

Fairy Tales and the Lingual and Intellectual Development in Preschoolers

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Abstract

A fairy tale as a form of a cultural code is the most important tool for cultural and ethnic socialization, the transfer of social experience, values, and worldview. Modern society is characterized by a high level of technologization, standardization, and universalization of the communication process which leads to the formation of new social practices of communication of various social groups. The article is focused on highlighting the functional and activity role of a fairy tale in the formation of the social memory of the younger generation and the features of the implementation of intergenerational communication through the fairy tale. Communication is a powerful mechanism to live a life of harmony, impact and emotional resilience. Effectively conveying your thoughts into words that build trust and influence has the ability to dramatically shift the course of your life. Think about some of the most legendary people that have lived on this planet. In modern society, the range of communication agents in the transmission of social experience between generations has significantly expanded. There appear agents of non-family communication, which take part in the transmission of cultural memory and the formation of memory places in the younger generation.

Keywords: fairy tale, socialization, communication, education, culture.

Introduction

"If you want your children to be intellogent, read fairy tales to them. If you want them be more intelligent, read them more fairy tales." - Albert Einstein

We started with a saying, which more and more is convincing us that we shuld act like that. So, why educators read fairy tales to our pupils of early childhood and elementary schools? Because fairy tales are imaginative histories with rich visual

and contextual elements that bring to children inner emotions. They engage children who believe the stories - many for children outside their own world are relevant to their lives. In this way, fairy tales model behaviors for children such as problem solving or emotional intelligence. Bad things happen to good people in fairy tales, and then, in many cases, those good people (often children) find their way in and around these difficulties. As G.K. says. Chesterton once said, "Fairy tales don't tell children that dragons exist. Children already know that dragons exist. Fairy tales tell children that dragons can be killed."

From an educational perspective, future young readers are learning the basics of storytelling in a thematic and consistent way—the setting, characters, and plot (rising action, climax, and resolution) unfold predictably and help children orient their minds. them about the elements of writing. And, of course, understanding these elements will not only help children to write, but also to read. In Waldorf Education, developing the imagination is a key part of helping to foster reading comprehension. To imagine these tales is to think abstractly and transform words into personal, inner meanings.

After all, as Hans Christian Andersen once said, "Life itself is the most wonderful fairy tale."

Materials and Methodology

Storytelling is a method widely used by teachers in teaching history to children, storytelling is an activity that children enjoy. Almost all children in this world are happy to listen to stories, especially if they are presented in an interesting way.

Through storytelling activities, children recognize, recognize and understand different alternatives for non-aggressive conflict resolution. A story is a description of something verbal. Stories can be used as a tool to stimulate aspects of children's development because stories and storytelling activities are identical to children.

Children get several benefits through stories among others, improving children's imagination, developing language skills, developing social aspects, developing moral aspects, developing emotional aspects, promoting achievement of enthusiasm and training children's concentration.¹

Storytelling is a fundamental method of sharing knowledge between people as it allows participants to be transported to another time and place. Through the use of descriptive oral language, students can have an expanded experience with literature.

Before the teacher tells a story to the students, they should read it completely and understand the appropriateness of the message moral to their age.

Basically, there are three important elements that need to be prepared, they are the story material, the story skills and the props that support the story.

The step to be prepared in the story:

Story material, namely preliminary preparation, after the story material has been selected some important things to be done, namely reviewing the content and mission of the story, creating the scene, as well as designing the opening and closing of the story.

Review the story, that is, a storyteller must read the story that has been chosen several times, and some aspects that must be taken into account, namely setting specific goals for the age of the child who is the audience; to recognize the characters in the story; pay attention to the time, location and type of event; choose the correct and easy to observe sentence; determine which auxiliary tools (costumes and props) will be used.

Create a story line, that is, a storyteller or storyteller should make a summary order of the stories to make it easier to tell the stories. If the story is to be told at length, it is very necessary to keep the child's attention.

