

MINISTRY OF EDUCATION AND TRAINING
VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES

CAO THI CUC

**PRACTISING TEAMWORK SKILLS FOR CHILDREN
OF AGES 5 - 6 IN THE KINDERGARTEN**

Major: Theories and History of Education

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**SUMMARY OF DOCTORAL DISSERTATION
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INTRODUCTION

1. Reasons for choosing the topic

In the modern society, with the development of science and technology and international integration, teamwork trend is valued in most fields in our lives. According to UNESCO, “*learn to live together*” is one of the major issues in international education today. Developing teamwork skills in children is the foundation for the emergence and development of new-generation workers’ general and core abilities – cooperative abilities.

Organizing team-building activities in schools lays the foundation for teamwork and cooperation skill practices, and cooperative ability improvements. This is a long-term process which is required to carry out regularly and logically right from the very first years of schooling.

Pre-school education, which is the first level of the national education system, lays the basis for the physical, cognitive, emotional and social development of children and plays a key role in the human development strategy. 5-6-year-old period is time for laying fundamental basis for children’s personality development and preparing them for the major “turning point” in childhood (transferring from kindergarten to primary school). To facilitate the future citizens’ adaptation to a modern society, it is important for schools to pay attentions to teaching children at preschool age necessary skills, particularly teamwork skills. Should children aged 5-6 do not have teamwork skills, they may encounter many difficulties when participating in various activities in the primary school and the social life in future.

To preschool children of ages 5-6, along with the development of self-awareness, the demand for engaging in activities with intimate friends has increased sharply. Groups of children and teamwork appear and develop with different reasons at the simple level. Teamwork skills are essential for children to play with friends in their teams, or join hands in completing their team’s tasks (such as cleaning up, arranging toys, etc.).

Experiences in teamwork with the children’s active participation in the kindergarten through various types of activities in the daily life, such as fun activities

(main activities of preschool children), simple working activities, learning activities, etc. under the right guides of teachers facilitate the teamwork skill development of children.

Pre-school education programs now have contents related to teaching children teamwork skills, such as the content of emotional-social development education for children of ages 5-6 including the status and role of children in their families and classes; complete their tasks (cleaning up, arranging toys, etc.); respect, cooperate and accept; care, share and help (friends, etc.). This is a favorable condition for help children of 5-6 year olds practice teamwork skills in the kindergarten.

However, current situations in kindergartens present the issue that teamwork skill practices of children of ages 5-6 have not been paid close attention to because teachers have not been aware of the role of teamwork correctly as well as known how to help children practice teamwork skills through daily activities, including role-play activities by topic and clean-up activities.

With mentioned reasons, the thesis “Helping children of ages 5-6 practice teamwork skills in the kindergarten” is chosen for research in this dissertation.

2. Research Objectives

Proposing methods to help children of ages 5-6 practice teamwork skills in necessary order to develop children’s teamwork skills, contribute to improvement of the education quality, and prepare them for various activities in the primary school and the social life in future.

3. Research objects and subjects

3.1. Research objects

The process of helping children of ages 5-6 practice teamwork skills in the kindergarten.

3.2. Research subjects

The relationship between activities practicing teamwork skills and the teamwork skill development of children of ages 5-6.

4. Scientific hypothesis

There are shortcomings in helping children of ages 5-6 practice teamwork

skills in the kindergarten. Should methods of practice are employed by giving them chances and instructing them in daily activities in the kindergarten with the encouragement and assistance in children's teamwork activities based on the suitable principles of interaction, cooperation and sharing, teamwork skills of children will be enhanced.

5. Tasks of research

5.1. Tasks of research

5.1.1. Researching the rationale of helping children of ages 5-6 practice teamwork skills in the kindergarten.

5.1.2. Researching the current situation of helping children of ages 5-6 practice teamwork skills in the kindergarten.

5.1.3. Proposing methods of helping children of ages 5-6 practice teamwork skills in the kindergarten.

5.1.4. Doing pedagogical experiment to check the correctness of the scientific hypothesis.

5.2. Scope of research

- Research contents: methods of help children of ages 5-6 practice teamwork skills in the kindergarten through role-play activities by topic and clean-up activities at lunch time and in daily activities of children aged 5-6 in the kindergarten.

- Objects, places and time of research:

+ Examining 125 children of ages 5-6 and 235 preschool teachers who are teaching classes of 5-6 year olds at 51 kindergartens in such provinces, cities as Thanh Hoa, Ha Tinh, Ha Noi, Hai Phong in the 2013-2014 school year.

+ Doing pedagogical experiment on 31 children aged 5-6 (round 1) and 62 children aged 5-6 (round 2) at 3 kindergartens in Thanh Hoa Province including Quang Thang Kindergarten (Thanh Hoa city); Dinh Tang Kindergarten (Yen Dinh district, Thanh Hoa Province) in the 2014-2015 and 2015-2016 school years.

6. Research methodologies

6.1. Theoretical methodologies: Method of analysis and synthesis; Method of theoretical systematization and generalization.

6.2. Practical methodologies: Method of investigation; Method of interviewing; Method of observation; Method of operations research; Method of designing exercises (activities), situations to evaluate the level of children's teamwork skills; Method of pedagogical experiment.

6.3. Other methodologies: Expert opinion method; Method of data processing.

7. Argumentative points

7.1 Teamwork skills are effective cooperating with members of the team in order to achieve the common goal. Teamwork skills of children of ages 5-6 comprises these following basic skills: team building and management skills; communication skills based on principles of interaction with members of the team; task completion skills team conflict resolution skills.

7.2. Teamwork skills of children of ages 5-6 are improved through taking part in teamwork activities in the kindergarten with the encouragement and assistance in children's teamwork activities based on suitable principles of interaction, cooperation and sharing.

7.3. It is necessary to help children aged 5-6 practice teamwork skills in the kindergarten... teachers' methods of practicing teamwork skills by organizing role-play activities by topic, clean-up activities at lunch time and daily activities positively impact the development of children's teamwork skills.

