



SOME MEASURES TO TRAIN THE SKILL OF EXPRESSIVE READING AND STORYTELLING LITERARY WORKS FOR KINDERGARTEN STUDENTS

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Email address: cdkiendhspdn2023@gmail.com

DOI: <https://doi.org/10.51453/2354-1431/2023/944>

Article info

Received: 16/8/2023

Revised: 28/9/2023

Accepted: 15/10/2023

Keywords:

*Expressive reading and
storytelling; literary
works; kindergarten
students; training
measures, skill.*

Abstract:

Expressive reading and storytelling is one of the methods to help children practice language and absorb literary works actively and effectively. Expressive reading and storytelling not only helps children discover literary beauty, develop figurative language but also form and develop comprehensively their personality. However, teachers at preschools have only focused on helping children recite literary works, but have not maximized their expressive ability in reading and telling voices and have not yet had training skills for preschool children. The article focuses on building a number of measures to practice expressive reading and storytelling literary works for preschool children, so as to help teachers put them into teaching practice and achieve the expected results.



MỘT SỐ BIỆN PHÁP RÈN LUYỆN KỸ NĂNG ĐỌC, KỂ DIỄN CẢM TÁC PHẨM VĂN HỌC CHO TRẺ MẪU GIÁO

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Thông tin bài viết

Ngày nhận bài: 16/8/2023

Ngày sửa bài: 28/9/2023

Ngày duyệt đăng: 15/10/2023

Từ khóa:

Đọc, kể diễn cảm; tác phẩm văn học; trẻ mẫu giáo; biện pháp rèn luyện, kỹ năng

Tóm tắt

Đọc, kể diễn cảm là một trong những phương pháp giúp trẻ rèn luyện ngôn ngữ, thẩm thấu tác phẩm văn học tích cực, hiệu quả. Đọc, kể diễn cảm không chỉ giúp trẻ phát hiện vẻ đẹp văn chương, phát triển ngôn ngữ hình tượng mà còn hình thành, phát triển toàn diện nhân cách. Tuy nhiên, giáo viên ở trường mầm non mới chỉ chú trọng giúp trẻ đọc thuộc tác phẩm văn học mà chưa phát huy tối đa khả năng biểu cảm trong giọng đọc, kể và chưa có kỹ năng rèn luyện cho trẻ mẫu giáo. Bài báo tập trung xây dựng một số biện pháp rèn luyện đọc, kể diễn cảm tác phẩm văn học cho trẻ mẫu giáo nhằm giúp giáo viên vận dụng vào thực tiễn dạy học đạt kết quả như mong đợi.

1. Introduction

Activities to practice reading and expressive storytelling for preschool children in general and kindergarten children in particular are unique, complex and challenging. It requires teachers to have not only general knowledge of literary works but also a full range of skills and techniques in the art of expressive reading and storytelling, especially the qualities of perseverance, patience and wholehearted love for children. In fact, very few teachers practice expressive reading and storytelling skill for children while teaching literary works, but only let them recite poems or retell the content of the stories. Most teachers have

still not been aware of the importance of the art of expressive reading and storytelling; haven't been able to build a plan, created a surrounding environment as well as inspire children to perform this content well. This is really a pity in teaching preschool children. Because literature is one of the particularly important "channels" in forming and developing a child's comprehensive personality. For preschool children, due to the language characteristics of this stage (3-6 years old), there is always a need to express speech content correctly, attractively and expressively, so if teachers know how to maximize their expressive reading and storytelling ability, this will help children not only develop figurative language but also form

many important skills and qualities in them. Therefore, this article proposes some measures to help teachers practice expressive reading and storytelling literary works for preschool children effectively.