Drafting the opening and closing of the story. Opening the story with something different and creative will make children interested in listening and listening to stories, for example starting with magic, imitating sounds, dramatizing, acting out so that children pay attention and with a character hidden. In addition to designing the opening, a storyteller must also design the cover of the story. A story needs an interesting cover. The cover story becomes so important because that is where the message can be embedded. The storyteller should avoid closing with abstract messages, in other words, the storyteller should provide an operational explanation for the listener.

Storytelling skills, a storyteller must have deep story-telling skills, especially for early childhood, so that stories can be understood by children. The skills the storyteller must have, including physical exercise, voice processing, music, and the means to win the baby.

Props that support the story. The use of props is very necessary, not only to attract children's attention, but also to help children remember, digest and understand the story conveyed.¹

During the presentation of a story, a storyteller should learn techniques to present it.

Choosing and preparing a place. The story activity should not be done in the classroom. History activities can be carried out anywhere, provided they meet the criteria of cleanliness, safety and comfort. The chosen place should be arranged in such a way that all the children can see the teacher telling the story.

Tell stories with teaching tools, ie stories can be made with different tools, which is called story with props. Props used in the story are such as books, photographs, panels, puppets and silent films. All props require special skills that allow the use of props to function optimally.

Storytelling without teaching aids. Storytelling without teaching aids is also said to tell stories by relying directly on voice quality, facial expressions, and hand and body gestures.

Expression of character figures. Characters can be expressed in different ways, including through visual expression (facial features, mouth, eyes, face, hands) and character of voice expression. Character traits such as character traits, character feelings and emotions can be known by expressing the characters. Not all character traits can be expressed through advanced features. However, the teacher can develop the expression of the characters through three basic expressions, namely the sad expression, the happy expression and the expressions of anger.

Imitation of sounds and sounds of characters. Sound has an important meaning in the story, and sound in the story is an essential sound that has no linguistic meaning. Sounds give insight into events that can make a story more dramatic and interesting. To express the teacher's voice, he must know the characteristics of prosody, namely stress (words and sentences), intonation, also pattern, melody and time.

Ignite the atmosphere of the story. The atmosphere is largely determined by the expertise of the storytellers.

The atmosphere of the story is defined as the condition that accompanies the teacher's narration process. Techniques to ignite the story include optimizing the

dialogue of the characters of the story, optimizing the climax of the story, evoking humor at the periphery of the story, involving the child in the story through questions and reprimands, improvisation and interpolation or preparing language elements such as words or sentences.

Results of the work

Play and intellectual and language development. Preschool children learn rapidly through play. Thinking and reasoning play an important role in the intellectual game. Through play, children learn to count, speak, read, taste, touch and see. It is fun and entertaining when children find new things and add to their collection. When children act out and play roles of their choice they develop language, speech and expression. Games with mud, sand, water, painting with crayons, water colors, give the child freedom and independence to create according to his own imagination and fantasy. The word game is a very good way to stimulate children's thinking skills, reasoning and creative skills. For young children it is very fun to draw the words, and learn to write by drawing e.g. the words CLOCK, HAND, SUN, can be expressed symbolically. The same can be done for the words BALL and MOUNTAIN, by drawing them first. Every child should be listened to and respected for their opinion and ideas. Anecdotes, literal riddles, are activities that stimulate children's logical thinking, the connection between the data given and the reality they represent. They encourage the development of fantasy, imagination to find the enigma, ambiguity or trick they hold inside.

Play and intellectual education of the preschool child, intellectual development means: - Gaining a certain amount of knowledge and forming a scientific outlook on the world, - Development of mental skills (formation and enrichment of vocabulary, independent logical judgment, conclusion, expansion of horizons and knowledge of the subjective truth), -Education of curiosity (the formation and development of curiosity and the impatient feeling to learn and know something new), -And the formation of the work culture. In the realization of these very complicated tasks, the game occupies an important place. For intellectual education, the following play an important role: -Games with rules, -Riddles, -Imitation games (the child plays the role), -Games for familiarizing with the environment, etc. During play, the child develops various functions and skills. Through play, the child gains basic experiences about the world around him. Playing with many different objects and things, he grabs them with his hands, observes them, changes their places, separates and folds them, etc. Gradually, the child, using different items during the game,

begins to discover those qualities, which contribute to distinguishing items and objects.

