

# A Study on the Lexical Features and Value of Thai Nursery Rhymes

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## ABSTRACT

As an important literary form, nursery rhymes play an important guiding and exemplary role in children's education and can help to teach children some common sense and cultivate their good habits. All countries in the world have their own unique nursery rhymes. This paper classifies nursery rhymes about animals, natural phenomena and daily life in Thailand. By using induction, typical research and comparative analysis, this paper concludes that the words used in Thai nursery rhymes are simple and popular, with a general use of mimetic word, modal particle, reduplication or repetition, and personification and figurative rhetoric. In terms of value, different Thai nursery rhymes play different roles, but their main purpose is to teach children some life knowledge, help them develop good living and learning habits, and guide children to establish a good moral character.

**Keywords:** Thai nursery rhymes, diction, value

## I. INTRODUCTION

The nursery rhyme is one of the components of children's literature, which is a kind of literary works with children as the main audience of reading. It comes from the continuous development of education and the continuous improvement of people's demand for education. Different countries and nationalities in the world have their own nursery rhymes, and the nursery rhymes of each place are part of the local literature, which is one of the components of its profound local culture and precious literature materials. Most of them have distinctive local characteristics. Through reading and studying nursery rhymes, people can get in touch with the unique local cultural atmosphere, get close to the real and vivid daily life of the local people, and get to know more about the living environment of the local people. There are some common characteristics in the diversified nursery rhymes, namely: first, they are easy to read and understand; second, they are interesting and can attract kids. There are also some basic standards in their content, namely: first, the content material comes from daily life, easy to understand with simple and natural thoughts; second, there is a lot of imagination and fun. In the critical period of language learning, children have a strong desire to learn and explore, and a strong ability to accept new things. And nursery rhymes, catchy, lively, full of the beauty of rhythms, can let children learn some useful knowledge and feel happy after reading while playing, which is edutainment. Closely related to this condition that Thailand has unique geographical and climatic characteristics, the selection of topics in Thai nursery rhymes can also

reflect some local characteristics and local values. Based on the content of Thai nursery rhymes, this paper makes an in-depth analysis of the cases one by one from the two perspectives of lexical features and values, and then summarizes the general rules of Thai nursery rhymes in lexical features and values. Nursery rhymes can be used as one of the materials for the study of Thai literature, and the life style, cultural customs and values reflected by them can also be used as auxiliary materials for the study of Thai culture.

## II. NURSERY RHYMES

Nursery rhymes belong to a part of children's literature. As for the definition of nursery rhymes, Chinese and Thai scholars have different expressions, but in general, they express some common views. Hou Ying points out that children's song which were called nursery rhymes in ancient China, are one of the problems with the essential characteristics of children's literature and, together with folk fairy tales, protect the cornerstone of human childhood culture. Nursery rhymes, a language art with a rhythm and sound, are easy to remember and recite, thus spread widely and have a great influence. At the same time, nursery rhymes have the characteristics of language uniqueness and individuality, distinct national and regional characteristics, and have certain influence on the spiritual culture of the whole and individual childhood of human beings. In the prattle and babble, the nursery rhyme has accumulated and evolved into an

irreplaceable force of human culture and emotion<sup>1</sup>. Dr. Prakong Nimmanhaemin also said, nursery rhymes are a form of oral literature commonly found in various ethnic groups. The language is simple, plain, and easy to understand. What is the nature around us like, what is the society, what do we seek for, who are we going to be, what is good and what is bad and everything is in the content of nursery rhymes<sup>2</sup>. Scholars have often described nursery rhymes in terms of the readability of their language, the rhythmic nature of their melody, and their positive impact on children. To sum up, nursery rhymes are a form of children's literature with simple words and more contents about nature and daily life, which aims to teach children some knowledge and truth and promote their growth and development.

### III. RHETORICAL DEVICES AND CHARACTERISTICS OF DICTION

Rhetorical devices are the ways or methods to improve the function of language expression by modifying and adjusting sentences and using specific forms of expression. They include metaphor, parallelism, personification, exaggeration, rhetorical question, rhetorical question, etc. According to the specific analysis of the collected Thai nursery rhymes, metaphors and personification are commonly used in Thai nursery rhymes. The metaphor is the comparison of a thing to another according to the similarity of two different kinds of things. The use of metaphor can turn abstract things and abstruse reason to concrete images which are easy to understand<sup>3</sup>. Personification is to describe things as people through artistic imagination, and to give them human characteristics, such as people's actions and behaviors, people's thoughts and feelings, to express the author's strong thoughts and feelings, and to present the objective things in front of the audience with fresh characteristics, so as to leave a sharp and deep impression<sup>4</sup>.

