

Fairy Tales and Promotion of Early Childhood Development

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Abstract

The purpose of this academic article is to present the selection of storybooks for early childhood children, which must consider the ability to promote the development and imagination of early childhood children, and must consider children of each age who are able to receive knowledge and interests are different, because fairy tales are considered an important helper for parents and teachers in raising early childhood children, because in addition to providing fun, fables also provide knowledge and ideas that include morals and ethics. It is crucial to consider a child's age, interest, perception, and skill when determining whether or not a fairy tale is acceptable for young children. As a result, there is a genuine advantage to children's learning in that they will start to identify tales from seen sights and heard sounds as they gradually come to understand the meaning of the words until they can connect the two. In addition to learning the facts and tales that make the literature interesting to read, memorize them. As a result, selecting tales to help young children develop their skills will also strengthen their relationships with their parents and teachers, who have been telling tales to children since they were still in the womb. Additionally, selecting tales that are age-appropriate will be able to effectively support the development of the kids in all areas.

Keywords: Early childhood, Fairy tales, Child development promotion

Introduction

Parents can begin telling tales to their children when they are still in the womb. Storytelling has been shown to improve children's cognitive development and learning. As talking to a fetus may aid in the development of the brain and neurological system that govern hearing, parents may employ tone, emotions, and sentiments to elicit a response from their children when they are listening to stories. This is a healthy development since the fetus can detect it and may react with wriggles and body movements, from the time the kid is born until he or she is an adult, they will start to be curious and want to learn more, as well as encouraging them to become interested in the world around them and the literature they have in front of them. In order to engage and improve children's skills in other areas as well, it is important to select age-appropriate children's stories and storytelling techniques. When you think of a story, a lot of people probably picture one that has been passed down, with a princess, prince, fairy, or witch as the protagonist, with moral and ethical lessons woven in, and with a happy ending that the author wrote so that the audience would listen to it happily and joyfully, used as a lullaby before going to bed, but did you know that stories are more significant for young children than that? Regularly sharing stories with young children can be simple and

inexpensive, but it has many benefits, including fostering children's imagination, creativity, and ability to focus for longer periods of time. It also helps to promote language development, especially listening to accumulate words, which will support children's fluent communication. (Playwet, 2011)

In any case, Tobbundit (2005) it has been stated that fairy tales are effective, for promoting learning in children, that early childhood no child dislikes listening to fairy tales, fairy tales create imagination, dreams, thoughts, understanding and perception for children. Thus, storytelling is a necessary activity for early childhood children as it promotes natural learning. The purpose of telling stories to young children is not just to amuse and entertain them; rather, the stories' content must be engaging and educational so that the young listeners will gain knowledge from them. Likewise, the characters in fairy tales must help children develop their imaginations and include both positive role models that the young listeners should emulate and negative role models that the young listeners should avoid. In order to make the narrative more entertaining, the storyteller may utilize techniques such as picture storytelling, hand puppets, finger puppets, dolls, or other equipment, as well as a proper location to pique the interest of young listeners. The content of the story must therefore have a length that is appropriate for the age and interest of the child, just as it will help encourage the child to have characteristics in various aspects that are consistent with the desirable standard of early childhood education curriculum.

From the above information is consistent with the research of Innurak (2010) saying; a fable is a narrative or legend that has been passed down from one generation to the next, created from the author's or storyteller's imagination from the past to the present, with the intention of educating or illustrating to youngsters the proper way to live. Fairy tales are both oral and written stories that have been passed down orally from one generation to the next, making them part of the rich cultural history of humans. They are also stories that have been documented in writing because they are significant and useful. The tales taught by the teacher may use the method of storytelling or use of various devices in storytelling for fun, morality and easy understanding of the content of the tale that needs to be conveyed. However, in telling the story the selection of stories or the use of teaching language should take into account the age of the audience.

The purpose of a fable is to insert ideas, morals, or ethics into a story that has been told for a long time. It may also be based on reality or come from the author's imagination. The goal is for the listeners to enjoy the story while also being able to use it as a model for how to behave properly in public. However, the benefit of tales for teaching is that they aid in the development of mental pictures in young learners, who succeed in learning to read and write both at home and in early childhood settings where they are exposed to stories and books from other cultures. Early infancy is a time when fancies may be produced in great numbers, but due to cognitive limits and a lack of experiences. Because of this, kids at this age are suitable for enhancing or enhancing their experience as well as creativity via storytelling to help them adjust and prepare for everyday events.