8. New contributions of the dissertation

- *In theory:* Clarifying the definition of teamwork skill, helping children of ages 5-6 practice teamwork skills in the kindergarten; Determining the theoretical framework for the research on helping children aged 5-6 practice teamwork skills in the kindergarten.

- *In practice:*

+ Identifying several problems in the current situation of helping children of ages 5-6 practice teamwork skills in the kindergarten such as paying little attention to instruct children to engage in teamwork activities based on the interactive, cooperative, active and sharing principles; the real level of children's teamwork skills and the cause for poor teamwork skills is preschool teachers' little concern.

+ Proposing 4 methods that help children of ages 5-6 practice teamwork skills in the kindergarten including: Designing activities for practicing teamwork skills; Creating the environment for practicing teamwork skills; Instructing children to engage in teamwork activities based on the interactive, cooperative, active and sharing principles; Giving them encouragement and opportunities to practice teamwork skills in daily activities.

Chapter 1

THE RATIONALE OF HELPING CHILDREN OF AGES 5-6 PRACTISE TEAMWORK SKILLS IN THE KINDERGARTEN

1.1. Literature review

- To clarifying the theoretical basis of training teamwork skills for children in the kindergarten, this dissertation will focus on following research directions:

1.1.1. Research on teamwork

1.1.2. Research on teamwork skills

1.1.3. Research on practicing teamwork skills

- Mentioned research discussed roles of teamwork and group teaching in the direction of cooperative teaching in schools; teamwork skills and cooperative learning skills in students' teamwork; organizing teamwork activities for children, etc.

- Mentioned research indicated that:

+ Groups of children exist and develop based on the common goals and corresponding model of cooperation according to suitable organizations and instructions of teachers.

+ Children only work actively in small groups that satisfy their demand and when having the cooperation, sympathy, sharing and helping between them and friends.

+ Teamwork skills comprise such major skills as team building skills; team communication skills; task completion skills; team conflict resolution skills.

+ Several conditions to organize activities in order to develop teamwork skills are suitable group size; clarifying roles and tasks of the group and members; ensuring necessary means and conditions to maintain the cooperation in the group; monitoring regularly, instructing and assisting children when they are in need; assess results of teamwork activities and for adjusting and planning next activities.

In conclusion, there has not been any research clarifying essential teamwork skills for children aged 5-6 and methods helping them practice these skills.

1.2. Preschool children's teamwork skills

1.2.1. Preschool children's teamwork

1.2.1.1. Definition of teamwork: Teamwork is active cooperation of like-minded people to achieve the common goal.

1.2.1.2. Characteristics of preschool children of ages 5-6: Physical, mental and social characteristics.

1.2.1.3. Characteristics of teamwork of children of ages 5-6: Although teamwork activities of 5-6 year old children has basic signs (such as group members join hands to complete a task; children not only are aware of their responsibilities to the group, make attempts to complete their tasks, and are able to cooperate, share and help each other, etc.), groups of children remain unstable, so their teamwork activities can be influenced by external effects (such as space, time of activities; means of activities, etc.) and children's interest, demand and abilities.

1.2.2. Definition and structure of teamwork skill for children of ages 5-6

1.2.2.1. Definition of teamwork skill of children of ages 5-6

- *Definition of skill:* Skill is an ability to do an activity well by using one's knowledge, and experience appropriately. The skill shows not only how people act but also people's abilities.

- *Definition of teamwork skill:* Teamwork skill is the effective cooperation of members in the group to achieving the common goal.

1.2.2.2. Structure of teamwork skill of children of ages 5-6

- *Criteria for identifying teamwork skills:* the intentionality of the skill; the adequateness of the content and the structure of the skill; the logicalness of doing the activity; the skillfulness of the activity; the flexibility when doing the activity.

- *Structure of teamwork skill:* results of the above research on teamwork and teamwork skills of preschool children indicate that children's teamwork skills include: 1. Team building and management skills; 2. communication skills based on principles of interaction with members of the team; 3. Task completion skills; 4. Team conflict resolution skills.

1.3. Helping preschool children practice teamwork skills

1.3.1. Definition of practicing skills: Practicing skills is doing activities over and over in order in various situations in order to master skills.

1.3.2. Theories used as the foundation for helping preschool children practice teamwork skills: B.F. Skinner's *behavioral theory*; *experience-based learning theory* (theories of K. Lewin, J. Dewey, J. Piaget, D. Kolb are typical examples); L. Vygotsky's *activity theory*.

Based on mentioned standpoints, helping children of ages 5-6 teamwork skills in the kindergarten need to be carried out as follows:

1) Clarifying objectives and contents of helping children teamwork skills which are suitable for characteristics of children's age (in terms of interest, abilities and teamwork experience).

2) Designing activities to practice teamwork skills (choosing and designing teamwork activities suitable for the objective of practicing teamwork skills)

3) Creating the environment for practicing teamwork skills (offering children good space, place and means of doing activities for practicing and improving teamwork skills).

4) Implementing activities including: instructing children to engage in teamwork activities; encouraging and adjusting the process of practicing teamwork skills of children.

5) Offering children chances to apply teamwork skills that are taught in many different circumstances to continuously consolidate and improve teamwork skills.

1.3.3. Helping children of ages 5-6 teamwork skills in the kindergarten

1.3.3.1. Objectives of helping children of ages teamwork skills in the kindergarten: to help children develop and master children's teamwork skills, then help them to be confident in doing activities and communicating with friends and people around; make children to more active and creative in activities in their schools/classes and daily lives; help children assert their positions and roles in the group/class; help children easily get used to learning activities at the start of primary school.

1.3.3.2. Principles of helping children of ages practice teamwork skills in the

kindergarten: 1) Ensuring contents, methods and forms of practicing teamwork skills suitable for demand, interest and abilities of children; 2) Ensuring the favorable and suitable environment for practicing teamwork skills; 3) Ensuring that children are active and enthusiastic in teamwork activities; 4) Ensuring the frequency of practicing teamwork activities; 5) Ensuring opportunities for children to practice and consolidate teamwork skills.

