



**KNOWLEDGE AND PRACTICE TOWARD INTEGRATED EDUCATION
OF PRESCHOOL TEACHERS IN DAK-LAK PROVINCE**

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Abstract:

This paper presents the study results on the reality of awareness and practice of integrated education of 79 preschool teachers in Dak Lak province. The main research methods were surveys, teacher interviews, and educational planning observations. Research results show that most teachers have clearly understood the nature of integrated education for preschoolers and are proficient in developing, implementing, and assessing educational plans. Teachers also implemented methods and forms of integrated education regularly. The facilities and the administrators' support were satisfied by most teachers. However, there were still shortcomings in the implementation process, such as the limited participation of children in planning activities, the content of integration is still limited, and the implementation of the education plan not continuing. Teachers also agreed with measures to improve the effectiveness of integrated education in preschools..



NHẬN THỨC VÀ THỰC HÀNH GIÁO DỤC TÍCH HỢP CỦA GIÁO VIÊN MẦM NON TRÊN ĐỊA BÀN TỈNH ĐẮK LẮK

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Thông tin bài viết	Tóm tắt
<p>Ngày nhận bài: 28/7/2022</p> <p>Ngày sửa bài: 12/08/2022</p> <p>Ngày duyệt đăng: 25/10/2022</p>	<p>Bài báo trình bày kết quả nghiên cứu thực trạng nhận thức và thực hành giáo dục tích hợp của 79 giáo viên mầm non trên địa bàn tỉnh Đắk Lắk. Các phương pháp nghiên cứu chủ đạo là điều tra bằng bảng hỏi, phỏng vấn giáo viên và quan sát kế hoạch giáo dục. Kết quả nghiên cứu cho thấy phần lớn giáo viên đã hiểu rõ bản chất của giáo dục tích hợp cho trẻ mầm non và tương đối thành thạo trong việc xây dựng, triển khai kế hoạch giáo dục và đánh giá. Các phương pháp, hình thức giáo dục tích hợp được giáo viên thực hiện thường xuyên. Yếu tố cơ sở vật chất, sự hỗ trợ của cán bộ quản lý được đa số giáo viên hài lòng. Tuy nhiên, vẫn có những tồn tại trong quá trình triển khai như sự tham gia của trẻ trong quá trình lập kế hoạch còn hạn chế, việc tích hợp nội dung còn ôm đồm, thực hiện kế hoạch giáo dục chưa thường xuyên. Giáo viên cũng đồng tình với các biện pháp nâng cao hiệu quả giáo dục tích hợp ở trường mầm non.</p>
<p>Từ khóa:</p> <p><i>tích hợp, mầm non, Đắk Lắk, giáo viên, nhận thức, thực hành</i></p>	

1. Introduction

Educational integration is one of the advanced approaches to the construction of educational curriculums at all levels, which was mentioned by Herbart, Froebel, and Steiner in the late nineteenth and early twentieth centuries (Tran Thi Hong Tham, 2014; Lhomi, S. (2020); Yilmaztekin, E.Ö., & Erden, F.T., 2016) [5], [4], [6]. The integrated approach from early childhood education (ECE.) is understood as not dividing subjects, cognitive fields or separate educational aspects into boxes but ensuring the connection between them through educational themes associated with life; organizing activities anytime, anywhere, in all forms of teaching. Integrate education always respects children's learning style (child-centred), and children must actively solve problems, immerse themselves in life, and let children be active

and learn through their own experiences (Nguyen Thi Hoa, 2018, 2019) [2], [3]. This is a common trend in developing and implementing ECE curriculums, widely applied to most countries and territories worldwide.

In Vietnam, the integrated approach associated with child-centeredness has been the cross-cutting point of the ECE. innovation processes over the past 24 years (1998 - 2022). The Early Childhood Education Curriculum 2021 clearly shows the point of view of "... comprehensive, integrated, child-centred education with the educational motto "Play to learn, learn by play" [1]. In order to apply this point of view on adequate child care and education practices, administrators and teachers must profoundly and thoroughly understand the spirit, philosophy and process of integrated education in the preschool (Tran Thi Hong Tham, 2014; Nguyen Thi Hoa, 2019) [3], [5]. In addition, in the

implementation process, it is necessary to effectively use locally available resources and other influencing factors based on the child-centred perspective.

