



Received: 09-03-2024  
Accepted: 05-07-2024

ISSN: 2583-049X

## **Current Status of Developing Cooperation Skills for 5-6 Years Old Children through Themed Role-playing Games at Trung Mon Kindergarten, Yen Son District, Tuyen Quang Province**

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DOI: <https://doi.org/10.62225/2583049X.2024.4.4.3025>

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### **Abstract**

Educational scientists have affirmed that developing children's cooperation skills is one of the most important goals of preschool education. The preschool period is considered the golden period to form and develop cooperation skills. Collaborative skills education for 5-6 years old preschoolers can be done through many different

ways. One of the favorable ways to form and develop is through themed role-playing games (TCĐĐTCT). Because TCDVTC carries all the basic features of games in a broad sense, it is full of children's emotions and passion, self-reliance and self-organization, positivity and creativity, cooperation, etc.

**Keywords:** Skills, Cooperation, Games, Role-Playing, Cooperation Skills, Development of Cooperation Skills, 5–6-Year-Old Children, Themed Role-Playing Games

### **1. Ask a problem**

People exist in community and social relationships. Personal development depends greatly on one's ability to integrate into social life. Activities, collaboration, and cooperation in many forms: Individual with individual, individual with group, group with group... help each individual deeply grasp the values and standards of human society. Sharp. On the other hand, "human personality is only formed in activities, and through activities", so cooperation is also an important condition for forming and comprehensively developing each person's personality.

Thematic role-playing games are true in the sense that XL Rubinstein commented: "The game is the expression of the child's amplitude and besides, the game itself is built on the mutual relationship of the child and the adult". Developing cooperation skills for 5-6 year old children can achieve the desired results if done regularly and systematically through many rich and diverse forms of education at preschool, including play. The focus is that the TCTC plays an extremely important role, this is the main content to gather children into groups. Therefore, if you want children to have the skills to cooperate with friends, you must organize well the types of games for children to participate in, especially games that require children to have high coordination skills like TCĐĐTCTG.

Currently, in preschools in general and Trung Mon kindergartens, Yen Son district, Tuyen Quang province in particular, the development of cooperation skills through TCĐĐTCTG is still limited and faces many difficulties. Most of the children's parents are ethnic minorities, so there is little coordination with the school to implement measures to educate children, to create conditions and opportunities to help children improve their knowledge, practice and practice the necessary skills. Most preschool teachers do not know how to take advantage of the advantages of TCTC to integrate into the implementation of content teaching preschool children cooperation skills. They often care more about children's creativity and cognitive positivity while playing than about their skills in working in groups. That is one of the many reasons why many children are still passive, dependent on adults, confused and clumsy in establishing relationships with friends and adults around them.

### **2. Research subjects and methods**

#### **2.1 Research object**

We investigated 70 kindergarten children 5 - 6 years old, 06 teachers at Trung Mon 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. The research results obtained from these methods are processed using SPSS 16.0 software.

**3. Research results**

**3.1 Teachers' awareness of the necessary level of training cooperation skills for 5-6 year old children**

To evaluate the current status of developing cooperation skills of 5-6 year old children, I use a survey combined with conversations with teachers at preschool and observe the process of organizing teachers' activities through TC. DVTCD. After collecting information and processing data, I obtained the following results:

**Table 1:** The importance of training cooperation skills for preschool children

Content	Result	DTB	DLC	Level
How important is practicing cooperation skills to the development of preschool children?	3.95	0.22		Very important

The research results in Table 1 show that 100% of the surveyed teachers think that training cooperation skills for 5-6 year old children is very important (average score = 3.95).

Through discussions with teachers, we also realized: In fact, when teachers let children practice skills through TCTVC, teachers also pointed out the need for collaborative skills, without teachers. Who thinks it's not necessary? Because according to them, this is a very important issue in the content of teaching kindergarten children to become familiar with the fields.

**Table 2:** Frequency of teaching children cooperation skills through TCTVC

Content	Result	DTB	DLC	Frequency
Teaching children cooperation skills through TCTVC for children in preschool	3.80	0.41		Frequent

- The majority of teachers said they regularly teach children cooperation skills through community-based activities (average score = 3.80), only a very small portion of teachers occasionally teach children cooperation skills when organizing community-based activities for students. Young. From the above data, it can be seen that the majority of teachers have taught children cooperative skills through TC. Ms. NKY said: "Community mobilization is a regular activity that takes place in preschools, so teaching children cooperation skills through this activity will help children have the opportunity to consolidate and develop cooperation skills." It can be seen that the majority of preschool teachers are aware of the importance of teaching children cooperation skills, especially the majority of teachers see the role and position of the TCTC in training children's cooperation skills.

