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CURRENT SITUATION OF TEACHERS' ASSESSMENT ON IMPLEMENTATION OF THE GOAL OF FORMING READING COMPETENCE FOR 5-6-YEAR-OLD PRESCHOOL CHILDREN IN SOME PROVINCES IN THE NORTH MOUNTAINOUS AREA OF VIETNAM

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ABSTRACT

Vietnam's education system is undergoing a comprehensive renovation in the direction of competence development, which is also the educational development trend of the times. Preschool education does not have the task of teaching children to read and write, but determining the goal of forming reading competence is one of the important tasks in language development for preschool children, especially at the end of kindergarten when children begin to change the main activity from playing to learning. Research results on the current situation of forming reading competence of 5-6-year-old preschool children in some provinces in the northern mountainous region of Vietnam are analyzed through specific survey data.

KEYWORDS: Competence, formation of reading competence, goals, reading, 5-6-year-old children

1. STATEMENT OF THE PROBLEM

The use of armor (armor) continues to increase and even dominates armor designs for combat vehicles in the future. Optimal ballistic performance is closely related to the material strength, hardness, and high strain rate behavior of this steel material [1]. At the time of World War II, the determination of steel material was chosen not only because of its resistance to bullets but still limited to its availability [2]. Figure 1.1 shows the impact of World War II on the accelerated development of armored steel materials, focusing on the thickness factor.

Language is a special signal system, which is the most effective means of perception and communication of humans. Language has a particularly important meaning in the intellectual and personality development of children in particular and people in general. Language development is the process by which children perceive the structure, function, and usage of language along with social conventions in language use. For preschool children, language development is divided into two stages: the pre-language stage (under 12 months old) and the linguistic stage (from 12 months old onwards). Preschool age is the "golden period" for children's language development. At this stage, children

achieve outstanding achievements that are not achieved in later stages. Children enrich their vocabulary, how to use words, to express their thoughts and feelings, and understand the purposeful behavior of others through speaking and writing.

Reading and writing competence is an extremely important factor for every preschool child when entering school. It is the basis for preschool children to acquire knowledge, and grow in education and life skills. Reading and writing profoundly change children's linguistic and cognitive activities, helping them to switch from everyday language to the foundations of scientific language, creating a need for practice and use in the classroom and everyday communication.

Currently, scientists all confirm that the period from 0 to 6 years old is the golden period for children's language formation and is decisive for the child's later intellectual formation. Therefore, we need to prepare children for reading and writing before they learn to read and write formally in primary school. Preschool education does not have the task of teaching children to read and write, but preparing them to read and write is one of the important tasks in language development for preschool children, especially at the end of kindergarten, when children begin to change the main activity from playing to learning. When children have the experience and readiness of learning to read and write, it will be an important foundation to help them form future learning abilities.

In fact, young children have the ability to learn to read very early and have the ability to learn to read very quickly. This ability is formed from birth and by the age of 5-6 when children already know the basics about themselves, their family, and the familiar world around them.... If encouraged, children will learn very quickly, the results are sometimes surprising. Circular No. 23/2010/TT-BGDĐT dated July 22, 2010 of the Minister of Education and Training mentioned the contents of developing language skills for 5-6-year-old children, especially the language skills of pre-reading and pre-writing skills, such as children show interest in reading, children show some initial reading behaviors, children show some initial understanding of writing... Pre-reading competence building for 5-6-year-old children is an urgent issue, a specialized work in preparing children for school. However, the impact on 5-6-year-old children is the impact on a person, so it needs to be very cautious and scientific. The assessment of the actual situation of implementing the goal of forming reading competence for 5-6-year-old children creates a solid premise for the next development stages.

2. OBJECTS, RESEARCH AREA AND RESEARCH METHODS

2.1. Objects and research area

To find out the current situation of implementing the goal of forming reading competence for 5-6-year-old preschool children, we conducted a survey of 460 teachers, and 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 of Vietnam).

Table 2.1. List of kindergartens participating in the survey

Province	Name of kindergarten	Quantity
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	460	

2.2. Research methods

To find out the current situation of teachers' assessment on the implementation of the goal of forming reading competence for 5-6-year-old preschool children, we used the following research methods:

2.2.1. The group of theoretical research methods

- Method of analysis and synthesis of theory is exploited and used through collecting books, newspapers, documents, and scientific topics, ... and analyzing related contents 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 as a basis to analyze the results of the investigation on the actual implementation of the goal of forming reading competence for 5-6-year-old preschool children.