Results

Benefits of storytelling for early childhood

Advantages of storytelling for early childhood

Children may like listening to tales when they are told to them, and parents and instructors may use a variety of storytelling techniques to keep kids interested. As a result, there are several advantages to storytelling for young children. (Piromrak, 1997)

1) Choose a location and a routine for reading tales to early childhood children in order to acquaint them and spur their interest in reading or listening to stories, this includes choosing a time for reading at least one story each day as a routine.

2) As a way to reduce distractions and encourage youngsters to focus on the narrative, turn off the television, video games, and phones and provide a calm space for storytelling.

3) The youngster should either sit comfortably, on the parent's lap, or in a position that allows them to clearly see the storybook.

4) To get more kids to read the novel, the tone and mood should be handled effectively.

5) In order to develop imagination, focus, analytical thinking, and pleasure, children should be involved in the narrative by asking questions during the story, underlining terms that they want the kid to remember, or having children point to visuals.

6) When children are old enough to make their own selections, they should pick out books they enjoy and share them with others since doing so may teach them how to make decisions and may also pique their interest in the narrative.

Characteristics of good Storybooks for early childhood children

However, the story's content must be of a length that is suitable for the age and level of interest of young children. This will encourage young children to develop traits in a variety of areas that are in line with the ideal standard of educational curriculum, some examples of such attributes are as follows; (Boonyanit, 2008)

1) Promoting physical development, helping children have a growing body, developing large and small muscles to be strong, just during the story telling, there is an opportunity for children to participate in the content of the story, allowing children to move different parts of the body, for example, allowing children to play roles as characters in the story, jumping along the content of the story.

2) The content of most stories contains moral subtexts that help promote morals and ethics, and it also helps children concentrate longer from focusing on listening to stories to help cause thinking, imagination, and courage. These benefits include promoting mental-emotional development, assisting children to have good mental health, being happy while children listen to stories, and being happy while children listen to stories.

3) In order to foster social development, children will have the chance to interact with adults and other children while listening to stories, the stories' themes will also be applied to daily life, encouraging children to value nature and protect the environment for peaceful coexistence. As a result, kids will gain a better understanding of both themselves and others.

4) Encourages intellectual growth, aids in the development of children's imagination and creativity, aids in the development of language, communication, listening, and speaking skills in an age-appropriate manner, and also aids in the development of children's observant, reflective, inquisitive, and opinion-expressing traits, and capable of resolving issues requiring logical thought, conceptual thought, and mathematical principles as the foundation for subsequent study.

Given that not all children will enjoy the stories that are available, the storyteller or reader for the kids must pick one. While making this decision, they should take the following

factors into account; the narrative should be chosen to suit the child's various ages, and the time spent telling it should be appropriate to the duration of the child's attention and focus, this will depend on how well the story meets the child's requirements. The information must be educational, original, encourage morals and ethics, have a compelling plot that will pique kids' interest, be good literature in terms of both plot and character traits, utilize inventive language, and timelessness is never a story. It also carefully examines human emotions, offering inventive solutions for kids to deal with challenges. It also warns against making light of other people's suffering and from using words or treating them in a reproachful or derogatory way. (Hoffman, 1970)

Techniques for storytelling to enhance early childhood development

Children's imagination at each level

Early infancy is a time when creativity is at its peak, adults often share a variety of tales with young children, whether they are about something thrilling, amusing, tragic, or scary, or about the world around them. (Crow & Crow, 1962) So, it is important for teachers and others to be aware of how children think in order to be able to tell or write tales that speak to their needs and imaginations, which the child's imagination can be divided as follows;

1) An independent imagination is one that is not entirely supported by the child's experience, children in the early years of life will rely on their own thoughts to guide their actions and shape their emotions.

2) Spatial imagination is a child's imagination that can relate what he sees or hears, with things that have been seen and heard before, can be divided into 3 steps;

Stage 1: that is when the early childhood hears something or the early childhood sees something and thinks of what has been seen before, or imagines what the early childhood has seen before.

Stage 2: in addition to the early childhood associating what they see or hear with something else, the early child also imagines the emotion or liveliness of that object.

