



The Reality of Cooperative Skills Education in Thematic Role-Playing for 4-5-year-olds in Preschool in Vietnam

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Abstract:

Cooperation between individuals and individuals, individuals with groups, and groups with groups help people effectively solve problems that occur in life, and teamwork skills help people to understand the values of the people social values in the process of participating in common activities. For preschool children, cooperation skills are one of the important conditions for the formation and comprehensive development of a child's personality, and it is only formed when children are directly and actively involved in activities. The article focuses on analyzing and clarifying the reality of cooperative skills education in thematic role-playing for 4-5-year-olds in preschool.

Keywords: Cooperative skills, education, role-playing, 4-5-year-olds, theoretical study

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Introduction

In preschool children, the need to be active with the people around them develops very strongly. All activities of teachers and friends have a great impact on the formation and development of children's cooperation skills. Moreover, preschoolers need to have cooperation skills to know how to negotiate when playing with you, to respect you, to listen to what you say, to communicate with each other while playing, to share, to help you in groups when necessary... Without these skills, children will become passive in all activities, having difficulty to integrate into the group, or to share, sympathize, and listen to people around them.

The current practice of early childhood education shows that the education of cooperative skills for 4-5-year-old children in role-playing games has not received much attention from teachers. They are often only interested in children's creativity and cognitive positivity during play rather than their ability to function in groups. That is one

of the many reasons why many children are still passive, dependent on adults, awkward and clumsy in establishing relationships with friends and adults around.

Materials and Methods

Purpose: to build scientific arguments for the thesis topic, to build a theoretical basis and to orientate the thesis research work.

Research content: theories, basic theoretical issues related to the thesis topic, practical research results on this issue...

How to do it: search, collect information and documents from libraries, internet, mass media. Synthesize and analyze documents and research works related to the thesis.

Classification method and theoretical system

Purpose: to generalize the research directions of the thesis topic and to orient the practical research and develop the research direction of the thesis.

Content: theories, reports on research results related to the thesis topic.



How to do it: divide and arrange scientific documents and issues related to the thesis topic into a certain system into groups or research directions.

Results and Discussions

Direct results of cooperative skills education in thematic role-playing games for 4-5-year-old

To find out the reality of cooperative skills education in thematic role-playing

games for 4-5-year-old children, the thesis has explored the perception and work of teachers.

Teachers' perceptions about the education of cooperative skills in thematic role-playing games for 4-5-year-old in preschool.

Teachers' perception of the nature of cooperative skills and the significance of cooperative education for 4-5 year olds in thematic role-playing games.

Idea	Quantily	Rato%
Ability to interact and effectively perform work based on experience and knowledge to achieve goalsone common goal	58	38.9
As a group of young people who can get things done togetherassigned, based on certain knowledge and experience	23	15.6
The system of human-to-human relations	30	19.6
Coordination of actions together to effectively carry out joint activities based on knowledge and experienceexperience is available under certain conditions	39	26.0
Total	150	100

Table 1: Teachers' perception of the nature of cooperative skills

Although not fully aware of the nature of the concept of cooperation of children, teachers all see the meaning of educating children in cooperation skills in different aspects. 100% of teachers think that the education of cooperation skills for children is necessary. When asked, the majority of teachers (40.1%) said that cooperative education for children contributes to the development of sociability in children. Some teachers believe that cooperation helps children to be more confident in going to school and confident in communication (17.1%). Besides (19.1%) teachers believe that cooperation develops in children the ability to

assert themselves in a group 13.9% of teachers believe that cooperative skills education is to develop social skills in children. And 9.9% of teachers believe that cooperative skills education contributes to the development of children's personality. Teacher N.T.K (Vung Tau) also added and taught cooperation skills for children in role-playing games with themes for children to reduce selfishness in children, contributing to the development of children's personality.

