INTRODUCTION

1. RATIONALE

The early childhood education (ECE) curriculum set the goal of preparing children for essential life skills (LS). In particular, the communication skills (CS), which can help solve the daily life problems and facilitate a welcoming, cultural environment, has become extremely significant.

Kindergarten children tend to fall into conflict when communicating because they are equipped with insufficient CS or their communication do not achieve the desirable outcomes. In fact, the ECE sector has been immensely concerned about the language and behavior development for communication of children, especially 5-6 years old kindergarteners. However, the development of CS from the perspective of LS has not been paid adequate attention, and the formal implementation of children education on such aspect is virtually non-existent. At the moment, teachers usually pay attention primarily to the development of vocabulary, sentence formation, and the cultural behavior of the child's communication. Teaching children about choosing and using the known phrases and vocabulary - which are fit for the varied and complex life situation to achieve the desired results - has not been given a proper attention. Most of teachers are met with difficulties and confusion in the organizing the education for children on these skills. For that reason, the investment in research aimed at finding education measures of CS from the perspective of LS for kindergarten children, especially the age of 5-6 years for preparation of Grade 1, is top priority and of utmost importance. Collaborative

approach in education, creating opportunities for the children to participate in learning and communication in a multilateral relationship between teachers-learners and among the learners, in a positive, proactive, and interactive way. Therefore, collaborative approach in CS education in the view of LS can ensure the level of success for learners.

Based on the above analysis, we slected the research topic as "*The communication skills education for kindergarten children of 5-6 years old with the collaborative approach*"

2. RESEARCH PURPOSE

Develop the educational measures in the collaborative approach for the CS education in the perspective of LS for kindergarten children of 5-6 years old.

3. RESEARCH SUBJECTS

- Research population: The LS education for kindergarten children of 5-6 years old.
- Research subject: The relationship between the CS education in perspective of LS and the development of CS in the perspective of LS for children.

4. SCIENTIFIC HYPOTHESIS

The CS education for kindergarteners of 5-6 years old plays an important role in the personality development of children, especially in the preparation stage of learning in primary school. If the CS educational measures for kindergarteners of 5-6 years old are developed and

implemented based on the requirements, principles of collaborative education, in line with the nature of the CS and age-related characteristics of the children, clearly showing how to exercise communicative behavior, this will create a positive impact on the CS development of children in life.

5. OBJECTIVES, SCOPE OF THE RESEARCH

5.1. Research objectives

- Identify the theoretical basis of the CS education in the view of LS for pre-schoolers of 5-6 years old with the collaborative approach.

- Survey the current situation of the CS education in the view of LS for pre-schoolers of 5-6 years old with the collaborative approach.

- Recommended educational measures for the CS education in the view of LS for pre-schoolers of 5-6 years old with the collaborative approach.

- Organizing the scientific experiments to assess the educational measures of the CS education in the view of LS for pre-schoolers of 5-6 years old with collaborative approach.

5.2. Research scope

- the CS education in the view of LS for pre-schoolers of 5-6 years: (+) Message delivery skill (presentation skill, negotiation skill), (+) Message reception skill, (+) Deduction and information processing skill, (+) Management and situation handling skill, (+) Communication conditions facilitation and utilization of means of communication skill (Orienting the behaviour, getting acquainted, expressing attitude and generating sympathy for communication, using means of communication)

- Empirical research on kindergarten children of 5-6 years old in some kindergarten in the urban and suburban areas of Hanoi (exclusively conducted on normally developing children)

6. METHODOLOGY

- The theoretical research methods: historical-logical analysis, comparison, generalization of theories

- The empirical research methods: Survey, Consolidation of educational experience; Analysis of products of activities and communication of the children and teachers; Pedagogical experimenting

- Expert method; mathematical and statistical methods

7. CONTRIBUTIONS AND SIGNIFICANCE OF THE RESEARCH

- Provide a scientific description of the collaborative approach of CS education in the perspective of LS for kindergarteners of 5-6 years old as the new approach in this field.

- Analyze the content and meaning of some specific CS in the perspective of LS for kindergarteners of 5-6 years old that need to be educated during the kindergarten period.

- Reveal some problems in the current CS education in the perspective of LS for kindergarteners of 5-6 years old at many kindergartens.

- Develop educational measures for CS in the perspective of LS for kindergarteners of 5-6 years old into the awareness and practice of children, and into design and implementation of collaborative activities to encourage children to practice communication skills, to impact on environmental factors to create opportunities for children to practice communicating.

8. THE ARGUMENTS

- The CS education in the perspective of LS for kindergarteners of 5-6 years old can be more effective when applied with collaborative

approach in the group activities which are suitable with the nature of the communication of this age.

- Children can learn CS from imitating the behavior patterns then memorize, and gradually understand its meaning, content and practice such forms in the incentive communication activities and relationships.

- To help children develop CS in the perspective of LS, the measures should be based on the favorable communication environment, impact on the imitation mechanism, specify instructions and encourage the children in collaborative group activities in which they are directly involved.

CHAPTER 1
THEORETICAL BASIS OF THE COMMUNICATION SKILLS EDUCATION IN THE PERSPECTIVE OF LIFE SKILLS FOR KINDERGARTEN CHILDREN OF 5-6 YEARS OLD WITH COLLABORATIVE APPROACH

1.1. Literature review
1.1.1. Studies on communication, skills, communication skills and the education of communication skills
1.1.1.1. Studies on Communication

Communication has become a subject of interest for many scholars and studied under many different perspectives such as psychology, socio-culture, language, and education.

The conducted studies on communication are multidinous and diversified. In education, communication of secondary school students

often garnered more attention for research, whereas the in-depth studies on communication and communication education for kindergarten children are extremely scarce. Nonetheless, the study on communication and communication education in the secondary school can be valuable assets to help collect an enriched data source, and a more multi-dimensional look in approaching research issues.