Stage 3: imagination of the surreal, magical, wonderful, with this stage of imagination that every child dreams of having.

As a result, the storyteller must prepare the tale to be told before beginning the narrative as follows, after selecting the subject of the tale to fit the audience and being pleased with the plot, to ensure a seamless transition as the tale moves forward, the narrator must read the story they choose several times in order to become comfortable with, comprehend, and be well-versed in it. (Filela, 1975) Also, it must address the narrative process, which the narrator must take into account while presenting the beginning, continuing the narrative until the middle, and concluding the story in a way that is clear and engaging given the narrator's particular traits. The storyteller must also prepare and experiment with the materials used in the story in order to develop competence and arrange the utilization in first-come, first-served order. The storyteller must be prepared for all activities, such as storytelling, and they must be appropriate for the audience. For example, they should sing or speak repeatedly and easily, they should also invite the audience to take part in the performance or engage in activities with them. Also, the narrator must take into account the audience's needs while determining the best place for them to narrate because they need to be able to see and hear the information. (Wayson, 1984) In addition, it is crucial for the storyteller to read the narrative aloud often and to memorize the plot, the characters, and the actions. If the narrator is worried about becoming stuck when telling, the narrator must take notes to avoid forgetting.

Storytelling methods for primary teachers

Storytelling used by early childhood teachers can be divided into two methods:

1. Oral storytelling: because the child listening to the story will only be paying attention to the storyteller, the storyteller must always be prepared, here are some preparation tips for oral storytelling; (Sheviakov & Fritz, 1995)

1.1 Prepare the content of the tale, consisting of reading the tale to be told and understanding the tale first, then catch the point of the story that what stories to tell to the children who listen, and break down the steps of the story well. The way a story is told often differs from how it is read, especially when it comes to adding or removing people to make the story more or less acceptable. The ability to adapt the narrative to the children's interests is crucial because if the storyteller notices that the kids are having a good time, they may add more material.

1.2 The narrator must have a pleasant tone, though it need not be beautiful, and most importantly, the pacing must emphasize the sound to make the story seem interesting. The tone should not be too smooth, and the narrator's use of a soft, heavy voice or a fast, slow speech rate can also convey the story's mood.

1.3 When telling a story in front of a lot of kids, the storyteller's personality needs to be engaging for them, they need to be not too still or too swayed, and they need to move and gesture in ways that are appropriate for the story's subject matter, they also need to stand in a way that is relaxed and kid-friendly.

1.4 Wearing clothing that allows for mobility is required.

1.5 It's important for the environment where the narrative is being heard to not be too busy and for both the listener and the storyteller to be able to focus.

2. Telling stories using textbooks Use of this accompanying book refers to the use of illustrated books, those who will use picture books must prepare as follows; (Sheviakov & Fritz, 1995)

2.1 Memorize the tale so that you can retell it when the narrator opens the picture book.

2.2 Study the meaning of the colors used in illustrations because children's books often use colors to convey the mood of the story as well.

2.3 It's important to pay attention to the images on the front and back covers of books because sometimes the beginning and the conclusion of a tale appear on the front and rear covers, respectively.

2.4 If the audience is seated in a semicircle, the entire artwork has to be lifted so that everyone can view it, the book should be handled such that the audience can completely see the illustration.

Hence, it can be said that the value of narrative for young children and the value of storytelling materials for young children are as follows; helps to improve comprehension for kids, as an example of presenting a tale “Little Red Shirt” that instructors may supply and select from a variety of media, such as 3D mirror-paper stories, puppeteers, images on magnetic grid plates, etc., by the use of interactive or lifelike media, teachers may help students learn concepts better by causing them to move or see things more realistically. (Sanhachawee, 2000) Children will find it fascinating to see the characters in the story move in a way that compliments their roles throughout the entire narrative, as in the media story “Little Red Shirt”, which serves as an example to draw their attention. Encourage kids to appreciate these types of media by allowing them to follow the narrative with pleasant emotional engagement, this will encourage kids to adjust to new conditions and get ready for everyday life.

Methods for sourcing and selecting media for telling stories and stories for early childhood children.

