

Kohezivni elementi u dečijim autobiografskim narativima

U ovom radu ispitivano je prisustvo kohezivnih elemenata u narativima dece uzrasta tri do šest godina, kao i razlike u raznovrsnosti kohezivnih elemenata u narativima dece uzrasta tri i četiri godine – mlađi uzrast, i narativima dece uzrasta pet i šest godina – stariji uzrast. Građa za analizu sakupljena je intervjuisanjem dece u predškolskim ustanovama u Bečeju i Omoljici, čime je dobijeno 35 narativa koji su potom transkribovani. Na osnovu opisa kategorija kohezivnih elemenata datih u literaturi izdvojeni su reprezentativni primeri za svaku. Kategorije su preuzete iz literature (Brown G., Yule G. 1983. *Discourse Analysis*. Cambridge University Press) i prilagođene srpskom jeziku. Uočeno je da se na oba uzrasta javljaju primeri za gotovo sve kategorije kohezivnih elemenata, ali su uočene određene razlike između ova dva uzrasta. Deca starijeg uzrasta upotrebila su veći broj kohezivnih elemenata za izražavanje vremena odvijanja radnje, veći broj kohezivnih elemenata kojima se sugerise veza različitih pojmova (njihovi međusobni odnosi: nadređenost i podređenost i njihove sličnosti), kao i veći broj elemenata kojima se prikazuje raznovrsnost vokabulara. Može se zaključiti da deca uzrasta starijeg od tri godine upotrebljavaju kohezivne elemente koji su neophodni za strukturiranje, povezivanje i celokupnost narativa, kao i to da deca starijeg uzrasta upotrebljavaju raznovrsnije kohezivne elemente te njihov narativ postaje jasniji i precizniji.

Cohesive Elements in Children's Autobiographic Narratives

The purpose of this paper is to research the presence of cohesive elements in narratives of children aged between three and six years, as well as the differences in the number of varieties of cohesive elements in narratives of children aged between three and four years – younger age, and narratives of children between five and six years – older age. Material for the analysis was collected by interviewing children in pre-school institutions in Bečej and Omoljica which resulted in 35 narratives that were transcribed. Based on the description of the categories of cohesive elements given in the literature representative examples were found for each of the categories. These categories were adopted from the literature (Brown G., Yule G. 1983. *Discourse Analysis*. Cambridge University Press) and then adapted to the Serbian language. It has been noticed that the examples of almost all of the categories of cohesive elements are present at both the younger and older age. Children of older age used more different cohesive elements in expressing time sequences, more different elements which suggest a relation between different concepts (their mutual relations: dominance and subordination and their similarities), as well as more different elements which illustrate the variety of vocabulary. It can be concluded that children older than three years use cohesive elements necessary for the structuring and integrity of narratives, as well as that children of older age use a larger variety of cohesive elements, which makes their narratives clearer and more accurate.

Simona Đurić (1993), Novi Sad, Branislava Borote 15, učenica 4. razreda Gimnazije „Svetozar Miletić“ u Novom Sadu

MENTOR: Mirjana Mandić, IS Petnica