1.3.3.3. Contents of training teamwork skill for children of ages 5-6 in the kindergarten: 1) Identifying positions and roles of children in the group to make them actively and voluntarily complete tasks suitable for those positions and roles; 2) Practicing teamwork skills (including team building and management skills; communication skills based on principles of interaction with members of the team; task completion skills team conflict resolution skills); Instructing children to practice teamwork skills every day.

1.3.3.4. Methods and forms of helping children of ages 5-6 practice teamwork skills in the kindergarten

a) Methods of helping children of ages 5-6 practice teamwork skills in the kindergarten: method of practicing and experiencing; method of using games and educational activities in groups; method of using unusual situations; method of practicing; method of using visual aids; method of verbal learning; method of teaching through emotions and encouragement; method of setting examples – assessing.

b) Forms of helping children of ages 5-6 practise teamwork skills in the kindergarten: depending on space and place; depending on types of educational activities.

1.4. Factors that influence helping children of ages 5-6 practice teamwork skills in the kindergarten: preschool teachers; personal characteristics and characteristics of children's age; environment for practicing teamwork skills; the current Pre-school education curriculum.

Conclusion of chapter 1

1. Teamwork skills are abilities to cooperate effectively with other members in the group in order to achieve the common goal. Teamwork skills are highly important and essential to help children adapt to social lives and personal development.

It is necessary to help children of ages 5-6 practice following skills: team building and management skills; communication skills based on principles of interaction with members of the team; task completion skills team conflict resolution skills.

2. Practicing skills is doing activities over and over in necessary order in various situations to master skills.

3. Helping children of ages 5-6 practice teamwork skills in the kindergarten has not been concerned and researched adequately. Therefore, it is important to research method helping children of ages 5-6 practice teamwork skills in the kindergarten in order to get them ready to adapt rapidly to the new environment as attending the primary school.

Chapter 2

CURRENT SITUATIONS OF HELPING CHILDREN OF AGES 5-6 PRACTISE TEAMWORK SKILLS IN THE KINDERGARTEN

2.1. Practising teamwork skills in the current pre-school education curriculum

In the current pre-school education curriculum, requirements for children when taking part in group educational activities are presented quite obviously and concretely in Contents and Expected results of *Emotional and social education*. However, in terms of reaching objectives of helping children of ages 5-6 practice teamwork skills, the ECE curriculum remains such shortcomings as teamwork skills mainly mentioned in organizing fun activities (teaching children to “play with friends”); having no clear instruction on how to meet mentioned requirements; having no criterion to assess children’s teamwork skills.

2.2. Current situations of helping children of ages 5-6 practice teamwork skills in the kindergarten

2.2.1. Research current situations

2.2.1.1. Research objectives: Identifying problems of current situations of five-to-six-year-old children’s teamwork skills and helping children practice teamwork

skills in the kindergarten currently to lay practical foundations for proposing methods of practicing teamwork skills.

2.2.1.2. Research contents:

- The awareness of preschool teachers: Preschool teachers' awareness of the need of helping children of ages 5-6 practice teamwork skills; Preschool teachers' awareness of the need of teamwork skills required to be practiced for children of ages 5-6.

- Current situations of helping children of ages 5-6 practice teamwork skills in the kindergarten: methods of helping children of ages 5-6 practice teamwork skills employed by preschool teachers and the degree of employing those methods; difficulties facing preschool teachers when they help children aged 5-6 practice teamwork skills in the kindergarten.

- Current situations of five-to-six-year-old children's teamwork skills: Preschool teachers' opinions about current situations of five-to-six-year-old children's teamwork skills; five-to-six-year-old children's teamwork skills.

2.2.1.3. Research subjects and scope of research:

- 235 preschool teachers who are teaching classes of 5-6 year olds at 51 kindergartens in such provinces, cities as Thanh Hoa, Ha Tinh, Ha Noi, Hai Phong).

- 125 children aged 5-6 attending 3 kindergartens in Thanh Hoa province.

2.2.1.4. Research time: the 2013-2014 school year (from 9/2013 to 5/2014).

2.2.1.5. Research methodologies: research on preschool teachers (research carried out through participant information sheets together with observing the process of organizing teamwork activities for children of ages 5-6; talking and interviewing); research on children (observing directly the process of children doing activities and using exercises to evaluate the level of teamwork skills of children of ages 5-6).

2.2.1.6. Research tools and assessment criteria: questionnaire sheets for preschool teachers; sheets collecting results of class observations, observing children in their activities; sheet of evaluation criteria of five-to-six-year-old children's teamwork skills.

2.2.2. Results of researching current situations

2.2.2.1. Preschool teachers' awareness

a) Preschool teacher's awareness of how essential it is to help children of ages 5-6 practice teamwork skills.

b) Preschool teachers' awareness of how essential it is to have teamwork skills practiced by children of ages 5-6.

2.2.2.2. Current situations of helping children of ages 5-6 practice teamwork skills in the kindergarten

a) Current situation of employing methods of helping children of ages 5-6 practice teamwork skills

b) Difficulties when helping children of ages 5-6 practice teamwork skills

2.2.2.3. Current situations of teamwork skills of children of ages 5-6

a) Preschool teachers' opinions about current situations of teamwork skills of children of ages 5-6

According to preschool teachers' opinions, teamwork skills of children of ages 5-6 are at poor level, and team conflict resolution skills and skills related to the cooperation while doing activities are poorest in children.

