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**Current Status of Developing Fine Motor Skills for 5-6 Years Old Children  
through Shaping Activities at Chan Son Kindergarten, Yen Son district, Tuyen  
Quang Province**

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**Abstract**

Fine motor skills are especially important for preschool children, especially 5–6-year-olds. Fine motor skills play an important role in the comprehensive development of: Morality, intelligence, physicality, aesthetics, and working skills of preschool children. In all activities, preschool children are required to have fine motor skills, the ability to perform activities meticulously, delicately, and skillfully with movements of their hands and fingers. Certain degree.

For children of preschool age, especially children 5-6 years old, modeling activities always bring positive excitement to children because they can experience and work on their own to create products. This is an effective means of creating products. Results for comprehensive development of all aspects: Intelligence, cognition, emotions, ethics, social communication skills, physical, aesthetic, labor and preparation for children to enter high school.

**Keywords:** Fine Motor Skills, Fine Motor Skills, Shaping Activities, 5-6 Year Old Children

**1. Ask a problem**

Fine motor plays an important role in children's cognitive development such as: Observation, ability to focus attention, sensation, perception, touch, imaginative thinking, logical thinking... scientists Research has proven that: Fine motor ability is one of the important conditions, a basic premise for the acquisition of knowledge, skills, techniques and intellectual development of children in most activities. Activities in preschools and high schools. Limitations in fine motor skills are the cause of typical errors in children's learning of other subjects, as well as difficulties in organizing children's educational activities in preschool. When children enter high school, most high school subjects require them to write. Therefore, it is required that children's fine motor skills must be perfected right from preschool. Preschool children in preschool not only get acquainted and form fine motor skills in a simple and spontaneous way, but also need the guidance of educators so that children's fine motor abilities can be built and developed effectively. Systematic way and ensure the educational goals of preschool children.

**2. Research subjects and methods**

**2.1 Research object**

We investigated 50 kindergarten children 5-6 years old and 12 teachers of 5-6 year old classes at Chan Son kindergarten - Yen Son district - Tuyen Quang province.

**2.2 Research Methods**

The research methods used include: Pedagogical observation method, questionnaire survey method, in-depth interview method.

**3. Survey results**

**3.1 Results of investigating preschool teachers' perceptions of developing fine motor skills for 5-6 year old children through shaping activities**

We used 12 surveys for 12 teachers and after a period of time, we summarized:

Through 12 surveys (Anket) and discussions with teachers, 100% of the surveyed teachers said that teaching children fine motor skills for preschool children in general and 5–6-year-old children in particular is very important. Important and necessary.

100% of teachers correctly identified the content of teaching children 5-6 years old fine motor skills including the following:

- + Develop hand movements in children.
- + Develop in children how to manipulate tools.
- + Develop children's eye-hand coordination skills.

Determining the correct content to teach fine motor skills to preschool children 5-6 years old is very important. That is the basis for teachers to plan and carry out plans to teach children fine motor skills.

100% of teachers agree that children can be taught fine motor skills through shaping activities. Of these, 83% of teachers (10/12 votes) think this is a very necessary job, while 17% of teachers (2/12 votes) think it is necessary. This shows that the majority of preschool teachers at Chan Son kindergarten are aware of the importance of teaching children fine motor skills, especially the majority of teachers see the role and meaning of shaping activities with children. The development of children's fine motor skills.

10/12 teachers (accounting for 83%) said that they regularly teach children fine motor skills through shaping activities, the remaining 17% only occasionally teach children fine motor skills when organizing activities. shape for children. This result shows that most teachers have taught children fine motor skills through shaping activities.

The results of answering teachers' questions about choosing paths to develop children's fine motor skills during shaping lessons used at preschools show:

100% of teachers believe that it is possible to teach children fine motor skills through activities that guide children in manipulating tools and materials for shaping.

67% of teachers think that it is possible to teach children fine motor skills through following the teacher's hand movements (drawing in the air, simulating movements in the air).

Regarding the two contents of determining color and space on paper, no teacher chooses this content for the purpose of developing children's fine motor skills. According to teachers, these two contents are quite abstract and have little to do with children's fine motor skills.

In addition, when asked about the measures used to develop children's fine motor skills, 100% of teachers agreed that they can develop children's fine motor skills through shaping activities using the following measures: Plan to integrate content that teaches children fine motor skills into shaping activities, use a system of modeling exercises to improve children's fine motor skills, use a system of drawing exercises to improve their ability children's fine motor skills, using a system of tearing, pasting and piecing exercises to improve children's fine motor skills.

The results of teachers' responses on factors affecting the results of teaching children fine motor skills through shaping activities show:

100% of teachers believe that the results of teaching children fine motor skills can be affected by factors: Teacher expertise, physical conditions, and children's cognitive

abilities.