Based on the specific analysis of the collected Thai nursery rhymes, it can be seen that the diction in Thai nursery rhymes is simple and easy to understand, with a general use of mimetic word, modal words, modal particle, reduplicated word and repetition are frequently used. These special words play different roles in nursery rhymes. Mimetic word is a kind of word formed by imitating sound. The sentence expressed by mimetic word is more rhetorical than the sentence expressed by ordinary adjectives or adverbs. The clever

use of mimetic word can make the language expression more specific, lively and vivid, which can make people feel the sound as if they were on the scene<sup>5</sup>. Modal particle, as the name suggests, are words that express mood. It is highly adherent and expresses some mood in or at the end of a sentence to enhance the effect of expression<sup>6</sup>. In the analysis of the characteristics of rhetoric and words used in each specific Thai nursery rhyme, the above characteristics are also basically reflected, reflecting the vitality of Thai nursery rhymes in rhetoric and words.

### IV. THE VALUE OF NURSERY RHYMES

As for the value of nursery rhymes, more emphasis is placed on their educational value to children, which contains many detailed aspects. For example, they can teach children some knowledge about animals and plants and natural phenomena, and some basic principles of human behavior, give them good moral cultivation, all of which play a very positive role for the healthy development of children in the future. From the perspective of children's literature, Hou Ying once pointed out that children of a nation must have their own independent world and suitable soil to develop their dreams. This can be related to children's literature. Children are the creators of the future society, and the direction of human development fundamentally depends on their minds and character. The spirituality of children's literature can enrich the emotional experience of Chinese education, cultivate students' sympathetic psychology and humanistic feelings, enrich and deepen students' experience and understanding of life, and cultivate sound spiritual quality. Children's literature works can stimulate children's imagination and creativity, which develops seeds of intelligence<sup>7</sup>. Zheng Yiyi pointed out that the main task of life for children is to know the world and exercise themselves through various ways, so as to master basic skills and skills of social life and learn various kinds of knowledge. Admittedly, children who are curious about new things have a variety of learning styles, but the most basic, common and effective way in children's learning process is play, through which they can get to know the world around them very simply and easily. Research on child psychology also shows that children's initial learning activities are inseparable from games. Therefore, as the most popular form of children's songs, this kind of nursery rhymes with learning function inevitably has a natural tie with games. Nursery rhymes not only enable children to express their sense of self in the game, exercise their muscles, participate in social

<sup>1</sup> Hou Ying. A Discussion on the Educational Nature of Children's Literature [M]. China Social Sciences Press, 2012.

<sup>2</sup> Dr. Prakong Nimmanhaemin. (2010). Picture of life and Tai Lue wisdom in songs for children, Chulalongkorn University Press.

<sup>3</sup> Wang Dechun. Dictionary of Rhetoric [M]. Zhejiang Education Publishing Group, 1987.

<sup>4</sup> Hu Jicheng. Rhetoric and Speech Art [M]. Central Radio & TV University Press Co., Ltd., 2007.

<sup>5</sup> Li Jinger. Onomatopoeia in Modern Chinese [M]. Xuelin Press, 2007.

<sup>6</sup> Wang Wei. Learning and Using Chinese Function Words Deftly [M]. Guizhou People Press, 2014.

<sup>7</sup> Hou Ying. A Discussion on the Educational Nature of Children's Literature [M]. China Social Sciences Press, 2012.

activities and enjoy the joy of life, but also allow them to learn the knowledge and skills necessary for life in the game of chanting nursery rhymes<sup>8</sup>. Thus it can be seen that nursery rhymes are of great significance to the accumulation of knowledge, the cultivation of basic skills, the shaping of emotions and the stimulation of imagination and creativity in early childhood. Therefore, they can also enlighten people to adopt this kind of edutainment and easy-to-accept way in children's education, so as to achieve the expectation of children's cultivation.