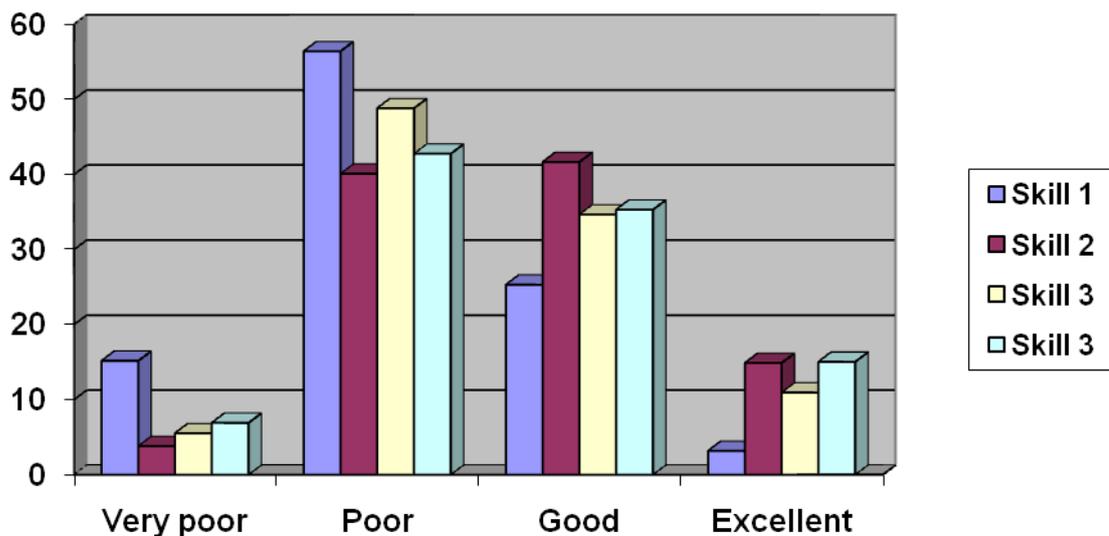


Chart 2.3: Assessment of preschool teachers about current situations of teamwork skills of children of ages 5-6

b) Results of research on current situations of teamwork skills of children of ages 5-6

Teamwork skills of children of ages 5-6 are only at poor level. Teamwork skills are not equal and shows considerable differences among children in the group.

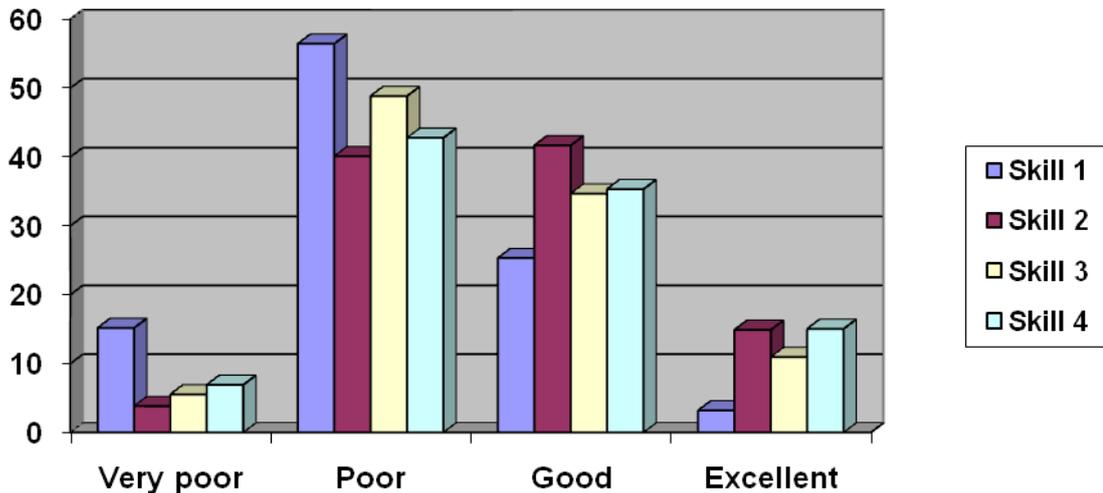


Chart 2.4: **Current situations of teamwork skills of children of ages 5-6**

2.2.2.5. *General assessment of current situations of helping children of ages 5-6 practice teamwork skills*

There are still numerous shortcomings and difficulties in helping children of ages 5-6 practice teamwork skills.

Conclusion of chapter 2

1. Preschool teachers are now aware correctly of the importance of teamwork skills in preparing essential conditions for children to enter the primary school.

2. The Pre-school education curriculum has not clarified requirements, contents, methods of doing teamwork activities and practicing teamwork activities, and had criteria to evaluate children's teamwork skills.

3. Preschool teachers used some methods of helping children practice teamwork skills through educational activities in the kindergarten. However, there remain some shortcomings:

- Preschool teachers still feel confused and encounter difficulties in designing activities to practice teamwork skills and create the environment for helping children practice teamwork skill;

- Preschool teachers pay little attention to instructing children to interact, cooperate, actively take part in and share in teamwork activities, as well as do not take advantage and provide children chances to employ teamwork skills in their daily activities.

4. Teamwork skills of children of ages 5-6 are only at poor level. Best skills are *receiving and completing tasks with great sense of responsibility* and *asking others for "help" when children are in need*. Poorest skills are team conflict resolution skill and some skills related to the cooperation while doing activities.

Chapter 3

METHODS OF PRACTICING TEAMWORK SKILLS FOR 5-6 YEAR OLD CHILDREN IN THE KINDERGARTEN

3.1. Principles for developing methods of practicing teamwork skills for 5-6 year-old children in the kindergarten.

Ensure compliance with objectives and contents for current pre-school education; ensure the principles of practicing teamwork skills; ensure age and teamwork characteristics of 5-6 year old children; ensure the opportunities for children's activities and experience in teamwork activities are active and creative.

3.2. Method of practicing teamwork skills for 5-6 year old children.

3.2.1. Design activities for teamwork skills

- Identify objective of teamwork activities
- Develop content of teamwork activities
- Select method and form of training teamwork skills
- Select facilities and ensure training conditions for teamwork skills

3.2.2 . Provide environment for training teamwork skills

- Contribute the idea of environment for teamwork
- Prepare the necessary facilities and conditions to create a training environment for teamwork skills
- Arrange reasonable educational environment and create favorable conditions

for children to participate in group activities.

- The teamwork environment needs to change regularly to create attraction for children.

3.2.3. Guide children to the principle of interaction, cooperation, active participation, and sharing.

- Create a group.

