

УДК 373

DEVELOPMENT OF COMMUNICATION SKILLS OF PRESCHOOL CHILDREN IN ROLE-PLAYING GAMES BY SUBJECTS

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Abstract. Communication skills of preschool children in role-playing games by subjects include: listening comprehension skills in the process of participating in role-playing games; verbal skills for role play in role-playing games by subjects; skills to perform some common communicative rules in role-playing games by subjects. The article has investigated and carried out research on development of these skill among preschool children in different regions of Vietnam.

Keywords: Preschool children; games; role plays; communication skills; Vietnam.

1. Statement of the research problem

Communication skills of preschool children in role-playing games by subjects are the harmonious combination of gestures, posture, attitudes, movement of face muscles, eye contact, smile (movement of lips), the posture of head and neck, movement of fingers, hands, wrists along with speech-language of preschool children in the process of participating in the game to play the role, express the content of the play and achieve the goal when participating game.

In fact, when observing activities of role-playing games by subjects in kindergarten, we found that preschools in the Northern mountainous region of Vietnam have focused on developing communication skills for children. However, results of the communication skills of children are still limited such as the restriction on the use of language and non-language communication, the limitation in establishing relationships, restriction in the handling of the situation. These limitations have affected the quality of educational activities in kindergartens.

2. The subject area and method of research

2.1. Subject and area of research

To investigate the current situation of communication skills of preschool children via the organization of role-playing games by subjects, we conducted a survey of 45 teach-

ers and observed 193 kindergartens in Cao Bang, Bac Can, Lang Son, Hoa Binh, Quang Ninh, and Thai Nguyen in the Northern mountainous region of Vietnam.

2.2. Method of research

In order to understand the current situation, factors affect communication skills of preschool age children in role-playing games by subjects in the Northern mountainous region, we conducted a survey of 45 teachers and observing 193 preschoolers aged 5–6 in role-playing games by subjects, recording observations, then evaluating children's communication skills base on level «very good, good, fair, bad, very bad». At the same time, we talked and interviewed in depth to supplement specific and objective information about the research results.

3. The situation of communication skills of preschool age children in role-playing games by subjects in the mountainous region of Northern Vietnam.

3.1. Current status of listening comprehension skills of speech in role-playing games by subjects of preschool age children in the mountainous region of Northern Vietnam.

The situation of listening comprehension skills in role-playing games by subjects of preschool age children in the mountainous area of Northern Vietnam is shown in Table 3.1.

Table 3.1

Situation of listening comprehension skills in role-playing games by subjects of preschool age children in the mountainous area of Northern Vietnam

Listening comprehension skills in role-playing games by subjects	Results of research							
	Hoa Binh	Bac Kan	Cao Bang	Lang Son	Quang Ninh	Thai Ngu-yen	Common results	
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	Grade
Identifying the expressiveness of words when playing: sad, angry, scared	2.00	2.38	2.33	1.75	2.25	2.00	2.13	2
Listening, understanding, and performing directions relate to role plays and actions in role-playing games by subjects	1.63	1.50	2.33	2.25	1.50	1.73	1.76	3
Understanding the meaning of some words related to the role plays and the specific terms for each theme	2.25	2.50	2.33	2.50	2.75	2.82	2.56	1
Listening, understanding situations occur during the process of playing.	1.25	1.50	1.67	1.50	1.50	1.73	1.51	4

Comments: Looking at the data collected, we found that the children developed communication skills in role-playing games by subjects at a very bad level, in which each component skill is different. The data in the table shows the skill of understanding the meaning of some words relate to the role plays and specific terms for each theme ranked first ($\bar{X} = 2.56$ points), and then the skill of identifying the expressiveness of your words when playing, sad, angry, scared ($\bar{X} = 2,13$ points). At a lower level, other skills are the skill of listening, understanding, and performing directions relate to role plays and actions in role-playing games by subjects ($\bar{X} = 1.76$ points) and the skill of

listening, understanding situations occur during the process of playing ($\bar{X} = 1.51$ points).