This study aims to determine the situation of teachers' understanding and application of integrated education for preschoolers in some preschools in Dak Lak province. Specifically, the study answers the following questions: (1) How do teachers understand and self-assess their capacity for integrated education for preschoolers?; (2) How is the actual implementation of integrated education by teachers?

2. Content

2.2. Method

2.2.1. Participants

The participants were 79 teachers in 06 preschools in Dak Lak province. These teachers have an average age of 32 (the highest is 55, the lowest is 24), the highest working experience is 30 years, the average is eight years, and the lowest is two years. Most teachers

have been trained in the field of ECE., specifically as follows: 05 teachers have university degrees, 09 teachers have college degrees, and 65 teachers have intermediate degrees.

2.2.2. Measures

The primary method was a quantitative research design with a survey of teachers. The research tool was a questionnaire consisting of 07 questions (54 items) designed on a scale of Likert 4, Likert 5 and Likert 6. The overall Cronbach's Alpha coefficient reached 0.871, showing that the reliability of the questionnaire is guaranteed.

Survey data were analyzed using SPSS 26.0 software to calculate percentage values for each level, Mean score, and standard deviation. The data collected from the status survey was conventionally based on a distance value of 0.75 with a scale of 4 Likert, 0.8 on a Likert scale of 5 and 0.833 with a Likert scale of 6 ((Maximum – Minimum) / n). Specifically, the average score value for the levels according to the scale is as follows:

Scale	Distance values for each level					
	1	2	3	4	5	6
Likert 4	1,00 – 1,75	1,76 – 2,05	2,51 – 3,25	3,26 – 4,0		
Likert 5	1,00 – 1,80	1,81 – 2,60	2,61 – 3,40	3,41 – 4,20	4,21 – 5,00	
Likert 6	1,00 – 1,83	1,84 – 2,66	2,67 – 3,50	3,51 – 4,33	4,34 – 5,16	5,17 – 6,00

Interviews with teachers and product research methods (educational plan) were also used. The interview process was conducted online on Google meet. The educational plans were provided by teachers in PDF format.

2.2. Results and discussion

2.2.1. Teachers' perceptions of integrated education for preschool children

A survey of teachers' views on the need for integrated education for preschoolers shows that 30.4% of teachers rated "Necessary", and 69.7% of teachers rated "Very Necessary". This points out that all teachers appreciated the need for integrated education for children in preschool.

The level of self-assessment of teachers' understanding of integrated education for preschoolers is shown in Table 1 below:

Table 1. Teachers' understanding of integrated education for preschoolers

Variables	Level of understanding (%)					Mean	SD
	1	2	3	4	5		
The concept and nature of integrated education for preschoolers	0	8.9	41.8	43.0	6.3	3.47	0.748
Features of integrated education for preschoolers	1.3	7.6	49.4	34.2	7.6	3.39	0.791
Objectives of integrated education for preschoolers	0	6.3	41.8	41.8	10.1	3.56	0.764
Content of integrated education for preschoolers	0	6.3	44.3	40.5	8.9	3.52	0.749
Steps to implement integrated education at the preschool	0	6.3	48.1	36.7	8.9	3.48	0.749
The role of teachers in integrated education for preschoolers	0	7.6	30.4	49.4	12.7	3.67	0.796
Methods of integrated education for preschoolers	0	10.1	35.4	44.3	10.1	3.54	0.813
Forms of integrated education activities	1.3	10.1	35.4	44.3	8.9	3.49	0.845
Conditions for organizing integrated education activities	0	11.4	41.8	40.5	6.3	3.42	0.778

Note: 1 ≤ Mean ≤ 5; 1 = absolutely not understanding; 2 = mostly not understanding; 3 = Somewhat understanding; 4 = Fully understanding

The survey data in Table 1 shows that most of the issues related to integrated education for preschoolers were self-assessed by teachers at the level of “somewhat understanding” and “fully understanding”, with an average score of 3, 39 – 3.67. It can be seen that the difference in teachers’ self-assessment scores was not much. In addition, about 6.3 - 12.1% of teachers thought that they understood the issues mentioned sincerely, while 6 -10% of teachers thought that they only understood very little or did not understand the above content. This result shows that most teachers are confident with their understanding of integrated education for preschoolers.