- Guide children to the principles of interaction, cooperation, active participation, and sharing: creating opportunities for children to finish tasks with members of the group; Resolve conflicts that occur during group activities; guide the children to self-check, evaluate themselves, evaluate members of group; evaluate children's teamwork skills

3.2.4. Encourage and create opportunities for children to practice teamwork skills in daily activities

- Encourage children's daily group activities.

- Create opportunities for children to practice teamwork skill in daily activities

3.3. Methods of practicing teamwork skills for children of 5-6 years old in pre-school

3.3.1. General requirements

The above-mentioned methods of practicing teamwork skills have close and harmonious relationship together to support 5-6 years old in the process of practicing teamwork skills. These methods should be implemented flexibly to meet the actual conditions of each school, grade and characteristics of the child.

3.3.2. Example for using teamwork skill of 5-6 year-old children.

3.3.2.1. Game of role-playing with available topic (topic: Family)

3.3.2.1. Cleaning up activity: cleaning dinner time

Conclusion of chapter 3

1. Methods of helping 5-6 year- old children practice teamwork skills are developed with four basic principles: ensure compliance with objectives and contents for current pre-school education; ensure the principles of practicing teamwork skills; ensure age and teamwork characteristics of children 5-6 years old; ensure the

opportunities for children's activities and experience in teamwork activities are active and creative.

2. The topic of the thesis has been concluded four methods of training teamwork skill for children aged 5 to 6: Design training activities of teamwork skills; provide environment for teamwork skill; Guide children to the principle of interaction, cooperation, active participation, and sharing; encourage and create opportunities for children to practice teamwork skill in daily activities.

3. The above-mentioned methods of practicing teamwork skills have close and harmonious relationship together to support 5-6 year-old children in the process of practicing teamwork skill. These methods should be implemented flexibly to meet the actual conditions of each school, grade and characteristics of the child.

Chapter 4

PEDAGOGICAL EXPERIMENT

1.1. Experiment overview

1.1.1. Experiment objectives: Examining the feasibility and effectiveness of methods of helping children of ages 5-6 practice teamwork skills proposed and examining the correctness of the dissertation's scientific hypothesis.

1.1.2. Experiment contents: Experimenting 4 methods of helping children aged 5-6 practise teamwork skills which proposed in chapter 3 of the dissertation through organizing teamwork activities for children of ages 5-6 in the kindergarten. Activities are role-plays by topic, clean-up activities at lunchtime and through activities in daily lives.

1.1.3. Subjects, time and scope of experiment

- The experiment was implemented in 6 groups of children of ages 5-6 at 3 kindergartens in Thanh Hoa province including Quang Thang Kindergarten and Dong Ve Kindergarten in Thanh Hoa city (urban kindergartens); Dinh Tang Kindergarten in Yen Dinh district, Thanh Hoa province (the rural kindergarten).

- The pedagogical experiment was implemented in 2 rounds:

- + The 1st round of pedagogical experiment in the 2014-2015 school year: The 1st round of pedagogical experiment was implemented in a narrow scope (including

an experiment group of 31 children of ages 5-6 and a control group of children of ages 5-6) in order to examine the appropriateness of methods of helping children of ages 5-6 practice teamwork skills in the kindergarten.

+ The 2nd round of pedagogical experiment in the 2015-2016 school year: The 2nd round of pedagogical experiment was implemented in a larger size including 3 experiment groups (21 children of ages 5-6 per group) and 3 control groups (21 children of ages 5-6 per group). The 2nd round of pedagogical experiment aimed to examine the feasibility and effectiveness of methods of helping children of ages 5-6 practise teamwork skills in the kindergarten.

The pedagogical experiment was implemented in normal educational conditions in the kindergarten. Both the experiment group and the control group implemented the current ECE curriculum. The experiment group implemented 2 mentioned activities resorting to proposed methods. The control group organized educational activities according to instructions of the current ECE curriculum.

1.1.4. Experiment procedure

- Choosing relevant experiment and control samples
- Training preschool teachers to do pedagogical experiment, helping them know objectives, contents and ways to pedagogically experiment proposed methods of helping children practice teamwork skills.
- Preparing essential conditions and facilities for the pedagogical experiment.
- The 1st round of pedagogical experiment.
- The 2nd round of pedagogical experiment

Both rounds were implemented in following orders:

+ Measuring the level of teamwork skills of children in the experiment group and the control group prospectively.

+ Doing pedagogical experiment to influence: Employing methods of practising teamwork skills proposed in the experiment group. While implementing, those doing experiments observed, noted and discussed with teachers to adjust timely.

+ Measuring the level of teamwork skills of children in the experiment group and the control group retrospectively.

1.2. Results of the pedagogical experiment and result analysis

1.2.1. Results of measuring prospectively and retrospectively and observing the 1st round of pedagogical experiment

1.2.1.1. Results of measuring before round 1

Prior to the 1st round of pedagogical experiment, levels of the emergence of children in both the experiment group and the control group were equal.