## V. VOCABULARY AND LANGUAGE CHARACTERISTICS OF THAI NURSERY RHYMES

### A. Thai nursery rhymes about animals

In Thai nursery rhymes, the proportion of animal nursery rhymes is the highest. This kind of nursery rhymes is characterized by simple and popular use of onomatopoeia and reduplication of words. For example,

เพลงช้าง

ช้าง ช้าง ช้าง หนูรู้จักช้างหรือเปล่า

ช้างมันตัวโตไม่เบา จมูกมันยาวเรียกว้างวง

สองเขี้ยวข้างวงเรียกว่างา มีหูมีตาหางยาว

The general idea is:

"Elephant, elephant, elephant. Kid, do you know about elephants? Elephant is very big and heavy, and has a long nose called trunk. The tusks on either side of the nose are called ivory. It has ears, eyes and long tails."

This nursery rhyme is about an elephant. In the first sentence, "elephant" appears three consecutive times, to emphasize the theme of this piece; in the second sentence, the interrogative sentence is used to ask "Kid, do you know about elephants?", to arouse children's attention and thinking; in "Elephant is very big and heavy" in the third sentence, "big" and "heavy" are two descriptions of the size of the elephant, reinforces the child's sketchy understanding of the animal; in "It has ears, eyes and long tails" of the last sentence, the structure "it has... and ..." are rich in phonology beauty and reads smoothly.

เพลงไก่

ไก่เอ๋ยไก่ เลี้ยงลูกจนใหญ่

ไม่มีนมให้ลูกกิน ลูกร้องเจี๊ยกเจี๊ยก

แม่ก็เรียกไปซื้อดิน ทำมาหากินตามประสาไก่เอ๋ย

The general idea is:

"Hen, hen, raise her chicks. It has no milk for their babies, so the babies are tweeting and crying. The mother lets her baby peck at the earth and live the way (in this case, the way an oviparous animal raises its young) a chicken does."

This nursery rhyme is about a chicken. In the first sentence, "hen" appears for two consecutive times to emphasize the theme and one modal particle is used to make the sentence read more smoothly; in the fourth sentence, the mimetic word "tweeting" is used, which is a more vivid description of the animal's vocal characteristics and makes it easier for children to understand and remember; in the same sentence, "crying" is used to describe the scene of chicken asking for food, which is a use of personification to make the child have more sense of substitution, so that they can have empathy and thus better remember this animal. In the last sentence, 'เอ๋ย' is also a modal particle to make the sentence catchier, and emphasize the content of the sentence.

เพลงลิง

เจี๊ยก เจี๊ยก เจี๊ยก เป็นเสียงเรียกของลิง

ลิงมันไม่อยู่นิ่ง มันชอบวิ่งกันอยู่ไปมา

เจี๊ยก เจี๊ยก เจี๊ยก มันร้องเรียกพวกมา

ครั้นพอถึงเวลา ออกเที่ยวหาผลไม้กิน

The general idea is:

"Screech, screech, screech, this is the sound of a monkey. The monkey is restless and likes to run around. Screech, screech, screech, he is calling some friends. When the time came, he goes out to look for fruit to eat."

This nursery rhyme is about a monkey. In both the first and second sentence, the mimetic word of the sound of monkey appears three times consecutively, making the audience feel as if they see the monkey and hear its sound and have a general impression on the animal. In the "he is calling some friends" of the sixth sentence and "he goes out to look for fruit to eat" of the eighth, personification is used to make it easier for the child to understand these behaviors of the animal.

In general, the animal related Thai nursery rhymes have the following diction characteristics. The first is the use of mimetic word, which is one of the most common and most frequent features of Thai nursery rhymes. The use of mimetic words can make children feel as if they have seen the animal depicted in the nursery rhyme and can make the animal's voice more interesting and easier to remember. The second is the use of modal verbs, which can emphasize the emotional color and make sentences more close to the daily tone

<sup>8</sup> Zheng Yiyi. Research on Wenzhou Nursery Rhymes [M]. Zhejiang University Press, 2011.

and intonation. These make it easier for people to remember unconsciously and facilitate the further communication. Meanwhile, it also plays a role in making sentences more fluent and natural. Third, repeated or reduplicated words are often used. These repeated usages or reduplicated words are mostly onomatopoeic words that represent animal sounds. The use of reduplicated words can attract readers' attention, and its repeated occurrence is conducive to making people have a deeper impression. Finally, Thai nursery rhymes about animals usually use. The use of such rhetoric can make children feel close to the animals described, so they are more willing to further understand and learn. Moreover, more vivid images can help children remember some of the animal's habits and characteristics.

