



**THE CURRENT SITUATION OF COMMUNICATION SKILLS EDUCATION FOR  
KINDERGARTEN CHILDREN 5-6 YEARS OLD IN THE DIRECTION  
OF EXPERIENCE IN PRESCHOOLS IN THAI NGUYEN CITY**

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*DOI: <https://doi.org/10.51453/2354-1431/2022/830>*

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**Article info**

*Received: 10/08/2022*

*Revised: 10/09/2022*

*Accepted: 25/10/2022*

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**Abstract:**

The research and implementation of measures to organize communication skills education for children in the direction of experience not only contribute to improving communication skills for kindergarten children (5–6 years old) but also gradually improve the quality of child education care at schools. Therefore, we surveyed 552 preschool children and 45 preschool administrators and teachers to clarify the current situation of communication skills education for preschoolers aged 5–6 in the direction of experience in Thai Nguyen City preschools.

**Keywords:**

*communication skills,  
skills education, preschool  
children, experiential  
activities.*

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**THỰC TRẠNG GIÁO DỤC KỸ NĂNG GIAO TIẾP  
CHO TRẺ MẪU GIÁO 5-6 TUỔI THEO CHỈ ĐẠO KINH NGHIỆM  
Ở CÁC TRƯỜNG MẦM NON THÀNH PHỐ THÁI NGUYÊN**

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*DOI: <https://doi.org/10.51453/2354-1431/2022/830>*

Thông tin bài viết	Tóm tắt
<p>Ngày nhận bài: 10/08/2022</p> <p>Ngày sửa bài: 10/09/2022</p> <p>Ngày duyệt đăng: 25/10/2022</p>	<p>Việc nghiên cứu và thực hiện các biện pháp tổ chức giáo dục kỹ năng giao tiếp cho trẻ theo hướng trải nghiệm không chỉ góp phần nâng cao kỹ năng giao tiếp cho trẻ mẫu giáo (5–6 tuổi) mà còn từng bước nâng cao chất lượng chăm sóc giáo dục trẻ tại nhà trường . Vì vậy, chúng tôi tiến hành khảo sát 552 trẻ mẫu giáo và 45 cán bộ quản lý, giáo viên mầm non để làm rõ thực trạng giáo dục kỹ năng giao tiếp cho trẻ mẫu giáo 5-6 tuổi theo hướng trải nghiệm ở các trường mầm non Thành phố Thái Nguyên.</p>

**Từ khóa:**

*kỹ năng giao tiếp, giáo dục kỹ năng, trẻ mầm non, hoạt động trải nghiệm.*

**1. Prologue**

The goal of early childhood education is to help children develop physically, emotionally, intellectually, and aesthetically, forming the first elements of personality, to prepare children for the first grade; the formation and development in children of psychophysiological functions, competencies, and fundamental qualities, the necessary life skills that are age-appropriate, arouse and maximize their hidden abilities, and lay the foundation for learning at the next level of education and for lifelong learning. To that end, communication skills (CS) are extremely important for children [1], [3]. Communication skills are the act of conveying the intentions of one subject, be it an individual or a group, to another subject through the use of signs, symbols, and rules of communication that both of you understand. For

children 5–6 years old, communication skills education helps them know how to approach, know how to express their attitudes and views with words, gestures, and facial expressions, and know how to solve situations in their lives. Especially at this stage, when children prepare to enter grade 1, equipping children with knowledge and skills to learn and communicate at primary school is very necessary [4], [5].

Nowadays, due to a lot of exposure to audiovisual media, children have faster and easier indirect access to the world around them. However, children have little opportunity to use their vocabulary to exchange ideas, share experiences, express views, etc. Therefore, children are often timid, afraid to speak their minds, sometimes do not understand the words of the communicating object, do not control their emotions when communicating, do

not know how to initiate the topic of communication, or it is difficult to express what they want to say [2], [6]. Some children only know how to use their “mother tongue” in communication, and do not know how to persuade the object to communicate, or how to listen to the object of communication. The above issues show that research to improve the quality of CS education for children is necessary. This study aims to assess the current state of communication skills education for kindergarten children aged 5–6 years in the context of experience in Thai Nguyen City preschools.

**2. Objectives, contents and methods of the survey**

*Objectives of the survey:* To assess the current state of awareness and the situation of communication skills

education for children aged 5–6 in the direction of experience in Thai Nguyen city kindergartens.