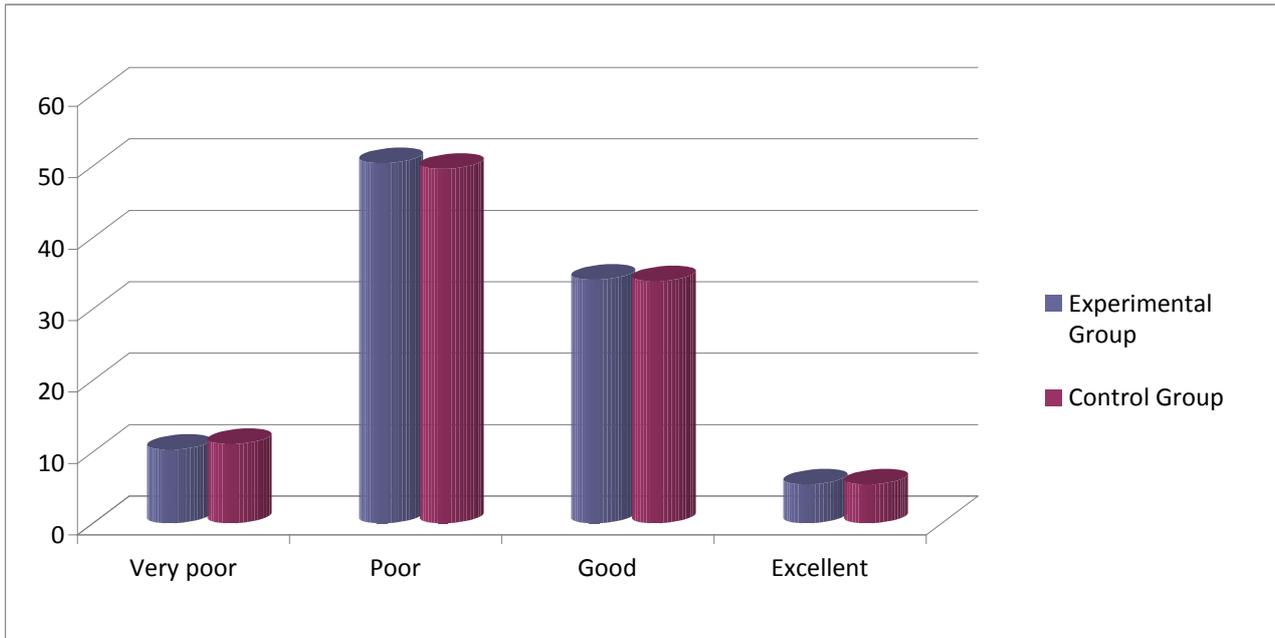


Chart 4.1: Levels of teamwork skills of children aged 5-6 before the 1st round of pedagogical experiment

4.2.1.1. Results of measuring after round 1

While carrying out the 1st round of pedagogical experiment, children in group...began being affected by methods proposed in chapter 3 including: 1) Designing activities for practicing teamwork skills; 2) Creating the environment for practising teamwork skills; 3) Instructing children to engage in engage in teamwork activities based on the interactive, cooperative, active and sharing principles; 4) Giving them encouragement and opportunities to practice teamwork skills in daily activities.

While experimenting mentioned methods in the experiment group, children in the control group also took part in educational activities suitable for requirements of

the current pre-school education curriculum.

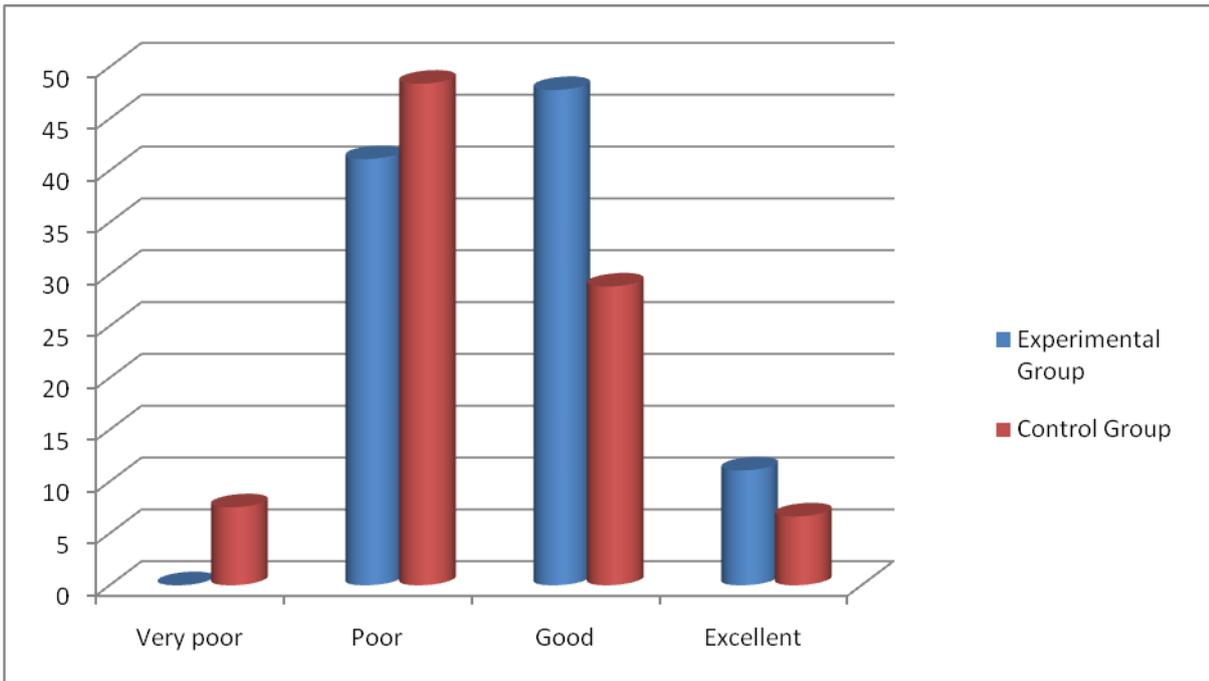


Chart 4.2: Levels of teamwork skills of children in the experiment group and the control group after the 1st round of pedagogical experiment

Results of measuring after round 1 showed the obvious differences between the development of teamwork skills of children in the experiment group and the control group: teamwork skills of children in the control group mainly are at medium level, even many skills were at poor level. Children in the experiment group showed more obvious improvement when their levels of teamwork skills were at medium level and over, many skills were at good level and no skill was at poor level.

The results of the 1st round of pedagogical experiment were examined by using Student's T-test for two sets which are separate to find out differences in results of the experiment group and the control group. With the correctness over 98% ($\alpha < 0.02$), teamwork skills of children in the experiment group were better than those of children in the control group, averages were considered as being meaningful and had the probability (P) of 0.02. Results of the examination showed that the experiment influenced positively the emergence of children's teamwork skills, which confirmed that proposed methods were feasible and effective and the scientific hypothesis is correct.

