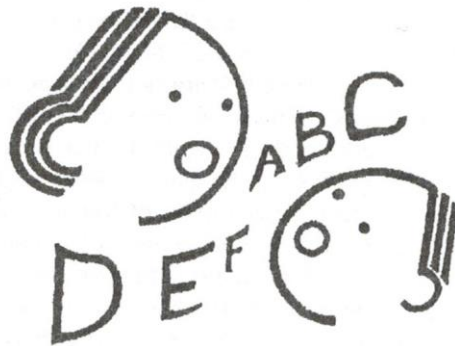


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Series Editor: Hristo Kyuchukov

Hristo KYUCHUKOV
Editor

ACQUISITION OF SLAVIC LANGUAGES



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Preface

The idea for establishing a new series *on Language Acquisition and Bilingualism* is born from the need to have a platform for new research finding. It aims to build a bridge between scholars from East Europe and the rest of the world. The series will publish new, original, not published research findings and research reports dealing with the modern problems of psycholinguistics.

The series is open to publish research findings from MA or Ph.D. Theses of young scholars.

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SPECIFIC FEATURES OF DESCRIPTION BY 5-6 YEARS OLD UKRAINIAN CHILDREN

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The aim of this article consists in possibility, to help teachers to understand what is the description as a variety of monologue, its compositional and lingvostylistic features. This article presents the analysis of the narrative voice of 200 preschool children in such indicators of communicative criteria: presence of description in child's utterances, varieties of child's descriptions; volume of description; amount of micro themes and degree of their development; information content of child's descriptions; composition features of child's descriptions; syntax of coherent units (grammatical methods of interphrase connection); syntactic features of child's descriptions (word-combinations and sentences) and their grammatical system; adequacy of lexico-grammatical facilities of child's utterances to the language norms of description.

Key words: description, landscape, portrait, interior, still life, word-combination, sentence.

Introduction

Ability to describe an object or event clearly, logically and correctly, to carry a certain idea to the interlocutor, to defend in a verbal dispute the position is the real art which owns far not each of us. What a reason consist in? A reason lies in fact, that beginning from babyhood, we were not taught the art of a vital word, did not pawn that language base which we would skillfully use in the process of opinion expression.

Sensitive period in man's speech becoming and forming of abilities to express correctly and clearly the opinion, using for this a variety of facilities of the mother tongue, is a period of a pre-school childhood and the initial stage of studies at school.

A large value in child's language and thought development has a work at functionally-semantic type of language – *description*, as one of the types of monologue, directly on the lessons in speech development, and also on the lessons in reading, mother tongue, fine art, artistic labour, natural history and music.

Theoretical background

Problems of description study was the point of a lingvomethodic research both in pre-school (V. V. Herbova 1981, O. I. Zrozhevskaya 1984, S. V. Lasunova 2000) and school (O. P. Hlazova 1999, Z. O. Domoratskaya 1979, L. M. Minenko 1995, H. I. Sorokina 1979 V. A. Sobko 1989). Scientists also described different methods of descriptive speech teaching the pre-schoolers (M. M. Alekseyeva 1998, A. M. Bohush 2002, A. M. Borodych 1981, L. V. Voroshynina 1994, N. V. Havrysh 2001, E. P. Korotkova 1975, H. M. Liamina 1981, E. I. Tyheyeva 1981, O. S. Ushakova 2001, V. I. Yashyna 1998 and others) and children of junior school age as well (L. O. Verzatska 2001, M. S. Vashulenko 1986, T. O. Ladyzhenska 1979, N. I. Lepska 1990, M. R. Lvov 2002, M. M. Naumchuk 2001, H. A. Fomichova 1981 etc.).

But, as practical experience shows, not always teachers and educators have sufficient knowledge about description, they do not own information about the features of producing the description by 5-6 years old children that would help them in their further practical, continuous, successive work with children in the process of mastering this functionally-semantic type of speech.

Research method

Under vocal skill (by an operation) of preschoolers to create descriptions we understand intuitional, involuntary, unintentionally, unrealized, automated use in the individual speech of children words, word-combinations and sentences, which are characteristic exactly for description as one of functionally-semantic types of speech.

Thus, first of all we will find out, what is a description. In methodology the description is called a functionally-semantic type of speech, which contains a characteristic report about facts, actions and phenomena which exist at the same time. In the basis of a description lies a unit of logic - judgement. Any judgement is expressed in a form of a sentence, but not every sentence is a judgement. Judgement is a form of idea, in which becomes firmly established or denied something in relation to objects or phenomena of objective reality. Therefore the elementary list of object features or action does not yet form a description. It is only one of the ways, which is used in it.

Simultaneity of signs in description is expressed by using verbs in the same time in every descriptive context. Combination of different grammatical time forms of verbs in description is impermissible.

By means of description it is possible to expose the features of natural phenomena, internals of a man, to describe an action or state. That is why this functionally-semantic type of speech has a few varieties, in particular: still life, portrait, landscape, and description, interior. Only in description it is possible to compare the actions of different time plan.

Each of these varieties has the structural and lingvostylistic features which give it originality and expressiveness.

In a landscape, as a descriptive genre of utterance, temporal and permanent or generalized signs of nature can be enumerated.

Differences of describing nature by a word, i. e. a landscape, from the other types of description appear in specific language means.

In texts which are descriptions of nature, there are circumstances of time (only, whole days, presently, sometimes, each evening etc.); grammatical time forms of verbs (it was quietly). The specific feature of interior description, comparatively with landscape, - is the static of maintenance. In such description usually subjects - not beings are enumerated (furniture, articles of the way of life etc.), which are in a state of calmness, creating by it a presence of a certain signs of the room, apartment or place limited by its sizes. To name an action or a state of these objects is not necessary. It is enough to enumerate their presence. That is why here are used nominative and elliptic types of sentences.

Description of a portrait is the enumeration of personal external features of a man: appearance, face, clothes, state. These signs can be both permanent (description of face, appearance) and variable (description of clothes, state).