2. Content

2.1. Concept of expressive reading and storytelling

Reading and storytelling expressively is a creative, integrated labor process in teaching literature in general and literature for preschool children in particular. The artistic nature of expressive reading and storytelling is the art of turning “silent” written words into vivid language with images, that is, language with sounds filled with thoughts and emotions. Author Ha Nguyen Kim Giang believes: *“Expressive reading is the use of voice accompanied by gestures and facial expressions to convey the author’s thoughts, ideas and feelings in the work, and also the thoughts, attitudes, moods, and emotions of the reader to the listener”* [3, p.19]. Or to put it another way, expressive reading and storytelling is the activity of artistically converting written language symbols into spoken language symbols, in order to revive the writer’s soul voice “encoded” in the work. *“Expressive reading and storytelling is the way the reader or narrator uses all nuances of their reading and telling voices, emotions and other (non-verbal) techniques to present artistic text to help listeners feel what the author conveys, evokes vibrations and emotions in them”* [2, p.78]. Expressive reading and storytelling clearly shows the performer’s level of evaluation and perceptive ability, so the person reading and telling expressively must have certain knowledge and skills.

2.2. The role of expressive reading and storytelling in the formation and development of preschool children’s personality

Literary works in general, and the activities of expressive reading and storytelling literary works in particular, have a special position and importance in the process of training and developing language, forming aesthetic emotions, and expanding understanding about the world around them, thereby perfecting the comprehensive personality of preschool children.

Firstly, the art of expressive reading and storytelling is a unique, special and the best way to help preschool children develop their language. Many previous works have proven that expressive, emotional language in the

communication process has helped preschool children not only expand their vocabulary, increase their ability to express language, but also help them express their emotions and exact content that children want to convey to listeners [3,4,5,7,8]. With this activity, the teacher will stimulate children’s desire to communicate such as: wanting to speak, wanting to speak correctly and speaking with images and emotions, etc. Many children are interested and impressed when listening to the teacher read and tell expressively. Preschoolers not only engage in emotional language communication at school but also with their family and social environment.

Second, expressive reading and storytelling activities help children deeply feel the beauty of literary works. For preschool children who have not had direct contact/read and understood the language in literary works, teachers can use many different forms such as: showing children illustrations; letting children listen from audio and visual means; chatting with the teacher; etc. One of the important forms and methods is the teacher’s expressive reading and telling language. Thanks to the teachers reading and narrating voice, which is expressive and rich in images, children feel and form emotions about the linguistic beauty of literature. From there, a love and passion for beauty in literary works is formed in children. They enjoy, are fascinated to listen to stories and poems from teachers. Just like music, literary words from the art of expressive reading and storytelling will gradually bring children into the unique image world of literary works. Rely on their soaring imagination, children have feelings for the artistic images in the story, the love with melodious sounds from the rhythm and measure in poetic language, etc.

Third, expressive reading and storytelling activities help preschool children strengthen their awareness of the world around them. It is the beauty of literary language, the content of the work along with the teacher’s ability to read and narrate with expression that helps children perceive the world around them, especially the world of things that exists in their imagination. *“Through literary works, children learn about many things and social phenomena, and at the same time, through expressive reading and storytelling language, children become aware of the “second beauty” of life that exists there. In addition, if the activity of expressive reading and storytelling literary works takes place many times, it will also helps children realize/recognize the “third*

beauty” that exists in the imagination of the world of things in the work” [6, p.45]. Because for children, especially preschoolers, imagination and possibilities are endless.

Fourth, reading and telling stories expressively helps children form good feelings for the world around them, especially love for nature, love for family, homeland, and country. Even though they have not had direct contact with the text of literary works, preschool children are very sensitive and express clear emotions towards the things around them if the reader or narrator knows how to transmit inspiration aesthetic emotions in spoken language. It is the sounds in the language of reading and telling that help children recognize the beauty of things and phenomena in life, thereby forming positive aesthetic emotions. Children know how to love, cherish, and be passionate about the good, the beautiful, and the sublime; have feeling of compassion and sadness for the grief and loss; be angry and hate evil, bad things, etc.

