

LINGUISTIC CHARACTERISTICS OF PRIMARY SCHOOL STUDENTS AT TUYEN QUANG HIGH SCHOOL FROM THE PERSPECTIVE OF COMMUNICATION FACTORS

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ABSTRACT

The article uses communication theory, communication factors, and survey forms to identify the linguistic characteristics of primary school students at Tuyen Quang High School in terms of age, social background, living conditions, interaction objects, communication content, purpose and means of communication. Based on the interpretation of the results obtained, we confirm that communication factors strongly influence and govern primary school students' language communication at Tuyen Quang High School. Through language communication interaction, the language communication characteristics of the students are expressed as natural, innocent, curious, eager to explore, and fond of learning.

Key Words: Linguistic, primary school students, Tuyen Quang High School, communication factors.

1. INTRODUCTION

According to Marx, language is the material shell of mindset, the direct reality of thought. Without language, man would lack awareness. Language serves as both a means of communication and a tool of the mindset. Through language, people are able to generalize and abstract their thoughts, and distance themselves from emotional things.

The study of language has become an important concern for human society. [1], [2], [5], [6], [7], [9]. In the social community, children are the target group that receives special attention. From birth, they are exposed to lullabies and stories from their grandmothers and mothers. As they grow, they expand their interactions with others in various interactive environments. The role of language during childhood is crucial, and the stage of language development during primary school years is especially significant. [4], [6]

Tuyen Quang is a mountainous province with many difficulties from economic conditions to social security conditions. As a high school in Tuyen Quang province, Tuyen Quang High School also has many difficulties and shortages. It's students are mostly ethnic minorities or live in ethnic minority areas. Therefore, when entering primary school, they have different Vietnamese vocabulary.

The article is based on communication theory, communication factors, and survey form to identify the linguistic characteristics of primary school students at Tuyen Quang High School in terms of age and social background, living conditions, interaction objects, communication content, purpose and means of communication. From that, the article asserts that in language communication, primary school students at Tuyen Quang High School are strongly influenced and governed by communication factors.

2. CONTENT

2.1. General characteristics of communication through language of primary school students at Tuyen Quang high school

2.1.1. Characteristics of age and social background of primary school students at Tuyen Quang High School

In term of age: Primary students at Tuyen Quang High School are from 6 to 11 years old. This is the first stage in their learning process. This is the age when children are developing rapidly psychologically, physically and cognitively. They have the ability to learn quickly, are creative and curious about the world around them.

In terms of social background: Primary school students at Tuyen Quang High School can depend on many factors such as region, school location, economic, social, cultural and educational situation of the locality and come from working families, mainly farmers, workers, public servants, civil servants, or small businessmen, etc.

Due to the influence of the living environment, they are influenced by their ethnic culture. Tuyen Quang is one of the provinces with rich ethnic and cultural diversity. Ethnic minorities such as Tay, Dao, Mong, Thai, Cao Lan,... have some characteristics of customs, culture and religion that are different from Kinh people. Therefore, primary school students at Tuyen Quang High School may have different cultural characteristics, customs and traditions depending on their social background.

2.1.2. Characteristics of the living environment of primary school students at Tuyen Quang High School

Primary school students at Tuyen Quang High School come from many different localities such as: in Tuyen Quang city, in districts in Tuyen Quang and in other provinces to study. Therefore, we will use this division to present the children's living environment. From there, creating a foundation for analyzing the influence of social factors on language use of primary school students at Tuyen Quang High School.

2.1.3. Characteristics of the age psychology of primary school students at Tuyen Quang High School

Age psychology of primary school students at Tuyen Quang High School has the following characteristics: a liking for curiosity and a desire for exploration; lower ability to concentrate compared to other grade levels; a tendency for students to have a desire to show off and need encouragement; a competitive nature and a tendency to compare themselves to others; independence and a desire for autonomy; adaptability to changes; physical development.

2.2. Communication situation of primary school students at Tuyen Quang High School

2.2.1. Family environment

The family is the first interaction of primary school students, greatly influencing their communication and behavior. Families can help students develop communication skills by providing real-life communication situations, talking, and reading stories with their children. Family environments support and encourage communication: If the family environment creates a safe space, supports and encourages for family members to communicate with each other, students will develop better communication skills.