Description of man's appearance is usually expressed by nominal parts of speech: nouns, adjectives, numerals, adverbs.

In some cases the description of man's appearance can be passed by verbs. It is, when the state and mood of a man are represented. Then signs are expressed with the outwardly semantic loading. For example: Mariyka turned red, her ears had been burnt by a shame.

Difference between description of a portrait and characteristic lies in a fact, that in a portrait we describe the external signs (lines) of a man, and in characteristics we examine the internal state of a man, feature of his/her character and behavior.

The signs of description are divided into two kinds. The first ones are based on concrete facts - it can be biography of a man with enumeration of events in his/her life. Second - analyze the character of a man, his/her state, behavior and that is why sometimes they require evidentialness, examples. By these properties a description is similar to one of functionally-semantic types of speech - reasoning (because exactly here theses require proving). But the difference of description

from reasoning consists in reason-result relations which are accompanied by proving expressed in reasoning. In description nothing is needed to prove to - here simply present establishment of facts.

Still life is up to a point similar to description of interior. It is combination of list and features of the articles of the way of life, vegetables, fruits and flowers which are before a spectator. Signs which are expressed in a still life are static. Language features of descriptions - still lives are facts they consist of nominative, elliptic and complex sentences. For example: «*On a table is a bouquet of violets. In a red bowl - a few red sided apples which are interlaid with pink juicy cherries and fully ripe plums. Hunk of juicy water-melon. Near an edge is serviette, dish with a fork and knife. A remarkable appetizing kind has all of it*».

Another feature of description is the possibility to pass by words not only the object or phenomenon but also an action or a state. Each of these types of description has structurally-stylistic properties and own language material. For example, in order to pass the state of a man or nature, adverbs or indefinite form of verbs are mostly used (*Freezes. It is windy. It is snowy etc.*). For the description of an action word-combinations which represent the feature of an action are often used. These can be adverbs (*rides quickly, speaks loudly*), or nouns with prepositions (*drives out of a court, sits on a chair*). All varieties of texts-descriptions are used in the structure of each of these types.

For realization of our aim in relation to the analysis of children's speaking there were defined some **principles, communicative criterion and its indexes**, and also **the stages and tasks**.

At the analysis of child's descriptive speaking we followed the principles of methodology, which were determined by theoretical positions of psychological, linguistic, lingvomethodic sciences:

1. Principle of the development of language sense in a description. During production of utterances a child had to feel intuitively, subconsciously, what syntactic constructions and what composition are necessary to use for the construction of description.
2. Principle of nature correspondence. Tasks which were offered to children for implementation correspond to their age creative and speech possibilities.
3. Principle of the system. Task for verification of the level of the speech development on the type of description for a child were determined and systematized in relation to all types of description, which assisted the objective and ground diagnoses of features of children's skills to build descriptions.

Realization of the established aim came true at implementation **of** such **terms**:

1. direct perception by the children of object which is described; (it activates the involuntary unrealized selection of necessary language means which are owned by children);
2. perception of artistic image on pictures (portrait, landscape, interior, still life, description, action, object, state).

For the construction of descriptions the children were offered the personages from acquainted fairy-tales fragments: "Red Little Cap", "Snow-white Princess and Seven Gnomes", "Three Bears", "Tom and Jerry", "In-field on the edge of the wood", "Adventures of Vinnie Pooh".

To create descriptions which would foresee the recreation of objects of the surrounding world in memory was not offered to children, because before them on such conditions a double task would stand: at first, to recreate visualization of the described object in memory, secondly, to take necessary languages means and express them in speaking. It would considerably complicate the vocal task put before preschoolers, and also would limit possibilities of experimenter to get exact data about grammatical forms, which children already mastered and mostly use in their speaking.

Being concentrated on the first task (to remember), children would lose the essence of the main task (to describe), and consequently their utterances would not represent the essence of child's description which is studied by us, or would not take place in general.

1). For the description we took objects, accessible for children's perception - those which correspond to their vital experience.

2). Children's speech was tape recorded so that they did not know about it and that is why the process of utterance came natural in spite it was initiated by an experimenter and took place arbitrarily after his tasks. It is necessary to notice that without motives of adult children independently almost never try to speak in form of description.

The records of child's speaking were conducted thus: children one by one were invited in a separate room and offered to describe an object, portrait, interior, still life, and landscape and make a description of an object or action, i. e. what is represented on a picture or directly perceived by them. The fact, that a child was in a room in private with an educator, to our opinion, positively influenced on children, on the construction of their utterances, did not enable them to distract on different kinds of irritants, and also to use the prompts of other children, to repeat after them, or to build descriptions by analogy. Descriptions of children created on the employments on speech development in the natural direct terms of preschoolers

intercourse, their games and other moments of their studies and education, were fixed in addition.

For the analysis of children's descriptive speaking we took such indexes of communicative criterion:

- presence of description in child's utterances, varieties of child's descriptions;
- volume of description;
- amount of micro themes and degree of their development;
- information content of child's descriptions;
- composition features of child's descriptions;
- syntax of coherent unit (grammatical methods of interphrase connection);
- syntactic features of child's descriptions (word-combinations and sentences) and their grammatical system;
- adequacy of lexico-grammatical facilities of child's utterances to the language norms of description.

Essence of the offered indexes of communicative criterion for the inspection of children's speech consists in following:

The first index is **a presence of description in child's utterances, the varieties of child's descriptions** foreseen finding out of whether children are able to build descriptions, as far as their utterances-descriptions correspond to this functionally-semantic type of speaking, what types of description 5-6 annual age children succeeded mostly, what of them they create without special labour, and which they cannot build in general.

Use of the second index - **volume of child's descriptions** - enables us to find out, as far as vocabulary and syntactic structure of child's speaking activate in a quantitative relation at making description. A volume is determined by the method of counting the amount of sentences and words.

The third index is **an amount of micro themes and degree of their development** - gives an idea about the semantic filling of utterances, which recreate separate details (micro theme), and amount of details of an object (amount of microthemes), which are represented in descriptions of children.

