

## DIDACTIC METHODS FOR CORRECT GRAMMAR EXPRESSION IN PRESCHOOLS

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**Abstract:** *Language can be likened to a tool that has given man the opportunity to accumulate and store theoretical knowledge and practical experience in a form that is easily transmissible and used to the maximum. This determination highlights the functions: communicative, cognitive and regulatory action of language. Responsibility for language education in children should be a permanent concern for parents and especially educators. Proper grammatical expression takes place in kindergarten and it improves throughout life. The study included 50 children - two groups of high group preschool (experimental and control group) and specific teaching methods were used to improve correct grammatical expression. The results obtained demonstrate that appropriate methods can lead to significant improvement of correct grammar expression in preschools*

**Keywords:** *preschool; correct grammar expression; specific teaching methods;*

### Theoretical framework

Not only in the historical development of man, but also in the ontogenetic development of the psyche, the role of language is considerable. Currently, language is defined as "the inter-human communication activity achieved through the language and all its resources." (Moldovan, 2013, p.81)

Language is constantly developing and progressing to the child, and the educator only has the task of organizing and planning the language experiences of each person, depending on their own developmental pace. During the four years of preschool age, under the influence of increasing demands of activity and communication, rapid assimilation of different aspects of the language takes place, new functions of language develop and develop, which becomes more coherent and coherent. In communicating with other people, the child transmits what he has seen and heard, what he lived, did, and thought.

It is important to emphasize that the "self-talk" which often accompanies the child's practical activity plays an important role in the planning and regulation of this activity (Cretu, 2004).

The language of children preserves dialectical aspects in the family, which highlights its very important role in the development of speech. Preschool develops authentic logos, always speaks, often using inappropriate expressions and funny replies. Towards the end of the stage the sentences are getting longer and the rhythm accelerated (according to Munteanu A., 1998, p.68).

The education of pre-school children's language in the kindergarten takes into consideration the requirements of the Early Education Curriculum and the curriculum proposes that the objectives be achieved throughout the pre-school language and communication field, namely: developing the possibilities of verbal expression, perception and correct use of the meanings of oral verbal structures; the cultivation of a fair verbal exposure from a phonetic point of view; development of creativity and plasticity of oral language; developing the potential to sensitize and communicate thoughts, intentions, meanings developed by written language.

Depending on the didactic task, the experiential field includes the following types of activities, namely: teaching-learning, knowledge and skills consolidation, knowledge recapitulation and systematization, evaluation, mixed (combined), skill training and skills (according to Kelemen, 2015, p. 9).

All free activities of preschoolers favor an affective climate of free and civilized communication between children, reinforce the act of communication in the most varied forms, generated by the variety of games, songs and rhythmic exercises. In the process of educating and educating children an important role is played by the teaching material, educational means in their capacity as "instruments of action or information carrier" (Cerghit, 2008).

Several objectives of language education in the kindergarten primarily pursue the expressiveness of communication, which means stimulating the child to speak, preserving his charm of speech, that is, through intonation, accent, rhythm. "Curiosity specific to pre-school age is a basis for educating the child to get informed through questions. In all kindergarten activity the child has to express emotions, affective feelings, feelings, attitudes towards people, plants, animals, positive or negative situations, concrete circumstances or encountered in stories." (Surdu, Dănila, p.11).

The educator can intervene in such a way as to contribute to the enrichment of the children's language and to stimulate correct speech from all points of view. Regarding the correctness of the language, Tudor Vianu stated: "A language mistake is not only a violation of any of the precise rules of logical thinking, of literary sense, of civilization in social relations. An incorrect, confusing, improper or trivial formulation constitutes a deviation from the norm of the literary language as well, if not more than a misunderstanding or a corrupted form of language" (apud Mitu, Antonovici, 2005). That is why the cultivation of the language in all aspects (phonetic, lexical and grammatical) are objectives that any teacher has to achieve, and when he notes deviations from the literary language, it is necessary to intervene firmly but delicately for their correction. Imperfect speech can be an impediment to communicating with others as well as building interpersonal relationships.

Pre-school child does not learn grammatical rules, does not know definitions, does not know what is noun, verb, declination, but respects these grammatical rules by speaking about speech patterns, is trained to know them through games and exercises, is corrected when wrong. The storytelling activities are very useful because of their ethical and aesthetic value as well as the influence exerted on the personality of the preschool. Initially, those methods that support the conscious acquisition of stories, ease the ability to observe the episodes with their logical succession and use them with a correct, coherent, expressive expression, using literary expressions specific to stories (Panisoara, 2004)

An important way through which the correct reading skills for the first-grade writing are formed is the conversation, as a form of activity, through which progressive speech from short sentences to independent expression or long sentences or phrases, framed in texts. In the language education activities, in the 3-4 years of the kindergarten, there is a development and improvement of the phonetic, lexical and grammatical language. . Under the conditions of correct education, the child acquires all the fundamental sounds of the mother tongue at the age of 3 (Kelemen, 2013).