1.2.2. Results of measuring prospectively and retrospectively and observing the 2nd round of pedagogical experiment

1.2.2.1. Results of measuring before the 2nd round of pedagogical experiment

Teamwork skills of children aged 5-6 were generally at medium level. Levels of teamwork skills of both the experiment group and the control group before the 2nd round of pedagogical experiment were equal.

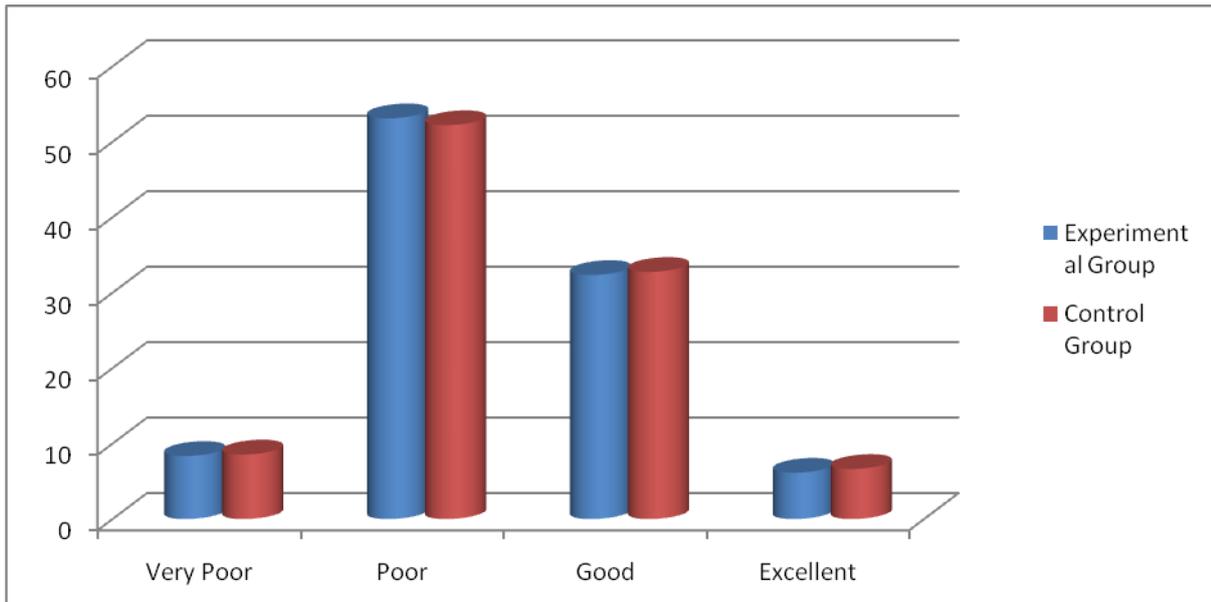


Chart 4.3: Levels of teamwork skills of children in the experiment group and the control group before the 2nd round of pedagogical experiment

1.2.2.2. Results of measuring after the pedagogical experiment round 2

While carrying out the 2nd round of pedagogical experiment, children in the experiment group are affected by methods that proposed in chapter 3 including: 1) Designing activities for practicing teamwork skills; 2) Creating the environment for practising teamwork skills; 3) Instructing children to engage in teamwork activities based on the interactive, cooperative, active and sharing principles; 4) Giving them encouragement and opportunities to practice teamwork skills in daily activities.

These methods were taken feasibly while designing and organizing forms of activities suitable for children (role-play activities; clean-up activities at lunchtime) to help them practice teamwork skills (ensuring all children to take part in each activity twice at least).

While carrying out the 2nd round of pedagogical experiment, children in the control group also took part in educational activities suitable for requirements of the current pre-school curriculum. After carrying out the 2nd round of pedagogical experiment, teamwork skills of children saw considerable improvements which showed the huge differences between the experiment group and the control group.

Experiment group: Most teamwork skills were at medium level. Teamwork skills did not improve in comparison with the period before the 2nd round of pedagogical experiment.

Control group: Teamwork skills improved considerably and equally in 4 groups of teamwork skills.



Chart 4.4: Levels of teamwork skills of children the experiment group and the control group after the pedagogical experiment round 2

The results of the 2nd round of pedagogical experiment were by using Student's T-test for two sets which are separate to find out differences in results of the experiment group and the control group. With the correctness over 98% ($\alpha < 0.02$), teamwork skills of children in the the experiment group were better than those of children in the control group, averages were considered as being meaningful and had the probability $P < 0.02$. Results of the examination showed that the experiment influenced positively the emergence of children's teamwork skills, which confirmed that proposed methods were feasible and effective and the scientific hypothesis is correct.

1.2.3. General assessments of results of the pedagogical experiment

Both rounds of the pedagogical experiment employed 4 methods of practicing teamwork skills which is proposed in chapter 3 including: 1) Designing activities for practicing teamwork skills; 2) Creating the environment for practicing teamwork skills; 3) Instructing children to engage in teamwork activities based on the interactive, cooperative, active and sharing principles; 4) Giving children encouragement and opportunities to practice teamwork skills in daily activities.

These methods were experimented through organizing role-play activities, clean-up activities at lunchtime and daily activities for children.

The 1st round of pedagogical experiment was implemented in a short term and narrow scope (31 children of ages 5-6 in 1 class at 1 kindergarten) in order to examine the appropriateness of proposed methods. Results after observing and discuss with preschool teachers and doing research on children began showing that methods and instructions on how to employ methods were appropriate, feasible and influenced positively and effectively children's practicing teamwork skills (through comparing and checking). This is the foundation for continuing the employment of the 2nd round of pedagogical experiment.

- The 2nd round of pedagogical experiment was implemented in a broader scope (62 children in 3 classes of children of ages 5-6 at 3 kindergarten) in order to examine the feasibility and effectiveness of proposed methods, and continue examine the scientific hypothesis of the dissertation at the same time.

Additionally, from the experience gained in the 1st round of pedagogical experiment, in the 2nd round, preschool teachers were asked to note several points which were paying more attention to instructing children task completion skills in teamwork activities, concerning about the interrelationship among children, instructing children to behave well to friends and join hands to resolve problems arising while doing activities, etc.; Paying more attention to children having poor teamwork skills and noting children's characteristics to choose suitable ways of influence; Cooperating with families more in practicing teamwork skills for children.