During determining the amount of microthemes, we follow that a microtheme in description – is its separate semantic component which goes into detail and underlines it. For example, when a child, describing an object, names not only the features of this object (1 micro theme) but also properties of details of this object (2 micro theme), its place of being (3 micro theme), and also actions in a certain moment of time (4 micro theme) and others like that.

Fourth index – **information content** - enables to set exactness and plenitude of exposition of information during the construction of the object and portrait description, characteristic of interior, still life, landscape and description of an action.

By means of such index as **composition features of child's descriptions** we set, whether the structure of these utterances correspond to the features of a text: 1) or, is it presented in its maintenance: initial part which names the article of description; basic part, where an object is described and description is given to it; tailpiece in which is shown the result of all above-mentioned and is given the general description or displayed the attitude toward an object; 2) or, are the children able to keep to the subject and aim of an utterance.

Such index as **syntax of a coherent unit (grammatical methods of interphrase connection)** enables to find out, which one connection exists between sentences in a micro theme and between parts of child's text-description, which are its constituents; whether the observance of logical and successive combination of all parts of utterance is provided by a child-speaker in a single syntactic unit.

Using the index of **syntactic features of child's descriptions and their grammatical system**, we distinguished the types of word-combinations and sentences which use the children of the sixth year of life in their speaking.

An index which foresaw the exposure of **the adequacy of lexico-grammatical facilities of child's utterances to the language norms of description** allows to distinguish lexico-grammatical facilities, which are present in the lingually-vocal arsenal of a child, ability of five-years children to use appropriately words and use grammatical forms for creation of utterances-descriptions, and thus to find out, whether these facilities correspond to lexico-grammatical features of description as a functionally-semantic type of speech.

In accordance with a communicative criterion we selected and offered to children such tasks:

- To describe a toy or an object (fur-seal, doggy, doll etc.).
- To give a description (to friend, fairy-tale hero etc.).
- To describe the portrait of comrade or fantastic hero.
- To describe the interior of group room, musical hall, bedroom, playing corner or on a picture interior of room, where fairy-tale heroes are.
- To describe a picture on which are the drawn fruit (still life).
- To describe the actions of children in the process of game, in a duty, in labour processes, in everyday life and others like that.

- To describe the emotional state of children in a group, state of nature (after a supervision).
- To describe landscape out of a window.
- To describe represented on a picture. (Pictures were offered with the aim of determination of possibilities of children to describe not only landscape, portrait, or to give a description of an action which is executed by a protagonist, but also to tell about the phenomenon of nature or verbally represent the state of man.)

The analysis of children's answers to the questions showed such results:

1) Presence of description in child's utterances, varieties of child's descriptions. Our supervisions and analysis of children's speaking witnessed that 5 annual age children during creation of monologue utterances give advantage to stories. The other functionally-semantic types of speech, in particular by description, they use considerably rarer, exposing certain difficulties. For this reason children often, without making the beginning of construction of a description, pass to the story, and on occasion even to reasoning. It takes place when a child begins to recreate the sequence of actions of the described object in form of a story (for example: "*It is a fur-seal. A fur-seal is beautiful. He now sits on a wattle-fence, and then will climb down and go off to the house*")., or explains why exactly those or other qualities are inherent to this object, unrealized passing from a description to functionally - semantic type of speech reasoning (for example: "*I have a doll. There is a red dress for her. I like her very much because she is very beautiful*").).

Child's descriptions of all kinds on maintenance and structure are divided into: 1) descriptions, which show by itself the general estimation of an object, and then description of separate signs; 2) descriptions in which is passed the common impression from an object; 3) descriptions in which is reported about the separate signs of an object, or objects are enumerated.

Most easy for children of a senior pre-school age is to make a **description of an object**. So the majority of the polled children without special efforts create utterances of descriptive character, which show by itself a description of an object. For example: "*I have a favorite toy - car. It is of a red color. It has a helm, it - in a machine. Yet there are doors and headlights. They light. I like my car*". In most cases children during description of an object name the form, color, size, and others like that. Some of them make utterances which gravitate to the story with the elements of reasoning: "*My machine. It rides so, and then honks so. Because it has pi-pi*".

Second in frequency of children's of senior pre-school age use in speech is a **description of portrait**. In descriptions of this kind children characterize the color

of eyes, lips, and length of hair. For example: *"Girl with blue eyes. Cheeks are pink. Hair is brown and long. Lips are also pink"*. Some of preschoolers while doing a description of portrait, except the above-mentioned parts of face, yet characterize a nose, eye-lashed and even color of skin: *"Eye-lashes are black, spout - little such and in a point here on a spout"*. However, some of them are limited to establishment: *"She is beautiful very much"*.

Describing an interior, most of the preschoolers begin their utterances with a phrase: *Here I see:...* farther they simply name objects which are in an apartment, without giving a characteristics to them and not specifying on their location. Description of interior which corresponds to the linguistic parameters, separate children create only. For example: *"Here I see a stand. It stands in a corner. It is red. It is yet wooden. Here yet are chairs, two and a dinner-wagon. They also stand in a corner, but not in this one in the other. In a stand - clothes of different color"*.

Considerably heavier in comparing to description of an object, portrait and interior to the children is a **description of landscape**. The majority of children in this type of description only enumerate the articles of nature: *"Here is a tree. There is a glade. There yet there are two trees and here flowerets grow"*. And only some of them, naming the objects of nature, determine their properties: color, place of being, form: *"It is a beautiful glade. Many beautiful trees grow on it. They are all of green color. And they have green leaves. And barrel is brown a little bit. Flowerets are of different color. Very many of them are here. They have leaves of beautiful form and also green"*. The lack of children's ability to pass in their speech a form of an object, its high-quality is replaced by a word *"beautiful"*.

The heaviest thing for children of a pre-school age **is to describe still lives**. So, only separate children can name a few signs of described still life. For example: *"flowers for parties"*. The rest of preschoolers are not able to recreate in this type of description a special composition of objects, they perceive. They either enumerate objects, or refuse to answer at all.

