

CURRENT SITUATION OF TEACHERS' ASSESSMENT ON IMPLEMENTATION OF THE CONTENT OF FORMING READING COMPETENCE FOR KINDERGARTEN 5-6 YEAR OLDS IN SOME PROVINCES IN THE NORTHERN MOUNTAINOUS AREA OF VIETNAM

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ABSTRACT

The period from 0 to 6 years old is the golden period to form children's language and is decisive to the later intellectual formation of children. According to the current development orientation of education, the renovation of educational goals has shifted from an education that focuses on goals to an education that focuses on the formation and comprehensive development of learners' competencies and qualities. 5-6 year olds are considered to be emergent readers. Therefore, determining the implementation of forming reading competence for children aged 5-6 years is the basis for implementing methods, forms, assessing the teaching process, and preparing children for grade 1.

Key Words: Competence, Reading Competence, Formation Of Reading Competence, Formation Of Reading Competence For 5-6 Year Olds.

1. INTRODUCTION

1.1. Statement of the problem

The period from 0 to 6 years old is the golden period to form children's language and is decisive to the later intellectual formation of children. At this stage, children achieve outstanding achievements that are not achieved in later stages. Children enrich their vocabulary and how to use words to express their thoughts and feelings, and understand the purposeful behavior of others through speaking and writing. In fact, young children have the competence to learn to read very early and quickly. This competence, formed right from birth and by the age of 5-6, children already know the basics about themselves, their family, the familiar world around them, etc. According to the current general development orientation, reforming educational goals changes the goal-focused education to an education focusing on the formation and comprehensive development of learners' competencies and qualities. Thus, the development of one stage is both the result of the previous stage and the premise for the next stage of development. That means that if the child is well developed in the previous stage, it is also well prepared for the later stage. 5-6 year olds are considered to be emergent readers. But in fact, the problem of teaching reading in kindergarten and primary school has a difference: kindergarten has not designed the program according to the requirements of competence. The reading material is mainly literary text without information text. Therefore, determining and implementing the content of forming reading competence for children aged 5-6 years is the basis for implementing teaching methods and forms to prepare children for grade 1.[1]

2. OBJECTS, RESEARCH AREA AND RESEARCH METHODS

2.1. Objects and research area

To find out the actual implementation of forming reading competence for kindergarten 5-6 year olds, we conducted a survey of 460 teachers, observed the process of organizing language development activities of teachers in 20 kindergartens in Thai Nguyen, Cao Bang, Bac Kan, Quang Ninh and Bac Giang provinces (Belonging to the Northeast region)

Table 2.1. List of kindergartens participating in the survey

Province	Name of Kindergarten	Number
Thai Nguyen	Quang Trung Kindergarten	27
	Dien Luc Kindergarten	25
	Su pham Kindergarten	15
	Van Yen Kindergarten	15
Cao Bang	1- 6 Kindergarten	29
	Song Bang Kindergarten	25
	Vinh Quang Kindergarten	27
	Duc Hong Kindergarten	17
Bac Kan	Song Cau Kindergarten	31
	Minh Khai Kindergarten	30
	Cam Giang Kindergarten	15
	Nghien Loan 2 Kindergarten	14
Quang Ninh	1-6 Kindergarten	27
	Cao Thang Kindergarten	24
	Huong Duong Kindergarten	20
	Hai Dong Kindergarten	16
Bac Giang	Ngo Quyen Kindergarten	30
	Cao Thuong Kindergarten	36
	Ngoc Van Kindergarten	25
	Lam Cot Kindergarten	22
Total	460	

2.2. Research methods

To find out the current situation of teachers' assessment of the implementation of forming reading competence for kindergarten 5-6 year olds, we used the following research methods:

2.2.1. Theoretical research methods

- Method of analysis and synthesis of theory: This method is exploited and used to collect books, newspapers, documents, scientific topics,... and analyze related content into parts in an orderly manner to identify problems. At the same time, we synthesize information and chain theoretical problems to get a relatively complete and comprehensive knowledge of the basic issues related to the problem.

In addition, we also use this method to analyze the results of the investigation of the current situation of the implementation of forming reading competence for kindergarten 5-6 year olds.