1.1.1.2. Studies on skills

Despite the different pespectives, many researchers regard "skill" as a personal capacity; skill as a technique of an action; skill is not simply an action technique but also encompasses the purpose and conditions to execute the action; the factors and conditions to form a skill; etc. Through these opinions, it is difficult to draw a definite and conclusive consensus on the nature of skill, yet the related studies help broaden the perspective, in turn create a clearer view on this matter.

1.1.1.3. Studies on communication skills and communication skills education

Studies on CS: the classification studies on the communications with 2 distinct approaches: i/ Based on the process of communication to identify the essential CS (V.P. Dakharop, Hoàng Anh, Đỗ Thị Châu,Nguyễn Thạc); ii/ Based on the components of communication to identify the essential CS (Rod Windle và Suzanne Warren, Đặng Thành Hưng, Trần Trọng Thủy, Nguyễn Văn Đồng); a few other studies emphasize on listening skill, sympathy generating skill, or fluent and coherent speech skill (A. Dobkin, Roger. C, Pace và John Steward, Dale Carnegie, Nguyễn Thị Oanh)

Studies on CS education: most of the studies, despite the various

approaches, focus on the secondary students and adults (Phạm Song Hà, Ngô Giang Nam, Bùi Thị Hiền, Đinh Thế Định, Nguyễn Thị Nga, Trần Ngọc Bích, Ngô Giang Nam, etc)

Studies on the CS of children: Many researchers (Charles.A.S, Beisler.F, Scheeres.H, Pinner.D,Tara Winterton, Rae Pica, David Warden, Donald Christie) point out the fundamental factors that influence the development of the children's communication, and their practice on the CS has to be based on the aforementioned factors.

Studies on the CS education of children: the studies of this matter for children of kindergarten age are still very limited, particularly the issues in CS education of this age and how children communicate to solve daily life problems have not been studied at all. There have only been a few studies on the development of CS for children with disabilities.

These CS studies focus primimarily on professional and career aspects, such as communication in teaching environment, in administrative work, business, or security,etc. But no study on the CS education in the view of LS has been conducted.

1.1.2. Studies on the education in the collaborative approach

Education in the collaborative approach has been mentioned directly or indirectly by many experts and scholars (John Dewey, Lev Vygotsky, Jean Piaget, Albert Bandura, Palincsar và Brown, R.Johnson và D.Johnson, V. Ôkôn, B.Rosenshine,Karen.V.der Merwe, etc). In Vietnam, Nguyễn Thanh Bình, Nguyễn Hữu Châu, Ngô Thị Thu Dung, Trần Bá Hoành, Trần Thị Bích Hà, Đặng Thành Hưng, Lê Văn Tạc, etc, have theoretical works and application of collaborative approach in education. All the above studies confirm that the collaborative approach model is the

fundamental pathway to increase the positivity of learners, developing the essential social skills.

In summary, through the literature review of both international and national studies, the following subjects: communication, CS, CS education, collaborative approach in education, have been researched in many different views. These studies will be valuable assets to help clarify the problem. The diversifying and even conflicting opinions have revealed the multifacetedness of the research problem, and generated suggestions for future studies. From the literature review, the research topic *The communication skills education in the view of life skills for kindergarten children of 5-6 years old with the collaborative approach* is both original and practical.

1.2. THE COMMUNICATION SKILLS IN THE PERSPECTIVE OF LIFE SKILLS

1.2.1. Concepts

1.2.1.1. Communication: Communication is an interactive process based on the exchange of information and behaviors among individuals and groups, through socially accepted means, as well as a physiological-psychological exchanging process aimed at understanding each other and achieving the purpose of communication.

1.2.1.2. Skill & Communication skill

- CS is also - Skill is an action carried out on a voluntary basis, with the technique, based on knowledge of the work and motor skill as well as other physiological-psychological conditions of the individual, such as as the needs, emotions, willpower, positivity, etc, to achieve the purposes or

criteria, or a level of achievement for standards.

a variation of skill and therefore can be interpreted as an action to help individuals interact based on the exchange of information by various means of communication and psychological interactions. CS can be performed voluntarily based on knowledge about subjects, situations, problems of communication, motor skill and physiological-psychological-social conditions of the individuals, in order to achieve the purpose of communication.

1.2.1.3. Life skill: LS is the appropriate usage of the knowledge, skills and experience to help the individual adapt well to living situation and resolve daily life problems. This enables each individual to successful and happy in life.

1.2.1.4. CS in the perspective of LS: CS in the perspective of LS can be understood as forms of communicative behavior (communication skills) based on the use of knowledge about communication, physiological-psychological-social conditions of personal communication, in order to solve the problem or the communication task as a matter of daily life.

The distinct features of the CS in the perspective of LS are:

- LS are associated with specific issues taking place in the life of the subject. The CS in the perspective of LS address a specific issue related to the needs, interests and honor ... of the subject.

- LS requires the positivity of the individual because the LS-related issues are closely linked to the subject, hence creating a positive encouragement and proactive implementation of necessary actions.

- LS demands flexibility as the life situations are varied and ever-

changing, therefore using the CS in the perspective of LS also need flexibility to ensure the success.

-   LS are associated with the value. The CS in the perspective of LS remains subject to the orientation of core values such as honesty, tolerance, responsibility, collaboration, compassion, etc. These values shape the system of standards that people should respect and work towards.

Each person in society is an individual with totally different sets of trait of temperament, knowledge, personal experience, so their usage the CS in the perspective of LS would be different from each other, bringing vastly varying results.

1.2.2. Structure and general assessment criteria of the CS in the perspective of LS

1.2.2.1. Structure of the CS in the perspective of LS:

CS is a type of skill so its structure also includes: purpose; Actions; Sequential logic of the operations; the process of adjusting the action; the pace of implementation and time structure.