Effective communication

Communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge to 50% communication skills. As a result, a teacher must be proficient in all four modes of communication – listening, speaking, reading and writing – and must know how to use this skill effectively in a school setting. The ability to do this has been proven to affect the success students achieve in their academic lives, as well as the teacher's own career success.

Teachers benefit from good communication skills in three different areas: when communicating with students, with parents and with colleagues.

"Physical, social, emotional and cognitive development are inextricably linked." This means that the communication method we choose must balance and pay complementary attention to all the developmental needs of our preschooler. This is where an integrated rather than a one-size-fits-all approach to communication is best used. For example, when offering nutritious food to your child, you can use a phrase such as "when we eat healthy, fresh foods, it makes us strong and smart" to integrate health, nutrition, readiness for school and self-confidence.¹

"Good communication includes positive portrayals of children from different cultures and ethnic groups and all socio-economic backgrounds, those with disabilities and children who have or are experiencing trauma, grief or living through emergencies," the book says. . To this end, conscious effort must be made to ensure that communication methods do not reinforce already poor self-esteem or feelings of inequality among the most vulnerable and disadvantaged children.²

Studies have found that student success is directly related to interactive and attractive learning environments created by skilled teachers. Furthermore, the way you communicate with your students can positively affect their perceptions of school, their role in the classroom, themselves and their abilities, and their motivation to succeed.³

However, this works both ways: poor communication skills – and therefore poor teaching methods – cause students' comprehension to decrease and can negatively

affect their academic progress. This can also lead to students becoming demotivated, disliking school and believing they are unable to achieve. This can have consequences for the rest of their lives.

Therefore, effective communication between teachers and students is extremely important. This allows you to do your job well, with positive results for your students. An added benefit is that your class can use you as a model for improving their communication skills, which are critical to their development and future learning.

Strategies for effective classroom communication

What we classify as "good" or "effective" communication depends on the context. When you're presenting in front of a class, you'll use different strategies than when you're facilitating a group discussion or talking to a student one-on-one.

This is because when students feel supported, they are more comfortable expressing their thoughts and ideas in class discussions, taking on challenges and asking when they need help. Higher levels of engagement and participation then lead to more developed knowledge and greater achievement.¹

It's a good idea to learn students' names at the beginning of the year and use them often. Have an open door policy for students to come and talk to you about any issue and be empathetic and caring when interacting with them at all times: don't berate them for not understanding or mock their thoughts and ideas .

Additionally, you should understand that some students are uncomfortable speaking in front of the class. If you ask them to participate, you can use scaffolding (such as sentence starters) to make them feel more confident doing so. However, forced participation is usually unnecessary: quieter students are likely to have excellent listening skills and learn just as much despite not sharing their thoughts.

Group work and group discussions contribute to making the classroom a more comfortable environment. By working in small groups, students are able to share their ideas more easily and improve their communication skills. These activities also give them a good opportunity to ask you questions and get feedback on their work, leading to effective communication between you, better understanding of the lesson and academic benefits.²

Communication is not only verbal, but also non-verbal: you need to make sure that the signals you give through your body language are positive, confident and attractive.

For example, making eye contact with students when you are talking to them shows that you are supportive and attentive. Making eye contact is also important when presenting to the whole class – it motivates everyone to pay attention, which helps them learn, as well as making them feel involved. In order to make more eye contact, you may need to learn the lesson content in more detail beforehand so you don't have to look away to read your notes.¹

While teaching, you should use gestures to emphasize your words. This increases the interactivity of the lesson, making it more visually interesting and therefore more memorable. Keep your arms open – don't fold them – and use smiles, nods, and thumbs up to encourage students when they participate. Moving around the classroom while you teach can help remove the barrier between you and your students and gives them less opportunity to zone out or get distracted.

