
4. Listening to texts (expressly read) at the beginning of the intended activity by children.
5. Distribution of CD materials with recorded texts of parents.

Research procedures and instruments

From the research procedures in the paper, the following were used:

- Survey of educators in pre-school institutions.
- Survey of the parents of children from each group of pre-school institutions.
- Audio recording of the course of mother tongue education in pre-school institutions
- Observing verbal communication educator- child.

From the research instruments in the paper, the following were used:

- Questionnaire for educators
- Questionnaire for parents
- Protocol for analysis of audio recording and transcripts
- Protocol for observation of verbal communication educator- child

Population and sample of the research

This research included 9 educators and 197 children from three pre-schools at the level of the municipality of Bitola in the country of Macedonia, as well as some of their parents, randomly selected.

Results from the questionnaires for the educators

With an assessment of the attitudes, convictions and opinions of the educators and parents regarding their conviction for the improvement of the children speech expression for appropriate pre-school groups, one can get an insight into a number of parameters for the research problem.

The attitudes and opinions of educators and parents were examined with a questionnaire for the realization of the educational activity in the small, medium and large groups of the pre-school institutions.

Next will be presented the results obtained from the questionnaires, filled in by the educators, regarding the research project Interactive communication between the educator and the children in the pre-school institutions.

Table No.2. *Representation of the texts for expressive reading in the realization of the intended activity*

	Never	Rarely	Often	Arithmetic mean
Representation of the texts for expressive reading in the realization of the targeted activity:	/	/	9	3

Source: Developed by authors based on the research in April 2018

Comment:

The results obtained from the questionnaires for the educators from the small, middle and large group of pre-school institutions for the first question show that all the educators since the action was introduced, responded that they frequently use the expressive texts in the realization of the targeted activities in the mother tongue. (Table No. 2).

Based on the analysis of the results in relation to the first question, regarding the representation of the expressive texts in the pre-school institutions during the targeted activity on mother tongue by the educators, can be confirmed individual hypotheses:

- The creation and distribution of audio material with expressive read texts of the educators and parents increase the representation of the expressive reading of texts in the realization of the targeted activity in mother language in pre-school institutions.
- The realization of training for educators for the application of expressive reading of various types of texts increases the time for representation of the expressive texts reading in the realization of the targeted activity in the mother tongue.
- Realization of training for analysis of own and child expression increases the representation of the express reading of texts in the implementation of the targeted activity in the mother tongue.
- The introduction of active listening to texts at the beginning of the focused activity in the mother tongue increases the representation of the expressive reading of texts in the implementation of the targeted activity in the mother tongue.

Table No.3. *The interest of teachers for finding, creating and using texts for expressive reading*

	Not at all	To a certain extent	To a great extent	Arithmetic mean
The interest of the employers for creating, finding and using expressive texts:	/	2	7	2,77

Source: Developed by authors based on the research in April 2018

Comment:

The results obtained from the questionnaires for the educators from the small, middle and large group of pre-school institutions for the second issue show that the largest number of educators, since the introduction of the action, responded that their interest to find, create and use expressive texts has grown to a great extent (Table No.3).

Based on the analysis of the results in relation to the second question that relates to the interest of the educators to create, discovering and using the expressive texts, one can confirm the individual hypotheses:

- The creation and distribution of audio material with expressive read texts of educators and parents increase the interest of educators and parents in finding, creating and using texts for expressive reading.
- The realization of training for educators for the application of expressive reading of various types of texts increases the interest of the educators to find, create and use the texts for expressive reading.

- Realization of training for analysis of own and child expression increases the interest of the educators to find, create and use the texts for expressive reading.
- The introduction of active listening to texts at the beginning of the focused activity in the mother tongue increases the interest of the educators in finding, creating and using texts for expressive reading.

Table No.4. *Interest of the children of the appropriate group for their listening, speaking and dramatization*

	Not at all	To a certain extent	To a great extent	Arithmetic mean
The interest of the children of the appropriate group for their listening, speaking and dramatization:	/	2	7	2,77

Source: Developed by authors based on the research in April 2018

Comment:

The results obtained from the questionnaires for the educators from the small, middle and large group of pre-school institutions for the third issue, show that since the introduction of the action, the interest of most children to listen, speak and dramatize the expressive texts has grown to a great extent. (Table No.4)

In this direction and the results from the monitoring show that the introduction of the action always influences the increase of the children's interest in listening, speaking and dramatizing the expressive texts.

Based on the analysis of the results in relation to the third question regarding the interest of the children for creation, finding and using the expressive texts, one individual hypothesis can be confirmed:

- The introduction of active listening to texts at the beginning of the focused activity in the mother tongue increases the interest of children for listening, speaking, dramatizing expressive texts in pre-school institutions and homes.

