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**STYLISTIC DEVICES IN STORIES FOR CHILDREN**  
**(ON THE MATERIAL OF CHILDREN'S BOOKS**  
**BY JULIA DONALDSON)**

Children's literature, while often designed to be engaging and accessible for young readers, frequently contains layers of meaning and complex stylistic features that elevate it beyond mere entertainment. It offers opportunities for children to develop empathy, critical thinking and an appreciation for language. The stories of J. Donaldson, widely known for their vivid characters and engaging plots, showcase a masterful use of stylistic devices that contribute to their appeal and literary value. These books often address universal themes such as friendship, family, and mutual aid, yet they do so through playful language and rich stylistic nuances.

The vocabulary in children's books, while being age-appropriate, needs to be engaging, imaginative and educational. It must cater to the cognitive and emotional development of young readers while also fostering a love for reading and encouraging intellectual growth.

The most frequently used stylistic devices in Donaldson's books are common in poetry: metaphor, simile, repetition, rhyme, alliteration and personification. They play a vital role in capturing the attention of young readers and making the text memorable. These devices do not only enhance the musicality and rhythm of the text but also make abstract concepts more tangible and relatable for children.

The use of rhyme helps establish a playful, sing-song quality that appeals to children's love of music and rhythm, while alliteration adds to the sensory experience of the text, enhancing its auditory appeal. For example, the repeated sounds in phrases like "*scrambled snake*" or "*roasted fox*" (Donaldson, 2017, p.7) highlight the humour in the story as well as make it easier for young readers to engage with the language. This musicality is a hallmark of Donaldson's work, contributing to her books' enduring popularity in early childhood education.

In the cases of personification, by bringing inanimate objects and animals to life, giving them human characteristics and emotions, Donaldson immediately attracts the attention of young readers. In the book "The Gruffalo", for example, the forest and its inhabitants are not just passive settings or background characters – they interact with the protagonist in meaningful ways, often embodying moral lessons about courage, cunning and kindness. Each of her books contains a character from the animal world, real or fictional, that possesses human traits, e.g. they all know how to speak. Personification makes the text more relatable and engaging for young readers while also encouraging them to see the world through a more imaginative and empathetic lens.

Epithets in Donaldson's books are simple and understandable but because of it they do not lose beauty and elegance. Their usage helps in deeper understanding and fast memorization of the stories and events. The adjective "*terrible*" is very often used in combination with various nouns, creating epithets that add expressiveness to Donaldson's characters.

Repetition of phrases or sentence patterns both reinforce key ideas and actions and also contributes to the memorability and musicality of the text. In The "Gruffalo" the line "*You'll taste good on a slice of bread!*" (Donaldson, 2017, p. 5) is repeated by

different characters, creating a rhythmic predictability that children enjoy and anticipate. The device also plays a key role in teaching young readers the skill of prediction, as they begin to recognize and anticipate familiar patterns in the story.

The use of various stylistic devices in the books by Julia Donaldson results in stories that are not only entertaining for children but also educational and thought-provoking.

### **Literature cited**

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2. Donaldson Julia. *The Gruffalo*. Macmillan Children’s Books. 2017. 32p.