Body language is also important when dealing with negative behavior. To avoid confrontation, be sure not to stand directly over or in front of a student, point at or invade their personal space. It can be effective to get down to their level and quietly talk about their behavior, or talk to them outside of class to avoid drawing too much attention.

The 'listening' component of communication should not be neglected - over 60% of all misunderstandings result from poor listening.²

Practicing good listening in the classroom can benefit you in two ways. First, you will be a role model for your students, who will improve their listening skills and thus retain the lessons better. Second, by using active listening, you can correct misunderstandings and extend learning, resulting in a better education for your students.

Active listening involves listening carefully to what your students say, checking that you have understood them correctly (for example, by repeating back to them what you think they have said), building on their ideas and challenging or questioning

them. It is the best approach to use to foster understanding in the classroom and is an excellent example of effective communication.¹

There have been many studies focused on feedback in recent years. Positive feedback (ie praise) has been shown to build students' confidence – making them more likely to believe they can succeed – and helps create a supportive environment and increase academic success.

Using humor in the classroom has been found to increase learning, self-motivation, and positive relationships between students and teachers. This allows you to build rapport with your class and keep them interested in the lesson.

For example, you can tell funny jokes or anecdotes, give simple personal examples, or laugh at students' own jokes. However, you should make sure you don't use negative humor – where you put down or embarrass students – or humor that is either irrelevant to the lesson, disturbing, violent, sexual, or coercive. Continue to use only humor that has received a positive response from the class (such as laughter).

Using up-to-date learning tools such as computers, videos, and online resources is another way to keep students engaged and reinforce their understanding. It can also increase the effectiveness of your communication with students with different learning styles, who may benefit more from online resources than old-fashioned ones. Try to use some of these aids regularly in your lessons.²

Personality development in children through fairy tales

Cultivating characters compared to fairy tales will become more and more fun, and the atmosphere of the school environment will be more exciting. The tradition of storytelling from the ancestors for generations turns out to have a tremendous impact on the development of the child's personality after he grows up.

Fairy tales are the tradition and heritage of people throughout the ages. This shows that the tradition of fairy tales is the most important and inseparable part of human life in creating a better nation personality. According to the American psychologist Lawrence Kutner, "Fairytale are important for children to enter their lives without danger. Children can overcome the problem by identifying themselves with the characters of the story.

The story becomes a flavoring ingredient in the design of a teaching material at school. Learning while telling stories, educating children while telling will make the atmosphere wiser and more enjoyable. In fact, subjects that are considered complicated will be very enjoyable, if they are taught through the storytelling technique or hidden in fairy tales in the lesson. Storytelling can sharpen children's imagination and fantasy. When children's imagination and fantasy are sharp, the ability of the right brain will naturally be sharpened and its performance will be maximized.¹

Storytelling can be a very effective method of delivering moral messages. The teacher can insert fairy tales related to the subjects he teaches. The fairy tale can be in the form of own essays, folklore, animal stories at home and abroad. Storytelling can bring closer the relationship between the teacher and students at school, bring closer the love relationship between parents and children, increase critical attitude, increase imagination, improve fantasy and develop children's tenderness. Therefore, being selective in choosing fairy tales is a factor that determines whether a child will imagine and fantasize well or not.²

Character education is the term used to describe teaching children the traits that are essential to building good character. Character education has also been described as the deliberate effort to cultivate virtue; thus, character education requires deliberate planning. There are many other reasons that schools should continue to teach character education.

From a legal perspective, schools teach character education because some states require schools to teach it, and also because schools are obligated to influence civic values and a unifying moral code.