Descriptions of action and descriptions of the man's state in child's utterances, usually is impossible to distinguish. Only in single cases children can speak as follows: *spreads oil, plaited in a plait, stands by front paws* (action), *stands surprised* (state of man).

Results of the child's utterances-descriptions researches testify that it is most easy for children of a senior pre-school age to describe an object and give a description to it. Greater difficulties arise for them during the construction of landscape and interior descriptions. And almost all children, except some of them, are capable to make descriptions of still life, action and state.

Examining the difference of descriptions after a picture and descriptions after direct perception of an object, it is possible to assert that types of child's descriptions after a picture are usually larger in volume and perfect, than after direct perception of objects which are described. Certainly, the biggest in volume are descriptions of object, and the least are descriptions of still life, action and state of man. Child's descriptions, created during the direct perception of objects, do not have such amount of the described details which are noticed by a child, as compared to descriptions after a picture.

Analyzing child's utterances-descriptions after a picture we set that majority of preschoolers built them, using comparison. At the beginning of our experiment we did not put a task to analyze comparative descriptions. However, it turned out during an experiment, that children of a pre-school age better noticed the characteristic signs of object at comparing it to the other object. Utterances become bigger in volume, more rich in content, more detailed and saturated by determinations.

In comparative descriptions of children by turn comparison prevails: *"Tom is a cat, and Jerry is a mouse. Jerry - little, and Tom is big. A mouse is brown, and Tom is grey. A mouse eats, and Tom spreads on bread"*. A child takes for basis the opposite signs and combines them with corresponding personages.

Comparing two toys, a pre-school child distinguishes only their differences and describes them thus: *"In Ukrainian girl - chaplet and Ukrainian boy is a little cap. In Ukrainian girl there is a kind of skirt in blocks. It has red and green blocks. And in Ukrainian boy - belt. ...Pantaloons are black"*.

There are cases, when children at comparing firstly describe one hero, and then the other: *"One fawn is brown with grey hoofs. And in mothers here such strongly bright brown. And here (shows) - hazel. And here she has a white-brown abdomen and hoofs are grey, and here darkly-grey. And little - low, he hasn't horns. He is such orange, hazel"*. As we see, in comparative descriptions of children there is not also finishing sentence which testifies the absence of elementary knowledge about the features of text structure and literary rationed standards of descriptions for copying.

2) Volume of child's utterances-descriptions. The analysis of child's descriptive utterances enabled to find out, that some of children make descriptions which contain from 3 to 9 momentous words only. In one third of the polled children 10-20 words are counted in descriptions. Descriptions of some children are built with the use of 20-29 words, a few of them - 30-50 words. And only sometimes 60-90 momentous words are used in descriptions of six years old children. From statistical data most children use from 10 to 50 momentous words on the average.

Because only according to amount of words it is impossible to find out fully a plenitude of description volume as functionally - semantic type of speech, we distinguished a word-combination and sentences which were used by children in their descriptions additionally. It turned out that from 1 to 6 word-combinations are counted in the halves of the polled preschoolers. Another half of them use in their descriptions from 7 to 15 word-combinations which represent the characteristic signs of it better. And only some 6 years old children use in their utterances in descriptive contexts 16-25 word-combinations.

Predominant majority of preschoolers in their own utterances combine 5-6 sentences which consist of one - three words. For example: "*Wolf. Eyes are black with white. Dental such.*". Some of children build descriptions by using 2-4 sentences: "*Piglet and Vinnie Pooh. On Vinnie Pooh there is a red waistcoat, and he is yellow himself not like all bears which are brown. Piglet is bright pink with some here sports shirt and ears such as in a hare*". And only in some preschoolers the utterances of descriptive type contain 7-12 sentences, which are appropriate exactly in descriptions. For example: "*Here is a wolf and a Red Little Cap. A wolf is grey with blue trousers and brown jacket with white led around lines. And the Red Little Cap is in a red cap. Her hair is yellow. She carries mushrooms in a basket and she wears brown slippers and blue caftan in white lines and such crosses stand here. Spout. Mouth a spout is such normal. A mouth is red. Tongue is there and cheeks. Eyes are blue, and here around there is something white. There are eyebrows and eyelashes*".

As see, the children of this age try to create descriptive utterances, using 20 - 40 momentous words here, uniting them in 7 - 15 word-combinations, which are the building material for description which consist of 5-6 sentences that form the volume of children's utterances of a descriptive character.

Amount of micro themes and degree of their development. Determining the amount of micro themes which are present in child's descriptions, we set that most of the six years old children use in their own utterances one micro theme only. For example, when child make a description, characterizes only original appearance of the described object, without paying attention to its place of being, or actions which this object do, then in this utterance exist one micro theme only: "*It is made of wool and it is of yellow color. He has a round head, which looks like a ball. His hands are oval, feet are oval too. Kolobok is round, soft.* (Ira C. 5 years) it is description of an object's appearance.

One third of the children in their descriptions have two microthemes. For example: a description of action and description of original appearance: "*I have a fur-seal. He loves fish. Played with me with a mouse.* (1 micro theme - description of action) "*He -is white. On a head there are some black points, and he is white.* (2

micro theme - description of original appearance) These micro themes - autonomous, they easily can be changed, replaced without a loss in understanding.

And only in single cases preschoolers are able to create descriptive utterances which contain three and more micro themes. A child in 5 such utterances make in terms, when additional tasks of such type are put: Tell what do you see on a picture? What is it? What the personages are dressed in? Where are they? What do they engage in?

In this case, describing pictures, preschoolers speak as follows: *Vinnie Pooh picks flowers with a piglet* - (description of action - 1 micro theme) *Vinnie Pooh - dressed in a red jacket. Piglet ... he has lines here* - (description of appearance - 2 micro theme). *He picks flowers of white, yellow, red, violet color; they differ in a color* (description of landscape - 3 micro theme). *He (shows on Vinnie Pooh) is yellow* (description of appearance - 2 micro theme). *Trees... they have green leaves. The bole is brown. Stones. And here (shows) are stones. And earth is brown, light* (the landscape - 3 micro theme). From the above-mentioned example it is evidently, that a child describes a 1) original appearance of the each animal, 2) does not characterize, and only names the process of their activity and 3) external surrounding which they are in. Thus, three micro themes are counted in this example.