Impact of family relationships: family relationships can affect the way students

communicate with others. If family relationships are difficult or stressful, students may have poor communication skills and difficulty establishing and maintaining relationships.

Communication models of parents: Parents are the first communication models of students. If parents have good communication skills and regularly communicate with students, then students tend to develop better communication skills.

2.2.2. School

School is also an important interactive environment for primary school students. Teachers are responsible for building a comfortable learning environment, creating conditions for students to participate in communication activities such as discussion, presentation, etc.

Friends are also an important factor in the interaction environment of primary school students. They provide students with an environment to practice and develop communication skills through conversation, play, and extracurricular activities.

Learning environment: The learning environment directly affects how students communicate. If the learning environment is safe, supportive and encouraging for students to engage in communicative activities such as discussions, exchange of ideas or practicing communication skills, then students are more likely to develop better communication skills.

The communication model of teachers: Teachers serve as the next communication models for students after their family. If teachers possess good communication skills and regularly communicate with students, then students tend to develop better communication skills.

School space: The school space also affects how students communicate. If the school space is open and airy and there are many opportunities for group communication, students can develop better communication skills.

2.2.3. Social environment

The local social environment also influences the way primary school students communicate and develop communication skills. A good social environment will provide them with many opportunities to participate in social activities such as joining clubs and groups.

Cultural diversity: If students live in a culturally diverse environment, they will have the opportunity to learn and experience different ways of communicating with different religions and cultures. This helps students develop diverse and flexible communication skills.

Respect for diversity: A social environment that respects diversity also has a positive effect on students' communication skills. If students find that their surroundings are respectful and supportive of diversity across gender, race, and nationality, they also tend to develop more respectful and diverse communication skills.

In summary, the interactive environment of primary school students is an important factor affecting the development of their communication skills. The above factors can have a positive or negative impact on the development of students' communication skills. If the social environment is good, diverse and positive, students will have the opportunity to develop good communication skills.

2.3. Objects of communication of primary students at Tuyen Quang High School

Family members: Primary school students communicate with family members such as parents, grandparents, brothers and sisters. This is an important communication environment that affects the way they communicate and develop their communication skills.

Teachers and friends: Teachers are an important communicator for primary school students. They are not only knowledge transmitters, but also responsible for guiding students to develop communication skills, assisting them in solving problems related to communication.

Primary school students can socialize with their friends in class or outside of school hours. This object provides students with an environment to practice and develop communication skills through conversation, play, and participation in extracurricular activities.

Others: In addition to their families and teachers, primary school students can also interact with other adults in the community such as neighbors, doctors, librarians, etc.

Students themselves: Primary school students are also an object of their own communication. They need to learn how to communicate with themselves to develop self-awareness, emotional management, and personal problem-solving skills.

In summary: the communication object of primary school students is very diverse and plays an important role in the development of their communication skills. Learning how to communicate effectively with these objects will help primary students develop better in the future.

2.4. Communication content of primary school students at Tuyen Quang High School

2.4.1. Survey on communication content of primary school students at Tuyen Quang High School

2.4.1.1. General comment

a. Survey purpose

The purpose of surveying the communicative language characteristics of primary school students at Tuyen Quang High School is to better understand the language skills that primary students have learned and need to develop in their learning process. This survey also helps teachers, educational administrators and parents have an overall view of students' communication ability and offer solutions to improve if necessary.

b. Survey object

The subjects of the survey on communication language characteristics of 126 primary school students are students between the ages of 6 and 11 (or equivalent from grades 1 to 5). Students in this object are those who are learning and developing communicative language skills during their studies. Specifically: grade 1: 22 students; grade 2: 16 students; grade 3: 33 students; grade 4: 28 students; grade 5: 27.

c. Survey content

We built a survey questionnaire with 2 contents:

First, the personal information of the respondents.

Second, 4 survey questions. Specifically:

- Question 1: In your family, what do you usually talk to your family members about?

Expected topics include: Family (eating, personal hygiene, house cleaning, watering plants,...); Stories about friendship; Stories about teachers/schools; Stories about learning; Stories about love; Stories about the game; future plans and other.