*Content of the survey:* Survey the current state of CS education for 5–6 years old in the direction of experience and the situation of factors affecting skills education for 5–6 years old in the direction of experience in preschools in Thai Nguyen city.

*Survey method:* a survey by questionnaire of administrators (11) and teachers (34) of some preschools in Thai Nguyen city; closely follows the activities organized by teachers to assess the status of communication skills education for children aged 5–6 years in the direction of experience.

*Survey subjects:* Information about survey subjects are shown in the following table:

TT	Preschool name	Management officers.	Number of teachers in kindergarten 5–6 years old.	Kindergarten 5-6 years old
1	Kindergarten 19/5	2	16	232
2	Preschool 1-5	3	5	91
3	Tan Long Kindergarten	3	5	121
4	Quyet Thang Kindergarten	3	8	108
	Amount	11	34	552

*Processing survey data:*

The project uses Excel software to process data during the research process to obtain quantitative, accurate, objective, scientific research results that are reliable enough to verify the hypotheses set out.

The rating scale is used to synthesize survey results through a questionnaire consisting of 5 levels; each level of expression is evaluated according to the following levels: 5, 4, 3, 2, 1:

- Very often; makes sense; good level: 5 points
- Regular; makes sense; decent level: 4 points
- Infrequent; relatively significant; Average level: 3 points
- Less done; one-part meaning; weakness: 2 points
- Not done; doesn't make sense; Poor level: 1 point

We determine the different points of the scale: (maximum score-minimum score)/number of levels.

Result = 0.8. From there, there are the following levels: Level 1: From 1 to 1.8; Level 2: From 1.9 to 2.7; Level 3: From 2.8 to 3.6; Level 4: From 3.7 to 4.5; Level 5: From 4.6 to 5.0.

**3. Results of the survey on the current state of communication skills education for children 5-6 years old in the direction of experience in preschools in Thai Nguyen city**

**3.1. Current situation of the goal of educating communication skills for 5 to 6-year-olds in the direction of experience in Thai Nguyen City preschools**

The status of implementing the goal of communication skills education for children 5–6 years old in the direction of experience in Thai Nguyen City preschools is summarized through the survey results in the following table:

**Table 1. The goal of educating communication skills for children 5-6 years old in the direction of experience in Thai Nguyen Kindergartens**

Contents	Results					Medium mark	Hierarchy
	Less	Weak	Medium	Fairly	Good		
1. Cognitive education goals	0	0	5	18	22	4.4	1
2. Objectives of attitude education	0	0	8	17	20	4.3	2
3. Objectives of practicing communication behavior skills	4	15	17	6	3	2.8	3
4. Practical knowledge education	5	15	17	6	2	2.7	4

Through the data table, it can be seen that the implementation of educational goals by teachers in Thai Nguyen kindergartens is rated at “Medium” and “Good” (2.7 to 4.4 points). There are only a few administrators and teachers who rate it at a poor level.

The goal of attitude and cognitive education for children was assessed at a good level of performance with a score of 4.3 and 4.4.

The goal of practicing communication skills and behaviors and educating practical knowledge was assessed at an average level with a score of 2.8 and 2.7 points.

Through talking with Teacher H of Kindergarten 19/5, she shared the following: “Due to the COVID-19

epidemic, the implementation of communication skills for children is very limited. They record videos to guide parents, but how families deploy them they cannot control. The education of practical knowledge for children also faces many difficulties because children do not go to school during the social distance period.”

**3.2. Current situation of communication skills education for 5-6-year-olds in the direction of experience in Thai Nguyen kindergartens. The results of understanding the current state of communication skills content of children aged 5-6 in the context of their experiences in Thai Nguyen City preschools are shown in the following table :**

**Table 2. The current state of communication skills education for 5-6-year-olds are in the direction of experience in Thai Nguyen City preschools**

Educational content	Content execution level					Medium mark	Hierarchy
	Less	Weak	Medium	Fairly	Good		
1. Introduction to the way and process of training communication skills for children 5-6 years old through experiential activities	0	6	18	11	10	3.6	1
2. Guide the operations to practice and practice communication skills through experiential activities	3	11	18	8	5	3.0	2
3. Guiding the application of experience to train communication skills through experiential activities	4	18	15	6	2	2.6	5
4. Practice and practice speech comprehension skills in the experiential activities	6	12	15	11	1	2.8	3
5. Practice and practice verbal expression skills in the experiential activities	5	15	15	7	3	2.7	4
6. Practice and practice skills in implementing communication rules in the experiential activities	7	17	12	6	3	2.6	5

The results of the study showed that the implementation of communication skills education contents for 5-6-year-olds were implemented with moderately to well-tolerated results, but at a low level, with an average score ranging from 2.6 to 3.6 points, but the average score accounted for a large proportion.

