

Peculiarities of the Use of Words of Gratitude by Senior Preschool Children

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Abstract: *Purpose: based on a theoretical and empirical study, identify and characterize the peculiarities of senior preschool children's use of words of gratitude. Research methods and techniques: theoretical (analysis, synthesis, systematization, generalization); diagnostic (targeted formalized observation, individual conversations with children); developmental methods and techniques; statistical (setting average values and percentage ratios, setting the level of significance according to Student's t-criterion). Results: Research on the use of words of gratitude by senior preschool children has been proven to be relevant. The originality and place of expressing gratitude in the structure of etiquette speech are determined. The criteria of the researched phenomenon, which cover various areas of mental development of older preschoolers (cognitive, value, conative, social-communicative, emotional), are substantiated. The results of the primary diagnosis of the peculiarities of the use of words of gratitude by senior preschoolers were conducted and analyzed. A differentiated program of developmental work was developed and carried out. The peculiarities of the use of words of gratitude by senior preschool children were determined. A statistical evaluation of the effectiveness of the development work was carried out. Conclusions: The use of words of gratitude by senior preschool children, provided that purposeful development work is carried out, is characterized by a high dynamic of quantitative and qualitative growth, an intensive spread of the range of ideas about existing forms of thanks and the direction of using these words, active formation of abilities and skills in the use of communicative and speech formulas in everyday behavior and their use in various activities*

Keywords: *etiquette speech, words of gratitude, communicative and speech etiquette formulas, knowledge of words of gratitude, understanding of words of gratitude, use of words of gratitude, attitude to the use of words of gratitude.*

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Introduction

The use of words of gratitude by preschool children is considered one of the elements and components of etiquette in speech. It has been established that the development of etiquette speech among preschool children is an important area of research at present, especially in the context of studying the readiness for learning among older preschoolers within the framework of the new Ukrainian school (Kuzmenko & Karabaeva, 2023). Etiquette speech is used in a variety of life situations, including encounters, farewells, requests, advice, agreements, expressions of sympathy, giving and receiving help, refusals, proposals, approvals, and so on. Most of these situations require the interlocutors to use words of gratitude in the form of appropriate, concise, commonly accepted, established, and simultaneously original formulations, or verbal etiquette formulas (Sitti et al., 2020).

Object of research: development of the etiquette speech of preschool children.

Subject of research: peculiarities of the use of words of gratitude by children of senior preschool age.

The purpose of the article is defined as follows: based on theoretical and empirical research, to identify and characterize the features of how children of senior preschool age use words of gratitude, to develop a program for fostering this usage, and to evaluate the effectiveness of the implemented work.

The objectives of the study are: analysis of psychological, pedagogical, psycholinguistic literature on the research problem, determination of the essence of the main concepts, substantiation of the criteria of the studied phenomenon; conducting diagnostics of the features of the use of words of gratitude by children of senior preschool age, qualitative and quantitative analysis of the obtained empirical data; development and implementation of a differentiated program for the development of the use of words of gratitude by children of senior preschool age; evaluation of the effectiveness of the implemented program for the development of the use of words of gratitude by children of senior preschool age, conducting correlation analysis of the data.

Literature review

In the process of this empirical study, we relied on theoretical positions and foundational methodological principles substantiated in the examination of the problem of etiquette speech among preschoolers (Kuzmenko & Karabaeva,

2023). When determining the essence and characteristic features of the phenomenon under investigation, we drew upon the theory of the development of children's speech activities proposed by Kalmykova L., which encompasses both methodological and ontological aspects. This theory integratively represents the evolutionary process of children's speech development, from spontaneous speech behavior to advanced speech activity (Kalmykova, 2022). In the works of Kruty K. and others (Kruty et al., 2022), it is emphasized that children's speech activity is manifested in their ability to perceive and understand the speech of others, their independent and varied use of speech in communication practices, and their active mastery of language. Scientists also studied the importance of preschoolers' understanding of words of gratitude and their relationship with emotions and mental states of preschoolers. Thus, a group of German scientists conducted a study of preschoolers' understanding of emotions and mental states, which is determined by their understanding of gratitude. The results of the research showed that knowledge of emotions and mental states are important prerequisites for the development of understanding of gratitude in preschoolers (Shoshani et al., 2020). They also studied the issue of children's attitudes towards those who express gratitude. It was found that preschoolers value those peers who express gratitude more, which has a positive effect on the development of social ties and improves cooperation between peers. Thus, we consider the ability of preschoolers to express gratitude as a resultant formation that collectively reflects the development of various aspects of cognitive growth, including cognitive, value-oriented, conative, socio-communicative, and emotional spheres. This ability is realized in various life situations of interaction with others through the use of appropriate communicative and speech formulas.

