

**THE CURRENT SITUATION OF TEACHERS' ASSESSMENTS ON IMPLEMENTING  
THE CONTENT OF FORMING READING COMPETENCE FOR 5-6 YEARS OLD  
KINDERGARTEN CHILDREN IN SOME PROVINCES IN THE NORTHERN  
MOUNTAINOUS AREA OF VIETNAM**

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**ABSTRACT**

Preschool education does not have the task of teaching children to learn to read, but determining the content to form reading competence is one of the important tasks in language development for preschool children, especially at the end of preschool age. Research results on the current situation of implementing the content of building reading competence for 5-6 years old kindergarten children in some provinces in the Northern mountainous area of Vietnam are analyzed through specific survey data and can be the basis for determining appropriate teaching methods and forms in the current competence development-oriented educational context.

**Keywords:** Competence, Content Of Forming Reading Competence, Reading, 5-6 Years Old Kindergarten Children.

**1. INTRODUCTION**

**1.1 Statement of the problem**

*Language is a signal system used by humans to exchange information, ideas, and emotions with each other. It is both the most important means of social communication and a tool of thinking, helping people perceive the objective world. Language is the unity between informative activities (communication) and general activities (cognition) that have a social nature and an operational nature (operational actions). According to L. X. Vygotsky, language is a means of forming and expressing ideas, when the subject performs speech activities to carry out verbal communication in social communication activities. For preschool children, language development is divided into two stages: pre-linguistic stage (under 12 months old) and linguistic stage (from 12 months old onwards). Preschool age is the "golden period" for children's language development. Language development is the process in which children acquire the structure, functions, ways of using language along with social conventions in language use. At this stage, if there are appropriate influences, children will achieve outstanding achievements that cannot be achieved in later stages.*

Many studies show that children's language development before they go to school has the ability to make breakthroughs in learning, communication skills and social skills. Preparing children for school is a central issue of preschool children's education that is of great concern to educators, teachers, and parents. Especially at the end of kindergarten, we need to teach children to recognize letters through letter familiarization activities, letter games, comics, books, newspapers...[1]. Research also shows that language development and early reading ability are interrelated and even determine later learning outcomes. Therefore, building reading competence for 5-6 years old preschool children

needs to be based on identifying the content of language education in preschool to create a solid foundation for the next stages of development.

## 2. OBJECTS, RESEARCH AREA AND RESEARCH METHODS

### 2.1. *Objects and research area*

To find out the current situation of implementing the content of building reading competence for 5-6 years old children, we conducted a survey of 460 teachers, observing the process of organizing teachers' language development activities in 20 preschools in the provinces of Thai Nguyen, Cao Bang, Bac Kan, Quang Ninh and Bac Giang (Belonging to the Northeast region)

**Table 2.1. List of kindergartens participating in the survey**

Province	School	Number
Thai Nguyen	Quang Trung Kindergarten	27
	Dien Luc Kindergarten	25
	Su Pham Kindergarten	15
	Van Yen Kindergarten	15
Cao Bang	1- 6 City 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 town Kindergarten	36
	Ngoc Van Kindergarten	25
	Lam Cot Kindergarten	22
Total	<b>460</b>	

### 2.2. *Research methods*

To find out the current situation of teachers' assessments on implementing the content of forming reading competence for 5-6 years old kindergarten children, we used the following research methods:

#### 2.2.1. *Theoretical research methods*

- Method of theoretical analysis and synthesis is exploited and used by us from collecting books, newspapers, documents, scientific topics,... to analyzing related content in an orderly manner to identify problems, and at the same time synthesize information and chain theoretical issues to gain knowledge about basic issues related to the research content.

In addition, we also use this method as a basis for analyzing the results of the investigation on the current situation of implementation of reading competence building content for 5-6 years

old children in kindergartens.

- Method of classifying and systematizing theory: Based on theoretical analysis, we proceed to classify and systematize theory in order to arrange the knowledge obtained according to a strict, reasonable, and oriented logic for carrying out research tasks.

2.2.2. *Practical research methods*

- Questionnaire and in-depth interview method: We used a system of questions to find out the current situation of implementing content that builds reading competence for 5-6 years old children in kindergartens.