In developing the language of the child, learning the grammatical structure of the mother tongue is a matter of the highest value. In proper living and education, at the end of the pre-school period the child possesses the basic grammatical forms of the mother tongue and generally uses them correctly in his or her expression. This aspect greatly influences contextual language. It is distinct that both the grammar structure and the vocabulary are effectively taught by the children in the vivid communication process, imitating naturally the speech of the others and correcting themselves as adults when they make mistakes in their

expression. Because of this, the speech pattern around it must be correct, the adult must have a proper expression, respect the grammar rules that structure the speech. The preschool does not assimilate the grammatical rules as they are, does not know their explanation, does not know what the noun is, the verb, the conjunctiva, the preposition, the genre, the declination, the conjugation, etc., but he respects in his speech the rules of combining words into sentences.

Educators have a special role to play in the grammatical structure of the language, in terms of the activities they perform. The so-called "sense of the tongue" appears naturally, gradually through the formation of empirical language formulas. Sensitivity to the linguistic side, including grammatical structures, is a key feature of a pre-school child, although "language" is not a "study object" (as it will be at school). By means of this, sense of tongue, "children use the grammatical forms as best as possible, and even verbally highlight mistakes in other children's speech (Stoica, 2010).

With pre-school time, they must use grammatically correct constructions by following the following guidelines:

- use correctly the terminations of the nouns cases, especially the genitive and the dative, the articulated and near-articulated forms of the nouns in the singular and plural;
- to change the verbal forms by person, time, number and especially to use correctly the past and the future of the known verbs;
- to achieve the agreement of the nouns with the accompanying words, to render some degree of comparison in speech;
- to correctly use various forms of personal pronouns and politeness;
- to use correctly the usual connecting words (conjunctions and prepositions);
- to make simple and developed sentences, even some phrases (Andreica, 2010).

Disagreements between the subject and the predicate abound in the expression of preschoolers. The main cause must be sought in the reduced analysis of the correspondence between the action and the subject of the action. The reception of the shape that the forefather used, without adapting it to a correct answer, is another reason for disagreement. The adult's own example of expression is also a model for the child. In the absence of a correct pattern of expression, the child will continue to make the same mistakes as the speakers around.

An effective means of achieving grammatical correct speech is the conversation. In the conversation, the questions asked by the educator ask the child to recall and select the knowledge, to use the most appropriate operations of thinking and to apply them according to the context of the discussion. In some conversations, intuitive material can create an atmosphere favorable to discussing aspects known to children (Lucescu, 2010).

## **Hypotheses and Objectives**

Pedagogical research was based on the following hypothesis: "If the development of language in pre-school age is mainly achieved through the use of age-specific didactic games then an enrichment of the level of language will be achieved."

The experiment was carried out at kindergarten no. 9 in January-March 2018, in two pre-school high groups, children coming from both united and single-parent families.

## **Studied sample**

The sample consisted of two groups of preschoolers of 50 children, 24 children of high group B and 26 of children of high group C from kindergarten nr 9 Arad. Major group B represented the control group and the large group C represented the experimental group.

The age of children is between 5 and 6 years of age, and in terms of composition it is the following: 22 girls and 28 boys from different socio-economic and cultural backgrounds and with special medical conditions: 3 children come from single-parent families; 9 children have unemployed parents; 1 child is born from the orphanage; 2 children with autism. As far as the level of education of the parents is concerned, 25 children have higher education; 10 children have middle-education parents.

## Methodology

In order to achieve the objectives, we have called for the use of several research methods, both classical and modern, some aimed at activities with preschoolers, others being processed for this activity. These methods are: the observation method; survey method; the method of conversation; story; the didactic game; the method of analyzing the products of children's activities; test method; didactic pedagogical experiment.

An initial assessment of the level of correct grammatical expression of the children at the beginning of the research was made, after which the formative experimental part was used when using didactic games specific to this purpose (correct grammatical expression) and adapted to the age of the children. The formative phase lasted a month and a half, after which a new assessment of the grammatical correctness of the expression was made.

## Results and discussions

In the initial stage, an initial test was conducted to identify the level, volume of vocabulary and correct expression in the sentences, and a questionnaire to determine the degree of involvement of parents in language development in preschools through various contexts.