Three micro themes are present in descriptions after direct perception only on condition of stimulation of child's utterance by the aimed questions of a teacher. For example: **Educator:** *What the hare looks like?* **Child:** *Little. Beautiful.* **E:** *What does he do?* **CH:** *Sits* **E:** *Where does a young hare sit?* **CH:** *On a stub* **E:** *What is there near him?* **CH:** *Flowerets.* **E:** *What are they?* **CH:** *Beautiful.* **E:** *What the hare looks like? What are his ears, mouth?* **CH:** *Pink.* **E:** *Are they long or short?* **CH:** *Long.* As it is evidently from the higher made example, by means of questions a teacher tries to get: at first, the description of young hare's appearance, secondly, the description of environment, thirdly, the description of action. The increases of volume of micro themes were got in the descriptions of children.

Information content of child's descriptions. The high-quality indexes of informing are characterized by descriptive information, exactness, expressiveness, plenitude, details, and richness of content. The analysis of descriptions in relation to their information content enables to mark that child's speech sometimes has limited nature of information which is necessary to pass. They mostly describe those parts of object or articles which have a rich contrasting color, clearly expressed form, i. e. all those signs which strike the eyes of a child. All the other signs they either name only, or do not remember about them in their utterances. For example: *"Cat is grey. Eyes are green, and hands are white"*.

Thus, describing appearance of a man, children characterize eyes, eyebrows, hair, hands and feet, (and for animals or fairy-tale heroes accordingly paws) remain out of attention. Majority of children notice above-mentioned signs only after a question: What he is dressed in? In such case they speak as follows: *"Large bear is dressed in a pink blouse, white shirt and green sleeveless jacket and green trousers"*. The conciseness of idea exposition takes place because the basic array of child's descriptions has the forced character.

The analysis showed also, that preschoolers are capable to make a developed description of objects, but in that case they use in their utterances many pauses: *"New bed is twostoreyed. In my small room stands ... A bed has a blanket, mattress, pillow, and bed-sheet. There are two dinner-wagons. One for my brother, there are his books there. One for ... my toys lie there"*. Characteristic for most similar descriptions situation negatively influences on information content of child's utterances. From child's utterance it is possible to catch and understand information only for those, who owns a situation which tries to recreate in his description a pre-school child. For example, having a task to describe the interior of room, where a child (a task was put and executed directly in domestic terms) lives, she made such utterance: *"There flowers stand very beautiful, we planted on a vegetable garden together with mother. Looked after them on a vegetable garden and in a room stood flowerets with flowerpots. And went to the market yesterday. So mummy bought me a doll so I went with her. She (a doll) cries loudly"*.

In most cases in preschoolers' utterances a saturation of descriptive information sharply diminishes because in utterances the composition and features of description maintenance don't fully open out as a functional type of speech. Instead of that in order to give description to the objects, actions, phenomena, they substitute it by relational expressions to them, e.g.: *"It is my favorite toy ... it is a doggy (shows) I love it very much"*. Not only informational content is lost because of it but also impoverished the semantic side of utterance, and consequently pre-conditions are not created for determination and reflection of qualities and properties of the described object.

Specific feature of children's of senior pre-school age descriptions, which negatively reveal in exactness and plenitude of child's utterances, impoverishes them lies in the fact, that during description of a separate object, picture, landscape, interior they limit themselves only by enumeration of objects which perceive directly, using reflection of their properties, features, qualities, place of being, methods of their activity, i. e. that, which is a ground of this kind of speaking.

5) Composition of child's descriptions. Basic feature for composition of description as one of the functionally-semantic types of speaking is the presence of basic parts of text in it: 1) initial part (where an object or action which is described

is named), 2) basic part (where basic signs and qualities of object which is described in general and its separate parts are passed) and 3) tail part (where common, final attitude is marked toward an object). Taking into account the preliminary noted signs of complicated syntactic unit, we distinguished features of child's texts – descriptions. So, in most children of a pre-school age an initial phrase is absent in descriptive utterances. For example: "*It is made of rubber. She has a red dress; there are pink bows on a dress. The hair is yellow, long, wave. On a head there is a bow. She is very beautiful. I like to play with Diuymovochka*". (description of Ira – 6 years).

Greater half of preschoolers use an initial phrase, but almost in all children of this age group finishing sentence is absent in their descriptions. For example: 1) while doing a task to make a description of fairy-tale event which is represented on a picture, a child speaks as follows: "*Wolf and Red Little Cap. A wolf is grey, he has many teeth. Instead of belt he has a rope. He is dressed in a waistcoat and trousers. A girl. She wears a red little cap, red waistcoat. Here (shows) dark blue, and here - white. She has blue eyes, red mouth, pink cheeks, eyebrows are brown, and the hair is yellow, socks in lines. Here is red, here is white and brown*".

And only separate children represent all features of text composition in descriptive utterances, i. e., such, which have initial part, basic part and a tail one. We will give an example of such type utterances: "*It is a clown. He is wooden. His head is round, as though flattened out. A dark blue trunk of seems oval. Feet are on a support. On a head a clown has a red cap which looks like a rocket. He is painted brightly and merry. I like him very much*". (Olia K. 5 years)

In some of them we educed the ability to build texts on the basis of direct perception of the described object and in others six years old children – descriptions, which they can build on the basis of picture perception . For example: "*Here is a fairy-tale about Masha. Masha lies in a bed, and bears... A little bear shows her, that she a little bit broke his chair. And it, and mother of this little bear-cub she with a bowl stands in such a way, as surprised, but smiles. Dad of this little bear-cub also smiles and is surprised. Here I see flowerets, candle, book.... Apple, clock... one more clock. Then keys, picture broom, sack. Here something (shows) such obscure and bowls. Then some sugar-bowls. It is a very beautiful picture. I like it*". (description of interior, Olia 6 years)

Examining the structure of child's utterances of descriptive character, we analyzed their different kinds and found out, that to different types of description a child of senior pre-school age picks up a corresponding to them structure. And each of such descriptions has the characteristic features of structure.