- Method of classification and systematization of theory is used to classify and systematize theories in order to arrange the acquired knowledge according to a strict, reasonable and oriented logic.

2.2.2. The group of practical research methods

- Method of interview by questions and in-depth interview: We used this method to find out the actual situation on implementation of the goal of forming reading competence for 5-6-year-old preschool children.
- Method of observation: We attended language development activities for 5-6-year-old preschool children, focusing on observing methods, contents, expected results and organizing reading activities. We observed the child's interest and achievement as well as the level of achievement of reading skills through the measurement exercises.
- Method of conversation: We conducted in-depth conversations and interviews with teachers directly to get more information about the research problem.
- Method of experts: We consulted experts, the Board of Directors, leaders and teachers about the necessity of implementing the goal of forming reading competence for 5-6-year-old preschool children and their assessment of the process of implementing the goal of forming reading competence for 5-6-year-old preschool children before entering grade 1.

2.2.3. Method of mathematical statistics

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

3. The current situation of implementing the goal of forming reading competence for 5-6-year-old preschool children in some provinces in the Northern mountainous region of Vietnam

The education system of Vietnam is undergoing a comprehensive renovation in the direction of competence development, which is also the educational development trend of the times. That process must be carried out synchronously from Kindergarten to University, in which preschool education is the first solid foundation for children to enter the next level of education. In addition to physical and emotional development, children need to be equipped with knowledge of the surrounding environment, science and basic skills in speaking, reading, writing, creativity...

Children's reading competence is one of the important competencies in the cognitive development of children. When children have the ability to read, they will be active and interested in exploring and discovering reading to expand their awareness, support better and more interesting learning, thus have higher learning efficiency, and respond to their curious needs. Therefore, it is very important to form the reading competence for 5-6-year-old preschool children. Before organizing reading literacy activities for 5-6-year-old preschool children, teachers have set goals to be achieved in order to have orientation in educational activities. Figure 3.1 shows the results of preschool teachers' assessment on the performance and effectiveness of the goals.