- Observation method: We observed language development activities for children 5-6 years old children, focusing on observing methods, content, expected results and organizing reading activities. We observed children's interest and achievement as well as the level of achievement of reading skills through measurement exercises.

- Conversation method: We conduct direct conversations and in-depth interviews with teachers to get more information for the research problem.

- Expert method: We collected opinions from experts, the Board of Directors, professional leaders and teachers on the necessity of implementing content that builds reading competence for 5-6 years old children and their assessment of the process of implementing content that shapes the reading competence of 5-6 years old children before entering grade 1.

2.2.3. *Mathematical statistical methods*

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

**3. THE CURRENT SITUATION OF IMPLEMENTING THE CONTENT OF FORMING READING COMPETENCE FOR 5-6 YEARS OLD KINDERGARTEN CHILDREN IN SOME PROVINCES IN THE NORTHERN MOUNTAINOUS AREA OF VIETNAM**

Based on the assessment of the level of implementation and effectiveness of the goals of forming reading competence for 5-6 years old children, we proceed to determine the implementation of the corresponding content. Content is an important basis for forming and developing children's reading competence, meeting set goals. The following is a summary of the results of a survey on the current situation of implementing the content of forming reading competence for 5-6 years old kindergarten children.

**Table 1.1. Current situation of implementing the content of forming reading competence for 5-6 years old kindergarten children in the mountainous area of Northern Vietnam**

No.	Content	Level of implementation			Level of effectiveness		
		Average	Standard deviation	Rank	Average	Standard deviation	Rank
<i>1. Forming children's listening skills</i>							
1.1	listening and distinguishing natural sounds	2.88	0.77	2	2.59	0.989	3

1.2	getting familiar with language sounds	2.67	0.756	3	2.61	0.978	2
1.3	practice listening comprehension	3.16	0.737	1	3.35	0.684	1
<i>2. Forming children's speaking skills</i>							
2.1	getting acquainted with verbal etiquette in communication	3.18	0.567	3	3.06	0.737	1
2.2	practicing verbal behavior in simple situations	3.26	0.662	2	2.92	0.688	3
2.3	reading poetry, telling stories, acting out	3.67	0.469	1	3.03	0.704	2
<i>3. Form phonetic practice skills:</i>							
3.1	recognizing types of sounds	2.82	0.794	3	3.08	0.68	1
3.2	recognizing sounds	3.29	0.699	1	2.93	0.703	3
3.3	recognizing the differences in sounds	2.83	0.799	2	2.94	0.705	2
<i>4. Making children familiar with reading skills</i>							
4.1	getting acquainted with books	3.41	0.725	2	3.08	0.691	1
4.2	recognizing letters	4	0	1	2.72	0.9	2
4.3	recognizing words and developing vocabulary according to the reading	2.65	0.859	5	2.28	0.957	5
4.4	combining reading words with looking at pictures	2.79	0.776	4	2.29	1.164	4
4.5	reading together with teachers and adults	2.92	0.805	3	2.61	0.931	3
<i>5. Forming reading comprehension competence</i>							
5.1	recognizing words in text and understanding the meaning of words	2.23	0.825	2	1.9	0.918	2
5.2	understanding the explicit meaning of sentences	2.44	0.885	1	2.06	0.948	1
<b>Average</b>		<b>3.01</b>			<b>2.72</b>		
<b>General assessment</b>		<b>Normal</b>			<b>Good</b>		
<b>Reliability of the scale (Cronbach's Alpha)</b>		<b>0.958</b>			<b>0.953</b>		
<b>Correlation (Pearson)</b>		<b>0.657**</b>					

Regarding the content of forming children's reading competence, it is divided into 5 basic skill groups:

- *Forming children's listening skills:* Regarding the content to prepare children for listening skills "listening and distinguishing natural sounds", "getting familiar with language sounds", "practicing listening comprehension", teachers rated the level of implementation as normal, with average scores of **2.88**, **2.67**, **3.16** respectively. The level of effectiveness is average and good, with average scores of **2.59**, **2.61** and **3.35** respectively. Thus, regarding listening skills, teachers have implemented them but not regularly, achieving quite good results, especially the skill of "practice listening comprehension". However, teachers need to organize listening skills training

activities for children more often, because listening is the premise for children to be able to understand, speak and move on to reading.