So all constituents of complex syntactic unit are mostly present in such types of description, as description of portrait and description of object, in which a pre-

school child names the article of description - initial part, describe its quality and property - basic part, and draws conclusion in relation to the general impression of an object which is described - final part.

Basic part is present almost in all types of child's description, but each of them has its specific. So, in the basic part of interior description children simply enumerate objects, which they observe, instead of giving them elementary characteristic. For example, while doing a task to describe objects which are in a room, a pre-school child speaks as follows: "*Here I see a dinner-wagon, two chairs, and a bed. Here is a stand*". Similar basic part we can see in description to still life: "*Table. Flowers. Vase. Apples and there is a vine*".

In the descriptions of object original appearance for separate preschoolers basic part is used only: "*A fur-seal has blue eyes. He climbs on branches. His wool is soft. He has pads on which he sits. He is of gray and white kind and stands on a fence. His eyes are green, a mouth is red. What he sits on – it is black, on a fence by front pads*".

In descriptions of landscape the basic part is the list of the articles of nature and their description in color: "*Trees - green. Leaves - a little bit yellow, and the rest are green. And there is a grass it is also of green color*".

In relation to the presence of initial part in the different types of descriptions, in still life, landscape, interior it is difficult enough to distinguish it from the basic part. In most contexts it is simply absent. Children begin their utterance at once from the description of separate objects.

In descriptions of portrait, object and their characteristics children of 5-6 annual ages name the article of description and at once pass to the basic part. For example: initial part is *a fur-seal*. Basic part - *he has eyes - blue*.

In relation to the presence of finishing part, in descriptions of interior and also still life, landscape there is absence of finishing sentence. For example: "*In a room there is an arm-chair. Such dinner-wagon, and on a dinner-wagon there are toys. There is a sofa is, and two arm-chairs. One young hare sits on one of the arm-chairs, and on the second - the bear with baby's dummy. And on a sofa the toys sit and on the top of the sofa toys sit also*".

During the description of object, description of portrait there is also a tendency to drop the final part: "*I have a doll. So, she talks. She says dad, mother. She has eyes - blue, and a pink suit. The eyes are black (about cilia), a mouth is red. And spout - black also. Her face is dirty*". Such part of child's utterances is characterized by incompleteness. 95% of six years old children are torn off their utterances, without making a key point and drawing a conclusion to all, they said. Only 5% of them used in their own utterances finishing phrase which works out the total to all that was said before, like: *I like her very much*.

As to the description of an action, this type of description they do not use in general, and only can describe an action by a syntactic form after the question of an educator : **E:** *How does it run?* **CH:** *It runs quickly.* A child anymore got used in stories they pass the sequence of executions, and skills of these actions description which he/she does not have, they were not yet formed, they need to be formed and it is fault of educators, programs and incorrect choose of literary texts.

6) Syntax of a coherent unit (grammatical methods of interphrase connection). During the analysis of syntax of a coherent unit of descriptive character of children of the sixth year of life we first of all tried to define, what grammatical methods of interphrase connection children usually use in their utterances-descriptions.

It turned out during the analysis, that in the descriptions of some six years old children the component parts of text are not connected logically and syntactically. More frequent is ordinary enumeration of the concrete external signs: *"Here is grey in a mouse. Yet blue. The mouse is of grey color"*. Sometimes children simply name the objects, without their description, and it is difficult in this case to define the methods of their connection: *"It is a fur-seal. It is a doggy. It is a tree, and here is a forest. A young hare is in a forest"*.

The application of pronouns is a widespread enough phenomenon for preschoolers' connection of sentences in a descriptive context. For example: *"It is a doggy. She is all in wool. Her head is round, and as though a bit stretched. A body is brown, such oval. The feet of hers are long and all in wool. A doggy on a head has ears such acute a bit. She is drawn brightly and merry"*. In this description the main personage is a clown which is replaced by an author with pronouns *she, her, hers*.

Often for combination of sentences children use lexical repetitions. As a rule, it is plenty of the same type constructions which arise up as a result of combination of the same type lexical groups by means of intonation row. For example: *"Bear is white. A spout is black. Eyes are black. Mouth is red, and he itself is white"*.

Sometimes in child's speech during the creation of description there is a connection between sentences in text by means of prepositional-case forms. For example: *"It is a young hare. A young hare has in a hand, pad a carrot. On a young hare there is a white fur coat and gloves. I like this young hare"*.

Possible in child's descriptions is replacement of the name of a described object by its synonyms. For example: *"I have a girl. My sister. Her name is Olenka. She is a little child yet, and she is very pretty"*. In this instance a child use the synonymous replacements: *a girl - sister - Olenka - child*. These words in this context are used as synonyms.

In single cases a numeral connection between sentences in the text is inherent to children's descriptive speech (5% of preschoolers). For example: "*One deerlad stands here. The second one stands there, under a sapling*". As we see in this case a child combines a numeral with a noun, which he behaves to.

Parts of complex sentences preschoolers combine by means of conjunctions (*and, but*); and also indicatory pronouns (*this, that, here, there*). Separate children during the description of objects use only indicatory pronouns: "*Here such* (shows eyes) ... *and here such. In it here* (shows on clothes) *such ... and in it such*". Sometimes for combination of the parts of complex sentences they use adverbs (*as though, as if, allegedly, like*): "*I at home have a doll. She is beautiful, as though princess - beautiful such*".

7) Syntactic features of child's descriptions (word-combination and sentence). For the analysis of syntactic structure of descriptions, which is able to create a child of 6 annual age and determination of features of language maintenance, that are inherent to the descriptive utterance of this age group children it is necessary also to finding out, what types of word-combinations and sentences mostly meet in child's descriptions, and whatever children do not almost use in their speech.

