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BUILDING STANDARDS OF READING SKILLS FOR 5-6 YEARS OLD IN SOME KINDERGARTEN SCHOOLS IN THE NORTHERN MOUNTAINOUS REGION OF VIETNAM

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ABSTRACT

The development of children at preschool age is a very important stage for the development of a human being. Therefore, seeding a "reading culture" for preschool children is the right and practical direction to lay the foundation for everyone's reading culture, and at the same time, towards a learning society in the context of digital transformation. In this article, we develop a standard of book familiarization skills based on identifying the components of reading ability. The performance of the departmental competencies is evaluated based on components, behavioral indicators and quality criteria. Those are indicators to measure, control and evaluate preschool children's book familiarization skills according to current capacity development orientations.

KEYWORDS: preschool children, skills, book familiarization, 5-6 years old children

1. STATEMENT OF THE PROBLEM

Child development in preschool age is a very important stage for a person's development. In this period, when we introduce children to books, they are the best source of knowledge on the path of children's intellectual development. Building reading habits for children is an important job of families, schools and the whole society to help children have the opportunity to accumulate knowledge, explore, discover and conquer the world around them. Therefore, seeding a "reading culture" for preschool children is the right and practical direction to lay the foundation for everyone's reading culture and towards a learning society in the current digital transformation. In fact, young children have the ability to learn to "read" very early and have the ability to learn to read very quickly. Books are the mediator to perform the manipulation and "reading" skills of preschool children. Working with books is a combination of operations to help children recognize the structure of a book, understand that a book is a product containing information, the structure of a book, how to read a book, how to find a book to serve the children's own development needs.[2]

In this article, on the basis of investigating the actual situation of the manifestations of skills in working with books of 5-6 years old in preschool, we develop standards of book familiarization skills

based on identifying the components of reading ability. The performance of the partial competencies is assessed based on the behavioral index, the specific manifestations of each skill. Those are the indicators to measure, control and evaluate the results achieved according to the current capacity development orientation. Building standards of reading skill for 5-6 years old in preschool is done on that basis.

2. The current situation of 5-6 years old's familiarization skills with books in some preschools in the Northern mountainous region of Vietnam

2.1. Target

The target of the survey is to assess the current situation of 5-6 years old's familiarity with books in some preschools in 5 provinces of Cao Bang, Bac Kan, Thai Nguyen, Quang Ninh and Bac Giang.

2.2. Object and participant

- Object: The process of forming book familiarization skills of 5-6 years old.

- Participant: Surveying 368 children in 5 provinces of Cao Bang, Bac Kan, Thai Nguyen, Quang Ninh, Bac Giang in the Northern mountainous region.

2.3. Method

To find out the current situation of teachers' assessment of the achievement of the goal of forming book familiarization of 5-6 years old in preschools, we used the following research methods:

2.3.1. Group of theoretical research methods

- Method of theoretical analysis and synthesis: This method is exploited and used to collect books, newspapers, documents and scientific topics for the analysis of the contents related to each department in order 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 research content.

In addition, we also use this method as a basis to analyze the results of the investigation of the actual situation of implementing the goal of forming reading skills for 5-6 years old in preschools.

- 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 to carry out research tasks.

2.3.2. Group of practical research methods

- Method of interview by questions and in-depth interview: We use the question system to find out the actual situation of realizing the goal of forming reading skills for 5-6 years old in preschools.

- Method of observation: We attend language development activities for preschool children, focus on observing methods, contents, expected results and organize activities to practice reading skills. 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: We collect opinions from experts, the Board of Directors, professional leaders and teachers about the necessity of realizing the goal of forming reading skills for 5-6 years old and their assessment of the process of implementing the goal of forming reading skills of 5-6 years old before entering grade 1.