Only 25% of teachers think that the school administration's operational management factors affect the results of teaching children fine motor skills through creative activities.

### ***3.2 Results of investigating the content of the program to develop fine motor skills for preschool children 5-6 years old***

Regarding the new preschool program, which has comprehensively innovated preschool education, the program has revealed stronger strengths compared to previous educational programs. The content of teaching fine motor development for children 5-6 years old is mainly implemented in an integrated way with close topics through diverse activities suitable to the child's characteristics and abilities. And characteristics of the actual situation of preschools. This program allows teachers to flexibly choose and design content and topics that are close to children to teach children fine motor skills so that activities are properly linked and mutually supportive, nature.

Content to form and develop fine motor skills for children 5-6 years old, including:

- + Develop flexible and dexterous movements of hands and fingers.
- + Develop the ability to manipulate tools
- + Develop children's hand-eye coordination skills.

In general, the program to teach children fine motor skills for children 5-6 years old has the following positive aspects: Ensuring scientificity, suitability and the principle of concentric development from easy to difficult, ensuring continuity between preschool children's ages, having unity between educational content and real life, connecting with children's lives and experiences.

Suitable for children's physiological and psychological development, with the ability to perform fine motor skills of each age group, forming children's fine motor skills, self-service skills - life skills suitable for their needs. Each age group.

Regarding the method of teaching children fine motor skills, there is a focus on giving children hands-on experiential activities, with attention to children's individual characteristics to choose appropriate educational methods that are interesting and exciting. Develop children's active movement skills.

Focus on innovating educational programs to stimulate and create opportunities for children to be actively involved in acquiring knowledge and fine motor skills. Reasonably organize individual, small group and whole class activities in accordance with the age of the group/class, the abilities of each child, the needs and interests of the children and the actual conditions.

Currently, the activity of teaching preschool children 5 - 6 years old to develop fine motor skills at Chan Son kindergarten is carried out according to the program to innovate the form of preschool education and comprehensively innovate preschool education.

### ***3.3 Results of the investigation of the measures teachers have used to develop e-learning skills for 5-6 year old children through creative activities***

**Table 1:** Current status of using measures to develop children's investment skills through shaping activities at Chan Son kindergarten

S. No	Measures used	Level of use					
		Frequent		Seldom, no often, rarely		Never	
		SL	%	SL	%	SL	%
1	Plan to integrate content that teaches children fine motor skills into shaping activities	twelfth	100	0	0	0	0
2	Use a system of shaping exercises to improve children's fine motor skills	ten	83	2	17	0	0
3	Use the element of shaping games to increase interest and train children's fine motor skills	7	58	4	33	first	9
4	Train children's fine motor skills through labor and self-service activities during shaping class	5	42	4	33	3	25
5	Train children's fine motor skills through organizing free, extracurricular creative activities	2	17	3	25	7	58

With the survey results in Table 1, we comment: All measures are used by preschool teachers, but each measure is used to a different extent. There are measures that are highly respected and frequently used such as: Measures 1,2. The measure used had an average rating of 3.4. A rarely used measure is measure 5. Specifically as follows:

With the planning measure of integrating content to develop children's fine motor skills into visual arts activities: According to the survey, up to 100% of teachers regularly use this measure.

From the survey questionnaire combined with chatting, direct discussions and checking the professional profiles of some preschool teachers, we found that preschool teachers at Thanh Long School were aware of the role of planning. Plan for physical development content in general and integrate fine motor skill development content into visual arts activities in particular. This fact is proven by the fact that all tested teachers planned very regularly, however, the majority of teachers' plans to integrate fine motor development for children into shaping activities were still sketchy, formalistic. In addition, a number of teachers with high expertise and enthusiasm for their specific profession, Ms. Ngo Thi Nguyet, head of kindergarten class 5 - 6 years old at main school A, have plans to integrate fine motor development into activities. The animation is very good, very scientific and suitable for children.

Measures to use a system of shaping exercises to improve children's fine motor skills: Through the survey, 83% of teachers (10/12 votes) regularly used this method to improve children's motor skills. Fine motor skills for children. 4/12 teachers, accounting for 33%, said that they use this method but not often. There is no teacher who does not use this method. However, my observation results at Thanh Long kindergarten show that in reality the number of teachers using this method effectively is not high. The shaping exercises are not many and are symbolic. The teacher is not enthusiastic and patient in waiting for children to complete the shaping products, often doing it for the children. The process of organizing the shaping lesson does not emphasize the content of children's fine motor development, which causes children to not grasp the steps to form fine motor skills.

Measures to use visual game elements to increase interest and train children's fine motor skills: 58% of teachers (7/12

votes) regularly use this measure to develop fine motor skills. Motivating children, 33% of teachers (4/12 votes) said that they use this measure but not often, 9% of teachers (1/12 votes) do not use this measure. Through observing and observing the creative activities organized by teachers in the school, I see that the game element in the lesson is very effective in arousing children's interest and maintaining their activeness. However, the number of teachers using game elements in art lessons is not many and some teachers do not use play elements for the correct purpose of developing children's fine motor skills.