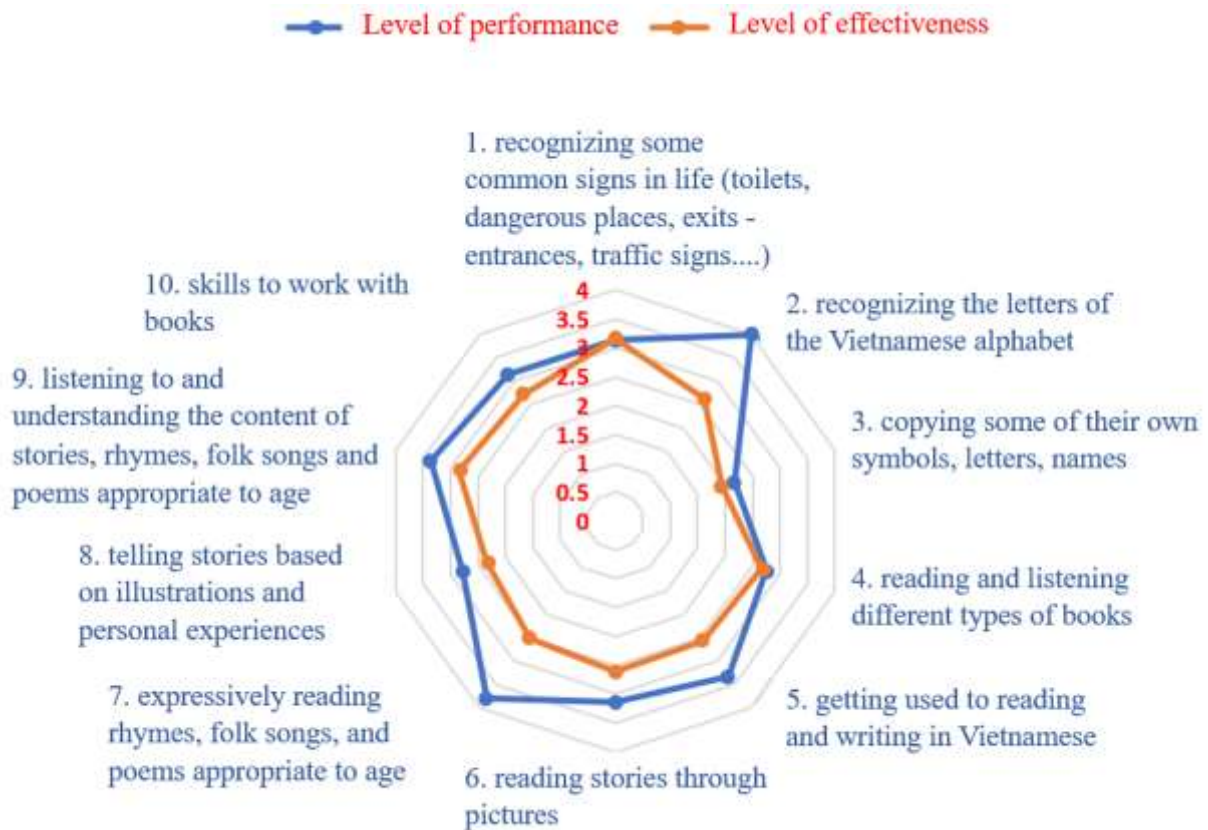


Figure 3.1: The current situation of implementing the goal of forming reading competence for 5-6-year-old preschool children

- Regarding the goal of “*recognizing some common signs in life (toilets, dangerous places, exits - entrances, traffic signs....)*”, teachers evaluate children at an **average** level of performance with a mean score of **3.14** and a **good** level of effectiveness with a mean score of **3.17**. It can be seen that teachers have organized activities for children to initially recognize and understand common signs in life. This goal is evaluated as being quite effective, the highest of the set goals. However, teachers need to organize these activities more often, on the one hand, to support children's language development, and on the other hand to help children adapt and handle life's problems well.

- Regarding the goal of “*recognizing the letters of the Vietnamese alphabet*”, teachers evaluate children at a **regular** level of performance, with a mean score of **4.00** and a **good** level of effectiveness with a mean score of **2.63**. It can be seen that teachers have regularly conducted activities to guide children to recognize the letters of the Vietnamese alphabet, but the effect is quite good, ranking 5th in the goals.

- Regarding the goal of “*copying some of their own symbols, letters, names*”, teachers evaluate children at an **occasional** level of performance with a mean score of **2.17** and an **average** level of effectiveness with a mean score of **1.95**. This is the goal that teachers rate the lowest performance and effectiveness

of the 10 goals. It can be seen that teachers have not focused on training children's skills to write according to patterns, symbols, letters or children's names. Reading skills and writing skills often go hand in hand, from reading after the teacher → reading comprehension → reading and writing according to the model → writing by themselves. Therefore, at this stage, teachers need to coordinate reading and writing skills for children in order to strengthen their reading comprehension skills.

- Activities of reading and listening help children recognize letters, symbols, and pictures associated with the content, thus greatly supporting the formation of reading competence for children. Regarding the goal of "*reading and listening to different types of books*", teachers evaluate children at an **average** level of performance with a mean score of **2.74** and a **good** level of effectiveness with an average score of **2.67**. Teachers perform this goal at a normal level, reaching the 9th rank of 10 goals. Therefore, teachers need to increase activities for children to get acquainted with and read many different types of books. That, not only creates a habit of reading books for children but also forms and develops reading skills for children. The effectiveness of this goal is quite high, ranking 4th in the 10 goals, proving that the activities organized by teachers are professionally invested, and children get excited and love activities with books.

- Activities to familiarize children with reading and writing often go hand in hand to reinforce and support each other, in which reading takes place first and requires higher requirements than writing. Regarding the goal of "*getting used to reading and writing in Vietnamese*", teachers evaluate children at a **regular** level of performance with a mean score of **3.32** and a **good** level of effectiveness with a mean score of **2.57**. It can be seen that teachers have done it regularly (4/10) and quite effectively (7/10). However, teachers need to organize more diverse activities and focus on investing in expertise in order to create an attractive, seamless and logical relationship between getting used to reading Vietnamese and writing Vietnamese.

- Reading stories through pictures will develop the ability to recognize story content by pictures, and develop imaginative thinking, so that children can read more easily and enjoy reading activities. Regarding the goal of "*reading stories through pictures*", teachers evaluate children at an **average** level of performance with a mean score of **3.14** and a **good** level of effectiveness with a mean score of **2.61**. It can be seen that teachers have organized reading activities through pictures for children, with an average level of performance and effectiveness (ranked 6/10). Therefore, it is necessary to strengthen this activity with two forms of teachers reading with children and children reading together.