The initial test (pretest) and questionnaire were administered to two groups of preschoolers. large group B and large group C.

The step consisted of applying a varied, initial theme test centered on the following contents:

- the degree of termination of the language level;
- correct grammatical expression;
- vocabulary level

The test aimed at determining the level of the sample, allowing the comparison of the results after a period of application of the interactive methods and the didactic game in the activities of stimulating communication, of knowing the progress made by the children. In drawing up the content of the initial assessment, account was taken of what children are going to teach in order to anticipate the best way to continue training by analyzing the results. All samples were selected according to the specifics of the group of preschoolers, taking into account their age and intellectual peculiarities.

The results of the initial test for the experimental and control groups can be seen in Table 1 and Figure 1.

Table 1. Results in the initial test to the experimental and control group test

	Very good	Good	Sufficient
Experimental group	11	10	4
Cotrol group	12	9	4

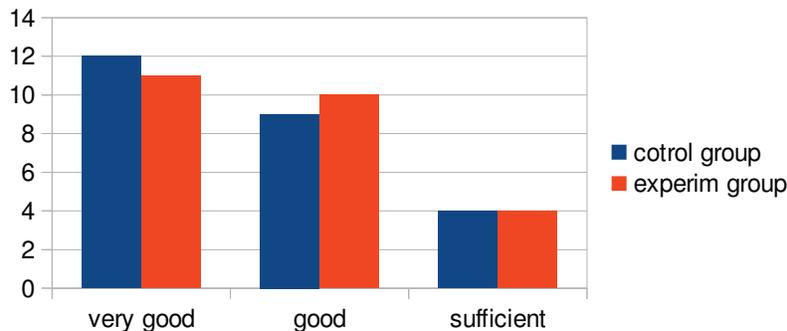


Figure 1. Results in the initial test to the experimental and control group test

At the same time, a questionnaire was put to parents and children to track the time parents give to children playing with them and doing the right speech exercises. The results obtained by pre-school children at the initial test are of medium level and they can find that there is only a slight difference between the two groups.

Interpreting the questionnaire: From the perspective of research, we have noticed that the two groups have a relatively low level of language development, which is viewed both in terms of parents' and children's responses.

The findings made in the questionnaire are as follows:

- Of the parents of the children in the two lots (50%) spend time playing with the child, (30%) do not spend time playing with children, the rest (20%) play a little longer, and;
- Most parents (70%) give very little time for dialogue, clarification, these take place during the way to and to the kindergarten, the others (30%) consider that they have a satisfactory dialogue with the children.
- The focus on parent-child dialogue is (60%) are quite interested in dialogue with children, and the rest (40%) consider these dialogues to be of little importance (the factor being the lack of time)
- A relatively small percentage (10 parents representing 20%) requires children to report what they did during the day.
- More than three-quarters of parents think that educators are the ones who need to deal with language development, and (20%) think that they, as parents, are also responsible for this language-stimulating action.
- For lexicon development, most (60%) let children ask for explanations about new words, (30%) find their meaning with the dictionary and 20% did not respond.

For children, correct grammatical expression is essential in establishing harmonious relationships with other colleagues in the group. An erroneous and incorrect expression can make it a target of mockery and isolation from others, increasing as much emotional stress and leading to forms of emotional abuse (Breaz, 2017).

The experimental stage was a formative-ameliorative one. At this stage, a pleasant and attractive work was used under the sign of the game, combining intuitive and verbal methods, active-participatory strategies, integrating didactic games into inter and transdisciplinary activities, selecting interesting, attractive games.

Throughout this stage the results were measured and the children's activity appreciated. Did we use specific didactic games focused on the imbuition of language and the acquisition of the correct grammatical forms in the everyday expression: Al (a, ai, who) who is (are)?, "I say one, you say more" .

The final evaluation stage consisted of applying a questionnaire and a final test on both groups of children - large group B and large group C, starting from the observation stage, but adding the new items of content transmitted as well as an increased degree of difficulty. By carefully analyzing the results obtained by the children in the experimental group and the children in the control group in the final evaluations, one can notice a significant difference between the results of the two groups, in favor of the experimental group, to which the independent variable was introduced.

The comparison of the groups of children involved in the final evaluation can be seen in Table 2 and Figure 2.