1.2.2.2. General assessment criteria of the CS in the perspective of LS:

Based on the constituent components of CS, the criteria for assessing the CS in the perspective of LS are identified as follows: The purpose; the completion of the content and structure of skills; the logic of the action; flexibility of the action; the flow/proficiency of the action.

1.2.3. Classification and features of the CS in the perspective of LS for children of 5-6 years old

Table 1.1. Communication skills

TT	Communication skills groups
1	**Message delivery skills**
1.1	Presentation skill
1.2	Negotiation skill
2	**Message reception skills**
2.1.	Positive listening skill
2.2.	Information confirmation skill
2.3.	Skill of Inquiring for additional information
3	**Deduction and information processing skills**
3.1.	Deduction skill (information, communication process)
3.2	Process skill (information, communication process)
3.3.	Assessment of communication results and giving decision skill
4	**Management and situation handling skills**
4.1.	Communication time management skill
4.2.	Skill of Handling the communication process (starting–ending point of the communication)
5	**Communication conditions facilitation and utilization of means of communication**
5.1.	Skill of Orienting one's own position and behaviour
5.2.	Skill of Getting acquainted
5.3.	Skill of Expressing attitude and generating sympathy for communication
5.4.	Skill of Using means of communication

1.2.4.2. Features of communication skills in perspective of the life skills for kindergarteners of 5-6 years old

In the perspective of LS, CS always has the flexibility to help the subject achieve the purpose of the activity. However, to ensure that communication behaviors would be in line with the ethical standards, the CS in the perspective of LS are still under the orientation of the life value such as honesty, tolerance, responsibility, collaboration, compassion, etc. In the perspective of LS, the factors such as culture and language of communication are considered the crucial elements of the communication. For the children, the education process of CS in the perspective of LS takes place at the same time as their development of communication language and cultural comprehension. In general, CS in the perspective of LS have the basic features such as: (-) The children' performance of CS in the perspective of LS vary based on their knowledge, experience and their subjects of communication. (-) Children can identify the communication purpose and be persistent in achieving it. (-) Children can understand the basic etiquettes of communication in everyday situation. (-) Children use means of communication well especially oral communication. (-) Personal communication – outside the situation. (-) Children can understand subliminal messages.

Table 1. 2. The CS groups and the behavioral indicators of the CS in the perspective of LS for children of 5-6 years old

TT	CS groups	Behavioral indicators of the CS in the perspective of LS for children of 5-6 years old
1.	**Message delivery skills**	
1.1.	Presentation skill	- Present the simple and specific problems in sequential logic. - Present clearly a familiar scenario to close acquaintances. - Present emotionally, interactively with listeners via facial expressions and gestures.
1.2	Negotiation skill	- Identify specific, short-term, and instant negotiation goals; specific and clear negotiation problems related to the individual needs of children - Provide some specific arguments/ reasons when negotiating; unable to develop the arguments when met with refutation. - Combine the usage of non-linguistic means of communication. - Always be dominated by emotions during the negotiation.
2.	**Message reception skills**	
2.1.	Positive listening skill	- Friendly signs: look at the person with whom they are having the conversation, facial

		expressions showing attentiveness of the discussed matter. - Can provide opinions on the listened matter to close acquaintances or younger children.
2.2.	Information confirmation skill	Give question to confirm the information, or repeat the main and necessary information.
2.3.	Skill of Inquiring for additional information	Give question to reveal, acquire additional information
3. Deduction and information processing skills		
3.1.	Deduction skill (information, communication process)	Deduce a plausible outcome/problem for familiar scenarios or acquainted subjects.
3.2.	Process skill (information, communication process)	- Identify the problematic situation (dissatisfaction, disagreement with their ideas; tension between communication participants; potentially unfinished business due to specific reasons). - Have speech, behavior and expressions suitable for the situation and create a positive impact on the encountered problem. - Be confused when choosing and making decision during the communication process, especially with adults and strangers, in

		unfamiliar contexts.
3.3.	Assessment of communication results and giving decision skill	- Identify whether or not they could achieve their goal, and why they couldn't. - Decide the next course of action and how it is done.
4.	**Management and situation handling skills**	- Begin the story to introduce their problem. - Communication focuses on the heart of the issue. - Steer their listener back to the urgent issue. - End the communication right away when the goal is achieved, or the conflict is apparently unsolvable.

5. Communication conditions facilitation and utilization of means of communication

5.1.	Skill of Orienting one's own position and behaviour	- Address the pronouns/honorifics in accordance with their hierarchy for communication. - Proper ettiquettes and behaviors in accordance with their hierarchy for communication. - Identify the advantageous/ disadvantageous position in some communication situations, making effective reactionary communication behavior to achieve desirable outcomes.
5.2.	Skill of Getting acquainted	- Proactively initiate the conversation, capturing the attention and earning the agreement to communicate when doing a task related to their close acquaintances, especially friends or younger

			children.
5.3	Skill of Expressing attitude and generating sympathy for communication		Unobtrusive, proper speech, etiquettes, facial expressions, gestures during the communication process.
5.4	Skill of Using means of communication		- Trẻ sử dụng ngôn ngữ nói để diễn đạt rõ ràng biểu cảm nội dung cần truyền tải - Use oral language to deliver clearly and emotionally the communication content. - Use body language (gestures, signs), facial expressions to deliver some communication content to increase the effect of communication.

1.3. COLLABORATIVE APPROACH IN THE COMMUNICATION SKILLS EDUCATION IN THE PERSPECTIVE OF LIFE SKILLS

1.3.1. The concepts of collaborative approach

Approach is the way we come nearer in a certain direction to learn, study or solve a particular problem. When choosing which approach to solve the problem, the characteristics of that approach should be reflected in how to understand and how to solve tasks in order to achieve its objectives.