Interview results also showed that most teachers understood integrated education for preschoolers. Many teachers only see integrated education as the interweaving of subjects and fields, while a few teachers are more concerned about the whole educational process regarding integrated education. Most teachers’ responses refer to some aspect of integrated education and tend to understand integrated education for preschoolers correctly. This is a good sign because correct awareness is necessary for teachers to apply and deploy in the actual context effectively. The following statements show two cognitive trends of teachers about integrated education for preschoolers:

Comprehensive understanding	Partial understanding
(1) Integrated teaching is a teaching orientation in which the teacher organizes and guides students so that they can synthesize knowledge and skills already in the fields to solve the learning task through which new knowledge and skills are formed.	(1) Integrate different forms of fun activities, learning and labour tasks suitable for children to develop theme exploration.
(2) This is an intrusive teaching process, interwoven with each other to form a unified whole, synchronously affecting children in a complete whole. As a result, educational effectiveness is increased.	(2) Teachers are flexible in identifying, selecting and organizing activities to increase children’s interest in learning.
(3) Integrated education for children is an open teaching curriculum that aims to integrate content around the theme in many different forms. In order to comprehensively develop children in all five developmental aspects.	(3) A learning process in which all activities contribute to the formation of clear competencies in children.
	(4) A theme-based educational model is often applied in integrated education, taking children as the center, chosen and developed by many countries.

2.2.2. *Integrated educational practice of preschool teachers*

* *The capacity of teachers to practice integrated education*

The results of the self-assessment of teachers’ capacity in integrated educational practice are shown in Table 2 as follows:

Table 2. Teachers’ capacity to practice integrated education for preschoolers

Steps	Level of skills (%)						Mean	SD
	1	2	3	4	5	6		
<i>Planning</i>	1,6	3,2	38,6	36,7	14,6	5,1	3,74	0,982
1 Selection of the theme	0	6,3	38,0	36,7	13,9	5,1	3,73	0,957
2 Define theme goals	0	3,8	38,0	38,0	15,2	3,8	3,73	0,943
3 Construction of “network” of contents and “network” of activities	5,1	1,3	44,3	31,6	13,9	3,8	3,59	1,044
4 Planning activities	1,3	1,3	34,2	40,5	15,2	7,6	3,90	0,982
Construction of environment	1,9	5,7	41,2	35,5	12,0	3,8	3,62	0,971
5 Construction of the physical environment	1,3	5,1	40,5	38,0	10,1	5,1	3,66	0,959
6 Construction of the psycho-social environment	2,5	6,3	41,8	32,9	13,9	2,5	3,57	0,983
Implementation of educational plan	1,3	5,9	32,9	41,3	13,5	5,1	3,75	0,981
7 Open the theme	1,3	6,3	30,4	41,8	15,2	5,1	3,78	0,996
8 Let children learn and explore the theme	1,3	3,8	32,9	43,0	13,9	5,1	3,80	0,952

9	Close the theme	1,3	7,6	35,4	39,2	11,4	5,1	3,67	0,996
	Assessment	0,0	4,5	27,8	44,3	14,6	8,9	3,96	0,983
10	Daily assessment of children	0	5,1	27,8	43,0	15,2	8,9	3,95	0,999
11	Assessment of children at the end of the theme and by stage	0	3,8	27,8	45,6	13,9	8,9	3,96	0,967

Note: $1 \leq \text{Mean} \leq 6$; (1) Very poor; (2) Poor; (3) Fair; (4) Good; (5) Very good; (6) Excellent)

The results in Table 2 show that most teachers self-assessed their integrated educational capacity at 4/6 (good), with the average skills score from 3.57 to 3.96. About 4-8% of teachers thought they could not perform or had unstable skills in implementing integrated education, while about 2.5-9% considered that they were very good. It is worth noting that the teachers who rated themselves at the highest level were mostly the group leaders and professional vice-leaders. Survey data also shows that teachers with less seniority rated their abilities lower than other teachers.

Planning: The general average score of this capacity group was 3.74 (good), with component competencies from 3.59 to 3.9. In addition, while the ability to “Plan activities” had the highest average score (3.9), the ability “Construction of a network of contents and network of activities” was self-assessed by teachers with the lowest scores (3.59). Up to 6.4% of teachers self-assessed their ability to “Construction of a content network and an activity network” at level 1 (very poor) and level 2 (poor).