Table 2. Results at final test to the experiment and control group

	Very good	Good	Sufficient
Experimetal group	<b>15</b>	<b>7</b>	<b>3</b>
Control group	11	11	3

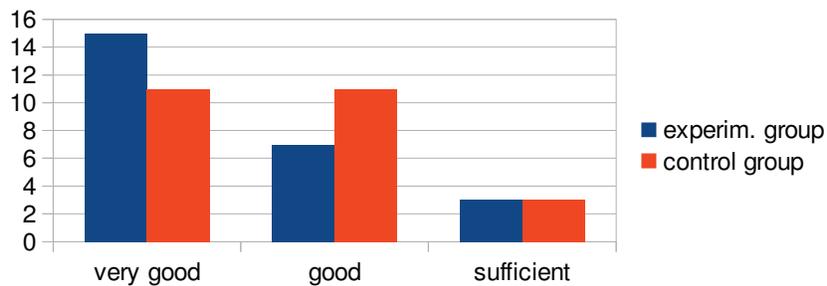


Figure 2. Results at final test to the experiment and control group

If a comparison is made between the effects obtained by the experimental group and the control group in the pretest and posttest stage, there is a slight increase of the results in the posttest stage. This increase is due to the application and effectiveness of the didactic games used in the research activities (see table 3 and figure 3).

Table 3. Comparison of research lots in initial and final testing

ratings	Experimental group		Control group	
	Pretest	Posttest	Pretest	Posttest
Very good	11	15	12	11
good	10	7	9	11
sufficient	4	3	4	4

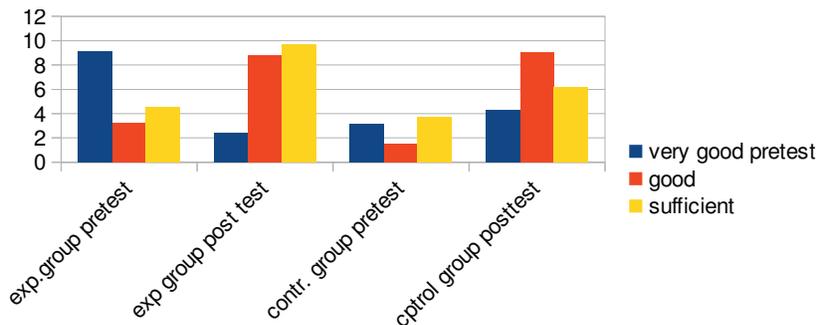


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Following this experiment, it was observed that preschoolers in the control group had lower grades than those in the experimental group, and the time to solve the evaluation was also different.

At this stage, the questionnaire applied to pre-school children will be resumed in the observation stage.

Interpretation of the questionnaire as a result of the application of the didactic games to the experimental group showed an improvement regarding the way of involvement of the parents regarding the time for playing with the children, the time for dialogue with the children, the ways of enriching the language at preschoolers

The explicit role of this step is to strengthen and stabilize the new behaviors learned and to observe any changes in the child's progress (as the case may be) to the activity. The assessment stage makes it easier to highlight the evolutionary aspects, or, on the contrary, some involutions, stagnation, which, by accumulation, draw attention to the urgency to intervene ameliorative and optimizing.

The tasks of the sample define qualitatively and quantitatively learning behaviors and thus the didactic framework benefits from information which, correctly interpreted and valued, gives the measure of the stage reached by the child in his training on a precisely defined training sequence. Final estimates can be a diagnostic tool and can provide relevant information for improving the learning strategy.

## Conclusions

In pedagogical research we performed initial assessments in the form of an initial test (pretest stage), formative assessments and final evaluations in the form of a final test (posttest test).

Measuring the results achieved in the three evaluations resulted in the following conclusions:

- Professors from the experimental group had very good results and those from the control group achieved the final test in a smaller proportion;

- As for the start-up phase of the experiment, pre-school children had a relatively lower level in terms of language;

- There is an increase in the degree of communication capacity development;

- The hypothesis that "if language development in preschools will be achieved mainly by using age-specific didactic games, then an enrichment of the level of language will be achieved" has been confirmed and communication capacities of older preschoolers grow in a faster pace with increased motivation, improving the performance of preschoolers,

- The children's language has been changed in both phonetic, lexical and grammatical terms;

- Exercises play educational games and fun games are enthusiastically awaited by children, because besides the instructive-educational side, it creates a climate of affection and proximity between preschoolers, the child having the chance to express himself freely, naturally.

- The effects achieved in the research indicate good organization in the educational-educational process, paying special attention to the game's side, development and stimulation of the communication skills of preschoolers.

**Acknowledgement:** We hereby state that the subjects involved in our research were informed about the voluntary character of participation in this research, about the understanding of information and of that fact that withdrawal from research is possible at any time without negative consequences upon the participant. The research complied with all ethical research standards, the research participants/participants` guardians giving their consent to participate in the research.

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