- In addition to texts (stories, ...), teachers can develop children's reading skills through poems, folk songs, rhymes, etc. With concise, rhyming, easy-to-remember properties, it is very convenient to train children's reading skills, especially expressive reading, rhythmic breaks and punctuation. Regarding the goal of "*expressively reading rhymes, folk songs, and poems appropriate to age*", teachers evaluate children at a **regular** level of performance with a mean score of **3.79** and a **good** level of effectiveness with a mean score of **2.51**. It can be seen that teachers have organized this activity quite often, ranked

2/10, however, the level of effectiveness is not high (8/10), because "expressive" reading is a difficult skill that requires constant practice and high concentration of attention. Therefore, it is necessary to have appropriate organizational measures in order to promote the positivity and concentration of children and increase their interest.

- Organizing for children to tell stories based on illustrations and children's experiences is an activity that increases children's vocabulary, how to use words in specific situations, contributing to the development of reading skills. Regarding the goal of "*telling stories based on illustrations and personal experiences*", teachers evaluate children at an **average** level of performance with a mean score of **2.78** and an **average** level of effectiveness with a mean score of **2.33**. It can be seen that teachers have not focused on telling stories based on illustrations and personal experiences and the effectiveness is quite low (ranked 8/10 and 9/10). Therefore, teachers need to strengthen this activity for children to tell stories and apply measures to stimulate, create interest, and promote children's creativity through storytelling activities.

- Regarding the goal of "*listening to and understanding the content of stories, rhymes, folk songs and poems appropriate to age*", teachers evaluate children at a **regular** level of performance with a mean score of **3.37** and a **good** level of effectiveness with a mean score of **2.84**. It can be seen that this goal has been implemented regularly by teachers (ranked 3/10) and achieved high effectiveness (ranked 2/10). Because the content of the folk songs, and poems with rhymes is often attractive to children so they easily understand the content. This activity plays a big role in developing reading skills, so teachers need to use different organizational methods to attract children to the domestic and international literary treasures that are extremely interesting and attractive to cultivate children's reading habits.

- Children's activities with books play a very important role in developing reading skills, helping children to read in the right direction, hold the book correctly, read in the right posture, combine letters and pictures, read in the right context, and practice good habits, love and appreciate books... Regarding the goal of "*skills to work with books*", teachers evaluate children at an **average** level of performance with a mean score of **3.15** and a **good** level of effectiveness with a mean score of **2.72**. Thus, teachers have organized reading books for children with an average level of performance (5/10) with good effectiveness (3/10). Given the importance of this activity, teachers need to take measures to organize children to read books more often and effectively.

In summary, the performance of teachers' reading preparation goals is **average (3.16)** and the effectiveness is **good (2.6)**. Teachers need to strengthen the organization of activities and apply measures to improve the effectiveness of children's reading skills, especially skills such as *copying some symbols, letters, their names; reading and listening to different types of books, expressively reading rhymes, folk songs, and poems appropriate to age, telling stories based on illustrations and experiences*. The test index (*Cronbach's Alpha*) of the survey on the assessment of preschool teachers

on the performance level is **9.15** and on the level of effectiveness is **0.936**, which shows that the reliability of the scale is very high.

Table 3.2. summary of the current situation on the implementation of the goal of forming reading competence for 5-6-year-old preschool children

<i>Statistical parameters</i>	<i>Level of performance</i>	<i>Level of effectiveness</i>
Overall average	3.16	2.6
General assessment	Average	Good
Reliability of the scale (Cronbach's Alpha)	0.915	0.936
Correlation (Pearson)	0.479	

In order to reinforce the reality of implementing the goal of forming reading competence, we conducted an in-depth interview with the question "*When organizing reading activities for 5-6-year-old children, what goals do you often set? (List about 5-10 goals to be achieved by the children according to the priority of implementation). Which goal is the most effective, and why?*" and got the following results: (1) Recognize and read the letters of the Vietnamese alphabet and apply it to read the letters in nameplates and signs. (2) Read rhymes and simple, compound words and sentences. (3) Like to read and listen to reading different kinds of books. (4) Can read comics and picture books. (5) Expressively read rhymes, folk songs, and poems. (6) Retell the content of the story. (7) Recite rhymes and poems (8) Write letters, copy their own names, teachers' names, and parents' names. Among the above goals, the goal "*Recognize and read the letters of the Vietnamese alphabet and apply it to read the letters in nameplates and signs, ...*" is the most effective. Thus, preschool teachers have identified the basic goals of forming reading ability for 5-6-year-old children. These goals are consistent, reasonable and highly practical.

4. CONCLUSION

According to the current educational orientation, the renovation of educational goals has shifted from a goal-focused education to an education focused 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. Teachers determine that the goals to be achieved in developing the reading competence for 5-6-year-old children are very necessary and consistent with current educational trends. That is the basic premise for 5-6-year-old preschool children to be ready for grade 1.

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