

Measures To Improve the Use of Literary Works to Educate Cultural Behavior for 5 - 6-Year-Old Children in Viet Nam



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ABSTRACT: Nowadays, strengthening moral education and forming cultural behaviors for the young generation is becoming an increasingly urgent issue. This educational issue is considered a process throughout from preschool to high school level in general schools. At the preschool level, cultural behavior education is very important because this is the level that lays the basic foundation for personality development in general and the formation of cultural behaviors in particular. Therefore, it is very necessary to research cultural behavior education for 5-6-year-old preschool children through the use of literary works. The research results not only help researchers master issues of teaching theory in general and language teaching methods in particular but also contribute to improving the quality of teaching at the preschool level.

KEYWORDS: Literary works, cultural behavior, children 5-6 years old, preschool education

1. INTRODUCTION

In the context of innovation, integration, and globalization of today's society, when the scientific and technological revolution is developing rapidly, people are also facing the problem of a decline in values. Humanistic ethics. This is one of the major challenges facing the education system of countries in modern society. In particular, a part of the current young generation has a decline in moral values and has uncultured behavior in study and life, blurred ideals of life,... One of the causes is the reason for this situation is that moral education, politics, cultural behavior, etc. have not been paid attention to.

Therefore, strengthening moral education and forming cultural behaviors for the young generation is becoming an increasingly urgent issue. This educational issue is considered a process throughout from preschool to high school level in general schools. At the preschool level, cultural behavior education is very important because this is the level that lays the basic foundation for personality development in general and the formation of cultural behaviors in particular. Therefore, it is very necessary to research cultural behavior education for 5-6-year-old preschool children through the use of literary works. The research results not only help researchers master issues of teaching theory in general and language teaching methods in particular but also contribute to improving the quality of teaching at the preschool level.

2. CONTENT

2.1. Principles of proposed measures

2.1.1. Principle of ensuring purpose

The principle of ensuring the purpose of educational activities is the principle that requires educational activities to have a purpose and must be oriented towards that purpose throughout the process of educational activities taking place.

2.1.2. Principles to ensure systematicity

Cultural behavioral education for children through the use of literary works must be developed in the direction of unity between content and external expression and the education of internal psychological qualities.

2.1.3. Principles ensure the promotion of children's positivity

In the process of organizing activities to educate children about cultural behavior and promote children's positivity, we must ensure that in those activities, children not only participate but receive them comprehensively and appropriately. To do so, teachers need to organize activities for children, especially activities that move inward (inward) so that the work directly impacts the child's personality and turns it into sustainable personality content.

2.1.4. The principle ensures compatibility with the child's life and experience

To ensure this principle in teaching, the selection of literary works to educate children's cultural behavior must be similar to the children's living conditions, and to train children to have the habit of paying attention to events, phenomena, objects, and things... around children, through which children remember the cultural behaviors they receive and understand cultural values and

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apply them in life. Teachers also need to pay attention to each child's unique characteristics to educate children on cultural behavior in the most effective way.

2.2. Measures to improve the use of literary works to educate cultural behavior for 5-6-year-old children

2.2.1. Raise teachers' awareness of using literary works to educate cultural behaviour

To raise their awareness in using literary works to educate cultural behavior for preschool children, teachers need to self-study, foster, and cultivate knowledge by learning and researching the Guidance documents from Ministries, Departments, and Sectors on implementing cultural behavior education for children in schools; Refer to articles in children's education magazines, preschool education, capital education, participate in online information, books on cultural behavioral education for children, educational sites, attend training courses, learning from colleagues, through visits and internships; receive opinions and direction from the Board of Directors, through monthly meetings to accumulate experience in training children's cultural habits and behaviors. From there, teachers will use literary works to educate children's cultural behavior most reasonably and effectively.

2.2.2. Consciously apply cultural behavioral education to children through designing teaching plans in reading exercises

In this measure, we mention that teachers consciously apply cultural behavioral education to children by designing teaching plans in reading exercises. Specifically, in teaching design, teachers can supplement the content of cultural behavioral education for children in the lesson objectives, or through applying or expanding the lesson, teachers integrate the content. content of cultural behavioral education for children; During lessons to familiarize children with literature and reinforcement, teachers can let children play games to reinforce the reading lesson, retell creative stories but still keep the plot content, watch clips stories to reinforce lesson content and through which teachers can effectively educate children about cultural behavior. During the conversation and explanation of lesson content, teachers should also be aware of both teaching lesson content and relating it to real-life situations and circumstances, and educating children about standard cultural behaviors. In the educational part of each reading, teachers can expand the educational content by instructing children to learn and demonstrate cultural behaviors at home, applying poems or stories with educational content. HVL into children's daily lives (For example The poem "Get a Toothpick for grandma", and the story "The little bear has tooth decay",...). Another important part is that teachers should also connect with parents regularly to have a close connection between the school and parents in educating children on cultural behavior to develop their children's comprehensive personalities.