Children are interested in the purpose and content of the subject to be taught, so early childhood teachers should think about what methods are available to make it easier to provide materials to tell stories and stories, and the selection of media needs to take into account its size, appearance, and color. Based on the principles of economical, profitable, and efficient, early childhood teachers and practice teacher as well as parents should learn about telling stories and stories to children as follows; (Prapatthong, 1979)

1. An examination of the media available in educational settings to see whether any are appropriate and satisfy the learning objectives and content to be taught. If so, labor, time, and resources would be saved, or current materials might be produced and used as media.

2. If there is no media, as per number 1, inquiry may ask the students in the class, for instance, “We want red roses, yellow tulips, and blue flowers to use in class. Who has flowers at home”, “Which instructors may obtain the flowers they want”, etc. If it seems that these things are not available at the child's home, the guardian may help provide them or may inquire about fellow teachers in the school, even janitorial staff, who may help to provide them. However, for the early childhood, the teacher should not be so sure and should ask the guardian who picks up the child to be sure.

3. As borrowing certain essential media is difficult and expensive, it is important to look into other sources of borrowing, such as slide projectors and story slides, or narrative films, cartoons, or by borrowing slide projectors or movie projectors from close institutions next to each other. As for slides or movie films or plaques to record images for television broadcasting instead of movie films, they may be borrowed from news agencies, etc.

4. Early childhood educators should adhere to the saving principle, the advantages of learning about storytelling, and the efficacy of storytelling, certain forms of media that you wish to utilize must be developed by yourself in order to fulfill the aims and material that will be used to educate.

5. Purchasing some types of media is required, should explore the distribution sources and ascertain the price in order to purchase media that meets the objectives, if it's a cheap purchase, it's up to the discretion of the teacher whether it's worth buying or not, such as scraps of colored paper, scraps of cardboard, scraps of paper, scraps of fabric, etc., which may be purchased from a printing factory or a garment factory. If teachers only need a small amount of them, they are frequently sold in bulk and at a discount, if only a small amount is required, they may be given away for free by a printer or factory if the early childhood teacher has good interpersonal skills and wants to use the leftovers for the kids' education. The buying and acquisition of pricey narrative materials is therefore possible for educational institutions with sufficient funding. Because children want instructors to tell tales and stories by viewing new media more, this does not imply that storytelling and storytelling for early childhood children will use this sort of storytelling media as a substitute for teachers. As for pricey media, it will only be utilized periodically. (Pruksawan, 1991)

In order to help children, adapt and prepare for everyday situations, teachers and practice teacher as well as parents should raise awareness of the storytelling materials for young children in the material section, as well as the tools and techniques they use to convey knowledge, understanding, emotions, feelings, experiences, attitudes, and values appropriate for children. Children already like listening to tales, so storytelling media may help draw and hold more children's attention, storytelling media can be developed in a variety of ways and in a variety of ways. The materials for telling stories to young children also include the tools, techniques, and strategies that instructors should encourage kids to utilize while telling tales to their peers for them to see and hear. Teachers and practice teacher as well as parents can encourage and coach kids to conduct role-plays replicating stories in fairy tales they have previously seen and heard because kids already have a very high level of imagination and creativity. On occasion, kids may even help each other utilize the media to tell new stories on their own. (Srisuwan, 2003)

Conclusion and suggestions

“Storytelling” is essentially one of the key activities that instructors employ to encourage the growth of children of all ages, from infants to kids in primary school. Stories can be one of the most effective tools for forming good habits in children, as illustrated by the images and texts that tell various tales. If the teacher selects the story at the right time, at the right time, and with the right story, stories can be more than just attention-getters for the kids. Why stories have so much influence on children, and why scholars encourage children to learn to love reading from an early age, this is the answer to this question.

1. Tales help promote age-related development: for early childhood children, stories are regarded as stimulating visual skills, listening, and increasing vocabulary, and some fairy tales can also help enhance the development of tactile skin as well, and when growing up stories in fairy tales are also good stimulants for language development, whether reading simple words from a book, learning about rhymes, synonyms, differences, and understanding the sequence of events, etc. (Yoonpun, 2006)

2. Stories help build concentration: with the interest of stories, in addition stories that are often lined up to have a follow -up, allowing children to concentrate easily from reading, and is a concentration that comes from their own interior needs, that is, wanting to know what will happen, further up on each page there is something interesting hidden, or what kind of tone will the parents and teachers use when they see that picture, picture, etc.