Moreover, data collected from the survey, we observed the game of doctors - patients in the class 5–6 ages Ba Nhat Kindergarten – Vo Nhai district – Thai Nguyen province. During the observation process, we noticed that children only perform habitual actions; children do not understand and recognize the facial expressions of players to behave appropriately. When patients come to the clinic, children's face and gestures are not suitable for the children abdominal pain (smiling, cheerful) and the doctors' role when receiving the patient also not has any expression. At the skill of listening, understanding, and performing directions relate to role plays and actions in role-playing games by subjects,

almost children only implement actions without communication. When patients come, children who play doctors do not need to ask, just take a stethoscope for the patients, then remove the needle and inject patients. In this situation, the doctor needs to ask the patient to combine with kind gestures and guide the patient to help them to listen, understand and implement. However, in this skill, we observed that children do often not show up in the game.

In the skill of understanding the meaning of some words related to the role plays and specific terms for each theme, we observed that toys are very little and familiar with children, so when giving a new toy that relates to roles, children do not know about what it is. When we play a role as a patient and come to the doctor's corner, we say that our hands are cut off. Children in this group stand still, say nothing and do not know how to do. When we say where the gauze bandage is, the doctor bandages hand, both doctors and nurses do not understand what we are talking about.

In the skill of listening, understanding situations occur during the process of playing, children's activities took place very quiet. There is not almost any case that happens in the game. They often play in their group that they already chose initially. There is little change in play corner, or interaction with players to create situations in role-playing games of subjects. This is a limitation in the

communication skills of children in the mountainous area of the Northern.

We interviewed some teachers to find out the reasons leading to limitations in the process of developing communication skills for children, the results are reflected in the following comments: Teachers Mong Thi H, Ma Ba kindergarten of Ma Ba commune, Ha Quang District, Cao Bang Province, said: *«When playing games, teachers often focus on fulfilling requirements within the framework of the program, not really pay attention to practicing communication skill»*; Teacher Ma Thi H, at the kindergarten of Quang Trung Ward, Thai Nguyen City, Thai Nguyen Province, responded, *«We organize a thematic role-playing game for children, children will be a center position. Thus, we do not interfere with the child's play process result in that the teacher does not focus on forming and developing communication skills for children»*. This is a limitation in the formation and development of communication skills for preschool children aged 5–6 through the organization of role-playing games in the pre-schools of mountainous Northern Vietnam.

3.2. Current status of verbal skills in role-playing games by subjects of pre-school children in mountainous areas of Northern Vietnam.

The status of verbal skills in role-playing games by subjects of pre-school children in mountainous areas in Northern Vietnam is shown in Table 3.2.

Table 3.2

Skills of using spoken language for communication in role-playing games by subjects

Skills of using spoken language for communication in role-playing games by subjects	Province						Results	
	Hoa Binh	Bac Kan	Cao Bang	Lang Son	Quang Ninh	Thai Nguyen		
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
Speaking clearly the dialogue that matches your role	2.13	2.38	2.17	1.25	2.13	2.64	2.22	2
Using specific names for specific items and tools that match the theme of the game, in accordance with the action and situation taking place in the game.	2.62	2.62	2.67	3.00	2.75	2.91	2.76	1
Using speech to exchange, negotiate roles, to persuade players to choose topics of games, to instruct co-star in the necessary cases.	1.63	1.63	1.50	1.75	2.00	2.36	1.87	4
Initiating new topics or create communication situations in role-playing games by subjects.	1.75	2.38	2.50	2.00	1.88	1.91	2.04	3

Comments: Looking at the data collected, we found that children developed communication skills in role-playing games by subjects at a fair level, in which each component skill is different. The skill of using specific names for specific items and tools that match the theme of the game, in accordance with the action and situation taking place in the game is evaluated the highest level (\bar{X} = 2.76 points), and then the skill of speaking clearly the dialogue that matches your role (\bar{X} = 2.22 points). Two skills are evaluated at lower levels, that are the skill of initiating new topics or create communication situations in role-playing games by subjects (\bar{X} = 2.04 points) and the skill of using speech to exchange, negotiate roles, to persuade players to choose topics of games, to instruct co-star in the necessary cases (\bar{X} = 1.87 points).

Besides the data collected from the survey, we observed the cooking corner in Kin-

dergarten 5-6 ages, Yen Than Kindergarten – Yen Than commune – Tien Yen district – Quang Ninh province. During the observation, we noticed that the children spoke clearly dialogue sentences appropriate with the role. However, during the game, children often say simple sentences; many sentences are not enough subjects, predicate. At the same time, children often play independently, make their own dishes, and do not say what plans to do with their co-star.