Teachers' perception of factors affecting the education of cooperative skills in thematic role-playing games for 4-5 year old

Factors affecting	Level					Medium score	Places
	Very high	High	Medium	Short	Very short		



Psychological and physiological characteristics children's	2.7	17.3	29.3	29.3	21.3	2.51	4
The positivity and initiative of each child himself when playing	29.3	14.7	6.7	26.0	23.3	3.01	3
Play environment	7.3	29.3	37.7	20.7	5.3	3.13	2
Educational measures of the teacher in the organization guides the game.	45.3	34.7	8	9.3	2.7	4.11	1
Classroom area	2	17.3	29.3	29.3	22	2.48	5
Toys	2.7	16	28.7	30.7	22	2.47	6
Children's communication skills	2	17.4	28.7	30.7	24	2.40	7
Children's life experiences	0.7	14	29.3	31.3	24.7	2.35	8

Table 2: Teachers' perceptions of factors affecting cooperation skills in thematic role-playing games for 4-5 year old

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The survey results show that the level of influence of objective factors is higher than that of the child's subjective factors. According to the data described in Table 2, the factor "teacher's educational measures in organizing games" has the highest influence on the level of children's cooperation skills, which shows that it is the teacher's measure that changes the level of cooperation change the perception of play, to the play action of children. The more teachers monitor children's play and have an educational plan to develop cooperation skills in children, the higher this educational effect will be. Besides, "play environment" is the second most influential factor after "measures of impact of teachers". The environment is considered as the "third teacher" after the teacher and family. The fact that teachers are interested in designing a play environment for children to create attractive situations for children to

play, and at the same time, the toys teachers prepare to bring close to life and richness is what attracts children to play and arise play ideas.

The child's own positivity is the third most influential factor after the "play environment", teachers said that if the child is active and active in the play process, as well as being proactive and positive. In the process of playing, it is not imposed by the teacher when developing the idea of playing, assigning roles, especially choosing groups to play... then this is considered a catalytic factor that makes the process of cooperative skills education of teachers is easier and more effective.

Actual results of measures to educate children on cooperative skills in thematic role-playing games for 4-5-year-old children in preschool

Level		Regularly		Sometime		Rarely		Medium	The level
N.o	Biện pháp Measure	N	%	N	%	N	%		



1	Pay much attention to arrange the play corners	48	31.7	79	57.5	23	10.8	3.21	7
2	Make sure there is enough play space for children	48	31.7	52	35.0	50	33.4	2.90	13
3	Create a safe, comfortable atmosphere for children to play	28	14.2	65	45.0	57	39.2	2.72	15
4	Play planning for children	42	26.7	81	59.2	27	14.2	3.12	8
5	Guide children to make toys together	38	22.5	71	50.8	41	25.8	2.94	12
6	Encourage children to come up with ideas before playing	64	44.2	61	41.7	25	12.5	3.27	6
7	Building theme play, Rich game content	91	67.5	38	23.3	21	9.2	3.58	1
8	Create many play situations, stimulate children to cooperate	34	19.2	67	46.7	49	32.1	2.82	14
9	Monitor children's play and promptly resolve conflicts	57	39.2	74	53.3	19	7.5	3.32	5
10	Guide children to coordinate actions when playing	38	22.5	76	54.2	36	20.8	2.96	11
11	Suggest children expand the content of play	37	21.7	87	64.2	26	13.1	3.07	9
12	Encourage children to listen to each other's opinions	62	43.3	70	50.0	18	6.7	3.37	4
13	Pay attention to the assignment of children's play tasks	78	56.7	55	37.5	17	5.8	3.51	2
14	Praise your child when he shows signs of cooperation	37	22.5	82	59.2	31	17.5	3.03	10
15	Often praise children at the end of the game	72	51.7	64	45.0	14	3.3	3.48	3

Table 3: Educational measures of cooperative skills in thematic role-playing games for children aged 4-5-years-old by preschool teachers and their usage.