3. Stories help build imagination: one of the charms of the story is that can be changed endlessly, for example, a picture story for children will never get bored even if it is the same book that is read over and over again, because every time a child reads, they may have different imaginations towards those things, and it may be because they have seen the real thing, or it may be because the tone of the reader has changed, or perhaps it's because older kids have a different reading environment, which allows them to invent new versions of old tales in their imaginative minds, sometimes they even draw parallels between those tales and their own lives. (Winkomin, 1999)

4. A story is a medium to create warmth: anybody with experience can relate to this emotion as children's giggles and grins often accompany the opening of a storybook, and parents also find themselves able to unwind while they read the tale, the most unique aspect of fairy tales is that they may be used as a vehicle to quickly foster happy memories in families, teachers and parents frequently hear cute stories when listening to and telling them, and they also frequently observe the child's endearing conduct. (Intanin, 2011)

Storytellers must learn the art of storytelling, which includes using tone and gestures, in order to keep youngsters engaged. During storytelling, the storyteller must always prepare in preparation before delivering a tale to the kids to ensure that the storytelling always serves the desired aim. (Winkomin, 2017) Having activities following storytelling is another crucial factor that storytellers must take into account, by allowing kids to engage and absorb the ideas or concepts in the narrative, storytelling will be effective in the context of its intended goal. Utilizing the correct storytelling skills is a crucial art that will assist make the narrative entertaining and grab kids' attention so they will be more amazed, in addition to utilizing a good story that is appropriate for the audience's age. Teachers and parents should thus research the concepts before planning storytelling activities for kids. and storytelling methods that are easy to learn and apply in order to provide youngsters with the best possible experience.

From the author's ideas presented above, it can be inferred that the tale is one that has been handed down through the generations or has a new author, with the intention of satisfying the primary psychological needs, to stimulate enjoyment and creativity in the imagination, and

may even include morals or helpful rules for children to follow in their daily lives. Because of this, tales are incredibly significant and beneficial to kids. They not only assist parents get their kids to understand and value the behavior they wish to inculcate in them, but stories also serve as effective teaching tools. Children who regularly hear engaging stories will pick up words from listening to and imitating speech, which affects their language development without the child being aware of it. By regularly sharing stories with children, parents can encourage and support their children's healthy development in accordance with their age. Both the promotion of excellent relationships for the participants of both parties to have a sense of intimacy, as well as in terms of the physical, emotional, social, intellectual, and linguistic, bond each other more tightly.

As a result, it can be said that storytelling is a crucial component of promoting early childhood development. It is also a helpful activity, a time for the family to spend together, and it helps the kids form positive memories. Children who listen to fairy tales on a regular basis will have language learning skills, listening skills, and summarize, and strengthen the ability to solve problems on the spot, concentrate on listening, which are very important skills in learning. This is because stories in fairy tales are like fictional situations, helping children to practice thinking, is another form of exercise that is fun and easy to understand. A good story is one whose primary goal is to educate in a happy and joyful environment, so that children do not feel taught and children feel loved by their parents and teachers. Children will enjoy listening to stories because fairy tales offer imaginative stories that satiate the needs of love and attention. (Ausubel, 1968).

New knowledge and the effects on society and communities

The practice of “telling stories” is seen to be a novel body of knowledge that positively affects local communities and society, for example by allowing young children to learn and grow by using local folktales. Which folktales are considered a type of tale that can be passed down from generation to generation, which may not be recorded as evidence because in ancient times there was no other form of entertainment, in many cultural societies, storytelling is used to listen to each other, and which frequently it is a story from the imagination showing the beliefs of the villagers. Folk stories are frequently produced based on the author's imagination and are subsequently documented or published, thus it's difficult to determine where they came from. (Srisuwan, 2003) Folktales are significant in many facets of human life and society, including the transmission of knowledge, the development of personality, and the influence on thoughts, attitudes, and actions. Because folklore is a collection of attitudes, beliefs, likes, fears, entertainments, conventions, and other ideas, folktales aid in human understanding of the human condition in general. Folktales are the heritage of a nation as a national culture that chronicles the life of each nation and each language that has been remembered and practiced. In any case, folktales allow humans to know local conditions of life based on the principle that folklore is the basis of life for a particular nation or group. Most significantly, folk stories inspire pride in one's own community and let people understand how similar their circumstances are to those of others, making an unbroken group. (Paripurana, 1999)

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