Measures to train children's fine motor skills through labor and self-service activities during shaping class. Through the survey, 42% (5/12 votes) regularly use this method to develop children's fine motor skills. This proves that teachers are interested in this measure. 33% of teachers (4/12 votes) use this measure but not regularly. However, in reality, the teacher's ability to develop children's fine motor skills through labor and self-service activities in the art class is only formal and only stops at the level of explanations. Teacher's instructions. For example, when the art class is about to end, the teacher asks the children to put the paintings on a shelf to hang. The teacher only gives verbal instructions and mostly does it himself, without giving the children the opportunity or time. To practice... causing children to not have many opportunities and lose their own activeness. In addition, up to 25% of teachers (3/12 votes) never implement this measure.

Measures to train children's fine motor skills through organizing free, extracurricular creative activities: Only 17% of teachers (2/12 votes) regularly use this method to develop fine motor skills for children. Young. 25% of teachers (3/12 votes) use this measure but not regularly and up to 58% of teachers (7/12 votes) say they never use this measure to develop advocacy. Sperm for children.

According to my observations during the 6-week internship at the school, the teachers organized visual activities in class and in class. Through talking with Ms. NTN, she organized a flower painting lesson on the field. The school allows children to draw their own flowers and dots for morning physical education classes. It can be seen that this is a very good measure and causes high interest for children, but it has not been applied by teachers to integrate it into the task of developing children's fine motor skills.

**Table 2:** Principles for choosing the content and form of shaping exercises to develop fine motor skills for children 5-6 years old

S. No	Rules	SLGV	%
1	Ensure the purpose, in accordance with the topic and content of teaching children shaping activities and developing fine motor skills for children	11	92
2	Ensure attractiveness (tasks, supplies, toys, tools...)	9	75
3	Make sure to match the child's fine motor skills and shaping ability	twelfth	100
4	Ensure compliance with school and classroom conditions	8	sixty seven

With the survey results in Table 2, I find: In general, preschool teachers when choosing shaping exercises for children are based on specific principles, some principles are always respected by teachers and are based on the principle of That principle to choose exercises suitable for children is the principle: Ensure the purpose, match the topic and content of teaching children shaping activities and develop fine motor skills for children, ensure appropriateness. With the ability to shape and fine motor skills for children. The remaining principles are used by teachers at a normal level. As follows:

With the principle of ensuring purpose and suitability to the topic and content of teaching children shaping activities and developing children's fine motor skills: 92% of teachers (11/12 votes), this proves that teachers Kindergarten is very interested in the above principle, the remaining 8% of teachers think the above principle is not important.

Selecting the content and form of visual exercises to develop fine motor skills for children 5-6 years old: Ensuring attractiveness (tasks, toys...) for children: 75% of teachers (9/12 votes) highly valued and regularly used to ensure the process of organizing attractive visual activities for children. The remaining 25% of teachers (3/12 votes) do not value and do not pay attention to this principle in the process of teaching children.

With the principle of ensuring compatibility with children's fine motor and shaping abilities: 100% of teachers (12/12 votes) believe that choosing the content and form of shaping exercises aims to develop fine motor skills. Fine motor skills for children 5-6 years old need to pay attention to ensuring this principle and no teacher will ignore this principle in the process of choosing the content and form of teaching children fine motor skills.

Principle of ensuring compatibility with school and classroom conditions: 67% of teachers (8/12 votes) think this principle is important and noteworthy, the remaining 33% of teachers (4/12 votes) do not care Implement this principle in the process of choosing the content and form of exercises to develop fine motor skills for children 5-6 years old.

**3.4 Difficulties and advantages when preschool teachers teach children fine motor skills through shaping activities**

When asked about the difficulties and advantages in the process of teaching children fine motor skills through shaping activities, teachers at Chan Son kindergarten gave the following opinions:

\* *Favorable:*

This is an activity in which children themselves can directly participate in movement and activities, so children can easily apply, consolidate and practice fine motor skills. Art-making activities are fun, artistically creative activities that give children excitement and positive emotions, so performing tasks and fine motor exercises becomes easier for children.

**Table 3:** Difficulties that Chan Son school preschool teachers encounter when teaching 5 - 6-year-old children KNVĐT through school activities

S. No	Difficulties	SL	%
1	Lack of utensils and toys	ten	83
2	The classrooms are cramped, there are many children, there is a lack of space to organize activities for children and there are time constraints	twelfth	100
3	Limited teacher qualifications	7	58
4	Limitations in children's cognitive level	6	50
5	Other difficulties	0	0

\* *Hard:*

83% of teachers (10/12 votes) said that due to the lack of toys and equipment, teachers have difficulty teaching 5–6-year-old children with interactive skills through interactive activities.