Fifth, help children form, create aesthetic values and appreciate, promote aesthetic values in life at the same time. If the teacher knows how to maximize the beauty of the sound of expressive reading and storytelling language, it will initially create emotions and aesthetic impressions. Children enjoy and love the beauty in life around them. They learn to love the colorful colors of flowers in the poem *Hoa kết trái* by Thu Ha, thereby giving rise a desire to take care of and protect the flowers in the garden. Children love to play the role of gentle, kind, and brave characters like the Black Goat, the Rooster, Tam, Thanh Giong, etc. when participating in plays and re-enacting that story. What is special about children is the desire to apply those aesthetic feelings and emotions into daily practice with carefree, pure, and innocent thinking. They want to be like Tam, Thach Sanh, Thanh Giong... This is the aesthetic value in life that teachers need to arouse in preschool children as early as possible. It is no coincidence that when he was a child, Tran Dang Khoa had heard his teacher read poems and then aroused aesthetic emotions: “*Thêm yêu tiếng hát nụ cười/ Nghe thơ em thấy đất trời đẹp ra*”. Therefore, if teachers know how to maximize the art of expressive reading and storytelling in literary works, they will help children discover, evaluate and apply the beauty of nature, life, family, homeland and country, etc. objectively, correctly and naturally.

Sixth, expressive reading and storytelling activities for preschool children create positive conditions and premises for reading and storytelling skills in particular and literary language in general to enter grade 1 [1]. With the new requirements of the 2018 high school curriculum, in addition to general knowledge of language, soft skills, especially speaking, presentation, expressive reading and storytelling become important in the process of forming and developing student’s competencies and qualities. Therefore, expressive reading and storytelling for preschool children in kindergarten need to be trained as early as possible.

2.3. Some forms and foundations orienting expressive reading and storytelling skill for preschool children

** Forms of expressive reading and storytelling in preschool*

“Expressive reading and storytelling activities in preschool have two basic forms: and unintentional” [4, p.78]. In the intentional hour, this activity take place in the matter of familiarizing children with literary works; the unintentional can take place in game activities, transition from one operation to another in learning activities, chatting, pick up and drop off time, experiencing and exploring the surrounding environment activity, etc. In fact, teachers only focus on expressive reading and storytelling stories in activities to familiarize children with literary works and do not focus in other activities.

During the time for familiarizing children with literary works, teachers are highly aware of training expressive reading and storytelling skill for preschool children, achieving certain results. However, according to our observations, if teachers have strengths in this skill, this content is carefully trained and vice versa, there are many teachers who do not have advantages in expressive reading and storytelling skill, ignoring this matter.

** The basis orienting expressive reading and storytelling skill for preschool children*

To train the skill of expressive reading and storytelling literary works for preschool children, teachers need to determine and ensure the following orientations and principles: training measures must be consistent with the innovation goals of the current preschool program; ensure the scientific education;

ensure the compatibility with the age and physiological characteristics of each individual child. “Expressive reading and storytelling is both a scientific and artistic activity, so in the process of training preschool children, teachers need to ensure artistic aesthetics, only then expressive reading and storytelling brings feasibility and efficiency” [4, p.34]. Besides, this is a difficult activity that requires long-term, continuous practice, so teachers need to make efforts, be persistent, and love children wholeheartedly to support and help them perform.

2.4. Measures to practice expressive reading and storytelling for preschool children

Measure 1: Make a plan to practice expressive reading and storytelling for preschool children

* *Purpose:* Planning is the first step to help teachers realize the importance, have high awareness as well as perform well expressive reading and storytelling activities with clear, specific and detailed purposes and methods. The plan also helps teachers orient and proactively carry out expressive reading and storytelling tasks for preschool children fully, bringing high efficiency.

* *Requirements:* in addition to the requirements of ensuring the educational, integrated, scientific, artistic qualities, etc., planning to practice expressive reading and storytelling for preschool children must ensure appropriateness, individual inheritance and classification, child-centered approach. Besides, the plan must be consistent with the school’s physical facilities and local culture.

* *Content:* Planning to practice expression reading and storytelling, teachers must define the goals of language training, especially with language arts, they must form children’s other qualities such as: awareness, aesthetics, art... In addition, teachers can determine training methods for children in each period of time and in different locations.

Depending on the age characteristics and time of implementing the topic, teachers can build a plan appropriate to the set goals. The plan to practice expressive reading and storytelling skill for preschool children includes the following contents:

- Determine the purpose and requirements for training expressive reading and storytelling skill for each age group based on the analysis of the ability to

perceive literary works in each stage and individual of each child.

- Identify methods, measures and means to practice expressive reading and storytelling skill.