- Method of classification and systematization of theory: On the basis of theoretical analysis,

we classify and systematize theories in order to arrange the acquired knowledge according to a strict, reasonable and oriented logic for carrying out research tasks.

2.2.2. Practical research methods

- Method of interview by question and in-depth interview: We use the question system to find out the current situation of implementing the content of forming reading competence for kindergarten 5-6 year olds.

- Method of observation: We attend language development activities for kindergarten 5-6 year olds, focusing on observing methods, contents, expected results and organizing reading activities. We observe the child's interest and achievement as well as the level of achievement of reading skills through measurement exercises.

- Method of conversation: We conduct in-depth conversations and interviews with teachers directly to get more information for the research problem.

- Method of expert consultation: We consulted experts, the Board of Directors, professional leaders and teachers about the necessity of implementing the goal of forming reading competence for kindergarten 5-6 year olds and their assessment of the process of implementing content to form reading competence of kindergarten 5-6 year olds before entering grade 1.

2.2.3. Mathematical statistical method

From the data collected during the investigation, we make statistics, classify the data according to specific evaluation criteria, thereby analyzing and evaluating the current situation and making the necessary conclusions to increase the persuasiveness of the research problem.

3. THE CURRENT SITUATION OF IMPLEMENTING THE CONTENT OF FORMING READING COMPETENCE FOR KINDERGARTEN 5-6 YEAR OLDS IN SOME PROVINCES IN THE NORTHERN MOUNTAINOUS AREA

Content is an important basis for forming and developing reading competence for children, meeting the set goals. The result of the survey on the implementation of the content of forming reading competence for kindergarten 5-6 year olds is an important basis for determining the appropriate teaching methods for children in preschool.

Table 1. The current situation of implementing the content of forming reading competence for kindergarten 5-6 year olds

No.	Content	Level of implementation			Level of efficiency		
		Average	Standard deviation	Rank	Average	Standard deviation	Rank
<i>1. Form children's listening skills</i>							
1	Listen and distinguish natural sounds	2.88	0.77	2	2.59	0.989	3
2	Get familiar with language sounds	2.67	0.756	3	2.61	0.978	2

3	Practice listening comprehension	3.16	0.737	1	3.3 5	0.684	1
<i>2. Form children's speaking skills</i>							
1	Get familiar with speech etiquette in communication	3.18	0.567	3	3.0 6	0.737	1
2	Practice verbal behavior in simple situations	3.26	0.662	2	2.9 2	0.688	3
3	Read poems, tell stories, role plays	3.67	0.469	1	3.0 3	0.704	2
<i>3. Form phonics practice skills</i>							
1	Recognize different types of sounds	2.82	0.794	3	3.0 8	0.68	1
2	Recognize words and sounds	3.29	0.699	1	2.9 3	0.703	3
3	Recognize the difference between different sounds	2.83	0.799	2	2.9 4	0.705	2
<i>4. Form children's reading skills</i>							
1	Get familiar with books	3.41	0.725	2	3.0 8	0.691	1
2	Recognize letters	4	0	1	2.7 2	0.9	2
3	Recognize words and develop vocabulary according to the reading text	2.65	0.859	5	2.2 8	0.957	5
4	Combine reading words with looking at pictures	2.79	0.776	4	2.2 9	1.164	4
5	Read together with teachers and adults	2.92	0.805	3	2.6 1	0.931	3
<i>5. Form children's reading comprehension</i>							
1	Recognize words in the text and understand their meanings	2.23	0.825	2	1.9	0.918	2
2	Understand the explicit meaning of the sentence	2.44	0.885	1	2.0 6	0.948	1
Overall average		3.01			2.72		
General assessment (Cronbach's Alpha)		Normal			Quite good		
Reliability of the scale (Cronbach's Alpha)		0.958			0.953		
Correlation (Pearson)		0.657**					

Regarding the content of forming reading competence for children, they are divided into 5 groups of basic skills:

- *Form children's listening skills*: The content of forming children's listening skills includes “listen and distinguish natural sounds”, “get familiar with language sounds” and “practice

listening comprehension”, teachers assessed the performance level as normal, with the average score of 2.88, 2.67, 3.16, respectively. The level of efficiency is quite good and good, with the average score of 2.59, 2.61 and 3.35, respectively. Thus, in terms of listening skills, teachers have implemented but not often, achieved quite good results, especially the skill of "*practice listening comprehension*". However, teachers need to organize more often activities to practice listening skills for children, because listening is a prerequisite for children to understand, speak and switch to reading.