Due to cramped classrooms, too many children, there is a lack of space to organize creative activities for children and time constraints: 100% of teachers have difficulty with the number of children in a class being too large and taking a lot of time to organize. Allow children to perform shaping activities as well as guide them and ensure that each child can perform the movements and shaping operations, so teachers rarely and rarely can correct mistakes and give specific instructions to each child. Children when performing fine motor tasks.

Professional qualifications of teachers: 58% of teachers (7/12 votes) said that due to limited professional qualifications, many teachers do not know how to integrate the content of teaching children fine motor skills into shaping activities.

Children's cognitive level: Chan Son School is located in Yen Son district, most of them are children of farmers, parents do not really care about preschool children's learning and their awareness is also lower than that of other children. Children belong to schools in urban areas, so it is more difficult for teachers to convey knowledge for children to absorb.

Thus, through the investigation, we found that teachers were initially aware of the advantages of shaping activities in teaching children fine motor skills. However, the measures that teachers have used are not really effective and do not bring the desired results.

**3.5 Results of investigating the fine motor skills of preschool children 5-6 years old at Chan Son kindergarten**

After the process of investigating and evaluating 89 preschool children aged 5 - 6 years old at Chan Son kindergarten through assessment exercises, we found that the survey skills of children aged 5 - 6 years old at Chan Son kindergarten are quite similar. Even but still relatively low, most children have difficulty performing hand-eye coordination skills. Most children have not correctly identified the skills and operations required by the teacher.

A small number of children are able to perform relatively well when asked to combine two tools and identify objects by hand. It can be seen that the investment skills of older preschool children 5-6 years old at Chan Son kindergarten are generally at a low level.

Randomly select 50 5–6-year-old children from Chan Son kindergarten to conduct a pedagogical experiment. The results of the investigation are as follows:

A child's fine motor ability is expressed through the level of performance of the child's fine motor operations and exercises. We investigated fine motor skills on 50 preschool children aged 5 - 6 years using the test system we have introduced. Based on the synthesis of children's test scores, we classify the level of fine motor skills performance of children 5-6 years old at Chan Son kindergarten into 3 levels: High, medium, low. And corresponds to the scoring scales we have proposed.

**Table 4:** Current status of fine motor skills of 5-6 year old children at Chan Son kindergarten

Number of children	Level of fine motor skills of 5-6 year old children					
	High		Medium		Short	
	SL	%	SL	%	SL	%
50	9	16	18	36	23	48

Based on the results in the table above combined with observing children throughout the survey, we draw some conclusions as follows:

Of the total 50 children surveyed, only 16% of the children surveyed had high levels of investment skills, 36% of children had average levels of investment skills, and the remaining 48% of children had low levels of investment skills. Thus, it can be seen that children's communication skills are relatively low. This is clearly shown in the survey process, many children still seem confused and sit still in response to the teacher's requests and questions. During the process of testing children, we found that when performing the test of mastery of hand movements, many children have not yet identified the manipulation and movement skills of their fingers, they can only perform basic movements. In particular, many children have difficulty adjusting the force of their fingers when turning pages and following the teacher's requests.

Besides, through the survey: Assessing the level of proficiency in manipulating tools, we found that most children know how to manipulate tools: How to hold, grip, and use, but when manipulating tools During the lesson, when children are asked to cut according to the available drawings, they have difficulty because they cannot control the cutting path of the scissors. In addition, children have not yet identified the names of operations and corresponding activities: For example, when asked to cut curves, children cannot yet visualize that skill. Particularly, children can perform relatively well and accurately in feeling objects with their hands. However, children are still poor at combining 2 or more tools.

Thus, according to the survey results, children's investment skills are uneven, with quite high differences. In our opinion, the main reason leading to such a situation is largely due to the fact that preschool teachers have not really focused on applying diverse and advantageous activities to teach children fine motor skills, along with the special characteristics of children. Shaping activities take a lot of

time to be effective in the task of developing fine motor skills.

#### 4. Conclusion

The results of investigating the current status of developing e-learning skills for preschool children 4-5 years old through the learning activities at Chan Son Kindergarten show that: Chan Son kindergarten teachers in general are quite fully aware of the importance and meaning. Meaning as well as advantages and disadvantages of developing fine motor skills for children 5-6 years old through shaping activities. In addition, measures to develop esthetic skills for 5-6 year old children through preschool teachers' shaping activities still face many limitations, especially the issue of using shaping exercises with different forms and contents. Used to integrate the task of developing children's fine motor skills, most teachers have not taken full advantage of this educational activity to teach children fine motor skills. Therefore, the effectiveness of using measures to develop children's investment skills through shaping activities is not high.

#### 5. Acknowledgment

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