

LULLABIES AND NURSERIES AS TEXTS USED IN CHILDREN'S AESTHETIC DEVELOPMENT

Gëzim Puka

University of Shkodra "Luigj Gurakuqi", Email: gpuka@unishk.edu.al

Abstract

Language itself is not only a part of the experience but closely related to the way we build and arrange experience. As such, it is never neutral but deeply involved in the creation of the meaning. This article tries to establish a principled model of language which allows us to make questions with a more educational nature including those on learning the language, when it is well-articulated. When we quote Halliday (1978), a similar model perceives language as a "social semiotics" and as a source of meaning, fully included in the process by which human beings negotiate, build and change the nature of social experiences. By the method of analysis of some texts of lullabies and nursery, which are part of folk work, this work tries to consider and identify the role of different linguistic units in any text in terms of their function in the construction of meaning. Observing rhyme after rhyme some texts of lullabies and nurseries, we note that the child is exposed towards satisfaction in language structure; alliteration and assonance are fully benefited; repetition and parallel structures are avoided by contrasts which break the similarity of pronunciation by experiencing in this way the satisfaction of the recognition of surprise. It is the active experiences of such areas that function as a connection between simple sound of a parental game and a sophisticated fragment such as lullabies and nurseries. Besides the game of improvised sound that most parents enjoy, rhymes and nursery rhymes and lullabies are probably older format to audio motives which children are exposed. When we say "encore" we have to be clear on the type of linguistic phenomenon we are confronting. Is repetition possible in all three levels of language, sound, form and meaning? The repeated sound does not necessarily stimulate repetition in the formulation of a meaning. Repetition is a significant phenomenon; It is a machine-creative meaning itself. Through this article there is mentioned a fundamental fact: models analyzed so far are actually patterns formed by models. Language itself is a modeling activity.

Keywords: *lullabies, nurseries, development, model, rhyme, children.*