Collaborative approach in education is the approach that help the educator perceive, process, and solve the educational issues or situation and theories based on the nature and principles of collaborative teaching and learning. (Đặng Thành Hưng)

1.3.2. The principle and nature of collaborative approach in CS education in the perspective of LS

1.3.2.1. Principle: The positive interdependence between members of the group, responsibility with personal tasks, dynamic face-to-face interaction between members and between groups, interpersonal and teamwork skills, group management

1.3.2.2. The nature of collaborative approach in CS education in the perspective of LS:

Education in the collaborative approach is organizing the educational activities in the form of collaborative groups, requiring children to communicate within and ouside their groups (teachers, classmates) to coordinate and carry out common tasks (explaination, persuasion, suggestion, criticism, reprimand, reminder, command, praise, listening, etc). The nature of education in the collaborative approach is creating opportunities for children to establish the social relationships among their peers, between teacher – student and interaction and the corresponding communication to achieve common goals of the group and members of the group.

The organization of educational activities for kindergarteners in collaborative approach: (-) Identify the group scale and group components, (-) Identify the tasks, including the common task of the group and individual tasks for each child, (-) Identify the locations of activity for diffrent groups, (-) Prepare various school supplies for children to choose, but occasionally teachers put the limit on the supplies so that children in groups and between groups have to learn about sharing and making

agreement, (-) Groupwork time for kindergarteners of 5-6 years old should not be too lengthy (approximately 35 minutes).

When organiszing the group activity for children, teachers ought to: (-) Check children' understanding to ensure that they understand the common task of the group as well as the individual tasks, (-) Monitor the group work assignments, (-) Encourage children to present their own ideas in both linguistic and nonlinguistic communication, (-) Encourage supportive and constructive behaviors of children toward the group activity; commend the group based on the group's progress and achievement, (-) Supervise group, track the progress of each individual and the group; Assess individuals and the group, focus on the group's progression.

1.4. COMMUNICATION SKILLS EDUCATION IN THE PERSPECTIVE OF LIFE SKILLS WITH COLLABORATIVE APPROACH FOR CHILDREN OF 5-6 YEARS OLD

1.4.1. Educational purposes: help the children (-) Understand the process and culture of communication, the meaning of CS for solving daily life problems. (-) Orient themselves in the context of communication, and select, study and implement the CS in a cultural, permissible way to handle the difficulties that arise in the daily group activities. (-) Develop their own needs and friendly attitude, collaboration in communication, and keeping composure in communication situations.

1.4.2. Educational principles: The educational activities should promote the positivity of communication for children of 5-6 years old; Education is inextricably linked to the daily life of the children; Education

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aims towards the collaboration between the children and others; Education must be appropriate to the characteristics of social-psychological characteristics of kindergarten children of age 5-6; Education ensures the regular practice and exercise the communication acitivities; Education complies with the methodology of education for values.

1.4.3. Educational contents:

- Education of awareness for communication and CS

+ Children need to have some understanding of the basic requirements in the communication, culture of communication, knowledge of the use of non-verbal means of communication (body language, substitute).

+ Children remember and understand their communication situations: Children should have a certain extent of knowledge about the subject of communication, and recognize the communication situations.

+ Children understand how to express feelings and attitudes appropriate to communication: Children recognize forms of expression and attitude through facial expressions, actions and understand some expression of attitudes, emotions that can have good or bad influence on communication.

- Teach children to learn and practice the CS

+ Help children remember and practice the forms of CS by their own actions in communication situations corresponding to activities.

+ Guide the children to learn and practice how to perform five groups of CS.

+ Encourage children to practice CS specifically in certain situations at school and at home by providing advice to parents.

 - Helps children practice CS in the perspective of LS in different environments: children participate in CS activities in the perspective of LS:

games, assignments, group/class activities, situations.

1.4.4. Methods, forms of CS education in the perspective of LS with collaborative approach

1.4.4.1. Educational methods:

5 groups of educational methods: notification - reception, demonstration - replication, encouragement - participation, encouragement with affection, setting the example - assessment. These groups of methods are used to meet educational purposes of CS education in the perspective of LS with collaboration approach, and compatible with the characteristics of 5-6 year-old children and conditions of current schools.

1.4.4.2. Forms of CS education in the perspective of LS with collaborative approach

Education of CS in the perspective of LS with collaborative approach, though can be implemented in many different forms, always adheres to its essential features as group-based and openness, so teachers have the flexibility to choose suitable forms depending on the educational purpose, content, methods, subjects. The forms can be classified based on the participants, types of activity, location/time of operation.

1.4.5. Factors influencing the CS education in the perspective of LS for kindergarteners of 5-6 years old with collaborative approach

Education of CS in the perspective of LS for kindergarten children is influenced by many different factors, including the conditional factirs

such as the MOET guidelines on the implementation of the activities for LS education; there are important factors that directly affect the education of CS in the perspective of LS for children such as psychological characteristics, cultural factors. However, the perception and implementation of teachers and parents are the decisive factors with high impact on other factors, especially the factors coming from the children themselves.

CONCLUSION OF CHAPTER 1

1. CS is a type of action, based on the biological-psychological-social condition of a individual, carried out with techniques through the use of motor skills, language, gestures in an appropriate way to achieve the communication purpose. In the perspective of LS, CS helps children adapt to life and solve daily life problems. As seen from the perspective of LS, CS can be considered the specific LS corresponding to field of communication.

2. The CS are determined based on the requirements of the communication, including 5 groups (Message delivery skill, Message reception skill, Deduction and information processing skill, Management and situation handling skill, Communication conditions facilitation and utilization of means of communication skill.