Therefore, schools should teach character education because it helps students become good people and citizens; it is important to be a good citizen because "democracy is not possible with a group of uneducated and morally corrupt people". Finally, schools should be concerned about the moral values of their students and thus should want to teach character education to instill good values in their students. These reasons for teaching character education may seem extreme, but they are related to the development of moral students who will be prepared to live

in a democratic society and for the development of social emotional emphasis in conflict resolution through various games and cooperation.¹

In the development of children, character education will work effectively and affect changes in children's behavior, if exemplary through habit is supported by all who acts, the teacher and parents by creating a favorable environment.²

Character development through storytelling has these objectives:

Put hidden characters "hidden patterns" in children's minds. Identical character or strongly represented certain characters. The hidden figure is expected to provide strength, direction and guidance for the behavior of ordinary children. For example, children who want to help, sharing stories about children helping others will lead the child to duplicate the character they heard through the story.

Improving children's exploratory skills by looking for other examples of characters in everyday life stories. If the duplication of the character is embedded in the child's mind, then the child will try to find other similar characters from his environment. The child will match what he hears with what he sees or knows. If he thinks that the figure is useful, he sees reasonable, then there has been a strengthening of the nature of the help.

Building analytical skills and problem-solving skills related to character behavior. At this stage, if the child finds an occasion, where he needs, the implementation of the character is useful so that he can realize it.

Children are expected to show real concepts and characters of actions in everyday life. At this stage the nature of helping in children has occurred "automatically" because of the reinforcement they have received and what they have known or seen has been well established.

Building analytical skills and evaluating the benefits of character behavior and the impact of negative out-of-character behavior. At this stage, if the child faces a problem, for example, seeing a friend who does not want to help, then he can take a stand for example by giving a statement to his friend through affirmative sentences,

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for example, let's help our falling friend. So the characters are useful for the child to spread to another friend.¹

Developing critical thinking through fairy tales

Fairy tales teach children to be critical thinkers. As they ponder the situations that led the main character through all their adventures, they can decide what they would have done differently in the character's situation. Would they have eaten the apple if they were in Snow White's place? After all, every child knows not to take candy from strangers. Fairy tales also teach children to see a person's appearance. An innocent-looking old woman was still evil in the case of Snow White, while a big scary gorilla can have a heart of gold and raise a human child, just like in Tarzan. Children learn that their decisions can shape the situation, so they should always think before they act.²

The complexity of human nature, in which good and evil coexist, is well identified in fairy tales. Figures in fairy tales are good and bad at the same time, as we all are in reality. But since polarization dominates the child's mind, it also dominates fairy tales. A person is either good or bad, never anything in between. For example, one sister is virtuous and hardworking, the others are dirty and lazy, one parent is good, the other bad. Comparing the opposite characters allows the child to easily understand the difference between the two, which he could not do if these figures were closer to real life. In the safe space of imagination, children can come into contact with this wide range of 'forbidden', dark emotions - negative reactions and expressions of life, themselves and others, without having to suffer the consequences. painful everyday life or disrupt the life, sense of reality and relationship of children with important persons from the world of adults.³

Fairy tale stories expressed through language with transference and symbolic representation facilitate the development of symbolic thinking, representational skills and mental processing of life events at the fantasy level, which form the basis for the development of creative thinking and emotional intelligence.

Storytelling greatly contributes to the development of children's creative imagination, which is essential for their psycho-emotional health. To have imagination is to enjoy inner richness, a relentless and spontaneous flow of images and to see the world in its entirety. The structure of fairy tales allows children to

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move into a dream world without restrictions and cancellations. At the same time, through the mechanisms of identification and projection, the child has the ability to identify, express his negative feelings, attach importance to personal traumatic experiences and, ultimately, seek and find a meaning in it.