* *Process:*

- Carefully study the annual school plan.
- Determine goals, requirements, conditions and implementation methods.
- Quantify the results achieved.
- Conduct planning.
- Submit to the professional team or school Board of Directors for approval.
- Listen and edit the plan according to comments from the professional council.

* *Conditions of application:*

- Teachers must have skills in planning to practice expressive reading and storytelling for preschool children.
- There is a favorable environment to develop language in general and practice expressive reading and storytelling skills in particular.
- Have a clear, detailed plan, showing inheritance and development through each stage of the topic and age.

Measure 2: Guide children to imitate reading and expressive writing skills from teachers and parents

* *Purpose:*

To help children repeat the expressive reading and storytelling skill of teachers or parents who have good expressive reading and telling skills. The main form of learning for preschool children is imitation, and children at this stage have the ability to imitate quickly and proficiently. Therefore, teachers or parents guide children to read and narrate literary works expressively in the form of imitation. This interactive activity will help children not only understand the content of that literary work but also form in them the skills to read and narrate expressively in other works.

Imitating expressive reading and storytelling skill many times in many different environments will help children form habits. From those habits, awareness of reading and telling expressively will gradually form in any literary work that children are exposed to.

** Requirements:*

- Memorize a lot and deeply absorb the content of literary works for preschool children.
- Teachers practice many times to form skills for preschool children.
- Teachers and parents must have basic skills, methods, and tactics in the process of expressive reading and storytelling.
- Spend time talking and exchanging, especially appropriate time to read and tell expressively stories to children.

Content:

To help children imitate the skill of expressive reading and telling a literary work, teachers and parents must first have the knowledge and skills to read and tell expressively. This activity does not only take place in intentional learning activities but also takes place everywhere, anytime, especially in the family environment. Families not only have a lot of time to practice, but also this is an ideal environment to help children bond emotionally in learning activities. The younger the age, the more frequently the activity is repeated to help children form habits.

** Process:*

- Teachers and parents read and narrate the literary works with expression in the best way, considering them as sample lessons. When doing this, teachers/parents practice each sentence for children to repeat.
- The teacher divides the class into small groups or pairs to practice. Teachers pay attention to individual children who have poor reading and telling expressions to correct them.
- Teachers guide parents on tips for children to read and tell stories expressively at home. Parents edit their children for the best results and record the clip to send to the teacher.
- Teachers and parents organize a contest of expressive reading and storytelling literary works for class members.
- Record clips and save them to have comparative results for the next time.

** Conditions of application:*

- Teachers create a favorable environment and conditions for children to imitate expressive reading and storytelling skill.

- Parents must have basic knowledge and ability in the art of expressive reading and telling.

Measure 3: Build a positive environment for children to practice reading and expressive writing skills

** Purpose:* This is a measure to create a physical and mental environment for children to participate in expressive reading and storytelling activity in the most favorable way. A positive environment not only evokes emotions and inspires children to read and tell expressively, but is also a convenient place for teachers to easily lead up to/start a literary work.

** Requirements:*

- When building a physical environment, we must pay attention to the convenience, aesthetics, and pedagogical science. In this process, teachers can create conditions for children to participate. When children work together with the teacher and being given detailed instructions on the steps of making a product, they will appreciate the fruits of their labor, on the other hand, this will help them deepen the lesson and practice expressive reading and storytelling skill. For example, when building a library corner environment, teachers can arrange fairy tales on the table and turn to the page with the story of *Tích Chu*, *Sự tích bông hoa cúc trắng*, *Sự tích trái vú sữa*, *Cây khế*, etc. The teacher can have a conversation related to the content, and at the same time narrate some passages in the work expressively and asks the children to repeat.

- The spiritual environment must be both scientific and close, friendly. It is the daily communication relationship between children and children, children and parents, especially between teachers and children. Literary works integrated by teachers into activities or conversations will help children remember and absorb more deeply. At the same time, it helps children confidently read and tell stories expressively when encouraged and motivated by teachers.

- Teachers always have high awareness and patience in building a positive environment to help children practice expressive reading and storytelling skill.