The survey results show that the content Introduction to how and how to practice communication skills for children 5-6 years old through experiential activities (= 3.6) is the content with the best results at a good but low level.

Guide operations to practice and practice communication skills through experiential activities (= 3.0) reaching the average result.

Practicing and practicing speech comprehension skills in experiential activities has assessment results from an average score of 2.8 points, but besides, there is many assessment opinions on weaknesses and poor, teachers in schools to give a hoot.

The practice of speech expression skills in experiential activities has yielded assessment results with a passing average score of 2.7 points reaching the



average and low level, but besides the many comments with weaknesses and weaknesses (18 opinions), teachers of schools need to pay attention.

“ Instruction in applying experience to practice communication skills through experiential activities” and “Training skills to implement communication rules in experiential activities” have a passing average score of 2.6 and low scores.

Studying the activities of teachers in some schools, the author found that teachers are still heavy on implementing educational content, limited in training, practicing practical skills, communicating for children, and not creating an experiential environment for children to practice CS, such as creating an interactive relationship between her and children, between children and children in each group; between children and children in groups, couples, etc.

In an in-depth interview with some teachers, we were provided with the following information: “In addition to children having to learn via video because of the epidemic, teachers are confused in choosing and using methods and forms to organize activities when children are homeschooled. In addition, when children go back to school, the training of children in

classroom activities has influenced the implementation of communication skills content for children through experiential activities. Moreover, utensils, toys, and experience environments for children are limited, children mainly experience familiar toys and utensils close to them. “In the experience activities, teachers only focus on guiding children with the content and knowledge to be provided with little attention to training children in speech comprehension skills, speech expression skills, and the implementation of communication rules when participating in experiential activities.”.

**3.3. Current situation of communication skills education methods of 5- to 6-year-olds in the direction of experience in Thai Nguyen City preschools.**

To find out the current situation of communication skills education methods of children 5–6 years old in the direction of experience in schools in Thai Nguyen City, we conducted surveys and surveys through questionnaires with teachers and administrators and observed the activities of linguistic development for children of teachers in grades 5–6 years old. The results are shown in the following table:

**Table 3. Current situation of communication skills education method of children 5-6 years old in the direction of experience in kindergarten schools in Thai Nguyen city**

Educational methods	Degree of use of methods					Medium	Hierarchy
	Unfulfilled	Very Seldom	Irregular	Regular	Frequently		
1. Conversational method	0	0	5	25	15	4.3	1
2. Methods of telling stories, reading poetry and singing	0	0	8	23	14	4.1	2
3. Game organization method	0	19	12	11	3	3.0	4
4. Situational use method	3	15	19	7	1	2.7	7
5. Training methods	2	13	19	10	1	2.9	5
6. Motivational methods	0	2	8	21	14	4.0	3
7. Role-playing method	6	12	15	11	1	2.8	6
8. Teamwork method	7	17	12	6	3	2.6	8

The above statistical results show that teachers have used many methods of education for children, but the level of application of these methods is not similar. The results of assessing the use of these methods fluctuate from 2.7 to 4.3 points, from infrequent to very frequent.

The most highly appreciated method of communication skills education for children is the “conversational method,” with a passing average score of 4.3 points, which is completely suitable because children need guidance, explanation, and verbal illustration in the process of exercising and practicing communication skills.

The 2nd highest-rated method of teaching communication skills to children is the “storytelling, reading, and singing method,” with a score of 4.1 at the regular level but at a high level close to the very regular level.

The 3rd highest-rated method of teaching communication skills to children is the “motivation method,” with a score of 4.0 points, reaching the regular level used;

The methods evaluated at the irregular level include:

- The method of organizing the game with a score is 3.0 points;
- Training method with a score is 2.9 points;
- The method of playing with the score is 2.8 points;
- The method of using the situation to calculate the score is 2.7 points;
- Teamwork method with a score is 2.6 points;

The above situation shows that the methods that create an environment for children to experience communication skills practice have not been used regularly, and especially many responses from teachers are very rare and not implemented.

