

THE INFLUENCE OF FIGURATIVE DEVICES IN CHILDREN'S LITERATURE ON STUDENTS' AESTHETIC TASTE

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Abstract

This article provides a scientific-theoretical analysis of the role of figurative devices used in children's literature in shaping the aesthetic taste of primary school students. The study examines the impact of artistic devices such as epithet, metaphor, personification, and comparison on the development of students' imagination, emotional perception, artistic thinking, and sense of beauty. Literary analysis, observation, and pedagogical experiment methods were used during the research. The results show that the purposeful use of figurative devices enhances the effectiveness of aesthetic education in primary school learning processes.

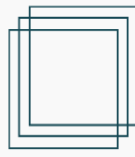
Keywords: Children's literature, figurative devices, aesthetic taste, metaphor, personification, artistic thinking, reading culture.

Introduction

The formation of aesthetic taste in primary school students is a process that lays the foundation for their future spiritual, cultural, and artistic development. Children's literature – especially the figurative devices within it plays an essential role in this process. Figurative expressions such as metaphors, emphasis, and personification enrich children's imagination and teach them to think figuratively and perceive reality through the prism of beauty. Therefore, studying the interrelation between imagery in children's literature and aesthetic education is considered a significant and relevant issue.

Education holds a decisive role in the life of every society and every nation. A country that does not sufficiently engage in the education of its younger generation and society as a whole is doomed to stagnation and crisis. Continuous development of material and spiritual wealth is vital for societal growth. To achieve this, the younger generation must be capable of producing material and spiritual values at least at the level of their ancestors, and preferably at an even higher level. For this reason, the formation of such abilities requires a consistently functioning system of educational disciplines.

A distinctive feature of children's literature is its dynamic nature, closely tied to the reader's age, historical period, and social environment. Considering the reader's age is one of the most important characteristics of children's literature. For instance, in preschool children, literature is based on simplicity, visuality, and basic contradictions between good and evil, whereas literature aimed at adolescents begins to reveal the complex psychology of characters living in a complex world. Another characteristic



feature of children's literature is its dynamism: it demands a fast-paced, engaging, fantasy-rich and humorous narrative.

One of the primary functions of literature in children's upbringing is the development of their consciousness. Books help children learn language, increase their vocabulary, and develop logical thinking. Fairy tales, stories, and poems enrich children's imagination and expand their worldview. Logical thinking and conversational skills empower children to express themselves confidently. For example, through fairy tales, children learn important social values, distinguish between good and evil, and understand concepts such as friendship, loyalty, and patience. Books also prepare children for social interactions.

Literature further enriches children's emotional world, helping them recognize and manage various feelings. Experiencing emotions alongside characters—such as excitement, happiness, sadness, or fear—is crucial for children. Literature develops their emotional intelligence by teaching them to express their feelings. Fairy tales like “Little Red Riding Hood” and “The Woman and Her First Lamb” guide children in recognizing and overcoming emotions. Through reading, children's emotional experiences become more defined, contributing to their understanding of the complexities of the world.

Methods

In pedagogical practice, the following effective methods of using figurative devices were identified:

- identifying and explaining figurative expressions from texts;
- recreating images through drawing;
- image continuation games with students;
- writing mini-essays based on figurative elements;
- expressive reading to feel the imagery.

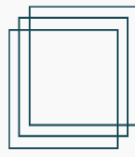
These methods significantly enhance students' aesthetic perception.

The research was conducted using the following methods:

1. **Literary analysis** – analyzing samples of children's literature.
2. **Psychological-pedagogical analysis** – studying the aesthetic perception characteristics of students.
3. **Observation** – observing the students' aesthetic reactions during reading activities.
4. **Comparison** – comparing the effects of texts rich in figurative devices on students.

Results

The results show that figurative devices play a crucial role in developing the aesthetic taste of primary school students:



They enhance imagination. Metaphor and personification help children visualize images mentally and develop figurative thinking.

They shape emotional sensitivity. Figurative language evokes emotions and enhances emotional perception of the text. Students more easily remember personified images.

They guide children towards aesthetic values. The ability to perceive beauty and appreciate artistic qualities is strengthened through figurative elements.

They develop artistic speech. Students begin to use comparisons and personification in their own speech, enriching their vocabulary and oral expression.

They increase engagement in the learning process. Text enriched with figurative devices makes lessons more vivid, interesting, and impactful.

Figurative devices help students perceive artistic images more vividly. For example, metaphors and personification stimulate imagination, enabling children to “see” the events in the text. The degree of aesthetic reaction in students correlates with the intensity of aesthetic elements in the literary text. Students exposed to texts rich in figurative devices display stronger aesthetic responses. They acquire figurative thinking more quickly and strive to describe colors, movements, and emotions in the text.

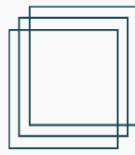
Texts rich in figurative expressions increase students’ motivation to read. Thus, figurative devices in children’s literature function not only as artistic tools but also as pedagogical means of aesthetic education. From a psychological perspective, children aged 7–10 perceive figurative imagery very quickly, making artistic devices essential for their emotional development. Proper explanation of such devices by the teacher further develops artistic thinking.

Conclusion

Figurative devices in children’s literature play a decisive role in fostering the aesthetic taste of primary school students. Artistic techniques such as personification, metaphors, and comparisons:

- enrich imagination,
- develop artistic thinking,
- add aesthetic value to the text,
- evoke emotions,
- strengthen the ability to perceive beauty.

Thus, the purposeful use of figurative devices in reading lessons serves as an important pedagogical factor in enhancing the effectiveness of aesthetic education.



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