3. Collaboration approach for the education of CS in the perspective of LS is expressed consistently in the following stages: identify the objectives, content, methods, forms of organization and assess results; thereby, ensure that the distinctive requirements of the collaboration in purposes of common activities, tasks and the overall result of the group, a clear division of responsibilities among the members, the conditions of dependency and interdependence among members

of the group during the operation.

4. The content of CS education in the perspective of LS includes the awareness education on communication and CS, education of specific CS with guidance, training and practice in the various activities of the children, education of the needs for communication through fostering emotions, aesthetics, and ethics of communication for children.

CHAPTER 2
THE REALITY OF COMMUNICATION SKILLS EDUCATION IN THE PERSPECTIVE OF LIFE SKILLS FOR CHILDREN OF 5-6 YEARS OLD WITH COLLABORATIVE APPROACH

2.1. THE COMMUNICATION SKILLS EDUCATION IN THE PERSPECTIVE OF LIFE SKILLS FOR CHILDREN OF 5-6 YEARS OLD IN THE CURRENT EARLY CHILDHOOD EDUCATION CURRICULUM

2.1.1. Educational objectives, contents, methods of CS education in the perspective of LS for children of 5-6 years old in the current ECE curriculum

a. Educational objectives

ECE objectives aim at the development of children to help them participate in learning and living activities, and practical preparation for Grade 1[5]. Education of communication is not mentioned directly in the common objective. In specific objectives of each field, CS has been put into the fields of cognitive development and language development, emotional development and social skills [p 34, 1].

b. Educational contents

The educational contents of CS in ECE curriculum for 5-6 year-old children are still limited and lacking of essential skills. In the perspective of LS, the currently required CS as stated in the CEC curriculum are insufficient to deal with the variety of life situations. Therefore, the research has added additional CS in educational contents of CS in the perspective of LS for children of 5-6 years old.

c. Educational methods and forms for children of 5-6 years old in the perspective of LS education

The ECEC curriculum offers general methods that suggest to teachers a selection of appropriate methods for each educational content. Organizational forms of educational activities are oriented and suggestive, including forms of education corresponding to the population of subjects, location or the purpose and content of education.

d. Assessment of children development:

ECE curriculum requires the daily assessment, assessment at the end of topics and stages. However, the current assessment of children development remains one of the weakest links because there is no official content and means of assessment for teachers. Assessment results of children are largely subjective and inaccurate.

2.2. ORGANIZING THE SURVEY FOR THE REALITY OF COMMUNICATION SKILLS EDUCATION IN THE PERSPECTIVE OF LIFE SKILLS FOR CHILDREN OF 5-6 YEARS OLD WITH COLLABORATIVE APPROACH

2.2.1. Purpose, scope, subjects and location of the survey

*- **Purpose***: To survety the reality of CS education in the perspective of LS for children of 5-6 years old with collaborative approach at some kindergartens in Hanoi.

*- **Survey scope and subjects***: Survey on 275 kindergarten teachers in Hanoi: 139 in urban districts, 136 in suburban districts; 152 parents (whose children are also survey subjects): 75 in 2 urban districts, 77 in 2 suburban districts; 152 kindergarten children at 4 schools: 2 in urban districts, 2 in suburban districts.

*- **Location***: Kindergarten teachers are selected from 5 urban districts and 4 suburban districts in Hanoi. Children are selected from 4 schools as mentioned above.

2.2.2. Content of the survey

+ Perception of teachers, parents about the CS education in the perspective of LS for kindergarteners of 5-6 years with collaboration approach.

+ Content, methods, forms, environment, teaching materials of the CS education in the perspective of LS for kindergarteners of 5-6 years old with collaborative approach.

+ Educational outcomes of CS education in the perspective of LS for children of 5-6 years old.

2.2.3.   Survey methods, tools

Questionnaire (for teachers & parents), observation of classroom activities, information exchange with teachers & parents; assessment forms of CS education in the perspective of LS for children (for teachers & parents).

 Time of the survey: 6 weeks from 3/1/2013-7/2/2013

2. 3. SURVEY RESULTS

2.3.1. Perception of kindergarten teachers about the CS education in the perspective of LS with collaborative approach for children of 5-6 years old

a. Perception of teachers about the CS in the perspective of LS

- The majority of teachers surveyed (80%) had a correct understanding of CS in the perspective of LS. Some teachers were fully aware of the CS in the perspective of LS, i.e. teachers mistakenly considered some language skills and teamwork skills to be CS in the perspective of LS. A few teachers (9.82%) also wondered if the CS would be a component of LS.

- There was also the difference between groups of teachers surveyed on the perception of CS in the perspective of LS.

- Perception of teachers on the CS groups in the perspective of LS was at a very low level.

- The recognition of teachers about the positive impact of education with collaborative approach was just at a average level. Many teachers were confused about the nature of education with collaborative approach.

- Perception of kindergarten teachers about the factors matching the characteristics of education with collaborative approach: Most comments appreciated the close relationship, fairness, goodwill among the members. Some skills of the CS in the perspective of LS were compatible for the education with collaborative approach, but were not chosen by many teachers.

- Teachers' perception about the factors that affect the education with collaborative approach
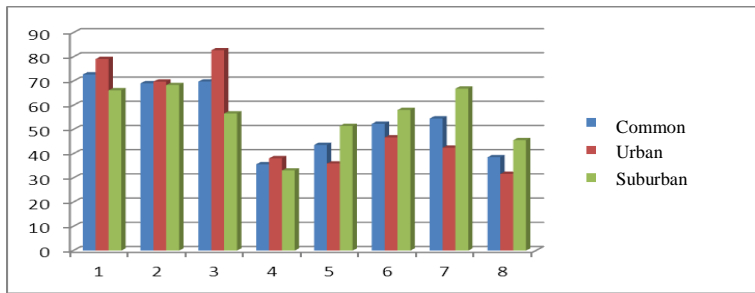
1.Overcrowded classroom; 2.Lack of collaborative teaching experience; 3.Inappropriate assessment of activities, 4.Lack of collaborative learning experience; 5.Lack of design experience for educational activities with collaborative approach, 6.Overly complex structure of teaching content, 7.Inadequate facilities, 8. Insufficient time for educational activities.