The peculiarities of using words of gratitude in speech by senior preschool children were evaluated according to the following criteria: 1) emotional and value attitude to the use of words of gratitude in Ukrainian as the state language, which is manifested in the understanding and use of these words in Ukrainian; 2) knowledge and mastery of communicative and speech formulas of expressing gratitude, which is manifested in the understanding of various variants of words of gratitude and their use; 3) focus of various forms of speech expressions of gratitude on adults and/or children; 4) compliance with the rules of speech behavior and speech etiquette, which is manifested in the use of words of gratitude in various activities (play, everyday life, study, etc.); 5) the state of elementary generalizations and independent coherent judgments about the feelings of other people and one's own, which is manifested in the use of emotionally colored vocabulary directed at oneself and/or other people.

Research methodology

Following the defined tasks and stages of the study, a set of research approaches, techniques and methods was used: theoretical (analysis, synthesis, systematization, generalization), diagnostic (targeted formalized observation, individual interviews with children) and developmental (dialogues, polylogues, simulation exercises, imaginary game situations, structural and syntactic schemes, game interviewing, intellectual maps, speech samples, questions, explanations, instructions, related speech, etc;) methods of mathematical statistics used in calculating data of average values and percentages, setting the level of significance by Student's t-test, statistical calculations performed using Microsoft Excel and Statistika SPSS 21. 0 for Windows.

At the stage of diagnosing the peculiarities of the living conditions of senior preschool children, the methods of targeted formalized observation and individual conversations with children "Words of Gratitude" (author-developer I. Karabaeva) were applied. Thus, we recorded the facts of the use of children's words of gratitude, their number, content, orientation, the use of etiquette formulas, in which types of activities words of gratitude are used, with what mood they are used, what is the attitude towards the use of these words in the Ukrainian language, initiatives regarding the use of words of gratitude, the use of emotionally colored vocabulary, etc.

The method of individual experimental conversation on the topic "Words of gratitude" was aimed at deepening and clarifying data on the peculiarities of the use of words of gratitude by children of senior preschool age, taking into account the above criteria.

The formative experiment was based on modern scientific research on the effectiveness of dialogic interaction, partnership, and interactive methods for developing the speech of senior preschool children (Bakirova, 2023). Based on this, at the formative stage of the study, interactive learning was identified as the priority method of learning in dialogic interaction with a child, which allowed building speech interaction with children as equal partners.

Sample size

The experiment involved 28 children of senior preschool age from the Kyiv City Preschool Educational Establishment, who regularly attended the preschool educational institution. The study was conducted under ethical standards. Informed consent was obtained from each parent regarding their children's participation in the experiment. The results of the study, along with relevant recommendations, were communicated to the parents. There is no conflict of interest.

Results

Carrying out research in the paradigm of a personality-oriented approach, we relied on the leading methodological principles of this approach: the principle of purposeful creation of emotionally enriched educational situations; the principle of personal and developmental communication; the principle of empathy (Bekh, 2020). The studies of Pirozhenko T., Soroka I., devoted to the study of the dynamics of speech development of preschoolers, became the basis for choosing diagnostic methods and determining the content and procedures for analyzing diagnostic situations (Pirozhenko & Soroka, 2018). We took into account the theoretical provisions and principles of the development of etiquette speech as an important direction of national education.

The observation included an expert assessment of preschool education specialists working in a preschool education institution with children (three educators, a teacher-methodologist, a physical education instructor, a nurse, a practical psychologist, a music director, and an experimenter who is a research fellow at the G.S. Kostyuk Institute of Psychology). Analysis of the observation results showed that the use of words of gratitude by children of senior preschool age is quite monotonous and limited both in terms of the speech formulas used and in terms of the types of children's activities. The most common use is the simplest speech formula: "Thank you", which is used in everyday activities, after eating or after receiving help from a kindergarten teacher. Words of gratitude are most often addressed to the kindergarten teacher. Expressions of gratitude, as a rule, are formal in nature and do not reflect the child's feelings. Children do not use words of gratitude enough in other types of activities, in particular, games. Words of gratitude are not always used with peers. From time to time, children use Russian-language formulas of gratitude. A significant number of children take the help of others for granted, and it is necessary to remind them about the use of words of gratitude. Also, during observations of children, significant differences were found in the state of development of various criteria of this phenomenon. Thus, some children have sufficient knowledge about words of gratitude in the absence of practice in using them in various types of activities, while others have a fairly wide range of orientations in using words of gratitude when using monotonous forms of expressing gratitude, etc.