2.3.3. Method of mathematical statistics

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

2.3. The actual situation of book familiarization skills of 5-6 years old in preschools

We investigated a total of 368 preschool children in the provinces of Cao Bang, Bac Kan, Thai Nguyen, Quang Ninh and Bac Giang about the situation of 5-6 years old's manifestation of book familiarization skills. The results obtained are as follows:

No.	Manifestations of 5-6 years old's book familiarization skills	Number	%	Number	%
1	Excited to see the book	210	57.07	158	42.93
2	Know how to find books to read	182	49.46	186	50.54
3	Know how to choose the right books to read	123	33.42	245	66.58
4	Point and name some basic parts of a book	102	27.72	266	72.28
5	Talk to a friend about a book they have "read"	0	0.00	368	100
6	Pay attention and listen to adults reading books	250	67.93	118	32.07
7	Ask a few questions about the content they hear from the book (character, shape, personality, events...)	82	22.28	286	77.72
8	Recount a few details that represent the main content of the book they have heard and read.	30	8.15	338	91.85
9	Can turn each page in the right direction from front to back.	194	52.72	174	47.28
10	See the illustrations, guess the content of the book	123	33.42	245	66.58

No.	Manifestations of 5-6 years old's book familiarization skills	Number	%	Number	%
11	"Read" stories through pictures	25	6.79	343	93.21
12	Want parents to buy books, take them to bookstores, and know how to take care of books	220	59.78	148	40.22

Familiarity with books is an important behavior in developing reading skills for children. Through reading, children will see the meaning of letters, numbers, the connection between learning theory and practice.

To form the habit of reading books, children must first have an interest in books and the desire to read books. According to our assessment, there are quite a few young children who are interested in books (57.07%). Currently, children have many conditions to interact with books, because most preschools have book libraries, even in each class there is a book corner. In addition, children are exposed to books through family bookcases and bookstores. Thus, most children need to read books, but many children still have not been exposed to books. Children already have behaviors of discovering and understanding the structure of books, with 27.72% of children pointing and naming some basic parts of books but have not had the habit of discussing with friends about the books they have seen or read (0.00%). Therefore, teachers need to take measures to create conditions for children to be exposed to books more, through which children have the opportunity to discover, learn and spread the reading movement to friends and relatives.

Regarding book-seeking behavior, the results showed that 49.46% of children know how to look for books. Thus, from the need to read books, children know how to find books from different sources, such as the school library and classroom's book corner. However, the majority of children seek to read books because of their curiosity and attractive book formats but do not know how to choose the right books to read (66.58%). Therefore, teachers need to take measures to support children to find books that are suitable for their interests and needs.

Through the survey process, the result is that quite a lot of children pay attention to listening to adults reading books to them (67.93%). This shows that children love and want to be read to. Therefore, teachers need to increase reading activities for children and advise and guide parents to read books to children. However, only 22.28% of children could ask themselves some questions about the content they heard from the book and only 8.15% of children recount some details that show the main content of the book they heard. Therefore, in the process of reading books to children, teachers need to stimulate children to recall, retell and ask some familiar questions.

52.72% of children can turn each page in the correct direction from front to back. Through the process of participating in activities of learning about books, integrating the content "practice movements of

hands, fingers and hand-eye coordination" with the act of "turning the pages of the book"; listening to adults read books, ... children pay attention to observe and have learned how to turn the pages of the book in the right direction. Opening a book at first may be out of curiosity, but over time it will become a habit, creating interest and love for reading. However, only 33.42% of children see the illustrations and guess the content of the book and 6.79% of the children "read" the story through the pictures. Therefore, it is necessary to create opportunities for children to be exposed to books, freely flip through books, and at the same time create activities for children to actively explore the content of books such as predicting the content of books, arranging pictures into a story...

59.78% of children want their parents to buy books and take them to bookstores. Going to a bookstore is an opportunity for children to be exposed to many different types of books, to have more choices and increase their interest in reading books. Therefore, teachers need to encourage children to have more exposure to books through going to bookstores, public libraries, etc.

From the above survey results, we will use that as a basis to determine the components, behavioral indicators, and quality criteria for 5-6 years old's book familiarization skills.

3. Building standards of book familiarization skills for 5-6 years old in preschools

3.1. Objectives and meanings of skill standards

Identifying requirements for reading skills for 5-6 years old in preschool helps teachers know what children must do to meet the task of preparing to read at preschool age. From there, teachers develop a teaching plan, teaching content, select methods, and evaluate the results of preschool children.

3.2. Standard content of book familiarization skills for 5-6 years old in preschools

- Clearly define standards of book familiarization skills for 5-6 years old, on that basis, develop training tools and criteria for assessing skills of working with books of 5-6 years old, in order to create opportunities for children to interact with books, learn about the structure of books and form a number of skills in working with books; create interest and demand for reading books for children.