Table No.5. *Expressive talk of teachers in the use of expressive texts during the intended activities*

Components of expressive speech	Never	Rarely	Often	Arithmetic mean
Diction, Intonation, Rhythm, Modulation, Tempo, Accent, Dynamics, Pausing	/	/	9	3

Source: Developed by authors based on the research in April 2018

Comment:

The results obtained from the questionnaires for the educators from the small, middle and large group of pre-school institutions for the fourth issue, show that since the action was introduced, they often come to an improvement of the components of the speech expression. The educators respond in the same way. (Table No.5)

Based on the analysis of the results in relation to the fourth question which refers to the improvement of the voice expression of the educators, one can confirm the individual hypothesis:

- The realization of training for educators for the application of expressive reading of various types of texts improves their vocal expression.

Table No.6. *Expressive speech of children while using the expressive texts during the given activity*

Components of expressive speech	Never	Rarely	Often	Arithmetic mean
Correct breathing, Clear pronouncing, Correct diction, Naturalness on intonation, Logically connected speech, Communication skills	/	/	9	3

Source: Developed by authors based on the research in April 2018

Comment:

The results obtained from the questionnaires for the educators from the small, middle and large group of pre-school institutions for the fifth question, show that since the action was introduced, children often get to improve of the components of the spoken expression. The educators respond in the same way. (Table No.6).

In this direction and the results from the observation indicate that with the introduction of the action, the children always improve the expressive speech components.

Based on the analysis of the results in relation to the fifth question, which refers to the improvement of the speech expression of the children, one individual hypothesis can be confirmed:

- The introduction of active listening to texts at the beginning of the focused activity in mother tongue, improves the speech expression of the children in the pre-school institutions.

Parental involvement in improving the voice expression of children

To the open type question, all educators means 100%, unanimously responded that parents should be involved in improving their children's voice expression. This leads to the conclusion that there should be greater involvement of parents in the entire educational process.

Conclusion

Based on the completed research, quantitative and qualitative data processing, several important conclusions can be drawn. By their very nature, the results can be conclusive because the samples included in the research presented some characteristics of representativeness. However, the results obtained are still insufficient for complete and absolute conclusions. Therefore, the conclusions that we have drawn out consider it, for less or more indicative, with certain significance. After studying this issue, this type of research should be applied to other populations, as well as on other topics, in order to verify the basis of the knowledge obtained in such initial research. Considering the fact

that the research has a theoretical and empirical character, the concluding observations also refer to the one and the other part of the processing of this problem.

The analysis and interpretation of the data obtained helped us to conclude for the foundation of the hypotheses. There are some conclusions that we believe will contribute to the development of the educational practice in the upward line.

1. The theoretical study shows that the problem of interactive communication between the educator and the children in pre-school institutions is very subtle by nature and difficult to research. This is specific more for children from a small group of pre-school institutions due to the lack of speech development at that age. Also, this problem is not sufficiently empirically studied, and hence the absence of scientifically based answers to many questions and dilemmas.
2. Since speech is a very subjective indicator of the emotional, intellectual and social development of the child, the awareness of the speech status and the features of the speech by the educator, to a considerable extent are the knowledge about the other components of the child's personality. Based on the results of the monitoring and the examination of language development and the speech behavior of the children, various programs for individual activities can be created. These actions will stimulate and accelerate the development of the language and the speech, as well as the wider emotional and intellectual development of the child.
3. The purposefulness and efficiency of educational communication oriented towards the humanization of the interaction between the educator and the children in the pre-school institutions are some of the basic assumptions for communication in this process. The successful realization of the democratic style of educational communication is conditioned by the high communicative competence of the educator and the system of activities for the formation of a communication culture in the children of the pre-school institutions.
4. From the research, we can see that with the introduction of the action, in our case, the auditory material with the recorded expressive texts, greatly improves the speech expression of the children from the pre-war groups. Namely, through their listening, during the targeted activity of the mother tongue in children, the following improve: the clear children's pronunciation, their correct dictation, the nature of the intonation and the logically related speech.
5. Also, they increase the interest in expressive speech, as well as the dramatization of the expressive texts (the children choose the roles by themselves), activities that can be most intervened by the educator to eliminate the obstacles in the children's speech and with that to create conditions for the correct pronunciation and speech.
6. Through the action, children improve the listening, as a particularly positive activity, if it is known that 50% of the time spent in a pre-school institution goes to the same.
7. Educational work is carried out according to determined articulation stages (introduction, main and finished part). In the introductory part, there are no special activities in which the borrowers can improve the speech expression. The main part of the targeted activity is the time when in all observed and the recorded activities, was performed the reading of the expressive texts (at the second reading of the expressive text, attention is diminished, especially in the small group), as well as their processing. The final part of the targeted activity is the time when the children had expressive speaking or dramatizing the texts, they had a storyline according to a series of images or recounted, mostly they were corrected by the educator, practicing their own proper speech and pronunciation.

8. The research showed that the educator is an example of proper and expressive speaking in pre-school children, indicating the enormous need for constant improvement and embellishment of the spoken expression in the same. If there is a serious approach to this problem, many shortcomings in the speech that are occurring in pre-school children can be eliminated very early, thus creating a perfect basis for the development of correct speech and pronunciation. The expressive texts are just one way to achieve it.
9. This research relates to only one aspect of these wide and complex issues. Its dimensions point to the need to explore and a number of other problems related to the problem that is being studied and explored in this effort.

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