2.2.3. Classify cultural behavioral education readings for children and arrange them by topic

Cultural behavior includes many different contents. Therefore, classifying readings to educate children about cultural behavior is very necessary. There are many reading texts with rich and diverse content and forms that contribute to educating children on cultural behavior. And the readings we mention here are poetry and stories. Teachers need to screen and select works of poetry and stories that are good, easy to understand, rich in art, attractive, engaging, and have cultural behavioral education content that is suitable for children 5-6 years old and appropriate. consistent with the proposed educational topic to educate children about cultural behavior. Through this, comprehensive and profound education is possible, children also absorb moral values and cultural behaviors systematically and selectively, thereby helping children develop their personality comprehensively.

Therefore, teachers need to choose appropriate content for writing poems and stories to educate children's cultural behavior and classify and arrange readings by topic to ensure the reception of literary works by students. children as well as help teachers integrate cultural behavioral education content for children effectively. With this approach, teachers need to:

- Research cultural behaviors that need appropriate education for children 5-6 years old, then select content appropriate to the child's age.
- Collect and compose poems and stories with the content of educating cultural behavior in each area: cultural behavior in communication, cultural behavior in dealing with people around, cultural behavior towards yourself, public places, and the world around you.
- Based on the content of the poem-story and the plan to educate children on cultural behavior from the beginning of the school year, teachers divide poems - stories according to each topic.

| Topics | Educational content | Name of poem and story |
|-----------------|--|--|
| Kindergarten | Cultural behavior in communication and public places | Poems "Common items", "Helping friends" Story "Thank You" |
| Baby and family | Cultural behavior in communication and eating | Poems "Grandma's Good Breeds", "Mealtime" Story "Bad Boy" |

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| Topics | Educational content | Name of poem and story |
|---|--|---|
| | | |
| Job | Cultural behavior in communication, eating and public places | Poems "I am also a teacher", "Children are not afraid of injections" Story "The Little Doctor" |
| Animal world | Cultural behavior in communication and eating | Poems "Welcoming you", "Sorry" Story "The Bear Family" |
| Plant world | Cultural behavior in communication, eating and public places | Poems "The Dahlia", "The Lemon" Story "The Boy and the Lagerstroemia Tree" |
| Tet and spring festival | Cultural behavior in communication | Poems "Children's New Year Celebration", "Spring" Story "Magical bath water" |
| Vehicles and traffic regulations | Cultural behavior in communication | Poems "Garbage truck", "Traffic lesson" Story "A moment of fear" |
| Water and natural phenomena | Cultural behavior in public, cultural behavior in communication, cultural behavior towards the surrounding world | Poems "Don't, baby", "Please keep the environment clean" Story "Water is magical" |
| Homeland of Vietnam – Hanoi Capital – Dear Uncle Ho | Cultural behavior in communication and public places | Poems "Uncle visits your home", "I love Hanoi" Story "That is worthy of praise" |

2.2.4. *Selecting extensive readings contributes to educating children about cultural behavior*

In addition to using poems and stories included in the preschool education program to educate cultural behavior for children, teachers can choose poems and stories outside the program to educate cultural behavior for children. Young. With this approach, teachers can collect or compose additional readings, contributing to expanding poems and stories to educate children's cultural behavior, and increasing the knowledge base for children's literature. With this approach, teachers can also foster and hone their skills in composing poetry and stories to create good, engaging, and attractive poems and stories for children that are consistent with the educational content. Cultural behavior education.

Therefore, teachers should read many stories written for children and fairy tales; study lectures on literary composition; explore, research, and learn about story structure; Cultivate language to have language in compositions suitable for children's ages; Find out the psychological and physiological characteristics of children and then choose attractive characters and situations that attract children.

2.2.5. *Design learning games and cultural behavioral education games to serve reading comprehension of literary works*

An important thing in using literary works to effectively educate cultural behavior for 5-6-year-old children is to engage children in literary activities so that they can read and understand the works as quickly as possible. The best. To both contribute to educating children's cultural behavior and serve children's reading comprehension of literary works, we use games to direct children to content to educate children's cultural behavior. Play is the main activity of preschool children, because this age group learns through play, and plays while learning. Play activities have a great influence on all aspects of children's development. Games are a comprehensive educational tool and are widely used by teachers in the teaching process. These are learning games and themed role-playing games.

2.2.5.1. *Some learning games contribute to educating children about cultural behavior*

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A learning game is essentially a game oriented towards the intellectual development of preschool children, often devised by adults for children to play and used for educational and teaching purposes, towards the development of children. Developing intellectual activities for children in particular and developing comprehensive personality for children in general.

* Game 1: Smart rabbit

Purpose: Children know how to love you, help you when you are in trouble, have standard behavior with those around them, and know how to care for those around them.

Preparation: Computer, game PowerPoint: game diagram

Game rules: Children help Rabbit find the right way to Soc's house. Children say the right thing to go on the diagram.

