



ROLE OF PUPPETRY HELP IN THE DEVELOPMENT OF ORAL LANGUAGE AMONG CHILDREN

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ABSTRACT

Since immemorial, humane have used body language to communicate; followed by light; then by sound; and finally by dialect. Puppetry show played a role of catalyst in developing oral language among children and make them understand the stories told. Two of the Great Indian Epics have passed on generation to generation mostly using puppet show and in theatrical form. Puppet show gives an enormous amount of self-confidence when puppet which does not have soul is speaking in a language which is unknown why not I (student) which ultimately help to develop in speaking or communicating. Introduction of puppets seem to have a positive impact on students' participation. The students became very excited when they were able to use the puppets to learn and there was an increased participation from students who were less proficient. Puppetry is a medium of employment for students to use; to express themselves and begin to explore the various components of the languages. Dramatic play is also used to "help resolve conflicts, identify and understand emotions, and develop sources of information for extending social skills". I come to the conclusion that role of puppetry really helped the children to understand, comprehend, interpret besides speaking and communicating.

Key words: Puppetry, Language & Dramatics, Puppet employment

INTRODUCTION:

Since immemorial, humane have used body language to communicate; followed by light; then by sound; and finally by dialect. Most of the language literature in the pre-historic and medieval history has been developed orally and there was no syllable for the language. But still it has got tremendous impact on the development of language and understanding of the stories recited in the language. We, the Indian are heard about the Epic such as Ramayan and Mahabharat which is happened in the Kretha Yug and Kaliyug respectively. Though we are living in the Kaliyug, the tenure of Kaliyug started very early during the time of Mahabharat which described the differences between the brothers, kith and kins resulted in the surmise of the great empire. Many lessons have been told in the Mahabharat which streamlined the people to follow a path of wisdom and thereby they can reach the heaven (which is been longing by all humans). When the sow the good seed (deed) will always your will reap the good harvest (goodness), this was imparted orally using languages. Polygamy was completed abolished during the time of Lord Rama who set an example for having a single wife in his tenure as human (it is believed that he is the avtar of Lord Vishnu) even though his father Dasaratha has 16000 wives. The vivid description of the ages of Epics have passed to generation to generation orally and the puppetry played important role in bringing awareness about those epics by a way of displaying the puppets to the people who were illiterate and passive listeners. In this paper, we would like to discuss in detail the role of puppetry in developing the oral language to the pre-school children.



scene in Ramayan



A scene in Mahabharat

A

PUPPETS AND LANGUAGE:



Children who entered the school will not have any understanding and knowledge of languages, for them dramatic and creative ideas will act as a tool for the development language skills. The usage of puppets as a medium where students become more comfortable in expressing their feelings both verbally and emotionally or re-telling a story. It is very obvious that who do not know how to communicate in an alien language(s) are often hesitant to participate in the classroom activities due to their limited comprehension of the language. Fear phobia will diminish while speaking or communicating in a language due to the usage of puppets. It gives an enormous amount of self-confidence when puppet which does not have soul is speaking in a language which is unknown why not I (student) which ultimately help to develop in speaking or communicating in a language. Puppets can create a kind self-confidence and motivation for the students. “Through puppetry children can learn new ways to express themselves while learning new skills, leading the child on a path of self-discovery and expression that help instil confidence and boost self-esteem.”¹(Ackerman, J. (1982 Win). Learning through play is fundamental to our children’s education, when children are highly engaged this leads to better learning experiences, helping to promote children’s development further. Puppets help to stimulate children’s imaginations as well as encourage creative play and discovery.

INTRODUCTION AND EMPLOYMENT OF PUPPETS:



The puppets were first introduced to the class during free time and students were allowed to explore with the puppets as and when they wished. Students were very wanting to get an opportunity to explore and immediately began creating dialogue between each other and the dialogue delivery of students were often monitored by the teacher. Positive behaviour was strengthened among the students and happiness prevailed while speaking and or communicating in the languages.

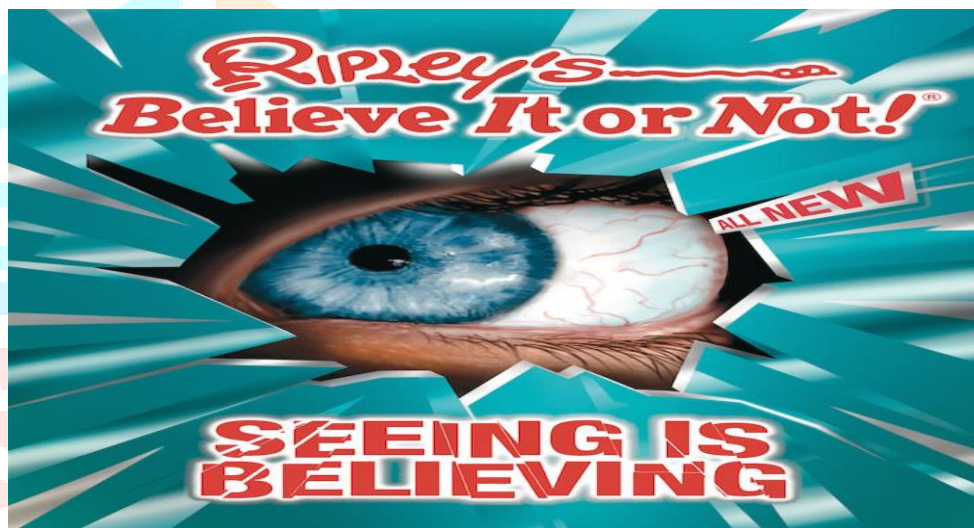
Puppets provide an important link between learning and play which makes them wonderful teaching tools both reception and at nursery. Children naturally invent stories, create settings, develop characters, and utilize expressive dialogue as they play, extending their imaginations further. Using puppets helps children build positive relationships, learn about other cultures and make connections that are essential to understanding the world around them.