Observing educational plans provided by teachers shows that they had designed and implemented thematic educational activities. Event themes associated with local characteristics and contexts have also been paid particular attention to create the region’s uniqueness. However, during the interview process, teachers admitted that they often reuse or slightly adjust previous years’ plans to fit the general plan of the school and grade level. Teacher H.T.D. affirmed, “I see many sisters in the school also ask for the plan of this school and that school and then correct it, so I did the same. I can still do it, but it is faster and less time-consuming to ask and fix it.”

Regarding children’s involvement in the planning process, teachers L.T.M.T. and N.T.S. said that “The teacher completely selects educational content. Even the blocks often agree on the content of learning activities to have consistency, and this plan is rarely changed but is usually implemented according to the prepared lesson plan. Educational content is also rarely negotiated with children” (L.T.T. and N.T.S.). The integration of content and development aspects

in the plan has been a concern for teachers, but sometimes it is still mechanical, so the main content of the activities could not be highlighted. Teacher L.T.T. also acknowledged that “Integrating content and development aspects in activities is challenging for us. We need more specific guidance and training.”

Construction of environment: This group of competencies was assessed by teachers as “relatively proficient”, with a Mean score of 3.62. Teachers tend to care more about the physical environment than the psychological one (3.66 and 3.57). They had not yet focused on the use of loose parts. Teacher L.T.M.T. admitted, “We do not have much experience in taking advantage of available facilities such as available materials, loose parts to let children play - learn despite these factors. This element is available and easy to find. The toys in the corners and many other activities are often made of plastic and foam with complete structures.”

Implementation of educational plans: With an average score of 3.75, this group of competencies is assessed by teachers as “good”. However, although the educational plans were prepared, teachers did not regularly organize activities based on the above plans. Education plans were made only with the approval of superiors. This shows that the educational plan is still mainly on paper but has not come to each child regularly and continuously. Teachers explained the main reason is “To prepare for an activity; teachers need to prepare a lot of toys and equipment, so they cannot organize activities regularly” (H.T.M.T.).

Assessment: This group of competencies was self-assessed by teachers at “good”, with an overall average of 3.96. However, the teacher acknowledged that “the current assessment in preschools is still very formal, mainly for checking books” (N.T.T.T. & V.T.T.N.). This is the core limitation in the current assessment of children in the province.

Thus, it can be seen that teachers assessed most competency groups related to implementing integrated education as “relatively proficient”. However, there are still many difficulties and inadequacies in the

implementation process, from planning to environment construction, implementation and evaluation. Worryingly, the process of planning and assessing children was still more of a formality, coping rather than a child’s development.

*** The level of implementation of integrated educational methods and forms of teachers**

The results of the self-assessment of teachers’ use of integrated educational methods and forms are shown in Table 3 as follows:

Table 3. Teachers’ use of educational methods and forms

Educational method and forms 1		Level of regularity (%)					Mean	SD
		2	3	4	5			
Educational methods		0,2	3,6	23,0	59,3	13,9	3,83	0,698
1	Visualization	0	1,3	22,8	64,6	11,4	3,86	0,615
2	Use games to engage children actively	0	2,5	22,8	63,3	11,4	3,84	0,649
3	Methods of practice, experience	0	5,1	26,6	55,7	12,7	3,76	0,738
4	Encourage and motivate children	0	0	13,9	64,6	21,5	4,08	0,594
5	Use methods of interlacing, integrate activities in various fields according to the theme	0	8,9	27,8	51,9	11,4	3,66	0,799
6	Use brief questions combined with creating situations to stimulate children’s creative imagination, problem-solving ability, and maximum exploitation of ideas	1,3	3,8	24,1	55,7	15,2	3,80	0,791
Forms of educational activity		1,9	3,8	25,4	51,9	17,1	3,79	0,829
7	Organize for children to work on themes under the guidance of teachers in different forms: individually, in groups, etc.	0	2,5	24,1	55,7	17,7	3,89	0,716
8	Children self-organize activities that they are interested in different forms: small group, medium group, whole class, etc.	3,8	5,1	26,6	48,1	16,5	3,68	0,941

Note: 1 ≤ Mean ≤ 5; (1) Never; (2) Rarely; (3) Occasionally; (4) Regularly; (5) Always

Table 3 shows that teachers deployed the methods and forms of integrated education at a regular level with a range of 3.66 to 4.08 points. Specifically:

In terms of educational methods: The method of “Encourage and motivate young people” was the most used (4.08), followed by “visualization” (3.86), “use games” (3.84) and “use brief questions combined with creating situations” (3.84). The methods “practice, experience” (3.76) and “interlacing, integrate activities in various fields according to the theme” (3.66) tend to be less often used. Some teachers said, “*we are trying to innovate the method to enhance fun and experience, but in the implementation process, we still face certain difficulties*”. In planning and implementing activities, teachers still attached too much importance to using visual methods such as observation and modeling instead of allowing children to experience and solve learning tasks independently, proactively and creatively.