- Results of the 2nd round of pedagogical experiment showed more considerable improvements of children in teamwork skills through comparing skills before and after doing the experiment, through observing and comparing the experiment group

and the control group after the experiment. To be more specific, all children in the experiment group were voluntary and active to take part in teamwork activities; Children were aware of cooperation during doing activities to complete their tasks, which was presented by each child knows his/her responsibility in the group; the interaction among children was quite good; Children had team conflict resolution skills.

Conclusion of chapter 4

1. Results of the research showed: Before doing pedagogical experiment, teamwork skills of children in both experiment group and control group were equal. Most teamwork skills of children were at medium level.

2. While doing pedagogical experiment, children in the experiment group took part in various activities which suitable for characteristics of children's age. Preschool teachers employed and combined methods of practicing teamwork skills for children effectively, influenced children feasibly, helped children be more independent, voluntary, active and creative and helped connect children in the group for the common goal as well.

After the pedagogical experiment, teamwork skills of children in the experiment group improved more significantly than those in the control group. Children in the experiment group took part in teamwork activities voluntarily, actively and responsibly. Children's teamwork skills saw significant improvements, especially team communication skills and team conflict resolution skills. Results of examining showed meaningful difference between the experiment group and the control group. Therefore, methods of practicing teamwork skills impacted positively the development of children's teamwork skills.

3. Results of the 2nd round of pedagogical experiment confirmed the feasibility and educational effect of methods of helping children of ages 5-6 practice teamwork skills and proved that the mentioned scientific theory is correct.

CONCLUSION AND PETITION

1. Conclusion

1.1. Teamwork skill is the effective coordination of members in group to achieve the common target. Teamwork skill is very important and necessary to help children adapt to the social life and develop themselves.

Practicing the skill is doing over and over again actions in necessary order in

various situations so as to increase the well-training of the skill. There are 4 groups of teamwork skill that children of 5-6 years old need to practice, including: founding and preserving group skill, communication according to interactive principles among group members skill, processing group work skill, and dealing with conflict in group skill.

1.2. The result of reality survey shows that:

- Kindergarten teachers nowadays have been aware of the importance of teamwork skill to the preparation for children 5-6 years old necessary conditions to join primary schools and have been used some practicing teamwork skill methods by educational activities at school. However, the practicing of teamwork skill at early childhood school for children 5-6 years old still has some limits:

+ Early childhood teachers still encounter difficulties in designing practicing teamwork skill and creating practicing environment activities for children.

+ Kindergarten teachers are not really interested in guiding children to interact, cooperate, positively participate, share to each other in teamwork, simultaneously not really apply or create opportunity for children to practice teamwork skill in daily activities.

- Teamwork skill of children 5-6 years old are just at medium level. The best skills are *Receiving and processing the mission with high responsibility* and *Owing to the 'assistance' of others when necessary*. The weakest skills are *The skill to solve conflict in group* and some skills related to coordination in acting process.

1.3. The thesis has proposed 4 practicing teamwork skill methods for children 5-6 years old, including: 1. Designing practicing teamwork skill activities; 2. Creating the practicing teamwork skill environment; 3. Guiding children to practice teamwork skill according to the principles of interacting, cooperating, positively participating and sharing; 4. Stimulating, creating opportunity for children to practice teamwork skill in daily activities.

The result of pedagogical experiment shows that practicing teamwork skill methods that the thesis has proposed are able to do and effective in practicing teamwork skill for children 5-6 years old.

Practicing teamwork skill methods aforementioned have intimate relation with each other. They interact, support each other and need to be done flexibly, suitably to reality condition of every school, class, characteristics of children.

2. Petition

2.1. For early childhood teachers

- Take more care of teamwork and practice teamwork skill for children at early childhood schools, apply proposed methods in this study flexibly, creatively in organizing daily educational activities at kindergarten in order to develop teamwork skill for children.

- Closely and usually coordinate with children's family, ensure the unification about target, content, education method in general, especially in educating, founding in children teamwork skill, help children adapt to various teamwork at primary school.

2.2. For early childhood schools

- Organizing for teachers to study, improve, enhance awareness of teamwork skill and practice teamwork skill for children in daily educational activities at early childhood schools.

- Strengthen interexchange activities, sharing experience about educating teamwork skill, create condition and guide teachers to building practicing teamwork skill environment for children.

2.3. For Ministry of Education and Training and managing early childhood education Department

- Supplementing materials and fostering teachers the theory of teamwork and practicing teamwork skill in order for teachers to be active, creative in applying practicing teamwork skill methods for children that are suitable to reality condition in local.

- Organizing coaching classes, conferences about practicing teamwork skill for kindergarten children with the participation of early childhood education experts, teacher representatives of teaching schools in training kindergarten teachers and teacher staff who are working in early childhood school modes nowadays.

- In management, supplying concrete guidance in processing early childhood education program need to take proper care of founding, developing teamwork skill of children in each age level so as to ensure comprehensive development in children, contribute to well prepare for children to come to primary school.

- Widening studying teamwork scale and practicing teamwork skill for kindergarten children at other ages.

LIST OF RELATED RESEARCH PROJECTS PULISHED

BY AUTHOR

1. Cao Thi Cuc (2012), “Training teamwork skill for children aged 5-6 in the kindergarten”, *Journal of Education*, No. 280 - Issue 2
2. Cao Thi Cuc (2015), “Factors influencing the training teamwork skill for children aged 5-6 in the kindergarten”, *Journal of Education and Society*, No. 48 (P.109)
3. Cao Thi Cuc (2015), “The goals and contents of training teamwork skill for children aged 5-6 in the kindergarten”, *Journal of Education and Society*, No. 53 (P.114)
4. Cao Thi Cuc (2015), “Creating a suitable educational environment for training teamwork skill for children aged 5-6 in the kindergarten”, *Journal of Education and Society*, No. 56 (P.117)