- Teachers' perception about the methods of CS education with collaborative approach: GV were not fully aware of the importance of the methods of CS education in the perspective of LS with collaborative approach, therefore they did not value even the most significant methods. Geographical factors and seniority also affect the perception of teachers.

- Regarding the form of activity organization, most teachers appreciated the organizational form in small groups (78.55%), discovery learning (77.09%) and games (73.45%).

- About the environment of education with collaborative approach, most teachers valued the open environment so that facilitate the activities from children themselves (86.55%) and friendly environment between teacher and children, or their peers, so that children can communicate with each other and organize activities (90.91%).

2.3.2. Perception of parents about the CS education in the perspective of LS with collaboration approach for children of 5-6 years old

- Perception of parents about the CS education in the perspective of LS was limited, only a few parents were fully aware of these skills.

- Parents were just aware of the most basic CS, while most of them had not noticed more highly complex CS in the perspective of LS. Many parents were confused between the CS and language/teamwork skills.

- Parents had a decent perception about the direct intervention measure on children. The supportive measures were selected at the average level.

- Urban parents' perception of the CS in the perspective of LS and educational measures for children was better than that of suburban parents.

2.3.3. The reality of CS education in the perspective of LS with collaborative approach

The educational activities of CS in the perspective of LS at kindergarten

a. Reference resources used by teachers: mostly collected on the Internet; in fact; the materials for LS education come a variety of sources, thus making it difficult to control the quality. Therefore this is one of the difficulties for teachers to find the valid materials and information.

b. Educational contents, methods and forms of teachers

Regarding educational content of CS in the perspective of LS, the focus on skills was still low. Some important CS were not taught to children. The results also reflected the consistency between the perception and implementation of teachers.

Some CS were specified in the curriculum but not many teachers taught all of them, but sometimes teachers would teach the CS that were not even introduced in the curriculum.

Through the comparison between groups of teachers in the views of the locality and length of service, it can be seen that there is a relatively large difference in some content choices.

The methods of CS education in the perspective of LS for children are still extremely poor. There is a gap between perception and implementation of teachers on the educational methods.

The activity of CS education in the perspective of LS at home

- Parents are interested in the CS education in the perspective of LS for their children but the exchange of educational information between parents and teacher is still lacking.

- The content of CS education in the perspective of LS being taught to the children by parents in the family mainly focuses on message delivery skills and sympathy generating skill for communication.

- Parents have diverse assessments of the factors affecting the CS education in the perspective of LS for children: the highly influential factors are environmental (70.39%), harmony in the family accounted for 61.18%, perception about the issue accounted for 57-59%; language abilities of children and their frequent practice, etc.

- Educational measures implemented by parents: the experiential practices garner little attention.

<u>The cause of the limitations in the implementation of CS education in the perspective of LS with collaborative approach</u>

- The current ECE curriculum: The content of CS education in the perspective of LS is still incomplete, and many essential skills are not included in the curriculum.

- Collaborative approach is still a new approach for kindergarten teachers; they mainly learn via the Internet with a heuristic approach. Thus the methods, forms of implementation and assessment of the CS education in the

perspective of LS remain vague for kindergarten teachers.

- Teachers have many limitations in knowledge and implementation skills for the CS education in the perspective of LS with collaborative approach.

- The conditions for organizing the class: Overcrowded classroom, many school/class area & space for group activities is limited.

- Parents taught their children the CS in the perspective of LS at home, however the taught CS are inadequate and uneven.

- Teachers and parents are not fully in agreement about the CS education in the perspective of LS with collaborative approach

2.3.4. Educational outcomes of the CS education in the perspective of LS for kindergarteners 5-6 years old

Children have the ability and advantages to implement the skills, however the CS implementation of children are still affected by their personality traits and subjects of communication, as well as their understanding and experience. In addition, the improper impacts of their caregivers and teachers such as one-sided views, impatience, pampering, lack of discipline, overprotection that prevents the children from solving problems by their own, etc, also negatively affect the performance of the CS education in the perspective of LS for children. The survey on reality has helped us with orientation in determining the impact of measures to improve the efficiency of implementing the CS education in the perspective of LS for kindergarteners of 5-6 years old.

CONCLUSION OF CHAPTER 2

1. The CS education in the perspective of LS should have been the center of attention in kindergarten, because the development of LS in general and CS

in particular affect the child's personality development, positive & proactive life, in order to achieve high efficiency in the personal life of the child.

2. The survey shows that some CS in the perspective of LS of children was conceived and developed, but also achieved at low levels. The development between the CS groups is uneven, as well as between CS within the group. Mostly children listen passively, and can establish a relationship with subjects of communication. Therefore, the contents of CS education in the perspective of LS have to be adjusted, adding the missing or neglected CS (notification skills, etc) and focusing more on the practice to achieve better results.

3. Kindergarten teachers have used a number of measures of CS education in the perspective of LS for children of 5-6 years old and achieved some initial results. However, the education measures of CS education in the perspective of LS are primarily notification – reception methods, failing to meet the requirements to innovate the educational methods that promote children's positivity. Teachers are not fully aware of the education with collaboration approach, nor adequately equipped with skills to develop and organize education activities with collaborative approach. Therefore they are not able to use and fully utilize the strengths of education with collaborative approach towards CS education in the perspective of LS for children of 5-6 years.

4. These findings indicate that, it is urgent and necessary to conduct the research to identify the educational measures of CS education in the perspective of LS for children of 5-6 years old with collaborative approach, so that children will be able to be more active and effective.