In terms of educational activity forms: It is easy to see that the form of activities under the guidance of teachers was more focused, even though teachers have used both forms regularly with average scores of 3.89 and 3. 68. Notably, activities guided by teachers

were carried out more often than activities organized by children. In addition, about 9% of teachers rarely or never let children organize their own activities.

It can be said that teachers have regularly implemented the methods and forms of integrated education. However, the methods of “hands-on-experience”, “interlacing, integrating activities in many different fields according to the theme”, and the form of “children self-organizing” need to be implemented more.

*** School facilities for integrated education**

The teacher’s assessment of the responsiveness of the school’s physical conditions and other factors for integrated education is shown in Table 4 below:

Table 4. Teachers' assessment of the school's facilities for integrated education

Space, facilities	Level of adoption (%)					Mean	SD
	1	2	3	4	5		
Common space	2,5	8,9	36,7	38,0	13,9	3,52	0,932
Types of rooms (classes, gifted rooms, etc.)	8,9	13,9	34,2	31,6	11,4	3,23	1,109
School supplies and toys	2,5	12,7	32,9	41,8	10,1	3,44	0,930
Garden	3,8	8,9	38,0	39,2	10,1	3,43	0,929
Outdoor equipment	3,8	12,7	36,7	36,7	10,1	3,37	0,963
Electronic and technology equipment	7,6	15,2	34,2	32,9	10,1	3,23	1,074
Loose parts (clam shells, oysters, cardboard, rags, etc.)	3,8	8,9	29,1	48,1	10,1	3,52	0,932

Note: $1 \leq \text{Mean} \leq 5$; (1) Very Poor; (2) Poor; (3) Average; (4) Good; (5) Very Good

The data in table 4 shows that most of the facilities mentioned in Table 4 were assessed by teachers at the level of "good", especially "types of rooms", and "electronic and technology equipment" was rated as "average" (3.23). In addition, up to 12-20% of teachers thought that the physical conditions did not meet the requirements of integrated education at preschools. Notably, although assessing the responsiveness of the open materials element was quite good, teachers said they had not effectively utilized this material type in the planning and implementation process (see table

2). This result shows that it is necessary to improve the space of classrooms, gifted rooms and technology devices in preschools. Besides, teachers also need to exploit loose parts more effectively.

*** Support of managers in implementing integrated education**

The survey results on the level of support of administrators in implementing integrated education are shown in Table 5 below:

Table 5. Teachers' assessment of administrators' support in implementing integrated education

Conditions	Level of support (%)					Mean	SD
	1	2	3	4	5		
Executive documents, the direction of the Department of Education and Training of (Provincial/ District-level)	1,3	12,7	24,1	50,6	11,4	3,58	0,900
Guide teachers to plan, identify themes and integrate content	0	11,4	21,5	50,6	16,5	3,72	0,876
Arrange teachers for work according to their ability	2,5	7,6	26,6	48,1	15,2	3,66	0,918
Management staff need to direct the construction of the environment	0	7,6	31,6	45,6	15,2	3,68	0,825
Financial support, facilities	0	11,4	35,4	40,5	12,7	3,54	0,859
Support for reference resources	1,3	10,1	32,9	44,3	11,4	3,54	0,874
Create conditions for teachers to participate in training courses	1,3	3,8	29,1	49,4	16,5	3,76	0,820
Motivate teachers to learn, experiment and apply integrated education	1,3	6,3	32,9	44,3	15,2	3,66	0,861
Apply information and communication technology	2,5	6,3	36,7	41,8	12,7	3,56	0,888
Mobilize the involvement of parents, communities, local authorities, etc.	1,3	7,6	31,6	46,8	12,7	3,62	0,852

Note: $1 \leq \text{Mean} \leq 5$; (1) Not supportive at all; (2) Negligible; (3) Partial support; (4) Pretty good support; (5) Very good support

Table 5 shows that the majority of teachers appreciated the support of managers for the process of implementing integrated education in preschools, with an average level of 3.54 to 3.76. This means that administrators have partly shown their role in supporting and implementing integrated education for teachers. However, there were still many teachers who thought that the support staff was “negligible” or “not supportive at all”, with a rate of 5-14%. Therefore, it is necessary to promote the further role of managers at all

levels in supporting the implementation of integrated education in preschools.