### B. Thai nursery rhymes related to people's daily life

There are also a large number of Thai nursery rhymes which take people's daily life as their content and subject matter. In terms of wording, they mostly use modal particles, reduplicated words or repetition. For example,

เพลงมาร้องมารำทำเพลง

มาร้องมารำทำเพลง ใครเก่งมาฉิมมารำ

มาร้องมารำทำเพลง ใครเก่งมาเดินระบำ

มาซิ มาซิ มาซิ มาเรีงระบำ

เชิญซิเชิญซิเชิญมาร่วมเดินระบำ

The general idea is:

"Come sing and dance! Whoever can dance well, come and dance! Come sing and dance! Whoever can dance well, come and dance together! Come! Come! Come! Come dance! Please! Please! Please come and dance together!"

This nursery rhyme is one about invitation to songs and dances. In this piece, "come" is used for 12 times and "please" for three times. The use of these two verbs is to invite others to sing and dance together. The repeated appearance and use of these two words arouse people's enthusiasm and sense of participation. In addition, the word "dance" appeared six times in this piece, which emphasized the theme repeatedly and directly expressed the purpose of the creation of this nursery rhyme — inviting songs and dances. The modal particle 'ซิ' in the fifth, sixth and seventh sentences makes the lines more fluent, natural and close to life expression. The first and third sentences are the same, both singing "Come sing and dance!"; the second sentence and the fourth is basically the same, both singing "Whoever can dance well, come and dance!"; and the "Come! Come!" in the fifth sentence and the "Please! Please!" in the seventh sentences are basically

the same. The above sentence structure makes the song catchy, rich in melody and easy to remember.

เพลงหนังสือเพื่อนฉัน

ฉันอยากเป็นเพื่อนของเธอ ฉันอยากเป็นเพื่อนของเธอ

ฉันชอบเป็นเพื่อนของเธอ เธอเป็นหนังสือฉันจึงชอบเธอ

ฉันรักหนังสือฉันชอบอ่านหนังสือ ชอบถือไปโรงเรียนทุกวัน

เรามาคู่กันมาเป็นเพื่อนกัน ทุกวันอย่าลืมกันนะเธอ

The general idea is:

"I want to be her friend. I want to be her friend. I like being her friend. She is a book so I like her. I love books and like reading. I like to take books to school every day. We communicate with each other and become friends. Don't forget each other every day!"

This nursery rhyme is one about children and books. "I want to be her friend" in the sentence and "I want to be her friend" in the second sentence as well as "I like being her friend" in the third sentence are basically the same in structure, catchy and melodic, and impressive; words such as "like" and "love" are used for four times to emphasize the hero's affection for books; By using four figurative words such as "friends" are used, and anthropomorphic words such as "communicate with each other" and "forget each other", books are compared to as children's friends, making them more likely to have a sense of affinity and interest to have further contact, and emphasizing the accompanying role of books for children, the use of modal words in the final sentence enhances the emotional tone of the sentence, emphasizes the content of the sentence, and arouses the reader's sense of empathy and desire for participation.

In general, Thai nursery rhymes about people's daily life have the following diction characteristics. First, modal words are used much, which help to make sentences more natural and close to daily expression, improve the emotional tone of sentences, emphasize the content of expressions, and arouse readers' empathy and desire for participation. Secondly, Thai nursery rhymes related to people's daily life are often repeated, which can emphasize the theme of this article and directly express the purpose of this article. In addition, Thai nursery rhymes related to people's daily life also use anthropomorphic rhetoric, which can make the depicted objects more vivid, as if they have vitality and human emotions, increase attraction and interest, and make children have a sense of affinity so that they are more likely to accept and remember what this nursery rhyme is about. Besides, Thai nursery rhymes related to people's daily life often adopt similar sentence structures or similar sentence meaning to appear repeatedly in the same article, which can not only emphasize the theme and creative intention of this piece,

but also make it catchy to read, rich in the beauty of rhyme, and easier to remember.