The analysis of the results of individual conversations with children "Words of gratitude" made it possible to establish the features of the development of the use of words of gratitude by children of senior preschool age according to the above-mentioned criteria. By conducting an individual experimental conversation with child respondents and counting all the words

used by the child during the conversation, the state of the emotional and value attitude of senior preschoolers to the use of words of gratitude in the Ukrainian language was determined (criterion 1).

The results of the analysis of the obtained data show that both before the beginning and after the formative part of the study, 100% (n=28) of children have an understanding of words of gratitude in Ukrainian, which is very significant before children enter school. The vast majority (80.7%) of words of gratitude were used in Ukrainian even before the beginning of the study, and at the end of the study, their number increased by 14.3%, which amounted to 95% of the total number of words of gratitude used. The use of Russian-language words by children also decreased significantly. Thus, at the beginning of the study, 19.3% of words were Russian, and after the formative stage of the study, 5% of such words remained, therefore, the use of Ukrainian words of gratitude increased by 14.3%. For example, at the beginning of the experiment, Igor P. had a total number of dialogue words of 42, and at the end of the experiment, 49, which in percentage terms is 33.3% and 79.5%. Of these, at the beginning of the experiment, Igor P. used 28 Russian words in his speech, and at the final stage of the experiment, only 10, which in percentage terms is 66.7% and 20.4%, therefore, there was an improvement in the result by 46.3%. The number of words used in Arina N.'s dialogical speech before the experiment was 36 words, and after 84, therefore, 48 words more, of which 33 were Russian words both at the beginning and at the end of the experiment but considering that the number of words in dialogical speech increased by 48, we have a fairly satisfactory result. Platon I.'s utterance at the beginning of the experiment consisted of 16 words, and at the final stage of the experiment, of 45 words (an increase of 29 words), of which only 5 Russian words remained.

Based on these data, we conclude that the state of children's emotional and value attitude to the use of words of gratitude in the Ukrainian language was at a high level even without special developmental work. This primarily concerns the indicator "understanding words of gratitude", where the best results were found. For other indicators, where the results are not so uniform, we note that after the formative measures, there was a rapid dynamic of their development.

The study of the uniqueness of knowledge and mastery of communicative and speech constructs of expressions of gratitude (criterion 2) was determined by the respondents' answers to the questions: "When do people thank each other?", "Name the words of gratitude that you know."

Analysis of the results showed that at the beginning of the experimental study, 60.7% (n = 17) of children had an understanding of what

words of gratitude are used for, at the end of the experiment, 100% ($n = 28$) of its participants showed a positive result, therefore, an increase of 39.3% ($n = 11$) of preschoolers was established. Usually, at the beginning of the experiment, the children's answers were like: "I don't know", "My mother and I haven't talked about it yet" or consisted of one-word sentences like: "for food", "for tea", or short sentences: "They give something", "They treat me with sweets", "They share toys". After conducting formative activities, the topic of gratitude changed significantly, it became more diverse and complex. For example, Iryna K. said that when they do something good, give something, for good deeds, people say this word. Khrystyna M. expressed the following opinion that they are thankful when someone comes, treats them, protects them, for good deeds, and does not tell a secret. Roma S. believes that they thank when they are pleased, very, very much, and people are happy, for good deeds.

So, the data on children's knowledge and naming of words of gratitude are indicative. At the beginning of the experiment, we see that in the active vocabulary of children (67.9% $n = 19$), the word of gratitude "thank you" and the word "thanks" (3.6% $n = 1$) are used. After conducting targeted work with children, the following results are observed: the word "thank you" was named by 100% ($n = 29$) of respondents, which increased in 32.1% ($n = 9$) of children, in the active vocabulary of preschoolers (92.9% $n = 26$), the phrase "thank you very much", "thank you sincerely" (21.4% $n = 6$), "thank you so much" (64.3% $n = 18$), "thank you" (3.6% $n = 1$). 7.1% ($n = 2$) of children used such etiquette constructs as: "let me thank you", "grateful for your help". The children's use of words in war conditions is extremely peculiar. At the beginning of the experiment, only 7.1% ($n = 2$) of children used such words as "protect", "soldiers". After the formative experiment, this figure increased and became equal to 64.3% ($n = 18$) of children.