Teacher N of kindergarten Quang Trung school said: “For many months of the epidemic, the methods of education for children have not been implemented as expected. When children go to school, teachers have a lot of work to overcome the limitations after the epidemic many days. So the application of educational

methods that have advantages in creating an experiential environment for children has not been done regularly, and this also affects education outcomes.”

Comment: Due to many different reasons, the application and use of communication skills education methods for 5- and 6-year-old children in the direction of experience has not been well implemented. Many methods dominate in creating a training environment, and training communication skills for children has not been regularly used by teachers. This is a problem that needs to be fixed.

### 3.4. Organize communication skills education for 5-6-year-olds in the direction of experience in Thai Nguyen City preschools

In order to evaluate the forms of using communication skills education for 5–6 years old in the direction of experience in Thai Nguyen city schools, my uncle conducted a survey of teachers and administrators and observed the educational activities of 5–6 years old. The results are shown in the following table:

**Table 4. The current situation of communication skills education for children 5–6 years old in the direction of experience in schools in Thai Nguyen City**

Forms of education	Degree of use of forms					Medium	Hierarchy
	Unfulfilled	Very Seldom	Irregular	Regular	Frequently		
1. Communication skills education for children through purposeful learning contracts with integrated communication skills education	0	5	20	16	4	3.4	1
2. Communication skills education for children through the organization of pick-up and drop-off activities	1	10	13	18	3	3.3	2
3. Communication skills education for children through organizing play activities	2	10	19	12	2	3.0	3
4. Communication skills education for children through outdoor activities	3	14	16	9	3	2.9	4
5. Communication skills education for children through organizing festive activities	9	20	12	3	1	2.3	6
6. Hands-on experience	8	17	16	4	0	2.4	5

The current survey results show that organizational forms of communication skills education for children had been mobilized and deployed in many different forms, but the level of use of organizational forms of communication skills education for children in the direction of experience of unused contracts is mostly shown at an infrequent level; even the form is considered to be very rare when implementing specifically the average score with results ranging from 2.4 to 3.4 points;

There is only one form of communication skills education for children that is assessed at a regular level with a result range of 3.4 points: “Communication skills education for children through a purposeful learning board with integrated communication skills education”;

The remaining forms are infrequent and rarely used. In particular: Education for children through organizing pick-up and drop-off activities children with 3.3 points ranked infrequently; education of children through the organization of activities playing with a score is 3.0 points ranked infrequently; communication skills education for children through outdoor training with 2.9 infrequent ratings; In particular, all 3 forms of communication skills education mentioned above have a relatively high proportion of teachers and administrators, ranging from 11/45 to 17/45 comments. Forms of communication skills education for children with very rarely used or used assessment results include: Practical experience with a score is 2.4points, which is ranked as very rarely used; communication skills education for children through the festival with a score of 2.3points, which is rarely used. Through the survey results, it can be determined that the diversification of forms of communication skills education for children has not been conducted regularly, especially the dominant forms in creating an environment and opportunities for children to experience thereby

forming CS development, even with very few and unused teachers.

Mrs. K in kindergarten 19.5 said: “Due to capacity limitations, the design of communication skills education activities for children is oriented towards experience in learning and play activities; get used to the surroundings as well as other activities that are limited. On the other hand, in the past 2 years of implementing epidemic prevention and control, teachers have not had many opportunities to implement the above activities, in addition, the thoughts and habits of teachers mainly focus on the subject. activities and education according to the program teachers must perform. Therefore, the integration of the content of communication skills education for children is not deep and not really effective”.

**3.5. Evaluation of communication skills education results for 5-6-year-olds in the direction of experience in Thai Nguyen City preschools.**

In order to evaluate the content and teaching methods implemented to evaluate the results from communication skills education for 5-6-year-olds in the direction of experience in Thai Nguyen city kindergarten schools, we surveyed through questionnaires with teachers and administrators, and studied the records of teachers and management records. The results are shown in the following table:

**Table 5. Current situation of evaluating communication skills education results for children 5-6 years old in the direction of experience in Thai Nguyen city kindergarten schools.**

Contents and methods of assessment	Results					Medium mark	Hierarchy
	Less	Weak	Medium	Fairly	Good		
1.Speech comprehension skills in experiential activities	0	2	21	16	6	3.6	2
2.Verbal expression skills in experiential activities	4	13	22	4	2	2.7	4
3.Skills in implementing communication rules in experiential activities.	7	16	16	4	2	2.5	6
4.Evaluation by observation and information recording	0	6	17	16	6	3.5	3
5.Use audio and video recording facilities to capture data information	0	1	8	24	12	4.0	1
6. Mobilize young parents to participate in the assessment	6	14	16	8	1	2.6	5