Discussions

To teach young children to communicate only in close cooperation between them, negatively involving them in cognitive activity or play. Children must be taught to ask their own questions, to express their opinions on various topics in a negative way, to create a relationship of trust, without conflicts to hold a conversation. A way to teach children to communicate and cope with all these tasks are theatrical games. These games are very popular among preschoolers, because together with the characters of fairy tales, children explore the world around us, going through a variety of emotions and feelings, an assessment of the behavior of his favorite character in interaction with other characters in fairy tales. It is important, in addition to memorizing artificial texts and gestures, to develop improvisation, children's fantasy, the ability to feel the emotional state of theatrical characters, to form a sense of confidence in their abilities, and to convey verbal communication skills. During play, children play and behave safely, and are active. Fairy tales-characterized to interact, communicate, argue, disagree, sad ending, and with the transformation of the image of the hero in fairy tales. The interpretation of the division of roles helps the child to understand the moral and ethical background of the characters' behavior, because he receives a positive or negative evaluation of the qualities and actions of the fairy tale heroes. Such an increased evaluation forms a personal ability of ethical behavior and pushes him that of making a choice in favor of moral acts.

All game exercises can be divided into six sections, depending on which sphere of the human personality is affected. Games that affect the physiology of preschool children. Games that focus on bodily sensations - Help the child cope with passivity, rigidity, enslavement and closeness. It's no secret that relaxation at the level of the body and muscles helps a person find psychological peace, balance, relaxation. Example of the game "Move like a bear, an ostrich, a frog, etc.", children are encouraged to describe any animal or fairy character in motion. Games that develop verbal and non-verbal ways of communication - Verbal communication is formed by writing a story about the experience of a strong feeling: fear, anger, sadness, and also in the game "Corrupt Phone". Teaching non-verbal communication with the help of gestures, facial expressions, pantomime is carried out in the games "We talk

through the glass", Games that introduce human emotions- Learn the ability to express their emotions and correctly understand the emotional state of a friend. This section uses the games "Diary of moods", "Image of emotions with fingers", "Emotions in pictures". For playing cards with the image of different emotions are used with a schematic drawing, children choose the corresponding pictogram with the emotion shown in the picture. On the blank cards, children can see their own face, happy or sad. Games that direct attention to oneself, feelings and state - In the exercise "Psychological portrait", children take turns to answer questions about themselves: what can be praised and what can be blamed? Games form a conscious attitude to the family as a whole, each member separately and independently as real and complete members of the family. To apply this setting, "Draw your family and your home", viewing albums, photos with the task of commenting on each photo, we talk about parental love.

Conclusions

To summarize, we would say that the fairy tale is the main form in which the child learns to read his mind with the language of images-symbols, which is the only language that allows understanding before mental maturity is reached.

Understanding the dynamics that occur in the journey of the hero/heroine of the tale, which usually leads from misery to higher development, can reveal to us, as therapists and youth workers, some ways to help children, but also adults, in their way up in life. However, it is necessary to remember that no technique or method can fully respond to the multidimensional needs of children, be they social, educational, emotional, cognitive or biological. Therefore, fairy tales are complementary to the range of methods used in the framework of psycho-educational or therapeutic intervention. At this point, it should be mentioned that the above study is part of a research on storytelling and its benefits in changing unhealthy eating habits in children.

Let's not forget that fairy tales can also be interpreted through play, which influences the child to mature physically, but also to learn social relationships. What is even more important, is that the game enables that child to form higher psychic processes as well. Most of those who deal with children agree that play has a fundamental role in child development. The game is the work of the child, the means by which he grows and develops. Based on what was said above, it can be concluded that the game, in addition to being an activity that is usually undertaken for fun, is also used as an educational tool. Considering the fact that it is the best way to educate a child, it is very important to choose the books and activities that we

dedicate to children carefully. Also, the game enriches the child's personality, enabling him to make progress in further development. For this reason, it is good that from early childhood, the child should be given the conditions to play, read, touch, move, and speak. Likewise, the child should be enabled to create, discover and oppose. The games should enable the development of the child in the direction of the free and authentic personality, which through the game will develop initiative, creativity and sense of responsibility, these factors which are argued to be developed through the game, are extremely necessary factors for the creation of relationships towards others and towards society.

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