### C. Thai nursery rhymes related to nature

There are also a large number of Thai nursery rhymes with nature as their content and subject matter. In terms of language features, they mostly use modal particles and onomatopoeic words that imitate the sounds of natural things, such as the sound of rain, wind and waves. For example,

เพลงชมทะเล

ลมทะเลพัดมา อุราพวกเรต่างชื่นบาน

ลูกคลื่นซัดฝั่งเสียงดังซ่าซ่า เราต่างบานกันที่ชายหาด(ซ้าทั้งท่อน)

ครืน ครืน ครืน ครืน ครืน เสียงคลื่นซัดหาดน่าฟัง

ครืน ครืน ครืน ครืน ดัง เสียงฟังดังเช่นดนตรีทิพย์

น้ำเป็นฟอยซ่า กระเซ็นมาละอองต้องลอยปลิว

ครืน ครืน ครืน ครืน คลื่นทะเลขยอขยอ ล้วนกลีบเป็นทิวอยู่ในท้องนภา

The general idea is:

"With the sea breeze blowing, we were all in a good mood." The waves rustled the shore and we had a good time at the beach. Rustling, rustling, rustling, the waves beat upon the shore sweetly. Rustling, rustling, rustling, the sound is like immortal music. The water splashed in all directions, splashing fine dust."

This nursery rhyme is a description of the scene of the sea before a coming storm. This piece uses the onomatopoeic word "rustle" for 15 times to express the wave patting on the shore. The repeated use of onomatopoeic word can make the child feel the wave patting on the shore as if they had personally heard the wave patting on the shore and felt the magnificent momentum, which seems to have a real sensory shock. In the eighth sentence, a metaphor is used to compare the waves to the sound of music, which gives people a space for imagination and makes them feel like listening to a magnificent symphony.

เพลงฝน

ฝน ฝน ฝน บนฟ้าถ้ายามฝนมา

พอถึงวันเวลา ตกลงมาจากเมฆต้องลอย

ฝน ฝน จำไว้ให้รู้ว่าใครเขาคอย

พอฝนมาโปรยปรอย ดันข้าวน้อยคอยน้ำฝนเอ

The general idea is:

"Rain, rain, rain, when the air is moist and the rain comes. When the time comes, the clouds descend. Rain, rain! Do you know who's looking forward to it? When

the rain is drifting and falling profusely, it is the small grain in hope of water ah!"

This nursery rhyme is a description of the rain. The word "rain" is used eight times in this paper, which fully points out and emphasizes the theme of this paper. Both the fifth and eighth sentences use modal words, which can arouse children's attention, make the tone more daily, and easily make children feel friendly. In the sixth sentence, a rhetoric question is raised, "Do you know who's looking forward to it" to arouse kids' reflection, combined with "it is the small grain in hope and water ah" as the answer given to kids after they have their own reflection. Such self-questioning rhetoric question can cause the attention of kids in the period featuring curiosity more easily, encourage them to think themselves, and allow them to be impressed deeply and harvest knowledge.

In general, Thai nursery rhymes related to nature have the following diction characteristics. First, the use of onomatopoeia that mimics the sounds of things in nature will enable readers to empathize with and imagine the things described as if they were on the scene, and at the same time help to cultivate and stimulate children's imagination. Secondly, Thai nursery rhymes related to nature are often repeated, and most of them repeat the names of certain natural things. Such a method can arouse children's interest and attention, emphasize the theme, and directly express the creation purpose of this article. Thai nursery rhymes often use mood words, which can improve the emotional tone of sentences. Meanwhile, these words are colloquial words, which are mostly used in the connection or the end of sentences, making the sentences more fluent and natural, close to daily life expressions, and thus easier to be accepted and remembered by children.

## VI. VALUE OF THAI NURSERY RHYMES

The value of Thai nursery rhymes mainly lies in the education of children. The original intention of these nursery rhymes is to teach children some common sense or truth, tell them what is right and what is wrong, what is good and what is evil, etc. These nursery rhymes teach children knowledge and virtue in an easy-to-understand, fun and entertaining way, and let them grow up in the company of positive energy.

### A. The characteristic and values of Thai nursery rhymes related to animals

เพลงหนู

หนู หนู หนู หนูเคยเห็นหนูหรือเปล่า

หนูมีสีขาวหน้าขาว ตัวมันกินข้าวและกินรำ

เนื้อมันใช้แคงและคัมอำ กินหนูประจำอ้วนพี

The general idea is:

"Pig, pig, pig, have you ever seen a pig? A pig has four legs and a long face. It eats rice and chaff. Its meat is used to boil clear soup to make Tom Yin Gong soup. One can gain weight if often eating it.