The results of the survey showed that the assessment of children’s communication skills is limited. Through discussions with administrators and teachers of schools in four specialized clusters of the city and studying child assessment records, we found that most teachers have followed the correct process and method of evaluating preschoolers, including Daily assessment, thematic assessment, and end-of-age assessment according to the criteria of desired results wait in the education program and refer to the 5-year-old child development standard. However, the evaluation of communication skills education results for preschoolers 5–6 years old in the direction

of experience does not have its own evaluation criteria. The form of child assessment is mainly carried out through the use of audio and video recording means to collect data information used by most teachers due to the actual situation of homeschooling children ( = 4.0), so to assess children, it is necessary to coordinate with parents to implement child assessment activities through exercises, photos of children at home. However, assessing children through coordination with parents is still difficult ( = 2.6). There was 01 teacher who rated the “mobilization of young parents to participate in the assessment” at the “Good” level, and, 06 teachers said that young parents did not coordinate with teachers and schools in assessing children (“Poor” level). Due to the prolonged impact of the epidemic, children often have to pause going to school, teachers lack the initiative to

build propaganda content for parents in communication skills education for children toward home experience.

Through discussions with a number of administrators and teachers about the assessment of communication rule implementation skills in the board, many teachers were confused in giving evaluation criteria ( = 2.6), up to 07 teachers said that the implementation of teachers was “Poor”, 16 administrators and teachers said that the implementation of assessment of communication rule implementation in experiential activities is at the “Weak” level.

**3.6. Current situation of factors affecting communication skills education for 5-6-year-olds in the direction of experience in Thai Nguyen city preschools**

**Table 6. The situation of factors affecting communication skills education for children 5-6 years old in the direction of experience in Thai Nguyen city kindergarten schools**

Predisposing factors	Impact					Medium	Hierarchy
	Unaffected	Little effect	Relatively influential	Influence	Very Influence		
1. Qualities and competencies of teachers	0	0	4	20	21	4.4	4
2. Positivity of the child	0	0	7	15	23	4.4	3
3. Contents of the youth education program	0	0	7	10	28	4.5	2
4. The attention of school administrators	0	0	6	23	16	4.2	5
5. The relationship between students, directors and colleges in young education	0	2	10	18	15	4.0	6
6. Young education environment	0	0	2	16	27	4.6	1

The data shows that teachers have correctly assessed the factors affecting the process of communication skills education for children, the importance of factors that directly affect communication skills education for children 5-6 years old in the direction of experience ( = 4.0 to 4.6) are all in levels 4 and 5 (the level of the scale). The survey results also showed that no staff and teachers rated the level of “No impact” with the factors affecting the education of children 5-6 years old in the direction of experience. Teachers of Tan Long kindergarten School know: “The young education environment includes the physical environment and the social environment, in our opinion, the physical environment also has a great influence on the education of children, especially the organization in the direction of experience. If unique and new utensils and toys will stimulate children’s interest in participating in activities, it will achieve higher educational efficiency.” Thus, it can be seen that the educational environment

has a great influence on the teaching of communication skills for children in the direction of experience (x □=4.6).

**4. Conclusions**

Through the research results, it has been shown that communication skills education for children 5-6 years old in the direction of experience in Thai Nguyen city preschools has been implemented in the objectives, content, methods, forms, and evaluation of communication skills education results for children. Communication skills educational content for 5-6-year-olds has been implemented in the direction of integrating activity content but has not been synchronized, mainly integrated into learning activities, play activities, and activities to get acquainted with the surrounding environment; practical activities have not been well implemented; CS education content has not paid deep attention to skills and behavior training. Methods and

forms of CS education for children in the direction of experience are still limited and have not fully exploited educational methods; the form of educational organization with the potential to educate children in the direction of experience; Activities to evaluate the results of CS education for children have not been well implemented and have not attracted parents to participate in the assessment. The reason for the above situation can be seen objectively due to the impact of the epidemic, children come to a school infrequently, and only learn through videos, through online exchange activities with limited time short. Subjectively, teachers are limited in an integrated educational capacity, sometimes even focusing on providing knowledge without really paying attention to skill training for children in general and communication skills for children. In the activities of experienced teachers, they have not often changed the method and form of organizing activities, creating an environment for children to practice and practice, leading to boredom for children.

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