*** Teachers’ suggestions to improve the effectiveness of integrated education for preschoolers**

The level of agreement with the proposals to improve the effectiveness of integrated education in preschools in Dak Lak province is shown in Table 6 as follows:

Table 6. Teachers’ perspective on the suggestions to improve the effectiveness of integrated education for preschoolers

Proposals	Level of agreement (%)				Mean	SD
	1	2	3	4		
Raise awareness and practice capacity of integrated education for teachers	0	1,3	0	98,7	3,97	0,225
Managers need to direct the implementation of the curriculum more consistently and clearly	0	2,5	0	97,5	3,95	0,316
Checking and evaluating the implementation of the curriculum needs to go into reality	0	2,5	0	97,5	3,95	0,316
Give teachers more autonomy	0	3,8	0	96,2	3,92	0,385
Reduce pressure on working so that teachers have more time to improve their expertise and organize activities for children	0	2,5	0	97,5	3,95	0,316
Increase the active involvement of parents and the community	0	0	0	100	4,00	0,000
Financial and facilities support for teachers	0	3,8	0	96,2	3,92	0,385
Innovating the content, form and methods of professional training activities for teachers	0	2,5	0	97,5	3,95	0,316
Support/provide documents guiding the implementation of integrated education for administrators and teachers	0	2,5	0	97,5	3,95	0,316

Note: 1 ≤ Mean ≤ 5; (1) Totally disagree; (2) Disagree strongly; (3) Agree; (4) Strongly agree

The teachers rated all the suggestions at the “strongly agree” level with mean scores from 3.92 to 4.0. The proposal that received the most agreement from teachers was “Strengthening the active involvement of parents and the community” (4,0). Measures related to training and professional activities, directing implementation - implementation and evaluation, reducing pressure on teachers, financial support and giving autonomy to teachers also received teachers’ consent.

In addition, many teachers said: “It is necessary to organize training courses on integrated teaching and to learn between schools” (L. T. H) or “I think the goal of preschool education is that we are dedicated to teaching for the sake of children. Therefore, how children can learn through play and learn is the purpose of preschool, not a movement book. It is necessary to reduce the books so teachers can reduce the pressure.” (N.V.A.). It can be seen that the strengthening of models to improve professional capacity for teachers as well as education

needs to go into reality because the child is more than a matter of special concern to the teacher.

In order to effectively implement the above measures, it is necessary to have the cooperation of the whole system, from ECE. management institutions to training and fostering institutions for preschool teachers, administrators of preschools, and parents and teachers. First, it is necessary to change the management method at preschools, the District Department of Education and Training and the Department of Education and Training to bring the process of integrated education into reality for the betterment of children. Next, the Department/ Department of Education and Training needs to cooperate with teacher training institutions to develop themes and write training materials on integrated education in preschools, focusing on the above-related measures. Finally, the empowerment of teachers, financial support and reducing pressure on books should be implemented by the Board of Directors of preschools in agreement

with the Department and the Department of Education and Training. It should be determined that this is a long-term strategy to bring ECE. transformation.

3. Conclusion

Research results show that the majority of teachers have knowledge about integrated education for preschoolers and are confident with the practice of implementing integrated education in preschool. Teachers regularly implemented methods and forms of integrated education; the issues of facilities and the support of management staff also received the satisfaction of the majority of teachers. However, there were still limitations on the involvement of children and parents; the content integration was still mechanical and lacked focus; implementation of the education plan was not regular. The nine proposed measures to improve the effectiveness of integrated education in preschool were also highly agreed upon by preschool teachers. In order to implement the above measures effectively, it is necessary to have the cooperation of the whole system, from ECE. management institutions to training and fostering institutions for preschool teachers, administrators of preschools, and parents and teachers. In addition, it is necessary to conduct more in-depth studies on integrated education to develop policies, documents and training curriculums on integrated education for preschool teachers.

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