Students also used the puppets as they learned about occupations. After classroom lessons talking about the jobs of various community helpers, students were given time to act out these jobs using community helper puppets. It was observed that students were taking the knowledge they had of various careers and were incorporating this into their exploratory play at the puppet centre.

Introduction of puppets seem to have a positive impact on students' participation. The students became very excited when they were able to use the puppets to learn and there was an increased participation from students who were less proficient. The teacher observed students using their prior knowledge of stories in their dialogues. It was observed that students who shy not to utter a word started saying "Once upon a time There was a monkey like that". . "What is the puppet's favourite food? What is her favourite colour?" When asked these questions about the puppet, students were able to respond to the questions in a language they understand and comprehend. A true value to using puppets and other forms of dramatics to help develop the language skills of language minority learner.

The parallels that exist between children's pretend play and drama provide the idea for extensive learning within the infancy classroom. Re-enacting familiar stories or situations promotes early literacy skills as children recreate stories and supply a context for interacting with adults and peers.

SEEING IS BELIEVING:



Puppetry is a medium for students to use to express themselves and begin to explore the various components of the languages. The use of creative dramatics sets up a face-to-face encounter for college kids that they typically don't experience within the classroom setting. By working together using the puppets, students develop conversation skills like risk taking and appropriate responses during a conversation. There are many benefits to using puppetry in the classroom, all of which would benefit language minority students. Puppetry, or dramatics, can help students internalize language patterns, enhance listening skills, develop risk-taking skills and student confidence, and supply opportunities for college kids to figure cooperatively as a gaggle. It has also been observed that dramatics allows students to develop a greater understanding of themselves and their world. Another advantage of puppetry and dramatization is that students will develop cooperative learning skills by working together. For a puppet play to supply the advantages of developing communications skills, students are required to figure together.

Adding puppets to our carpet time has increased the children's concentration, allowing us to supply more learning opportunities as they engage for extended periods of times. Using puppets has encouraged a number of our quieter children to voice their opinions and interests aloud ahead of their peers, which has been brilliant for developing the children's confidence.

The children have observed our puppets dancing, eating, sleeping, jumping, singing and hiding and that we used this as ways to explain how the puppets could also be feeling. This encouraged the youngsters to speak about how they feel and mention what makes them happy and sad. We extended this activity further by providing the youngsters with small mirrors in order that they could observe their own facial expressions and this promoted positive relationships because the children took it in turns to listen and respond to each other.

LANGUAGE DEVELOPMENT AND DRAMATICS:



Many methods of supporting the early language and literacy development of pre-school aged children exist. Most commonly, children are read to and parents and caregivers are encouraged to use language with everyday activities. The focus of this study is on the dramatic play area, particularly on the effects of puppetry on language development.

Dramatic play uses children's imagination to create a different world or practice skills they see in their own world, allowing children to use language they may not normally hear or use, all while strengthening their vocabulary and building their lexicon. Dramatic play is also used to "help resolve conflicts, identify and understand emotions, and develop sources of information for extending social skills",

Language and literacy development occur throughout the entire preschool day, in all areas of the classroom, and the classroom philosophy determines how language development can be supported and encouraged. Children are exposed to vocabulary, are read books, asked to tell stories, and communicate with their peers and teachers.

Dramatics provide a chance for college kids to develop a way of story. In acting out familiar stories students are becoming acquainted with common children's culture in the language. The stories follow a pattern of rhythm and rhyme and have a plot structure that students begin to know as they actively participate during a story.

Puppetry also helps students begin to develop risk-taking skills which will help them develop self-confidence. The use of puppets provides a chance for college kids to become comfortable exploring language and becoming expressive verbally. Students become less inhibited when they are hidden behind the puppets. Once students become more comfortable and less self-conscious, they are more available to begin exploring the conventions of the languages.

Puppetry also provides students with a varied learning environment that provides a chance for them to express themselves. In the fun atmosphere that puppetry brings to the classroom, students become relaxed and wanting to explore what language and stories need to offer.

CONCLUSION:

A play area isn't just an area for youngsters to dress-up or play pretend. The dramatic play area fosters creativity and opportunities for children to develop not only their language and literacy skills, but important life skills. The dramatic play area was often the location of several children interacting at once. Children that did not usually play with one another were able to create stories and build friendships from their puppet shows because they were able to collaborate and have more interactions than they may not otherwise would have had. Other children took pride in performing their shows for his or her peers and teachers. Children that did not generally play in the dramatic play area were drawn to the puppets.

After viewing the puppet show in the theatre children had a new inspiration. Teachers did not need to ask for more information from the children regarding the story; children included it as they told their own stories. For some children, the puppet area became their new favourite area. They would frequent it and spend their entire free choice period playing with puppets. Children did not discriminate against their playmates – instead, they played with anyone that would pick up a puppet and join them. I come to the conclusion that role of puppetry really helped the children to understand, comprehend, interpret besides speaking and communicating.

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