CHAPTER 3

MEASURES FOR COMMUNICATION SKILLS EDUCATION IN THE PERSPECTIVE OF LIFE SKILLS FOR KINDERGARTEN CHILDREN OF AGE 5-6 WITH COLLABORATIVE APPROACH

3.1. The principles guiding the development of education measures for CS education in the perspective of LS for kindergarteners 5-6 years old with collaborative approach

- Ensure consistency with objectives, contents of ECEC curriculum

- Ensure the principles of collaborative education

- Ensure the opportunities to practice communication

- Ensure that pedagogical impacts focus on skills themselves and the conditions for performing skills

Based on theory & practice, combined with the above principles, we develop educational measures for CS education in the perspective of LS for for kindergarteners of 5-6 years old with collaborative approach as follows:

Measure 1. Create communication environment favorable for implementation of CS in the perspective of LS with collaborative approach: create an environment that requires collaboration between members of the class, generating the situations of communication: Creating space for group activities; Preparing school supplies, toys suitable for activities of 2 or more people; Designing activities in which children can communicate and work with different people; Implementation of creative activities with social themes; Impact on the needs of children, encouraging children to communicate.

Measure 2. Select the content and design activities with collaborative approach for CS education in the perspective of LS for children: offering suggestions for educational content corresponding to the CS, and guiding teachers to design

activities CS education in the perspective of LS with collaborative approach.

Measure 3. Provide the example of CS in the perspective of LS for children through communication: Teachers provide the examples of missing/neglected CS of children through demonstration and explaination, such as having a chat, role play, via pictures/photos, etc, so that children can observe and imitate.

Measure 4. Organizing activities with collaborative approach to create opportunities for children to practice CS in the perspective of LS: Playing, learning, group activities, daily activities with collaborative approach

CONCLUSION OF CHAPTER 3

Based on the research of theory and practice of CS education in the perspective of LS for children of 5-6 years old, the thesis develops 4 measures. These measures can create the fundamental basis for the formation and practice of CS in the perspective of LS with collaborative approach, which are: equipping children with knowledge, CS and how to use the CS in situations, attitudes in communication and create opportunities for children to perform the CS by themselves to solve their own problems, in order to accomplish a specific purpose, with collaboration with other people.

CHAPTER 4
PEDAGOGICAL EXPERIMENT
4.1. GENERAL DESCRIPTION
4.1.1. Experiment purpose
The purpose is to test the effectiveness of educational measures of CS

in the perspective of LS with collaborative approach for children of 5-6 years old, and thus determine the consistency between research findings and proposed scientific hypotheses.

4.1.2. Experiment content

The contents are experiments of educational activities (learning activities, life activities, games), taking into account the conditions on the professional capabilities and pedagogical competencies of kindergarten teachers, as well as conditions of the schools of experiments.

4.1.3. Experiment subjects

- Explorationary experiment phase (8 weeks): 20 children of kindergarten grades at DoReMi kindergarten, Cau Giay District, Ha Noi.
- Official experimental phase (20 weeks): 160 children in 8 kindergarten classes (20 children per class) of the schools in Hanoi: Di Trach kindergarten - Hoai Duc District, Bac Hong kindergarten - Dong Anh District, Trang An kindergarten, Thanh Xuan District, Hong Ha kindergarten - Hoan Kiem District. The experimental group (EG) and the control group (CG) have similar conditions

4.1.5. The assessment criteria and scale of experiments

- Criteria: Purpose; Completion; Logic; Flexibility, Proficiency.
- 4 levels of scale: Excellent, Good, Average, Below average.

4.2. Explorationary experiment

4.2.1. Purpose

Explorationary experiment determines the conditions for the

implementation of official experimentation.

4.2.2. Results

From the measurement results of exercises and observations on children, it can be seen that the impact on measures for children are feasible and can be implemented in official experimentation.

4.3. Official experiment
4.3.1. Purpose:

Official experiment confirms the reliability of the effectiveness and feasibility of adopting measures for CS education in the perspective of LS with collaborative approach for children.

4.3.2. Results:

Table 4.2. Average scores of CS groups in the perspective of LS for children before implementeing the measures

Content	ĐC	Experiment				
		Common	Urban	Suburban	Male	Female
Skill of presentation	3.03	3.05	2.97	3.11	2.95	3.12
Skill of negotiation	3.20	3.20	3.22	3.19	3.10	3.30
Skill of message reception	3.01	3.01	3.00	3.02	3.00	3.02
Skill of deduction	3.04	3.04	2.96	3.12	2.97	3.1
Skill of information processing	3.08	3.08	2.98	3.18	3.01	3.15
Skill of assessment and making decision	2.63	2.67	2.69	2.61	2.63	2.66

Skill of handling situation	2.78	2.78	2.59	2.98	2.77	2.8
Skill of Orienting position and behavior in communication	2.61	2.64	2.59	2.66	2.68	2.57
Skill of Getting acquainted	3.00	3.01	2.99	3.03	2.93	3.09
Expressing attitude, generating sympathy	3.02	3.04	3.08	3.00	3.06	3.02
Skill of using means of communication	2.75	2.77	2.73	2.79	2.81	2.71

Thông qua các bài tập đo và qua quan sát trong sinh hoạt chúng tôi nhận thấy có 4 nhóm đối tượng như sau:

Through evaluation exercises and observations in daily life, there are 4 groups as follows:

Group 1: Children use most of the CS in the perspective of LS when necessary and show composure, moderation, and honesty.

Group 2: Children use most of the CS in the perspective of LS when necessary with agility, sometimes impulsive and dishonest.

Group 3: Children only communicate and use the CS in the perspective of LS depending on the subjects and content of communication (the majority).

Group 4: Children show signs of reservedness and do not want to communicate or perform any CS when necessary.