This nursery rhyme is about pigs. "Have you ever seen a pig?" in the second sentence is a question, which can attract kids' attention and arouse their thinking. "A pig has four legs and a long face" in the third sentence is a description of pig's image characteristics, so that kids will know the animal's visual characteristics and be able to recognize them quickly the next time they see it. "It eats rice and chaff" in the fourth sentence is a brief description of the main food of pigs, which enable kids to know the feeding habit of this animal. "Feeding habit of this animal" in the fifth sentence can help children to learn about the value of the pig as an animal for human use and its common cooking methods. "One can gain weight if often eating it" in the sixth sentence tell children the common sense in simple words that eating too much pork can make one fat.

เพลงเป็ด

ก้าน ก้าน ก้าน เป็ดอาบน้ำในคลอง

ดาก็จ้องเลมอม เพราะในคลองมีหอยปลา

ก้าน ก้าน ก้าน เป็ดอาบน้ำในดู

ดาก็จ้องมองดู เพราะในคูมีหอยปลา

The general idea is:

"Quack, quack, quack. A duck is swimming in a small river. It keeps a close watch, as there are fish, shrimp and crab in the river. Quack, quack, quack, a duck is swimming in a small river. It keeps a close watch, as there are fish, shrimp and crab in the river."

This nursery rhyme is about ducks. In the first sentence, the sound of this animal is described; in the second sentence, "A duck is swimming in a small river" describes the ducks' life habit — they like to swim in the water; in the third sentence there is a description of the state of the duck's eyes when it feeds. The sentence structure and content from the fifth to the eighth sentences are same with those of the first sentence to the fourth, which let kids know the sound and life and feeding habits of ducks again. These are all basic knowledge about animals. In the critical period when children learn new things, the form of ballad can allow children to learn while playing, which can get twice the result with half the effort.

เพลงควาย

ควาย ควาย ควาย เรเห็นตัวควายอยู่กลางทุ่งนา

อาหารของควายคือหญ้า เราใช้ไถนาปลูกข้าวให้เรกิน

The general idea is:

"Buffalo, buffalo, buffalo. We see it in the fields. Its food is grass. We use it to plow the fields and grow rice for us to eat."

This nursery rhyme is about buffalo. "We see it in the fields" in the second sentence introduces the surroundings of buffalo; "Its food is grass" in the third sentence introduces buffalo's main food; "We use it to plow the fields and grow rice for us to eat" introduces the help of buffalo to people's production and life. These descriptions of the buffalo's living environment, its feeding habits, and its help to human production and life constitute a nursery rhyme, with simple and plain words and basic but practical knowledge taught to children. It give the child a general understanding of all aspects of the animal, and feel the animal's close relationship with our lives, which in turn can give the child a kind of goodwill to get along with it.

In general, Thai nursery rhymes about animals have the following characteristics and values. First, there is a lot of description of the appearance characteristics of animals, and teach children how to distinguish certain animals from the most obvious and unique body characteristics of other animals by integrating knowledge into songs, so that children can quickly remember and firmly remember, and can identify the animals more accurately when they see them. Secondly, the Thai nursery rhymes about animals also describe the living environment of certain animals, which can teach children the different living environment of different animals, and also let them think about what's the influence and significance of environment on the survival of animals. Thai nursery rhymes about animals also talk about the main food of certain animals. Children can learn how to raise such animals, which is one of the most important simple life experiences for children living in Thailand where agricultural production accounts for a relatively high proportion. Such nursery rhymes in Thailand also talk a lot about the role an animal plays for humans or the work it helps us to do in order to teach children how to use the animal to improve farming efficiency and meet their living needs. In addition, some of them also meet and some natural enemies of animals, which helps to establish some simple basic biological knowledge for children, and also enables children to have empathy and grow up with a kind heart.

#### B. Characteristics and value of the nursery rhymes related to daily life

เพลงลงเรือพาย

พายเรือพายเรือไป ถึงไกลแสนไกลก็ไปได้ถ้าช่วยกัน(ซ้ำ)

รวมน้ำใจกันให้มั่นไม่ตรี(ซ้ำ) ความสามัคคีคือสิ่งดี

The general idea is:

"Boating, boating. As long as we help each other, can we reach wherever we are to head for. Let us unite in a concerted effort with fraternal love. Unity is paramount."