** Content:*

Positive educational environment includes physical environment and social environment. The physical environment includes the environment inside and outside the classroom. The social environment is the atmosphere of communication between teacher

and children, among children, between children and parents, etc., created during the interaction process. With the child-centered objective, the educational environment needs to maximize children's awareness and exploration and creativity. Teachers pay attention to building a close, aesthetic, and friendly environment for children to come into contact with literary works, thereby orienting themselves to practice expressive reading and storytelling skill.

** Process:*

- Determine the purpose of building an educational environment rich in literary quality to practice the skill of expressive reading and storytelling literary works.

- Build a positive environment with the participation of teachers and children.

- Use the educational environment to practice expressive reading and storytelling skill for children. For example, the teacher decorates some collaged flowers in the art corner and then have a conversation with kids about the flowers they know in life. From there comes the poem *Hoa kết trái* by Thu Ha. After reciting the poem, teachers can let children compete in reading this poem with great expression.

** Conditions of application:*

- Teachers are equipped with basic knowledge about a positive educational environment, especially an environment aimed at children's happiness.

- There is a smooth coordination between the school environment and the family and social environment.

Measure 4: Practice expressive reading and storytelling for preschool children through experiential activities

** Purpose:*

This method helps children practice expressive reading and storytelling skill through activities related to real life. Through vivid, specific objects, phenomena, and stories, it not only arouses emotions in children's souls about that phenomenon but also helps children understand things more deeply. From there, they understand the content of the work and develop literary appreciation ability, helping them read and tell with better expression.

** Requirements:*

- Create conditions for children to have direct contact with objects and phenomena suitable for preschool age as well as ensure the aesthetics.

- Things and phenomena appearing in literary works must be both aesthetic and provocative, in order to help children develop their ability to imagine, perceive the beauty of literary language, and thereby develop a sense of practice expressive reading and storytelling skill.

** Content:*

Through experiential activities, children not only directly discover the world around them but also helped consolidate images and images appearing in literary works. In addition, experience is also a form to help children demonstrate their ability of expressive reading and storytelling, from which teachers can adjust the results effectively.

- Based on the plan to practice expressive reading and storytelling skill, teachers select literary works suitable for kindergarten age and local practices for children to participate in experiential activities.

- Teachers determine detailed tasks and objectives for experiential activities to practice expressive reading and storytelling skill.

- The teacher classifies the type of experience (experiencing the natural environment, the cultural space, psychological environment, etc.) in accordance with the purpose of the activity.

- The teacher determines the specific form of the experiential activity (talking with characters, observing phenomena, practicing with products, etc.).

** Process:*

+ Step 1: create a state of mind and interest for children to observe phenomena, objects, things, etc. and conduct related conversations.

+ Step 2: lead up to the literary work that teachers want to practice expressive reading and storytelling skill.

+ Step 3: the teacher or a child reads or tells the story best as a model. The other children observe and listen.

+ Step 4: the teacher organizes for children to observe and listen to artisans or experienced people in the experiential space.

+ Step 5: the teacher organizes a conversation with the children and allows them to read and tell expressively between groups and individuals.

- The teacher observes and takes notes to compare results with intensional expressive reading and storytelling activities in classroom.

* *Conditions of application:*

- Develop a detailed and specific plan and get approval from the Board of Directors and the professional group.

- There is close and regular coordination with parents in guiding and supporting children's practical experiences in all aspects such as: facilities, supplies, learning tools, human resources, and finance, etc.

- Location of experiential activities suitable for training purposes, ensuring scientific, pedagogical and artistic qualities.

3. Conclusion

Language development is one of the important tasks for the comprehensive personality development of kindergarteners in particular and preschool children in general. With many different tasks such as expanding and strengthening vocabulary, speaking with correct grammatical structure, developing coherent thought and speech, preparing other elements to enter grade 1 (sitting position, holding a pen, letters, etc.), communicative culture, etc [1]. One of the especially important factors is the emotional speech, bearing regional cultural characteristics. To practice the above factors, the skill of expressive reading and storytelling literary works plays a particularly important role, because it not only helps preschoolers deeply understand works of art but also form and develop emotional speech in daily communication. Expressive speech and language not only help children boldly convey the mentioned content correctly, but also make communication activities in life more vivid and attractive.

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