Thus, it has been established that, under the condition of conducting targeted developmental work, children's knowledge of various forms of expressing gratitude grows rapidly, children often and with pleasure use more complex communicative and speech formulas, better understand the situations in which it is appropriate to use these words, and gradually abandon self-invented words in favor of established formulations.

The results of the formation of various forms of the orientation of children's speech expressions of gratitude (criterion 3) are interesting and indicative. Data on the indicators of formation according to this criterion were determined using children's answers to the questions: "Who do you usually thank?", "Who do you thank in kindergarten, at home?".

So, before the development work, the orientation of children to family members in percentage terms was as follows: to mother 64.3% ($n = 18$), to father 42.9% ($n = 12$), to grandmother and grandfather 3.6% ($n = 1$). These indicators increased in a significant number of children. Thus, the orientation to mother increased in 32.1% ($n = 9$), to father in 50% ($n = 14$), to grandmother and grandfather in 42.8% ($n = 12$) of children. The list also included godparents from 0% of preschoolers, whose appeal was to this category of adults, increased to 17.1% ($n = 5$). From the close circle of preschoolers, the respondents thanked educators, teacher assistants, and a psychologist. We observe an increase in the orientation towards educators in 10.7% ($n = 3$), towards teacher assistants in 7.1% ($n = 2$), and towards a psychologist in 3.6% ($n = 1$) of preschoolers. It is characteristic that in the circle of gratitude of children, soldiers of the Armed Forces of Ukraine appeared as one of the lines of orientation of preschoolers towards adults. The indicators are effective from 7.1% ($n = 2$), children to 39.3% ($n = 11$), therefore, in 32.2% ($n = 9$), preschoolers, the appeal with words of gratitude to soldiers increased.

Also, 7.1% ($n = 2$) of children noted an appeal to God as an assistant to the Armed Forces of Ukraine. Thus, Ariana N. said that "may God help our defenders and I will be grateful to him for his help so that peace can come soon", Maria Ya. "I want butterflies to fly over Kyiv, not missiles. I sleep very badly. I thank the soldiers and God for peace. For all Ukrainians. They are defenders. They protect us". Also, children's gratitude was directed towards doctors, sellers, and taxi drivers (from 21.4% ($n = 6$) of children to 25% ($n = 7$)).

The results of preschoolers' gratitude towards other children have changed significantly. So, older children appeared in the field of view, in 17.9% ($n = 5$) of the respondents the focus on this category increased, in 42.8% ($n = 12$) of preschoolers the focus increased on peers with special educational needs, in 7.2% ($n = 2$) on peers from the environment. The focus on children from the family remained stable in 7.1% ($n = 2$) of preschoolers.

The qualitative characteristics of different forms of the orientation of children's speech expressions of gratitude were determined using children's answers to the question: "What are you grateful for?". When thanking their parents, children initially gave the same type of answers: "for food, toys, treats, clothes". At the end of the experiment, answers such as: "They love me, gave me life", "For taking care of me, working, earning money for us, loving, pitying" were not uncommon. At the beginning of the experiment, children thanked their grandparents for the treats they gave them, and at the end of the experiment, children's statements more often concerned the sensory sphere.

Yes, Ariana N. thanked her grandparents for giving birth to her father, and her father and mother for giving birth to her, and now they have a beautiful family where relatives support each other. Eva Z. said that she is grateful to her grandparents for their care, and to her grandfather for the sweets that he gives her and makes her feel good.

In the children's responses regarding gratitude to teaching staff, the content range expanded greatly after targeted work with preschoolers. At the beginning of the experiment, these were monotonous answers: "for food, for help." At the end of the experiment, the children thanked the kindergarten teachers for their kindness, for teaching, and caring. For example, Iryna K. thanked the teachers for protecting her and taking her to shelter when the siren sounded. Ariana N. expressed gratitude for the fact that the adults in the kindergarten inspire her to do good deeds.

The respondents' answers, directed at other children, were interesting and meaningful. Before the experimental work, gratitude was expressed for the fact that other children did not offend them and shared something (candy, toys). At the end of the experiment, gratitude was expressed for kindness, pleasant words addressed to them by other children, joint games, and activities.

The gratitude from the children also concerned the Armed Forces of Ukraine. If at the beginning of the experiment these were only expressions: "to the soldiers for their protection", then at the end of the experiment, the children's expressions were striking in their meaning. For example, Roma S. said: "I thank the defenders for their protection. I love them very much. They gave me a flag from the war. Dad brought it". Khrystyna K. noted: "I thank the soldiers...and my godfather. He is fighting. For protecting Ukraine... he tries very hard". Makar: "I thank the defenders. To my dad, who protects everyone in the war, I miss him very much".