This nursery rhyme is about boating. "As long as we help each other, can we reach wherever we are to head for" in the second sentence, "Let us unite in a concerted effort with fraternal love" in the third sentence and "Unity is paramount" in the fourth sentence all use the activity of boating and the qualities it requires to let children know, one should never keep to oneself, instead, they should practice mutual help with others. When faced by a complex matter, it is necessary for people to pull together and help each other, so as to better get the thing done. At the same time, such nursery rhythms also tell kids that unity in accomplishing something can strengthen the bond between friends. Because when people help each other to promote something, they first have to understand each other. Each member should do what they is good at and try their best to do it. The final result can make everyone feel the joy and full harvest of mutual help.

เพลงฟัน

ฟัน ฟัน ฟัน เป็นสิ่งสำคัญที่ควรรักษา

ตั้งแต่เช้าเรลุกขึ้นมา เราต้องล้างหน้าแปรงฟัน

ฟัน ฟัน ฟัน อุฟันเกิดเราจหมั่น

เมื่อก่อนจะนอนแปรงฟัน ทุกวันฟันทนเน่เออ

The general idea is:

"Teeth, teeth, teeth, are very important things that we should take care of. When we wake up in the morning, we must wash our faces and brush our teeth. Teeth, teeth, teeth, let's brush our teeth! Brush your teeth before bed and we can keep them strong every day."

This nursery rhyme is about teeth. The second sentence makes clear of the purpose of the piece — to make children realize the importance of teeth. The content of other sentences talks about how to love one's teeth — one should brush the teeth carefully every morning and evening so that the teeth will be strong. This is a piece of nursery rhymes to teach children to form good habits. In this simple but fun way, the aim is to cultivate children's awareness of health and hygiene from an early age, let them realize the importance of forming good hygiene habits, so that they can stay away from some diseases and grow up healthily.

เพลงเกี่ยวข้าว

เกี่ยวเกี่ยวเกี่ยวเกี่ยว มีไถ่หน่วงเหนี่ยวเวลา

มาจับเกี่ยวเกี่ยวเกี่ยวในนา สนุกเฮฮาเพลินใจ

เกี่ยวเกี่ยวเกี่ยวเกี่ยว ใช้มือเกี่ยวเกี่ยวเกี่ยวเกี่ยว

มาจับเกี่ยวเกี่ยวเกี่ยวเกี่ยวไป พร้อมเพรียงร่วมใจกลมเกลียว

The general idea is:

"Rip the rice, let's reap the rice. so we don't lose time. Pick up a sickle and cut rice in the field. We are happy and of good heart. Cut, cut, and bind the harvest with the hands. Pick up the sickle to reap the rice. We work together in harmony."

This nursery rhyme is about cutting rice. Rice is the staple food of Thai people, so growing rice has become a very important thing in the daily life of people engaged in agriculture in Thailand. The first and second sentences tell the child that harvesting the rice is a task that cannot be delayed because it is a heavy job and needs to be done in the right weather. The third and fourth sentences tell about the tools needed and the fun in the process, allowing children to know the necessary tool to reap rice, and understand that although reaping rice is a hard work to do, there is fun in it. In addition to expressing the joy of harvest, which can infect children with the happiness of harvest after the labor, this nursery rhyme can inspire people in labor. The last sentence tells children that harvesting rice is a matter requiring mutual assistance. This teaches children to help each other in doing things, which is a virtue passed down from generation to generation.

In general, Thai nursery rhymes related to people's daily life have the following characteristics and values. Some of them reflect the local living environment or regional characteristics, such as "Boating" and "Reaping Rice". Since ancient times, Thai people have been accustomed to living near the water, and their life is closely related to water. Because Thailand is an agricultural country, many nursery rhymes are related to agricultural activities, and these nursery rhymes mostly teach children some basic agricultural knowledge, such as farm tools and suitable planting season, etc. In addition, these nursery rhymes often use words to express happiness and joy. In addition to expressing the joy of harvest, they also help to stimulate people's energy. Besides, Thai nursery rhymes about people's daily life are often themed with things needs mutual help, so as to teach children that since no one is alone, people should work together, when doing a difficult and complicated thing, they should pull together and help each other, so as to finish it better and effectively. At the same time, these rhymes can also tell children that when working together with mutual assistance in doing something the bond between friends, the bond between friends can be strengthened. This is because when doing something, people should first understand each other. People should do what they are good at and try their best to do it. The final result can make everyone feel the joy and full harvest of mutual help. Moreover, many nursery rhymes related to

people's daily life in Thailand are themed with people's body apparatus or way of life, which let children realize the importance of a certain organ, and that they should take good care of it. They teach children a correct attitude towards life, cultivate children's good health and hygiene habits from childhood, and because good character habits will accompany children for a lifetime, they can grow up healthily away from some diseases. Furthermore, nursery rhymes related to people's daily life are also often themed with the subject of learning. Such rhymes aim to cultivate children's good study habits in an interesting and joyful way, let children like learning, know the importance of learning, study independently and actively, etc., so as to become a knowledgeable person and contribute their own wisdom to the development of the country in the future.