- *Forming children's speaking skills*: The speaking preparation content helps children "*getting acquainted with verbal etiquette in communication*", "*practicing verbal behavior in simple situations*", "*reading poetry, telling stories, acting out*", teachers rated the level of implementation as normal and regular with average scores of **3.18, 3.26, 3.67** respectively. The level of effectiveness is quite good, with average scores of **3.06, 2.92** and **3.03** respectively. Thus, the teachers have done the activities to prepare children with speaking skills quite often and have reached a fairly effective level, proving that teachers have paid attention and invested in these activities. However, teachers need to organize more diverse activities to create opportunities for children to experience through games, role-playing, drama, storytelling contests, poetry readings, etc.

- *Form phonetic practice skills*: Contents to train phonetic practice skills for children to "*recognizing types of sounds*", "*recognizing sounds*", "*recognizing the differences in sounds*". Teachers rated the level of implementation as normal and regular with average scores of **2.82, 3.29, 2.83** respectively. The level of effectiveness is quite good, with average scores of **3.08, 2.93** and **2.94** respectively. This is a difficult skill for children, teachers need to practice it slowly step by step, from easy to difficult, repeating many times so that children can get used to it and recognize the differences in different types of sounds. Therefore, teachers need to organize more frequent and rich phonics practice activities, applying different measures to associate phonics practice with specific situations in life, making it easier for children to recognize and distinguish sounds.

- *Making children familiar with reading skills*:

+ The content "*getting acquainted with books*" and "*recognizing letters*" is assessed by teachers as being performed regularly and quite effectively, with an average implementation level score of **3.41** and **4**; The level of effectiveness is **3.08** and **2.72**. Among the 5 content areas 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 the foundation for children to develop reading skills, so teachers need to organize more effectively and use different measures to attract and attract children to read books and alphabet.

+ The content "*recognizing words and developing vocabulary according to the reading*", "*combining reading words with looking at pictures*", "*reading together with teachers and adults*", teachers rated the level of implementation as normal and regularly with average scores of **2.65, 2.79** and **2.92** respectively. The level of effectiveness is average and good, with average scores of **2.28, 2.29** and **2.61** respectively. These are difficult skills for children and are difficult to organize. They take a lot of time and must be done in small groups, even individually. Therefore, teachers do not do it regularly and effectively. Therefore, teachers need to have appropriate measures to organize and train children's reading skills more effectively, especially word recognition and vocabulary development according to the reading.

- *Forming reading comprehension competence*: the content "*recognizing words in text and understanding the meaning of words*", "*understanding the explicit meaning of sentences*", teachers rated the level of implementation as occasional with an average score are **2.23** and **2.44** respectively. The level of effectiveness is average, with average scores of **1.90** and **2.06** respectively. This is the most difficult content in reading preparation for children and the survey

results also clearly reflect that. But it plays a very important role in developing children's reading skills, so there needs to be specific and practical measures to organize for each child to recognize words and understand the meaning of words and sentences.

Thus, regarding the reading preparation content, teachers rated the level of implementation as normal (3.01) and the level of effectiveness quite good (2.72). Besides the content that is regularly and effectively implemented, such as reading poetry, telling stories, acting out plays, getting acquainted with books, and recognizing the alphabet, there are still many contents that teachers have not done much and have not been very effective (such as: recognizing words and developing vocabulary according to the reading; recognizing words in text and understanding the meaning of words; understanding the explicit meaning of sentences). The test index (Cronbach's Alpha) of the survey on preschool teachers' assessment of the level of implementation is 9.58 and the level of effectiveness is **0.953**, which shows that the reliability of the scale is 9.58. The correlation level (Pearson) is **0.657**, demonstrating that there is a high correlation between the level of implementation and the level of effectiveness of reading preparation content for 5-6 years old kindergarten children.

#### 4. CONCLUSION

Forming pre-reading competence for 5-6 years old children is an urgent issue, a specialized work in preparing children to enter school. On the basis of determining the goals, teachers analyze and implement the corresponding content in accordance with current educational practices. Moderate teaching activities are suitable for preschool education and approach the goals and content of primary education. From there, educators will build reading competence for 5-6 years old children in preschool, creating a solid foundation for children to enter first grade.

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