So, as we can see, after the formative work, the circle of people to whom children direct their gratitude has significantly expanded, and the qualitative characteristics of words of gratitude have also changed, the content of what children consider it necessary to thank has become more complicated and diverse. New categories of people to whom we should be grateful have appeared in the children's answers. The number of children's answers that mention gratitude to parents, grandparents, teachers' assistants, other children, soldiers of the Armed Forces of Ukraine, etc. has significantly increased. Unfortunately, the results of the answers about words of gratitude addressed to other children from their family (brothers and sisters) have remained unchanged, which requires the development of additional recommendations for teachers and parents.

Using formalized observation, we determined the state of compliance with the rules of speech behavior and speech etiquette by senior preschoolers in various types of activities (criterion 4).

We clearly observe the dynamics of the formation of compliance with the rules of speech behavior and speech etiquette by older preschoolers before and after the experiment. So, the use of words of gratitude in everyday situations increased by 60% ($n = 17$) of children, during meals by 3.5% ($n = 1$), in game situations by 21.4% ($n = 6$), and in artificially created ones by 10.7% ($n = 3$) of preschoolers. It is especially worth noting the effectiveness of the use of words of gratitude by children in a children's game situation. At the beginning of the experiment, children did not use words of gratitude at all in communication with each other in game situations, after the experiment, 21.4% ($n = 6$) of children used words of gratitude in their vocabulary. So, during the experiment, children were offered the game "Compliment". It was significant that Roma S. thanked each child for their words of affection, and then each child took over the initiative and also thanked each other without prompting, using a wide range of words of gratitude.

Thus, the range of situations in which children began to use words of gratitude has expanded significantly. After the developmental work, children began to use words of gratitude not only in everyday situations, but also in games and other life situations (meetings, farewells, requests, advice, role distribution, distribution of toys, sympathy, giving and receiving help, etc.).

The last criterion of the phenomenon under study is the criterion of forming elementary generalizations and independent coherent judgments regarding the feelings of other people and one's own (criterion 5). The sensory sphere of preschoolers was determined by answering the questions: "What do you feel when you say thank you?", "What do you feel when you are thanked?".

An interesting fact, reflected in Table 5, is the use of emotionally colored vocabulary by children of senior preschool age, directed at themselves and other people. As we can see, in 25% ($n = 8$) of the studied people, the number of independent judgments regarding the feelings of other people increased. Children noted that when people say words of gratitude, they feel pleasant, good, and warm in the soul. It was found that in 28.6% ($n = 9$) of preschoolers, the level of judgments about their personal feelings increased. For example, sentences from short, one-word sentences like: "for your kindness", "Good", "Nice", became long-word sentences like: "I did a very good job of saying the word 'thank you', and they said it to me. This is very, very good. It means that I did the right thing", or: "I feel love in my heart. I will be kind when I grow up and will say 'Thank you', 'I feel kindness, a good mood, I have warmth in my soul', 'I feel that there are good people around me and they love me'".

These data indicate that preschoolers' use of words of gratitude has become less formal, more meaningful, and more sincere. The understanding of expressing gratitude has become more versatile and profound, and the use of words of gratitude in different situations has become not just a fulfillment of an adult's requirement, but an internal need of the child to show gratitude to the people around them.

The conducted statistical analysis of the research results according to all criteria allows us to assert that the developed program for developing the use of words of gratitude by children of senior preschool age has a significant positive impact.

To statistically test the hypothesis H0 (the level of use of words of gratitude by children of senior preschool age did not change after conducting special developmental classes ($\mu_1 = \mu_2$)) and the hypothesis H1 the level of use of words of gratitude by children of senior preschool age changed after conducting special developmental classes ($\mu_1 \neq \mu_2$), we calculated the empirical value of the Student's t-test for dependent samples ($t_{emp} = 4.716$) using the formula:

$$t = \frac{\bar{x}_d}{s_d/\sqrt{n}}, df = n - 1, \text{ where}$$

$\bar{x}_d$ – arithmetic mean of the difference between pairs of values;

s_d – standard deviation of the difference between pairs of values;

n – sample size of the subjects studied.