- Question 2: In your class, what do you usually talk to your friends about?

Expected topics include: Stories about friendship; Stories about teachers/schools; Stories about learning; Stories about love; Future plans; Stories about the game; Stories about family and other

- Question 3: In your school, what do you usually talk to your teachers about?

Expected topics include: Stories about teachers/schools; Stories about friendship; Stories about learning; Stories about love; Future plan; Stories about the game; Stories about family and other

Question 4: When you are in public places, what do you usually talk to people about?

Expected topics include: Stories about the game; Stories about friendship; Stories about teachers/schools; Stories about learning; Stories about love; Future plans; Stories about family and other topics

d. Survey method

- Distributing survey questionnaires to grades 1,2,3 using the survey form.

- Interviewing students in grades 4 and 5 using questionnaires.

2.4.1.2. Survey results

Table 2.1. Primary school students' interactive topics by scope

No.	Scope Content	Total number of students	Limit		
			Family	School	Society
1	Stories about family	120	120	120	94
2	Stories about friendship	120	120	120	51
3	Stories about teachers/schools	120	120	120	61
4	Stories about learning	120	120	120	57
5	Stories about love	120	120	94	31
6	Stories about the game	120	120	115	97
7	Future plans	120	120	81	35

The communication content of primary school students at Tuyen Quang High School typically revolves around topics related to daily life, such as their family, friends, school, hobbies, and extracurricular activities. They tend to use simple and basic language to express their ideas, particularly the students in grades 1 and 2 who are new to school. These students often enjoy sharing their new experiences with friends and family, such as learning a new word, participating in an extracurricular activity, or achieving good results in school. Additionally, primary school students are usually attentive listeners and show concern for those around them, particularly their family and friends

However, due to their young age and limited experience with communication, primary school students may face challenges when communicating and handling complex social situations. Therefore, teachers and parents need to provide support and guidance to help children develop their communication skills and navigate social situations effectively.

2.4.2. Comment

a) *Contents of communication within the family:*

The content of communication within the family of primary school students at Tuyen Quang High School often revolves around topics such as study, hobbies, daily life, family, friends, ... These are topics that are close and familiar to students, making their communication easier and more comfortable. Furthermore, family members are often known and trusted, which enables students to express themselves more confidently.

Students feel more comfortable and confident when communicating with their families

because family members often have affection, care and sharing with students. They can also help and support students in solving problems in life and learning. This helps students feel safe and accepted, making communication easier and more comfortable.

In short, the content of communication within the family of primary school students at Tuyen Quang High School often revolves around familiar topics, making communication easier and more comfortable. Students feel safe and accepted by communicating with their families, allowing them to learn and improve their communication skills.

b) Content of communication within the school

The content of communication within the school of primary school students at Tuyen Quang High School typically centers on topics such as learning, teachers, friends, extracurricular activities, and school events. Moreover, students often participate in extracurricular activities, role plays, class reunions, school administration, and other activities that enable them to practice their social and communication skills, strengthen their bonds with their peers, and foster solidarity. With regard to learning, students often communicate with their teachers and peers about lessons, exams, and academic progress. They can also seek more information and answers during the learning process

Within schools, teachers and staff members are the primary communicators for students. Students can ask their teachers about learning-related issues and receive feedback, encouragement, and guidance to help them develop. Additionally, students can build relationships with school staff members through extracurricular activities and campus events

c) Contents of communication within social sphere

Primary school students at Tuyen Quang High School not only communicate within the school, but they also regularly participate in various social activities. These activities include communicating with family, friends, and the wider community, as well as engaging in recreational activities. By participating in these activities, students have the opportunity to interact with different people, learn from their experiences, and improve their communication skills. Additionally, social activities help students practice confidence, assertiveness, and adaptability in different situations. By developing these social skills, primary school students are better prepared to become effective communicators in their lives.