Proceed:

She introduced the game to children: "Do you love your friends? Do you like to help your friends? She learned that there is a game about a couple who love each other very much, namely Little Rabbit and Little Squirrel. One day, baby Soc was sick, Rabbit wanted to visit Soc's house, but Rabbit didn't know the way to Soc's house. Do you want to help Rabbit find the way to Soc's house? Let's participate in the game to help Little Rabbit, the game is called "Brave Little Rabbit"

She instructed the children how to play: "Look at the diagram on the screen, do you see Soc's house? On the way to Soc's house, there are many ferocious Wolves, always lurking to catch the Rabbit, so we have to find the Rabbit's direction without having to meet the Wolf."

She let the children discuss among themselves and invited each child to stand up and connect a section of the path and ask them why they chose that path.

She comments and praises the child.

* Game 2: "Little frog looking for food"

Purpose: Through games, children can have cultural behaviors in communication, know how to love and help people around them, communicate confidently, and train children's health, dexterity, and agility.

Preparation: Pictures of food, if it's vegetables - fruits - you can stop the real thing, 8 circles, 2 baskets, frog hat (red-cheeked frog, pink-cheeked frog), music from the song "Little Frog" .

Proceed:

She introduced: "There is a very cute little frog. Every day he often goes looking for food to eat. But today the little frog is sick again. Can we help the little frog find food? Let's play the game "Frog foraging for food". She divided the class into 2 teams: one team was the pink-cheeked frog team, and the other was the red-cheeked frog team (she gave frog hats to the children).

She placed 2 baskets with pictures of food (or real objects), placed 8 bracelets in 2 rows, 4 rings on each side, close to each other.

The two teams will stand behind the starting line. When she calls "start", the children in the row will jump through 4 rings one by one (jumping into each ring one at a time), jumping in a frog-like position, jumping up to get the food, and then jumping back. The first child returns and then the next child, jumping continuously like that.

Playtime within one song, the song "Little Frog"

When the time is up, she checks the results and comments.

Rules of the game: Children are not allowed to jump out of the circle if they jump out

2.2.5.2. Some thematic role-playing games contribute to educating cultural behavior and serving children's reading comprehension of literary works.

When participating in themed role-playing games, children can satisfy their social needs. Children wish and desire to live a life like adults but in reality, they cannot. Through games, children can form groups and then negotiate so that each child becomes a character in life.

* Game 1: "Dear teacher"

Topic: Kindergarten

Purpose: Through games, children can understand more about the teacher's job in teaching and guiding them. At the same time, help them dream and try if they want to become a teacher in the future. Playing the role of a teacher will help children speak and express themselves more confidently when communicating with teachers later.

Supplies and toys: Desks, chairs for teachers and students, chalk, pens, books...

Target audience: 5 students in a group. One of them will be the teacher and the rest will be the students.

Rule:

- Students who play the role of teachers will be responsible for teaching them to demonstrate cultural behaviors in communication (greeting skills, thinking skills, expressing personal needs).

- Students playing the role of students will be responsible for demonstrating those cultural behaviors according to their partner playing the teacher.

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- Those who perform well will be praised and rewarded with a flower, those who show unclear or timid behavior will be hopped.

Procedure: The teacher will let the students in the group take on roles

- Each group will be divided into 2 types of characters:

+ 1 child is a teacher

+ The remaining 4 are students

- Clearly state the rules of the game to everyone in the group and all students must obey those rules

- The teacher suggests questions and guides children to play

- The teacher observes and comments on children's play

- The teacher generally comments on the playing process and educates the children about the teacher's love for the children and the children's feelings for the teacher.

* Game 2: "Tiny Doctor"

Topic: Career

Purpose: through the game to help children understand the hardship and role of doctors in treating diseases and saving lives, have a considerate attitude, dedicated to caring for and caring for patients. From there, it also helps children not to be afraid of going to the doctor or for treatment...

Supplies and toys: Tables and chairs, doctor's uniforms, plastic doctor's supplies: headphones, syringes, medicine,...

Objects of play:

A playing group consists of 3 students

- A student plays the role of a doctor

- A student plays the patient

- A student plays the patient's family member

Proceed:

Teachers let children negotiate roles and give them enough toys.

Students will play freely with the content: the patient's family takes the patient to the doctor for examination. As long as they can properly demonstrate their ability to be a doctor or patient.

Teachers let children freely express their ideas of becoming doctors, without forcing them to speak in a certain way.

Teachers guide children to examine and question patients like a real doctor.

Teachers observe children's play and guide them when needed.

Teachers evaluate children's play, encourage and motivate them, and educate them about human relationships and the good deeds of a doctor.

3. CONCLUSION

Educating children about cultural behavior is one of the most important tasks of preschool education. Educating children about cultural behavior not only pays attention to the external form of expression, whether the child's gestures and words are beautiful or not but also cares about the core - moral consciousness and form. internally as motivators for behavior. A cultural act emanating from a pure heart that cares for people and the world around is certainly better than an act that seems beautiful but emanates from an empty, magnetic soul. Selfish, greedy, these are just deceitful actions. That means educating children on cultural behavior means forming a good person in them.

Cultural behavioral education for children needs to inherit the quintessence of national identity, which is the core way of behavior of Vietnamese people. At the same time, it is necessary to absorb the good and beautiful things in the new era, because today's children are tomorrow's world, they must be immersed in the modern atmosphere both physically and mentally.

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