**Table 3:** How to organize children to practice cooperative skills through teacher's standards of community mobilization

How organizations	DTB	DLC	Frequency
Don't follow the process, let children play according to their preferences	2.52	0.6	Sometimes
Have children follow a pre-determined procedure	3.60	0.92	Frequent
Organized according to a reasonable process, according to the topic and according to the children's awareness and creativity, the teacher suggests motivating and encouraging the children.	1.91	0.78	Seldom

From the table above, we can see the organization for children to practice cooperative skills through teachers' standards of community mobilization. Feeding children according to a pre-determined pre-existing procedure results in average score = 3.60. Having a score of 1.91 means that they do not organize according to the process and let children play according to their own preferences. And only a few teachers with GPA = 2.52 organize according to a reasonable process, according to topic and according to children's awareness and creativity.

**Table 4:** Teacher's assessment of the manifestations of cooperation skills of 5-6 year old children in each step when participating in themed role-playing games

Children's expressions	DTB	DLC	Frequency
Children know how to play many different roles	2.82	0.68	Sometimes
Children know how to add replacement objects as they play more and more (one object replaces many things).	3.10	0.98	Sometimes
Children know how to prepare and clean up after playing	2.90	0.92	Sometimes
Set your own rules and follow the rules of the game	1.70	0.68	Seldom
Children know how to change roles when needed	2.00	0.87	Seldom

The manifestations related to the cooperation skills of 5-6 year old preschool children in each stage when playing themed role-playing games reached a fairly high level. The majority of preschool teachers believe that the expression: Children prepare themselves and clean up after playing has the most influence on children's cooperation skills with average score = 2.90, which shows that in the process of Children already know how to play, prepare and clean up after playing.

Next is the expression that children know how to play many different roles with average score = 2.82, which is considered quite high. With this element being achieved at such a level, it is very easy to understand because while playing TCTVC, children want to join the adult world through role-playing, so they want to try every role and while playing, they also be willing to play supporting but necessary roles for that game to make the game more complete.

Counting the highest number of votes with average score = 3.10: Children themselves add replacement objects as they play more and more (1 object replaces many things). Reality

shows that if teachers impose pressure on children, it will lead to boredom and loss of interest in substitutes. Finally, there are the manifestations: Children self-establish and follow the rules of play with average score = 1.70 and children know how to change roles when needed with average score = 2.00. In both of these manifestations, the teacher's influence is extremely necessary, if the teacher intervenes by entering into an agreement with the child, stimulating the child's confidence, interest, and positivity, and is most important. Fair play during play will convince children. For example, she explains to the children that this is a game and we compete to see who plays the more similar role or suggests that the children change roles after the first turn.

**Table 5:** Influence of TCDVTC on cooperative skills education for 5-6 year old children

Affect	DTB	DLC	Level of awareness
An environment that helps children learn how to work in groups	3.02	0.67	Important
It is a premise for social skills to be formed and developed	3.15	0.80	Important
An environment that helps children learn how to work in groups	2.49	0.73	Normal

Looking at Table 5, we see the results of the impact of TCTC on the education of cooperative skills for 5-6 year old children. Teachers are well aware that CPD has a positive impact on children's cooperation skills. Content is the premise for social skills to be formed and developed and is rated highest with GPA=3.15. Next, is an environment that helps children know how to work in groups with GPA = 3.02. And finally, an environment that helps children know how to work in groups has a lower score with GPA=2.49. Determining the effects that TCTCD brings will help teachers be fully aware of the importance as well as how to organize TCTCD appropriately to help children learn and develop comprehensively.

Thus, most teachers believe that TCTVC is important for educating children about cooperation skills.

**3.2 Difficulties lead to the current situation of cooperation skills of 5-6 year old children in TCBDTCG**

*\* On the teacher's side:*

**Table 6:** Difficulties of teachers when organizing TCTC

Hard	DTB	DLC	Frequency
The heavy curriculum puts pressure on teachers in organizing activities	2.44	0.60	Seldom
The professional qualifications and skills of teachers are limited	2.32	0.86	Seldom
Teachers do not really encourage and create opportunities for children	2.83	0.71	Sometimes
The number of children in the class is too large	3.51	0.73	Frequent
Children still have little living capital, tools and toys	3.11	0.67	Frequent
Children have a habit of following their teacher's requests	2.78	0.79	Frequent

After synthesizing the information, the results can be analyzed as follows: Average score = 3.51 is the number that teachers believe that the number of children in the class being too large is the difficulty they are facing. We can

easily see that this is a common problem that most preschools are facing. Difficulties in children's living standards, poor and lacking supplies and toys are assessed by teachers with a high rate of average score = 3.11. Finally, there are four difficulties with almost the same proportion: Heavy curriculum puts pressure on teachers in organizing activities; Teachers' professional qualifications and skills are limited; Teachers do not really encourage or create opportunities for children, and children have the habit of following teachers' requests with average score of 2.44 respectively; 2.32; 2.83 and 2.78. This shows that teachers have paid great attention to developing children's cooperation skills by creating every opportunity for children to express their ideas, not forcing them to follow her requests and always observing and promptly. Motivate and encourage children during play to help them feel more confident when expressing themselves in front of teachers and friends. At the same time, through surveying the current situation, teachers also want to receive more support from the school in terms of equipment, Learning tools and visual aids for the classroom.