2.4. Communication purposes of primary school students at Tuyen Quang High School

2.4.1. Information exchange

Students need to communicate in order to exchange information about lessons, school activities, information about their families, friends, and other issues in their lives. The information exchange among primary school students at Tuyen Quang High School includes: exchanging information about lessons, exchanging information about school activities, exchanging information about their families, and exchanging information about their friends. Students need to communicate to exchange information about their friends' health status, interests, activities, and other information. All of these purposes help primary school students at Tuyen Quang High School receive, exchange, and capture information more accurately and effectively, thereby developing their knowledge, skills, and ideas

2.4.2. Courtesy and exchanges

Communicating gives primary students the opportunity to socialize and exchange with friends, colleagues, and other members of the community. Courtesy and exchanges purposes for primary school students at Tuyen Quang High School may include: Connecting and cooperating

with peers; Seek experience and learn from others; develop communication and socialization skills; Build affection and trust.

2.4.3. Learning

Communication is a means for primary school students to learn knowledge, experiences, and thoughts of others, especially teachers and adults in the family. The learning purpose of primary school students at Tuyen Quang High School is to improve their knowledge, skills and abilities. Students need to acquire new knowledge, understand basic concepts, problem-solving methods, and then apply them to real life. Learning goals also include cultivating social skills, developing thinking skills, problem-solving abilities, and increasing confidence in communication and action. Thereby, students will develop themselves and be able to contribute positively to the community.

2.4.4. Problem solving

Communication also helps primary school students deal with problems that occur in life, such as handling difficult situations, resolving conflicts with friends or family. The purpose of solving problems for primary school students at Tuyen Quang High School is to help students practice their ability to learn, analyze, evaluate and solve problems in life and study. Students need to know how to deal with difficult situations, find the root cause of the problem, come up with a reasonable solution, and take the necessary actions to solve the problem. When solving problems, students also have the opportunity to hone their creative thinking skills, teamwork skills, and practice perseverance and acumen. Problem solving also helps students develop confidence, decision-making abilities, and ensures progress in school and life.

2.4.5. Creating relationship

Communication helps primary students create good relationships with people around them, while practicing communication skills and developing themselves. The purpose of creating relationships among primary school students Tuyen Quang High School may be to: Build friendships; develop social relationships; Create good relations with teachers and colleagues; Soft skills development; Build relationships with the community..

2.5. Means of communication of primary school students at Tuyen Quang High School

Spoken language: This is the primary means of communication for primary school students. They use language to communicate ideas, thoughts, and feelings with others. Includes the use of words, expressions, intonation, rhythm, and intonation to convey messages.

Written language: Primary school students are also taught the use of written language to communicate information, write reports, and do homework. Includes the use of letters, symbols, and symbols to communicate messages.

Pictures and charts: These are aids to present information and make it easier for primary students to understand and remember lessons. Includes the use of images, graphics, charts, and symbols to communicate messages.

Information Technology: Primary school students are taught to use computers, projectors, and other electronic devices to create presentations and communicate information. This includes using technologies such as phone, email, messaging, social media, and video to communicate messages.

Actions and gestures: Primary school students also use actions and gestures to communicate information and express their opinions and feelings to others. Includes the use of gestures, facial expressions, body movements, and eye contact to communicate messages.

3. CONCLUSION

The results of the study on the linguistic characteristics of primary school students at Tuyen Quang High School from the perspective of communication factors show that: in language communication, the children's use of language is strongly influenced by the following communication factors. Specifically, regarding age (6-11 years old), children are in the first stage of learning and are therefore prone to surprises; In terms of their background, most of them are children of ethnic minorities or live in ethnic minority areas, so they do not have many favorable social interaction conditions; In terms of living environment, Primary school students at Tuyen Quang High School come from various localities including Tuyen Quang city, districts in Tuyen Quang, and other provinces; Communication context in 3 environments: family, school and society – in which the family and school environment are the main ones; The objects of their communication include people within their family and those outside of their immediate social circle (family, school, and society); The content of their communication is quite diverse and the topics are often similar in communication environments. For purposes include: exchanges of information; courtesy and exchanges; learning; problem solving; ... Students' means of communication include words, writing, and images. From that, it is confirmed that: in language communication, primary school students are strongly influenced and ruled by communication factors; At the same time, the children's language communication characteristics are innocent, inquisitive, love to learn, etc.

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