From surveying teachers' opinions on measures to educate cooperative skills in thematic role-playing games, after surveying the article to re-statistical measures to educate cooperative skills in role-playing games. role with the topic that most teachers

use the most and continue to survey the level of teachers' use of these measures (frequently, occasionally, rarely...), the article obtained results, can shown in the table above.

The results in Table 3 show that



teachers often use the following methods to educate cooperative skills in thematic role-playing games for 4-5-year-old:

- Build game themes and rich game content
- Pay attention to the assignment of children's play tasks
- Often praise children at the end of the game
- Encourage children to listen to each other's ideas
- Monitor children's play and promptly resolve conflicts
- Teachers sometimes and rarely use measures such as:
- Encourage children to come up with ideas before playing

- Pay a lot of attention to the arrangement of the playing corners
- Make a play plan for children
- Suggest children to expand the content of the game
- Praise your child when he shows signs of cooperation
- Instruct children to act together
- Instruct children to make toys together
- Ensure role play space for children
- Create many play situations, stimulate children to cooperate
- Create a safe and comfortable atmosphere for children to play

Actual results of the form of cooperative skills education in thematic role-playing games for 4-5-year-old in preschool

Form	Idea	
	Quantity	Ratio %
In pairs	14	11.6
By small group	78	65.0
By large group	55	45.8
Oother	0	0.0

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Table 4: Forms of cooperative skills education in thematic role-playing games for 4-5-year-old children in preschool

The survey results show that the majority of teachers choose the form of small groups to educate cooperative skills in thematic role-playing games for 4-5-year-old (65%), the large group is the second priority form. two are selected by the teacher, then the pair form (11.6%). When being interviewed, the majority of teachers said that because in role-playing games with themes, children often play in familiar small groups and these small groups are more favorable in educating cooperative skills in role-playing games. there is a theme for children because the ability to interact between children is high. Ms. Nguyen Thi H, from Tan Long Kindergarten, said: "Small groups are the most favorable form of play to educate children in cooperation skills, because it is

highly stable". In addition, a few teachers believe that the pair form is favorable for educating children in cooperative skills in thematic role-playing games because often these children are close friends and rarely happen. cooperation conflicts. The form of large group cooperation is also the choice of many teachers and most teachers who choose this form think that, when they want children to cooperate in role-playing games with themes, teachers should link groups to play with children. children will cooperate with each other.

Survey results on the advantages and disadvantages of teachers in educating cooperative skills in thematic role-playing games for 4-5-year-old children



Some difficulties	Ideas	
	Quantity	Ratio %
Difficulties for children	55	45.8
Difficulties for teachers	41	34.2
Infrastructure	47	39.2
Other	8	6.0

Table 5: Difficulties in educating cooperative skills in thematic role-playing games for 4-5-year-old in preschool

According to the teacher's assessment, the difficulties encountered while educating cooperative skills in role-playing games are mainly from the children's side, from the teachers' side and the facilities, these difficulties have no much different. In which, difficulties from children accounted for 45.8%, difficulties due to facilities accounted for 39.2% and difficulties from teachers accounted for 34.2%.

Difficulties on the part of children Teachers believe that the number of children in the class is too large, in the process of organizing activities with a large amount of time, it is difficult for teachers to cover all playgroups, as well as pay attention to the individual characteristics of children during children's play. Difficulties in facilities such as children's toys are still lacking in diversity, and when teachers change the topic, they mainly add pictures, and children's toys also change, but still limit. Difficulties for teachers are mainly because the curriculum is still heavy, although the load has been reduced, and it puts pressure on teachers in the process of organizing activities, working at school all day, and going home to prepare lesson plans, and toys in the evening, and at the same time, I take care of family happiness... and the biggest difficulty according to the teacher is that I still have difficulty in choosing and finding teaching methods and measures. Teaching cooperative skills in thematic role-playing games for children, at the same time, teachers themselves do not have much time to invest in researching solutions and finding ideas, looking for tools and toys for the children's activities.