The corresponding statistic has a Student distribution with degrees of freedom $n-1$ ($28-1=27$). According to the table of critical values of the Student t-test for $df = n - 1 = 28 - 1 = 27$ and a given $p = 0.05$, we find $t_{crit.} = 2.05$, for a given $p = 0.05$ $t_{crit.} = 2.77$, and for a given $p = 0.001$ $t_{crit.} = 3.69$. (two-sided critical region). Since $|t_{emp.}| > t_{crit.}$ ($4.7 > 2.05$), the hypothesis H0 is rejected.

Therefore, we conclude that the indicator of the use of words of gratitude by children of senior preschool age after conducting special developmental classes increased statistically significantly (at the significance level $p < 0.001$). The differences between the two samples can be considered reliable if the $t_{emp} \geq t_{0.05}$, and even more reliable if the $t_{emp} \geq t_{0.001}$. A detailed analysis of the formation of each criterion for the use of words of gratitude makes it possible to see which of the identified criteria has changed more significantly as a result of the developmental work carried out and which of these criteria is more susceptible to the influence of socio-psychological factors.

Discussions

The data on the etiquette of preschoolers, its essence and components, and its role in the development of psychological readiness for learning in the conditions of the new Ukrainian school are quite ambiguous and require further theoretical and empirical research.

The empirical results that show the absence of positive dynamics in the use of words of gratitude by older preschoolers to other children in the family (brothers and sisters) were debatable and interesting for further research. Thus, before the start of the developmental work, 7.1% of responses were found, which referred to the need to thank other children in the family, and after such work this number remained unchanged, although a more or less increase was found concerning other categories of people around them. In the context of the analysis of these data, we turned to the results of studies by foreign authors P. Davis, E. Meins, C. Fernyhough, who prove the need to take into account the imaginary status of a companion, since this significantly affects the nature of social interaction (Davis et al., 2013). Thus, we consider taking into account this factor (the imaginary or real status of the interaction partner) to be essential for understanding the features of the use of words of gratitude by older preschoolers.

Conclusions

The peculiarity of using words of gratitude by children of senior preschool age lies in the fact that this process is at the stage of active mastery, rapid assimilation and application in various life situations. Its full formation occurs with sufficient formation of various spheres of mental development for this age period, in particular cognitive, value, conative, socio-communicative, and sensory.

The development of the use of words of gratitude by older preschoolers occurs approximately in the following sequence: acquisition of knowledge about simple communicative and speech formulas; understanding of communicative and speech formulas and the meaning of speech etiquette; reproductive reproduction of simple communicative and speech formulas in everyday situations; application of simple communicative and speech formulas in various types of life activities; dissemination of knowledge about more complex communicative and speech formulas; application of complex communicative and speech formulas in the process of communicating with loved ones; emotional and value-based use of various communicative and speech formulas in the process of communicating with others, creative use of complex communicative and speech formulas in various life situations. The

most effective methods for the development of etiquette speech, in particular in the aspect of the use of words of gratitude, turned out to be interactive, game, and visual.

Provided that targeted developmental work is carried out, the use of words of gratitude by children of senior preschool age is characterized by high dynamics of quantitative and qualitative growth. In senior preschool age, there is an active expansion of the range of ideas about existing forms of gratitude and the direction of using these words, intensive formation of skills and abilities in using communicative and speech formulas of gratitude in everyday behavior and their application in various types of activities.

We consider the data on other components of etiquette speech to be interesting for further in-depth analysis, and we also see the need to study the individual and gender characteristics of the use of words of gratitude by children of senior preschool age. After all, we have identified significant differences in the state of formation of individual criteria and in the state of development of the phenomenon under study in different children, as well as in boys and girls. This will allow us to more deeply understand the reasons and features of the development of etiquette speech in children of senior preschool age, to find the most effective forms and means of developmental work, which will positively affect not only the speech development of future schoolchildren, but also the state of their psychological readiness for learning in the conditions of the new Ukrainian school.

Data availability

The research data described in the research results are posted on the platform Mendeley Data Search.

Compliance with ethical standards

Ethical approvals. Informed consent to data collection was obtained from all parents of the study participants. The results of the study, along with relevant recommendations, were communicated to the parents. In the process of conducting the study, appropriate ethical norms and rules were observed; no moral pressure was exerted on the participants of the experiment. The study complies with the ethical standards of the 1964 Declaration of Helsinki and its later amendments. The study was reviewed and approved by the Committee on Ethics of Scientific Research of the G.S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, Kyiv (protocol No. 1 dated 06.11.23).

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Authors' contributions

These authors contributed equally to this work. All authors contributed to the study conception.

All authors commented on earlier versions of the manuscript. All authors read and approved the final version of the manuscript.

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