



Developing fine motor skills for 3-4 years old through form-making activities in some preschools in Na Hang district, Tuyen Quang province

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Abstract

Form-making activity class is considered as a means as well as a form to integrate content to teach children to develop fine motor skills. The development of fine motor skills through form-making activity classes has been interesting to many preschool teachers. However, preschool teachers do not know how to properly apply methods to teach children to develop fine motor skills through form-making activities resulting in forming development of Fine motor skills for children 3 - 4 years old not yet high. This article focuses on analyzing the current situation of form-making activities to develop fine motor skills for children 3-4 years old.

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1. Introduction

Fine motor skill is an inherent human skills, formed by the process of training and learning to help people perform skillful operations and skills to serve the needs of life and survival and human development.

Through studies on motor development for children, scientists have confirmed that fine motor skills play an important role in the formation and comprehensive development of children's personalities. Fine motor skill is the foundation for forming a comprehensive, self-sufficient and self-sufficient person to meet the increasing requirements of society. Fine motor skill is one of the important conditions, the basic premise for children's acquisition of knowledge, skills, techniques, and intellectual development in most activities in preschool and high school pine.

Form making activities at preschool is an environment that helps children practice and develop fine motor effectively. Through the form-making activities of drawing, molding, tearing, and collaging, children can manipulate materials, practice fine motor skills, and have meticulous, smooth hand-eye coordination through movements materials such as crayons, colored paper, crayons, glue, scissors, and watercolors to create art form-making activity products. It can be said that form-making activity for children in preschool is the way and means to practice the best fine motor skills for children.

The formation and development of fine motor skills play a particularly important role in the development of preschool children in general and 3-4-year-olds in particular.

Physical activity, activities, education, and communication all directly affect the formation and development of fine motor skills in children. It is necessary to pay attention to both the physical and mental development of children, and at the same time to choose appropriate educational content and methods to achieve greater effectiveness in developing fine motor skills for children. Form-making activity is considered a means as well as a form of integrating fine motor development content for children. The formation and development of fine motor for children through form-making activities have been recognized by many teachers.

2. Content

2.1. Objects and Research Methods

Research Object

This study investigated 40 preschool teachers at 3 schools: Hoa Mai Kindergarten, Nang Kha Kindergarten, Da Vi Kindergarten and 180 children from 3 preschools in Na Hang district, Tuyen Quang province.

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 by SPSS 16.0 software.

2.2. Research results

2.2.1. Survey results on the perception of preschool teachers about developing fine motor skills for children aged 3 - 4 years through form making activity

We used 40 questionnaires for 40 teachers and after a while we summarize:

- Through 40 questionnaires (Anket) and discussions with teachers, 100% of the surveyed teachers said that it is very important to teach children fine motor skills to preschool children in general and 3-4 years old children in particular important and necessary.
- 100% of teachers correctly identify the content of teaching 3-4 year old children fine motor skills, including the following contents:
 - Develop in children wrist and finger movements.
 - Develop in children manipulations with shaping materials.
 - Develop in children the skills of hand-eye coordination.

Determining the right content to teach preschool children 3 - 4 years old fine motor is very important. That is the basis for teachers to plan and carry out the plan to teach children fine motor skills.

- 100% of teachers agree that fine motor can be taught through form making activity. In which, 90% of teachers (36/40 votes) think that this is a very necessary job, and 10% of teachers (4/40 votes) consider it necessary. This shows that most preschool teachers at Hoa Mai, Da Vi, and Nang Kha kindergartens are aware of the importance of teaching children fine motor skills, especially most teachers see the role and meaning of children. Meaning of form making activity with children's fine motor skill development.
- There are 32/40 teachers (accounting for 80%) saying that they regularly teach children fine motor skills through form making activities, the remaining 20% only occasionally teach children fine motor skills when organizing form making activities for children. This result shows that most of the teachers have taught children fine motor skills through the form making activity.
- The results of teachers' answers to questions about choosing ways to develop fine motor skills for children in shaping lessons used at preschools show that:
- 100% of teachers think that it is possible to teach children fine motor skills through activities that guide children to manipulate tools and shaping materials.
- 70% of teachers think that it is possible to teach children fine motor skills by following her hand movements

(drawing in the air, simulated movements in the air)

- For the two contents that determine color and space on paper, no teacher chooses this content for the purpose of developing fine motor skills for children. According to teachers, these two contents are quite abstract and have little to do with children's fine motor.
- In addition, when asked about measures used to develop fine motor skills for children, 100% of teachers agreed that fine motor skills can be developed for children through form making activities by means of: planning plan to integrate the content of teaching children fine motor skills into the form making activity, using the modeling exercise system to improve the child's fine motor ability, using the drawing exercise system to improve the child's fine motor ability, using the system of tearing and gluing 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 the form making activity show that:
- 100% of teachers believe that the results of teaching children fine motor skills can be influenced by factors: the teacher's expertise, physical conditions, and children's cognitive ability.
- Only 25% of teachers believe that the activity management factor of the school board has an influence on the results of teaching children fine motor skills through the form making activity *fine motor skill development program for preschool children 3 - 4 years old*.