In addition, teachers also face some

difficulties in the lack of close coordination of children's families in the process of educating children, because the number of children is large, leading to a large number of parents and diverse backgrounds. The children's circumstances are different, and most of the parents are very busy and do not have time to play with the children when the children are at home.

In addition to the above difficulties, teachers also found that when teaching children cooperative skills in role-playing games with themes, there are also certain advantages 33.7% of teachers said that the school's advantage: receiving the attention and direction of the school's management board, enthusiastic teachers. 38.3% of teachers think that it is favorable for children: 4-5-year-old children already have a rich vocabulary, and show relatively good communication skills. Compared with previous ages, children's capital of life experience is more extensive and able to establish relationships with friends while playing. Advantages of facilities such as: airy, spacious classrooms, enough toys 28.0% agree.

From the survey of the actual situation on the part of teachers, some comments can be drawn as follows:

Firstly, most teachers are aware of the importance of educating children 4-5-year-old in kindergarten in various aspects such as developing sociability in children, enhancing confidence in communication, promote coordination ability, leadership and sense of self-affirmation in the group, as well as contribute to training and perfecting personality in children. Being aware of the role and significance of cooperative skills



education in preschool children is a condition that promotes teachers to be realistic and concretize in the design of play activities, as well as the goals of the activities and activities. educational measures. However, through the survey, most teachers still expressed ambiguity about the core nature of the concept of cooperative skills, as well as the perception of children's expression of cooperative skills in the role-playing game. The topic is still inconsistent and lacks specificity. This leads to the fact that some cooperative skills education measures have not been introduced deeply and thoroughly, not directly into the focus of cooperative skills education in thematic role-playing games for children. Specifically:

Teachers are consciously interested in the process of assigning children's play tasks, with the aim of avoiding conflicts, but this loses the children's autonomy and voluntariness when assigning roles to play. Teachers are aware of the formation and development of cooperative expressions for children during cooperative activities such as: encouraging children to listen to each other's opinions, but only at the level of general reminders, but no measures. or specific situations for children to perceive or perform.

The measures teachers use a lot of time just stop at the effectiveness of stimulating the positivity in children's play activities, do not respond specifically for a particular educational purpose, for example measures. building game themes and rich game content. At the same time, some measures only reflect the problem of regulating children's activities during play, such as measures to monitor and promptly resolve conflicts.

Paying attention, commenting, and evaluating children when playing is an important step in the process of educating children in cooperation skills, can stimulate children's creativity and can also reduce or even destroy skills. children's cooperation. Teachers only care about commenting and evaluating children at the end of the game, which does not bring high effectiveness in educating children on cooperative skills,

because at that time she repeats the children's cooperative expressions, maybe children you don't remember clearly. In fact, most teachers are not really interested in how to make comments and assessments to further promote cooperative expressions in children.

Secondly, the difficult reality that most teachers encounter in the process of educating children in cooperative skills in thematic role-playing games in preschool is the difficulty in choosing and finding methods. , a method of educating cooperative skills in thematic role-playing games for children and the number of children in the class is too large. If organizing children's individual activities, or group activities, it is very difficult to cover children, as well as pay attention to each individual. And the form of organization for children to work in groups is a compromise solution chosen by teachers, but in practice it has not yet been effective, mainly because the impact measures of teachers are not appropriate.

Thirdly, teachers have not yet allowed children to be fully active when choosing groups while organizing themed role-playing games, oftentimes groups are established according to the teacher's designation and this more or less affects the quality. cooperation of children in the group.

General assessment of the situation

The article explores the status of the level of cooperation skills of children aged 4-6-years-old, and at the same time conducts a survey of teachers' measures to educate cooperative skills for children, thereby giving an overview of the teaching profession. cooperative skills education in preschools. Through the process of synthesizing and analyzing the survey results, the thesis makes the following conclusions:

Advantages

- In fact, in preschools in Binh Duong province, since 2010 when the 5-year-old child development standards were put into application (July 23, 2010), the development of cooperation skills for children is one of the tasks that contribute to the all-round development of children, because



cooperation skills are one of the development standards of 5-year-old children. From this basic awareness, the vocational schools also provide orientations in training, facilitating the development of specific teaching and learning plans for each teacher.