Table 4.3. Classification of children according to the level of CS
development in the perspective of LS (EG)

N.o	Content	Group 1		Group 2		Group 3		Group 4	
		SL	%	SL	%	SL	%	SL	%
1	Urban	5	12.5	3	7.50	31	77.50	1	2.50
2	Suburban	2	5.00	5	12.50	30	75.00	2	5.00
3	Total	7	8.75	8	10.00	61	76.25	3	3.75

The measures are implemented based on the characteristics of childen
groups:

+ Apply the impact measures on all groups in the form of group acitivities.

+ More focus on individual activities for group 2 and 4.

Experiment results:

- After the official experiment, the results of EG increased markedly
compared to CG all the CS, and that increase can ensure validity and
reliability.

- The EG displays better progress than the CG after the implementation of
educational measures.

- There is a discrepancy in some CS between the urban and suburban areas.

- Both genders achieve similar results

- The levels of performance of CS in the perspective of LS are uneven and
depend on the subjects of communication

The children in the experiment process through observation

- The experimental activities included in the daily life of the children did
not negatively affect the children' activities at kindergartens. Children
participate in fun and comfortable activities.

- Children gradually adapt to activities with others.

- The CS used by children are varied in situations.

- The results of activities of the children do not completely reveal the used CS.

In summary: Những biện pháp giáo dục được áp dụng trên nhóm trẻ TN đã đưa đến những kết quả khả quan, đáng tin cậy, thể hiện ở những chuyển biến tích cực trong các tình huống mà trẻ đối mặt và giải quyết. Điều đó chứng tỏ các tác động giáo dục KNGT dưới góc độ KNS nêu ra và đưa vào thực nghiệm là đúng hướng và khả thi.

The education measures applied on the EG of children has led to positive and reliable results, reflected in the positive changes in the situation that children face and solve. This proves that the experimental impact of education of CS in perspective of LS is in the right direction and feasible.

CONCLUSION OF CHAPTER 4

The post-impact results of the experiment demonstrated that the measures have effective and reliable influence, and scientific hypothesis is correct. The CS in different situations with different subjects still have different levels, in which CS with younger children is still limited and this is the limitation of age-related characteristics of the both sides of communication participants. The experimental process has proved that children adapt to collaborative group activities. Children can do perform many CS in the perspective of LS in specific situations.

The research process shows that there are 4 groups with distinct features and different manifestations in the process of performing the CS in the perspective of LS, of which group 2 and group 4 should have impact on the individual. The post-impact outcomes display much progress, showing

that this is the right direction. In addition to this progression, children still have certain limitations due to their personality traits and lifestyle habits which can be improved with patience and perseverance.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

1.1. The CS education in the perspective of LS for children of 5-6 years old with collaborative approach have a highly practical value to help children actively and effectively solve personal problems themselves on the collaborative spirit. Collaborative approach in CS education in the perspective of LS is expressed consistently in stages: identify the objectives, content, methods, forms of organization and assess the results; thereby, ensure that the specific requirements of the collaboration on the number of participants, goals and overall mission of the group, a division of responsibilities, the conditions of interdependence between members for the activity.

1.2. The CS education in the perspective of LS with collaborative approach is the process of pedagogical impact with aims, content, methods, means and specific forms of teaching on the learner to help the learner form capabilities for effective application of knowledge, experience, CS on specific life situations of life on the basis of strengthening the exchange, support and interdependence between subjects of communication.

1.3. In ECEC curriculum, the implementation of educational activities at kindergartens, in the general objectives of the program, and CS and CS in the perspective of LS are not mentioned directly, but can be understood in terms of "development of social skills "and" preparing children for primary school". The content does not cover all the essential CS. The content and

expected outcomes of the curriculum are inconsistent with each other. Methods, forms of educational activities and proposed assessment are still generic or merely suggestive.

The current reality of CS education in perspective of LS with collaborative approach in kindergarten shows that perception of teachers and parents about issues of CS education in perspective of LS with collaborative approach is limited. Content and educational methods of CS education in perspective of LS for preschoolers 5-6 years old in the school with collaborative approach are selected and implemented superficially. That lead to the uneven and low level of development of the CS group and in a CS group in the perspective of LS for kindergarten children of 5-6 years old.

1.4. The thesis proposed educational measures CS education in perspective of LS as follows: 1) Demonstrate and explain the example of CS, teach children to learn about CS and the example of CS in the perspective of CS through group activities; 2) Create a favorable environment for the performance of CS in the perspective of LS with collaborative approach; 3) Select the content and design activities with collaborative approach for CS education in the perspective of LS for children; 4) Organize activities with collaborative approach to create opportunities for children to practice CS in the perspective of LS.

1.5. The measures were conducted in experiment on preschoolers 5-6 years old with a reliable sample size. After the experiment, the results on the children showed the feasibility of the measures, and confirmed the validity of scientific hypothesis. The measures had effective impact on the development of CS in the perspective of LS for children of age 5-6 in the EG.

2. Recommendations

2.1. For managers

- Bring the CS education in the perspective of LS in particular and CS education in general into the ECE curriculum.

- Education with collaborative approach has many values for learners and can be implemented for children of age 5-6; therefore, this approach should be implemented widely in kindergartens/preschools.

2.2. For kindergartens/preschools

- Reduce the class size of children per class/teacher so that teachers can ensure the educational requirements.

- Organize training and professional development workshops so that teachers can understand and follow the general objectives of CS education with collaborative approach.

- Have awareness-raising measures for parents and community on the education of children; Strengthen the connection between family and school for the education of children.

2.3. For teachers

- Actively learn and study to improve the understanding/knowledge about education with collaborative approach, educational objectives, principles, methods of CS education in the perspective of LS for kindergarten children of age 5-6.

- Train regularly to accumulate experience in design and organize educational activities for CS education in the perspective of LS with collaborative approach for kindergarten children of age 5-6.