- Standard development of book familiarization skills is done through the following 3 steps:

- + Identify standard components of working skills with books for 5-6 years old
- + Determine behavioral indicator
- + Quality criteria of behavioral indicator

Standards of book familiarization skills for 5-6 years old: components, behavioral indicators and quality criteria

Component	Behavioural indicator	Quality criteria
A. Choose books to “read”	A1. Find a book source to choose from (such as a library, bookstore, family bookcase, internet, etc.)	A1.1. Don't know how to find the source of books to choose to read. A1.2. Find sources of books to choose from and read with adult guidance. A1.3. Find the source of books to choose to read.
	A2. Give reasons for choosing books that are appropriate for their age and interests.	A2.1. Unable to give a reason for choosing books that are suitable for their age and interests. A2.2. Give a reason for choosing books that are appropriate for their age and interests. A2.3. Give some reasons for choosing books that are appropriate for their age and interests.
	A3. Share with friends, teachers and loved ones about selected books to read.	A3.1. Do not share with others about selected books to read. A3.2. Share with others when asked about a book read. A3.3. Take the initiative to share with others about some of the books they've read.
B. Find out the structural features of the book (book cover, book page, text, picture)	B1. Point and name the basic structural parts of the book	B1.1. Do not point and name the basic structural parts of the book B1.2. Point and name some basic parts of a book (cover, title, page, text, picture) B1.3. Point and name all the basic parts of the book (cover, title, page, text, picture)
	B2. Describe the parts of the book	B2.1. Unable to describe the structure of the book B2.2. Describe one part of the structure of the book B2.3. Describe 1-2 parts of the structure of the book
	B3. Share with friends about the structure of the book	B3.1. Unable to share with friends about the structure of the book. B3.2. Share with friends about the structure of the book under the guidance of the teacher. B3.3. Actively discuss with your friends about the structure of the book.
C. Listen to people reading books	C1. Listen attentively to adults reading books.	C1.1. Do not pay attention to adults reading books. C1.2. Be asked to pay attention to adults reading books C1.3. Pay attention and listen very attentively to adults reading books
	C2. Ask questions about what they hear from the book. (As suggested)	C2.1. Unable to ask about the content heard from the book. C2.2. Ask a question about what they hear from the book when asked. C2.3. Ask themselves 1-2 questions about the content they hear from the book.
	C3. Retell the main	C3.1. Unable to mention the details showing the main

Component	Behavioural indicator	Quality criteria
	content of the book they have heard and read. (As suggested)	content of the book heard and read. C3.2. Retell a detail that represents the main content of the book they have heard and read. C3.3. Retell 2 details that represent the main content of the book they have heard and read.
D. Get familiar with reading books (intentional learning activities, extracurricular activities, reading big books, comics)	D1. Turn each page in the correct direction from front to back.	D1.1. Turn the pages of the book not in order, not in the right direction. D1.2. Turn the pages of the book in the correct direction from front to back, but the results are not stable. C1.3. Masterfully turn each page in the right direction from front to back.
	D2. See the illustrations, guess the content, read the big letters of the book. (Form)	D2.1. See the illustrations but can't guess the content and can't read the large parts of the book. D2.2. See the illustrations, guess the content, but have not read the large parts of the book. D2.3. See the illustrations, guess the content and read some of the large letters of the book.
	D3. Can fully read a number of books with large letters, short content. (Form)	D3.1. Unable to read the book. D3.2. Can fully read some books with large letters and short content, but not yet fluently. D3.3. Read fluently a number of books with large letters and short content.
E. Collecting books (Bookkeeping)	E1. Collect some favourite books in the study corner.	E2.1. Unable to collect favourite books. E2.2. Collect 1-2 favourite books but not neatly arranged in the study corner. E2.3. Collect some of their favourite books and arrange them neatly in the study corner.
	E2. Recommend books that parents and other people buy as gifts.	E3.1. Unable to recommend the books that they want parents and others to buy, give or lend E3.2. Occasionally suggest a few books that they want parents and others to buy, give or lend E3.3. Regularly suggest books that they want parents and others to buy, give or lend

4. CONCLUSION

According to the current educational orientation, the renovation of educational goals has shifted from a goal-focused education to an education that focuses on the formation and comprehensive development of learners' capabilities and qualities. Building standards of reading skills for 5-6 years old is the initial basis for forming in children the foundational competencies of language. From there, preschool teachers will choose appropriate content, forms and methods to help children get excited

about reading, create positive feelings about books, and naturally acquire knowledge about reading and writing.

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