- Preschool teachers are well aware of the importance of cooperative skills education in developing and perfecting individual capacity as well as personality in children. Teachers have also consciously built a system of measures to educate this skill, integrated and integrated into daily activities in preschool, concretized it with diverse teaching methods, especially hostile to each young object.

-It can be seen that 4-5-year-old children in a role-playing game with a theme have shown some manifestations of cooperation skills such as discussion, unification, listening and respecting the other party in the process of doing business group work... This partly comes from individual capacity, and partly shows the effectiveness of cooperative skills education measures for children in preschool.

Limit

- The proposed measures have not shown teachers' interest in the expressions of cooperative skills of 4-5-year-old children in role-playing games with topics such as sharing, discussion, listening... especially especially the expression of coordinated action play.

- Some measures to educate children on cooperative skills for 4-5-year-old in role-playing games with themes often used by teachers, only go into surface interaction in communication relationships when working together. children (eg monitoring and promptly resolving conflicts; encouraging children to listen to each other..), while the essence of cooperation, which transcends interaction, is coordinated action.

The survey results showed that 4-5 year old children showed basic expressions of cooperation skills. However, the manifestations are concentrated in a small number of children, not uniform on all children. As a result, children's cooperation

skills are uneven and unsustainable, affecting the final results of play activities.

Cause of the situation

- Currently, the issue of educating social skills for children, including cooperation skills for children, has been paid attention to and implemented at preschool level, but there is still no consensus and proper investment. Teachers either have not been trained in cooperative skills education for 4-5-year-old or have only been trained for a short time. Preschools seem to only pay attention to care and nurturing rather than educating and developing potential children. ECE teachers have not been fully equipped with knowledge about the education of social skills, as well as cooperation skills for children.

- The second reason may be that our preschool teacher training program has not emphasized the issue of educating children on cooperative skills when they play in groups, although in the standard set for 5-year-old children issued along with the program, there is a requirement at index 46 in standard 10 that is "Children must have a group of friends to play regularly".

- The third reason is from the teacher - a factor that research has confirmed has a great influence on the organization of activities and education of cooperative skills for children. In fact, some teachers have not really paid attention to the education of cooperative skills for 4-5-year-old children and lack of synchronous investment and trust in the development of this skill in children. Teachers themselves lack creativity, and are stereotyped in the process of organizing them in role-playing games with themes for children. Besides, teachers have not fully realized the important role of role-playing games in the education of children's cooperation skills.

- Another important reason is that the teacher's measure of cooperative skills education has not been focused on educating children in cooperative skills in thematic role-playing games, and has not been directed towards the development of skill expressions children's cooperation, leading to the fact that their cooperation skills are not high and synchronized.

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Conclusion

Cooperative skills education for preschool children is an inevitable trend of the times. Currently, preschools have paid attention to the education of social skills for children, including cooperation skills. However, most preschool teachers still lack knowledge about cooperative skills education, so teachers still face many difficulties and confusion when educating children on cooperative skills.

Most teachers are aware of the importance of cooperative education for 4-5-year-old children in kindergarten in many different aspects. Being aware of the role and meaning of cooperative skills education in preschool children is a condition that promotes realistic and concretized teachers in the design of play activities, as well as educational measures. However, through the survey, most teachers still expressed ambiguity about the core nature of the concept of cooperative skills, as well as the perception of children's expression of cooperative skills in the theme role-playing game lack of synchronization and specificity, the important role of thematic role-playing games in the education of cooperative skills for children has not been fully realized. Besides the advantages, the main difficulty of teachers in the process of educating cooperative skills in thematic role-playing games for children is the large number of children in the class and the difficulty in choosing and searching for Methods and measures to educate children on cooperative skills in thematic role-playing games.

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