Results of observation also help us explain why verbal skills are used to communicate, negotiate roles, persuade players to choose topics of games, direct co-star in the necessary situations and the skill of initiating new topics or create communication situations in role-playing games by subjects are evaluated at the lowest level. We observed when children started participating in games; they often went into the same groups as the previous placement. Children are divided into groups without any time for them to have

the chance to express this skill, even when they are at the corner of the play, they want to play the role in the corner, but have no chance to express, that forced to follow a certain “leader” in the corner of his play.

We observed that, while playing, the children often closed themselves in the originally fixed play corner without changing, interacting with other corners in the game. In particular, children in the corner of the art, just sitting at the corner of the arts and perform their duties; children in the corner of the sale just sitting at the corner of the sale without going to other corners. Children in the corners always satisfy with toys available and familiar every day.

We found that role-playing games by subjects of children in kindergarten in the mountainous areas of the Northern took place

as a recurrent habit of the main themes. So that children were chosen roles, corners of games are also sustainable.

When communicating directly with teachers to find out the cause of this situation, we received the following comments: «Children are minorities; they are so gentle and quite shy, so they talk less when participating in games»; «The facilities of the school are lacking, so toys are quite simple, not stimulating the discovery curiosity of children»; «Children are lack of environment to experience so experiences is less».

3.3. The current status of implementation skills some common rules in role-playing games by subjects of preschool children in the mountainous region of Northern Vietnam.

Table 3.3

The current status of implementation skills some common rules in role-playing games by subjects

Implementation skills some common rules in role-playing games by subjects of preschool children in the mountainous region of Northern Vietnam	Province						Common results	
	Hoa Binh	Bac Kan	Cao Bang	Lang Son	Quang Ninh	Thai Ngu-yen		
	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
Adjusting the voice suit with the communication case in role-playing games by subjects	2.75	2.25	2.33	2.25	2.50	2.45	2.44	1
Paying attention to the words of co-star and respond by means of non-verbal communication appropriate to the context of communication.	2.13	2.13	2.00	2.00	2.13	2.09	2.09	3
Do not talk up to, do not interrupt co-star while doing the communication process.	1.50	1.63	1.83	2.00	1.75	1.73	1.71	4
Asking questions to co-star again or play in non-verbal language when children do not understand other people.	1.63	1.50	1.67	1.50	1.38	1.45	1.51	6

Using some greetings to match the role plays and the situation in the game.	1.63	1.50	1.83	1.50	1.75	1.64	1.64	5
There are no actions, words, gestures, posture, attitudes, facial expressions inappropriate or profanity, curse while playing.	2.50	2.13	2.33	2.25	2.38	2.27	2.31	2

Comments: Looking at the data collected, we found that children developed communication skills in role-playing games by subjects at the fair, bad and very bad, in which each component skill is different.

The skill of adjusting the voice suit with the communication case in role-playing games by subjects is in the top ($\bar{X} = 2.44$ points).

The skill of having no actions, words, gestures, posture, attitudes, facial expressions inappropriate or profanity, curse while playing is in the second place ($\bar{X} = 2.31$ points). The skill of paying attention to the words of co-star and respond by means of non-verbal communication appropriate to the context of communication is in the third place ($\bar{X} = 2.09$ points). The remaining positions are the skill of doing not talk up to, do not interrupt co-star while doing communication process ($\bar{X} = 1.74$ points), the skill of using some greetings to match the role plays and the situation in the game ($\bar{X} = 1.64$ points) and the skill of asking questions to co-star again or play in non-verbal language when children do not understand other people ($\bar{X} = 1.51$ points).

The cause of the situation above, «*mountainous areas are difficult material facilities, so when organizing children to play only the level of simplicity. At the same time, the communication environment of the children is limited, so children are not creative, flexible to play roles in the process of play*». Be-

sides, the ability to organize activities of role-playing games by subjects of a part of teachers is still limited, so it is not important to establish and develop communication skills for preschools children.

3. Conclusion: Preschool children in mountainous areas of Northern Vietnam have developed medium-level communication skills, but the level of expression of component skills is different. Skills that are rated at a good level are simple skills that demonstrate normal communication. Skills that demonstrate creativity, flexibility to deal with situations are limited. Especially the expressive state of children in communication is simple, not suited for the emotional state of the characters in the game.

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