- *Form children's speaking skills*: The content of forming children's speaking skills includes "*recognize different types of sounds*", "*recognize words and sounds*" and "*recognize the difference between different sounds*", teachers rated the performance as normal and regular with the average score of 3.18, 3.26, 3.67, respectively. The level of efficiency is quite good, with the average score of 3.06, 2.92 and 3.03, respectively. Thus, the content of preparing children for speaking skills has been done quite often and effectively, proving that teachers have paid attention and invested in these activities. However, teachers need to organize richer activities in order to create opportunities for children to experience through games, role-playing, dramatization, story-telling contests, poetry reading, etc.

- *Form phonics practice skills*: The content of forming phonics practice skills includes "*recognize different types of sounds*" and "*recognize words and sounds and recognize the difference between different sounds*". Teachers rated the level of performance as normal and regular with average scores of 2.82, 3.29, and 2.83, respectively. The level of efficiency is quite good, with the average score of 3.08, 2.93 and 2.94, respectively. This is a difficult skill for children so teachers need to practice slowly step by step, from easy to difficult, repeating many times for children to get used to and recognize the difference of different types of sounds. Therefore, teachers need to organize more frequent and richer phonics practice activities, apply different measures to associate phonics practice with specific life situations, and help children easily recognize and distinguish sounds.

- *Introduce children to reading skills*:

+ The content "*get familiar with books*" and "*recognize letters*" assessed by teachers as being regularly implemented and quite effective, with an average score of 3.41 and 4; The level of efficiency is 3.08 and 2.72. Among the 5 contents of reading skills, these are the 2 skills that teachers practice more and more effectively, proving that teachers have paid attention and organized many activities to work with books and recognize letters. These are two important skills that create a premise for children to develop reading skills, so teachers need to organize more effectively and use different methods to attract children to read books and read the alphabet fluently.

+ The content of "*recognize words and develop vocabulary according to the reading text*", "*combine reading words with looking at pictures*", "*read together with teachers and adults*", teachers assessed the performance level as normal and regular with average scores of 2.65, 2.79 and 2.92, respectively. The level of efficiency is average and good, with average scores of 2.28, 2.29 and 2.61, respectively. These are difficult skills for children and difficult to organize, take a lot of time and must be done in small groups, even individually. Therefore, teachers have not done it regularly and the effectiveness is not high. Therefore, teachers need to have appropriate measures to organize reading skills training for children more effectively, especially the content of recognizing words and developing vocabulary according to the reading passages.

- *Form children's reading comprehension competence*: The content of "recognize words in the text and understand their meanings" and "understand the explicit meaning of the sentence", teachers assessed the performance level as sometimes with average scores of 2.23 and 2.44, respectively. The level of efficiency is average, with the average score of 1.90 and 2.06 respectively. This is the most difficult of the pre-reading content for children, and the survey results also reflect that. But it plays a very important role in the development of reading skills for children, so it is necessary to have specific and practical measures to organize each child to recognize words and understand the meaning of words and sentences.

Thus, regarding the content of preparation for reading, teachers rated the performance level as normal (3.01) and a good level of efficiency (2.72). Besides the regular and effective content, such as reading poems, telling stories, acting, getting familiar with books, recognizing the alphabet, there are still many things that teachers have not done much and the efficiency is not high. (e.g.: recognizing words and developing vocabulary according to the text; recognizing words in a text and understanding their meanings; understanding explicit meanings of sentences). The test index (Cronbach's Alpha) of the survey on the assessment of teachers on the performance level is 9.58 and on the level of efficiency is 0.953, which shows that the reliability of the scale is very high. Correlation level (Pearson) is 0.657, showing that there is a large correlation between the level of performance and the efficiency of pre-reading content for kindergarten 5-6 year olds.

4. CONCLUSION

Early childhood education plays an extremely important role in the formation and development of children comprehensively. Identifying the key contents of forming reading competence for kindergarten 5-6 year olds is a premise to implement methods, forms and assessments in children's education, meeting high standards of quality and getting ready to learn Vietnamese at primary school.

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