### C. The characteristics and value of Thai nursery rhymes related to nature

เพลงดวงดาว

มองเห็นหมู่ดวงดาว สกาวบนฟ้า

หนึ่ง สอง สาม สี่ ห้า มองนภาแสงสุดสดใส

หก เจ็ด แปด เก้า สิบ ดาวระยิบไกลไกล

ช่วงสวณี่กระไร นับมานับไปร้อยพันหมื่นดวง

The general idea is:

"Staring into the night sky I see the stars. They hang there so brightly and clearly. One, two, three, four and five, the sky is decorated by twinkling lights. Six, seven, eight, nine and ten, the stars are fleeting away. How beautiful it is in this moment! A million stars there are as I count them."

This nursery rhyme is about the stars. The first and second sentences introduce children to the common sense of nature that stars are scattered over the sky; the third and fifth sentences are made up of numbers, and are intended to teach children to count with the stars, shining and magical natural objects. The second sentence with the word "brightly and clearly" to describe with stars purity, the fourth sentence uses the word "sky", which is the Thai special expression of sky in poetry, and the sixth sentence uses "fleeting away" in the expression, to show the quick skip of stars. All three sentences use words that are not commonly used in our daily life, or words that are used exclusively in poetry. Such nursery rhymes have relatively high literary value.

เพลงเมฆลอย

โน้นเมฆลอย เคลื่อนคล้อยมา

ยามลมพาพัดมาแสนไกล

โอ้เมฆน้อย เคลื่อนคล้อยไป

ลมพาไกล พัดไปลับตา

The general idea is:

"The clouds are fluttering around. They flutter by. When the wind rises, they drift away. Oh, the clouds are getting thin. They are gone. The wind carried the clouds away. Far beyond the horizon."

This nursery rhyme is about clouds. This piece describes two sets of opposite natural phenomena, namely, when the clouds arrive, the wind rises, the sun disappears, and the heavy rain is coming, it is cloudy and rainy; and when the clouds parts and the wind abates, it is a precursor of a clear sky. This kind of nursery rhyme combines several interrelated and common natural phenomena that often accompany each other, and teaches children some different natural phenomena and meteorological knowledge. And this will also become a life skill for children in the future, because in agriculture-oriented Thailand, to master some natural phenomena, meteorological knowledge will be very helpful to farming.

In general, Thai nursery rhymes related to nature have the following characteristics and values. First, one or more natural phenomena are often used to teach the child some meteorological or natural knowledge, let the child realize the characteristics of some natural phenomena, their benefits for human or harm. Secondly, Thai nursery rhymes related to nature often combine some associated and common natural phenomena to teach children some different natural phenomena and meteorological knowledge, which will also become a life skill for children in the future. For example: children can learn when to sow seed if they practice farming and know in what weather condition to take an umbrella when going out. In addition, some Thai nursery rhymes related to nature use words that are not commonly used in daily life, which are more literary, or words used exclusively in poetry. Such nursery rhymes are of high literary value, but they are too difficult for children because they are obscure, but from another point of view, they are also a good material to cultivate the literature attainment of some older children.

## VII. CONCLUSION

Through the study of the characteristics and value of words used in Thai nursery rhymes, it is found that in terms of wording, Thai nursery rhymes mainly use onomatopoeic words, modal particles, reduplication or repetition of animals sound or natural phenomena, often use personification and metaphors, as well as sentence patterns with the same or similar structure. In terms of values: different nursery rhymes convey different values. Some Thai nursery rhymes aim to teach children about the physical characteristics, living environment, main foods and uses of certain animals. Some Thai nursery rhymes aim to reflect the living



environment of local people, teach children some simple basic knowledge about agriculture, and teach children mutual help, solidarity and friendship. Some Thai nursery rhymes aim to teach children some knowledge about human body organs and some way of life, let children realize the importance of the organs and teach them some good living habits. In general, the main purpose of Thai nursery rhymes is to teach children some life knowledge, make them develop good living and learning habits, and guide them to establish a good character.

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