Although this difficulty is a long-standing difficulty, it is clear that it is not only through the enthusiasm and love of the profession of preschool teachers or the attention of preschool administrators that these difficulties can be overcome. There is a need for appropriate investment policies for the preschool education sector from relevant departments and branches.

*\* On the children's side:*

**Table 7:** Playing skills of 5-6 year old MG children in the TCBDTCG

Content	DTB	DLC	Level
Don't know how to coordinate playing with friends	2.24	0.82	Seldom
Playing roles are not flexible	3.37	0.90	Sometimes
Initiative in game organization	3.59	0.67	Frequent
Voluntarily tell each other to put away toys quickly, neatly, and in the right place	2.29	0.71	Seldom

Through data in Table 7, it shows that the initiative in organizing games for children 5 - 6 years old is considered by teachers to be the weakest among children with average score = 3.59. This is one of the important cooperation skills to help make the game more interesting and engaging, and is also an expression to evaluate children's cooperation skills.

Another common weakness in children is that their playing roles are not flexible with GPA=3.37. According to actual observations, children do not know how to negotiate while playing, leading to inflexible playing roles. Children often tend to play a role well and then play that role again tomorrow and refuse to give in to their friends or not let those who want to play that role join the group. When asked "why don't you let your friend play that role?" children often answer that they can't play that role, not as good as them or that friend played in another corner the other day.

Not knowing how to coordinate playing with friends and voluntarily telling each other to put away toys quickly, neatly, and in the right place were identified by preschool teachers as the last two weaknesses with GPA=2.24 and 2.29. When asked, the teacher gave very general and unsatisfactory explanations for this child's weakness. Cleaning up toys is the final step of the game. Through cleaning up toys, children's cooperation skills can be

assessed. In fact, children do not have a sense of self-awareness in tidying up their toys. Through observation, most children, when they hear the teacher say time is up, get up and leave and refuse to clean up the toys. If they do, it is because the teacher reminds them. Remember that your child has just tidied up his toys. Through communication with teachers, most children are the only children of the family, so they are pampered and have someone to help them, so they have a tendency to change their mind. The results are not completely satisfactory and reasonable, but this will be a source of information to help us believe in the feasibility of the measures we propose.

It can be seen that play is the first way children learn, so teacher intervention during children's play is very necessary for children's development. It can be seen that, under the influence of teachers, children easily integrate with their peers, create relationships with classmates, and help children learn how to exchange and negotiate with others. In addition, it is possible to evaluate what children can do during play such as not fighting over toys, knowing how to collect toys, knowing how to help friends during play, playing happily and getting along with friends, knowing how to listen, know how to give opinions. That helps children develop their cooperation skills in TCDVC in particular and games in general.

### 3.3 Current status of the formation of cooperative skills of 5-6 year old children through TCTVC at Trung Mon kindergarten, Yen Son district, Tuyen Quang province.

We investigate the extent expression cooperation skills of 70 preschool children 5 - 6 years old. Based on the synthesis of children's scores for implementing the criteria, we classify the level of expression of cooperative skills of 5 - 6 year old children into 4 levels: Good, good, average and weak correspond to the scales we have proposed.

**Table 8:** Current status of the expression level of cooperation skills of preschool children 5 - 6 years old through TCĐTCT

Content	Result		Level
	DTB	DLC	
1.4.1. Teach children to accept group tasks.	2.60	0.64	Rather
1.4.2. Children perform assigned tasks:	2.14	0.68	Medium
1.4.3. End of group's common mission:	2.55	0.75	Rather
<b>Overall average</b>	<b>2.43</b>	<b>0.52</b>	<b>Medium</b>

From the results of observing children and the results show that children's activities are almost at a good level. Among them, there are 2 items with the highest scores: Children know how to accept the group's tasks and complete the group's common tasks with average scores of 2.60 and 2.55 respectively. Perform assigned tasks with a score lower than average score = 2.14. This meets the need for measures to educate children about cooperation skills, especially in terms of children performing assigned tasks.

### 4. Conclusion

Through the results of the survey on developing cooperation skills for 5-6 year old children, we can see that: Most teachers directly teaching children are not fully and clearly aware of the concepts of cooperation skills and roles. As well as factors affecting cooperation skills.

The results of developing cooperative skills of 5-6 year old children in TCĐĐTCG are not really satisfactory: Forming cooperative skills for children still faces many difficulties, in

addition to factors related to their psychological characteristics. Age and causes from external factors are also things worth paying attention to.

The number of children in a class is too large, making it difficult for her to cover the children. Survey results show that the number of children often exceeds the prescribed standards. This fact causes many difficulties for teachers in educating children in general and developing cooperation skills for children in particular. Besides, the teacher's workload is too large, so there is little time to prepare toys, instruct play activities... without paying attention to indirect but influential factors. For 5-6 year old children such as: Building a friendly environment in the classroom between teachers and children and children with each other, helping children know how to negotiate and negotiate while playing TCTVC.

### 5. Acknowledgment

This research is funded by Tan Trao University in Tuyen Quang, Vietnam.

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