Thus, building descriptions, most six years old children use in their speech nominal word-combinations with a preposition (*a jacket is in lines, girl in a dress*) Other preschoolers use at creation of utterance-description the adjective word-combinations with adjective (*grey with white dress*). Some children try to build description, using adverbs: *runs quickly, sits exactly*. Other types of word-combinations which serve for the construction of description in child's speech are either in general absent, or meet in single cases.

In majority of simple sentences which create children, adjectives meet in a role of complex nominal predicate. For example: *Blouse is white. Apron is yellow with white*.

From all analyzed child's descriptions one fourth of sentences which children produce are complex sentences. Some of them are compound sentences and some are complex sentences with subordinate clauses.

In compound sentences which are used for creation of description, six years old children use conjunction "and" mostly. For example: "*Fur-seal is black, and he is clock-work*". Conjunction "but" is almost not used.

Principle and second-rate parts of sentence children express in descriptions as follows. A subject mostly is a noun or indicatory pronoun. Sometimes there is personal pronoun in utterances.

In the role of predicate only in separate sentences they use a verb. In majority of cases the senior preschoolers use adjectives which very often are

nominal parts of complex nominal predicate, e.g.: 1) "*I love the fur-seal. He is red, snout of him is white. Spout is brown*", 2) "*In a snout there is a black spout. Eyebrows - black, eyes - black, white and grey*".

Attributes in speech of six years old children meet rarely enough and, as a rule, in a post-position in relation to the designated word: *doll with eyes - blue*.

Objects (grammatical category) in children's descriptions are usually expressed by noun: *spreads oil, covered by a bedspread*; or by a noun in combination with a preposition: *stands with a bowl, bowl from apples, bow in a mouse, girl with mother*.

Circumstances in the descriptive utterances of this age group children meet in the type of noun with a preposition: *flowers in sides, butterflies on a dress, plaited in a plait*; and by combination of verb with an adverb: *stands surprised, a bit broke*.

8) Ability to provide adequacy of lexico-grammatical facilities of child's utterances to the language norms of description. Due to the already mastered sentences, which are not characteristic for description, some of preschoolers tried by mistake to build a descriptive text (to give a description of personage of a work), but in actual fact unrealized go to a reasoning as functionally-semantic type, explaining, why exactly these signs are inherent to this object. For example: a 1) "*Red little Cap - good, because she is a girl, and Wolf - bad, because he is a wolf*". 2) "*I love my squirrel because of her fluffy tail*".

Some of the polled children, without making off the process of object or interior description, and expressing judgements about them, begin to open the sequence of actions with this object and unrealizably go to functionally-semantic type of speech - stories. For example: 1) "*My doll's name is Oksanka. She keeps in the hands a ball. And he wanted somehow... From a perambulator fell down. A perambulator fell over and he at once fell down on the floor. The girl lifted him and she liked him very much*". 2) "*My fur-seal is kind. I with him like to play in blind men's buff. At first I hide myself, and then he does it*".

Among separate sentences, which children use by mistake for creation of descriptive utterance, prevail complex sentences with subordinate clause of time: e.g.: "*I like her (duck) very much. When I bath with her, she floats together with me*", and also sentences with a subordinate clause of condition, e.g.: "*I like Karlson. If to press him on a stomach, he flies*", reasons, e.g.: "*I love the young hare, because he was presented me for birthday*" and with subordinations for ascertaining, e.g.: "*I like to make friends with Katia because it interestingly to be friends with her*". Such types of sentences are not inherent to description, as with their help it is not possible to pass the specific features and properties of objects and actions.

During creation of descriptive text preschoolers use simple sentences with homogeneous members, which from the linguistic point of view do not form descriptions. For example: *"On a table lay drawing-blocks, pens, crayons and album"*. Children like to describe toys, animals exactly by means of homogeneous predicates: *"Car turns left and lights"*. Rarer with the aim of description they use homogeneous subjects (For example: *"Dolls have blue eyes and black cilia"*), homogeneous objects (For example: *"I like his eyes and eyebrows "*) and attributes (For example: *"A doggy has grey and white pads"*).

During the description children do not use many types of sentences, which are extremely needed for creation of description as a functionally-semantic type of speech - description. Among them: **nominative:** (*"One thousand nine hundred ninety first year. Morning. Rain and wind"*); **impersonal sentences with the value of the state in nature:** (*"August is a month. Quietly, dryly, there is a preceding dawn hour"*); **impersonal sentences of the type:** (*"Sweeps", "Freezes"*); **elliptic ones:** (*"His court on position was small, on a vegetable garden one tree with a rook nest, but a gate in a court is new"*) and others like that.

For making of descriptive text children do not almost use word-combinations which serve for creation of description, in the basis of which lies the grammatical connection of management. They are, for example, such which mean: belonging (*dress of sister, wing of a bird*); subject of action (*story of a man, scream of a cock, weeping of a girl*); transmitter of sign (*freshness of air, love of mother, friendship of comrade*); qualificatory relations (*picture made of wood, ceiling like oak*).

The got results of a research of the descriptive speech of children in accordance with a communicative criterion are shown in Table 1.

Table 1. Levels of formed skills to produce descriptions of senior pre-school age children on the indexes of communicative criterion

criteria	Indexes		LEVELS			
			high	middle	subzero	forming stage
COMMUNICATIVE	Kind	Q of ch %	11.2	28.8	31.2	28.8
	Volume	Q of ch %	5.6	29.6	40	24.8
	Amount of micro themes	Q of ch %	5.6	20	32	42.4
	Information content	Q of ch %	6.4	50.4	27.2	16
	Composition	Q of ch %	6.4	25.6	24	44
	Syntax of coherent unit	Q of ch %	4.8	20.8	29.6	44.8
	Syntactic structure of utterance	Q of ch %	9.6	25.6	33.6	31.2
	Adequacy	Q of ch %	5.6	20	32	42.4

Research data which we got were divided according to the levels of children's formed skills to build descriptions of different kinds: high, middle, subzero, forming stage.

To the *high* level of formed skills to build descriptions of different kinds we took children the descriptive utterances of which answered the features of description, on a volume presented 5-6 sentences which consisted of 5-8 words.

For children of this level utterances-descriptions counted in the composition two and more micro themes, in their descriptions they fully adhered to compositions of this type of utterance. Their descriptions were characterized by the high information content and saturation by different syntactic constructions. While making the text-description they used in their speaking exactly those language means which are characteristic for description as one of functionally-semantic types of speech. These children built their utterances, using the different types of connection between parts of difficult syntactic unit.

To the *middle* level of formed skill to build description we took children which in most cases spoke in form of description, but they didn't mastered enough by its structure, i. e. they dropped either initial, or final part of complex syntactic unit. The volume of their utterances contained 1-3 sentences which were built of 1-4 words. 1-2 micro themes were distinguished in their descriptions, and some language means which serve for creation of description were used. Taking into account the information content, their texts - descriptions are characterized by using the elliptic sentences, situation, impoverished of maintenance.

To the *low* level of formed skills of text construction we took preschoolers whose utterances-descriptions gravitated to other functionally-semantic types of speech, i. e. these children, beginning to speak in form of description, passed to the story or reasoning. Their descriptions were not full on maintenance – i. e. in their composition was used only one microtheme and volume was counted only 1-2 sentences or 5-6 words; insufficient in quantity and quality of neat language means which do not form descriptive contexts; the structure of their descriptions consisted only of basic part of utterance without initial and final ones. Informational content of their descriptions was insufficient. Such features as frequent use of pauses and situation were characteristic for their utterances.

To the stage of skills formation were taken children who built other functionally-semantic types of speech only: usually stories; in their utterances which gravitated to description, they enumerated objects which they saw on a picture but on condition of its direct perception only. 1-2 sentences which consisted of 2-3 words were counted in their utterances-descriptions and it was not possible to distinguish a single micro theme. Composition included in itself only the initial part or a final one. Information content of descriptions was absent. The necessary language means for creation of valuable descriptive utterances failed.

As we see from the higher brought analysis preschoolers often enough use syntactic constructions which do not correspond their functional setting. It is as a rule - sentences which are not inherent to description. And vice versa, those syntactic units which it was expedient to use for creation of descriptive contexts in their descriptive utterances are absent.

Discussion

Not enough in children's speaking various syntactic constructions necessary for description and peculiar for this kind of speech brightly testifies to *the deficit of the different type exemplary speech* of educator and his bringing into practice of work with six years old children *the best examples of literary descriptions*. Examples of descriptions which are offered to children on employments as a rule are "hastily" built utterances which are not always linguistically correct; we do not mention about their artistic exemplariness. Consequently a child is not capable independently, without standards from adults to capture syntactic riches of the mother tongue, its language and stylistic variety in expression of relations of simultaneity, in which are objects and phenomena of reality. V.O. Suhomlynskyi (1973:63-64) marked that a "high culture of speech is the main condition of the rational use of time. How much time is lost on numerous reiterations, a necessity for which arises when an object, phenomenon, concepts do not find in broadcasting of teacher a clear, accessible to child's understanding verbal shell"

Unfortunately, modern methodology of work with preschoolers up to this time does not aim educators at taking into account the specifics of language material, various in syntactic constructions and necessity for the construction of descriptions in different vocal situations.

Absence in methodology of preschoolers' studies of reference-points which direct educators to the selection of language material at studies of description conduces to the intuitional, spontaneous use by children of linguistic structures, present in their vocal experience, which do not form description as functionally-semantic type of speech. And word-combinations and sentences, that children master in the process of vocal intercourse and use in their everyday vocal practice, are not enough also for a capture by six years old children the utterances in form of description. Thus, without the special language studies children on the sixth year of life only in single cases appropriately use in their speech the separate types of word-combinations and sentences by means of which the descriptions are built. In fact, the greater amount of word-combinations and sentences varieties, which are characteristic for description, the children will master, the more possibilities appear for the selection of connections and relations which exist in the real many-sided reality, for the capture of thought logical categories, in particular judgements which are, actually, the reports about the phenomena of reality in a form of story, description and reasoning.

For mastering the descriptive speech it is necessary for educator to help children to catch typical constructions which are used for making the descriptive texts.

While learning to make a description children obtain vocal abilities, in particular: to build the utterance in a descriptive composition form with application of syntactic material which is specific for the functionally-semantic type of speech - description; to distinguish the basic and accompanying signs of objects, phenomena, actions, expressing them in their speaking; to study by analogy to express correctly syntactic relations which arise between structural components of descriptive contexts; to develop their own vivid speech, gradually seizing by drawings tools (comparisons, epithets, metaphors). By means of description children find the brightest things, using the exact words for denotation of the articles of surrounding world and distinguishing in them characteristic signs, features. Description forms evaluation-emotional attitude toward nature, to the animals, to the world of objects and phenomena, world of things. Due to it in children develop sensuality and emotionality, culture of feelings, aesthetic taste and others like that.

Conclusions

Working out the totals of our article, it is possible to assert that children have the ability to build descriptive contexts, but for the complete mastering by preschoolers of features for the construction of description and its characteristic signs, it is needed for children to watch texts of descriptive type evidently, and then study to build them in accordance with the requirements for construction of texts of a descriptive type.

Taking into account all features of varieties of descriptive texts, it is possible to teach children to build the exemplary monologue utterances of a descriptive type, developing their monologue speech and thought. For a valuable capture by children of the descriptive speech, it is necessary for practical teacher to help them in mastering of typical constructions which are used for making the descriptive contexts. In fact, the greater amount of varieties of word-combinations and sentences, which are characteristic for creation of description, children master, the more possibilities will appear for them in selection of connections and relations which exist in the real many-sided reality, for the capture of thought logical categories, in particular judgements which are, actually, the reports about the phenomena of reality in form of a story, description and reasoning.

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