For the new preschool program, which has comprehensively renewed preschool education, the program has revealed more strengths than previous educational programs. The contents of teaching fine motor development for children 3 - 4 years old are mainly implemented in the direction of integration with close topics through diverse activities suitable to children's characteristics and abilities. and characteristics of the actual situation of preschools. This program allows teachers to flexibly choose and design content as well as topics that are close to children to teach children fine motor so that activities are coherent and mutually supportive in a reasonable way. , nature.

The content of formation and development of fine motor for 3-4 years old children, including:

- Develop flexible, dexterous movements of hands and fingers.
- Develop the ability to manipulate forming materials
- Develop in children hand-eye coordination skills.
- In general, the program to teach children fine motor skills for 3-4 years old children has the following positive aspects:
- Ensure the scientificity, fitness and the principle of concentricity to develop from easy to difficult, ensure the connection between the ages of preschool children, have the consistency between educational content and real life, associated with children's lives and experiences.
- Suitable for children's psycho-physiological 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 each age group.
- Regarding the method of teaching children fine motor

skills, there has been an emphasis on giving children the opportunity to practice experiential activities, paying attention to the children's individual characteristics in order to choose appropriate educational methods, stimulating and developing children's interests develop children's active movement.

- Focus on renovating educational programs to stimulate and create opportunities for children to actively work in order to acquire knowledge and fine motor skills. Reasonable organization of individual, small-group and

whole-class activities, suitable to the age of the group/class, the ability of each child, the needs and interests of the child and the actual conditions. .

Currently, the activity of teaching 3- to 4-year-old preschool children to develop fine motor skills at Hoa Mai, Da Vi and Capability kindergartens is carried out under the program of reforming the form of preschool education and comprehensive reform of the early childhood education system preschool education.

2.2.2 The results of the investigation of the measures used by teachers to develop Fine motor skills for children aged 3 - 4 years through the form making activity

Table 1: Actual situation of using measures to develop Fine motor skills for children through form making activity at Hoa Mai, Da Vi and Nang Kha kindergartens.

Order	Usage measures	Usage level					
		Frequent		Seldom, no often, rarely		Never	
		quantity	%	quantity	%	quantity	%
first	Make a plan to integrate the content teaching children fine motor into the form making activity	40	100	0	0	0	0
2	Using the system of shaping exercises to improve children's fine motor ability	37	92	3	8	0	0
3	Using the element of the game to enhance the interest and training of fine motor skills for children	22	55	17	40	first	5
4	Cultivate children's fine motor skills through labor and self-service activities in shaping lessons	11	28	22	55	7	17
5	Cultivate children's fine motor skills through form-making activities outside and outside of school	16	40	18	45	6	15

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 very important and frequently used measures such as: Measures 1,2. The measure is used with an average level of 3.4. The method is rarely used like measure 5. Specifically as follows:

- With the method of planning to integrate the content of developing fine motor skills for children into the making activity form: Through the survey, up to 100% of teachers regularly use this method.
- From the questionnaire combined with chat, direct exchange and examination of professional profiles of some preschool teachers, we found that preschool teachers at Na Hang, Da Vi, and Nang Kha schools have received Understand the role of planning content for physical development in general and integrate fine motor skill development content into form making activity in particular. This fact is evidenced by the fact that all the teachers tested made a very regular plan, but most of the teachers planning to integrate the child's fine motor development into the making activity form were still sketchy formalistic.
- Measures to use the system of shaping exercises to improve children's fine motor skills: Through the survey, 92% of teachers (37/40 votes) have regularly used this method for the purpose of improving children's fine motor skills. fine motor ability in children. There are 3/40 teachers, accounting for 8%, that they use this method but not often. There is no teacher who does not use this method. However, my observations at Na Hang, Da Vi and Nang Kha kindergartens show that in fact the number of teachers using this method effectively is not high. The modeling exercises are not many and

symbolic, the teacher is not enthusiastic and patiently waiting for the child to complete the shaping product, often doing it for the child. The process of organizing shaping lessons has not emphasized the content of fine motor development for children, this makes children not understand the steps to form a standard fine motor skill.

- Measures to use elements of visual games to enhance interest and train children's fine motor skills: 55% of teachers (22/40 votes) regularly use this measure for the purpose of developing fine campaigning for children, 40% of teachers (17/40 votes) said that this method is used but not often, 5% of teachers (1/40 votes) do not use this method. Through observation, watching the form making activities organized by the teachers in the school, I found that the game element in the lesson is very effective in stimulating and maintaining the active activity of children, although However, the number of teachers using the game element in the modeling lesson is not much and some teachers use the play element for the wrong purpose of developing children's fine motor skills.
- Measures to train children's fine motor ability through labor and self-service activities in shaping lessons. Through the survey, 28% (11/40 votes) regularly use this method to develop fine motor for children. This proves that teachers have paid attention to this measure. 55% of teachers (22/40 votes) use this measure but not often. However, in fact, the fact that teachers develop fine motor skills for children through labor and self-service activities in the shaping class is only a formality, just stopping at the level of explanations teacher instructions. For example, when the drawing class is about to end, the teacher asks the child to put the picture on the rack to

hang it, the teacher only gives verbal instructions and mainly does it by himself, not giving the child the opportunity and time to practice... so that children do not have many opportunities and lose their activeness. In addition, up to 17% of teachers (7/40 votes) never took this measure.

- Measures to forge fine motor skills for children through

form making activities outside of the classroom, freely: 40% of teachers (16/40 votes) regularly use this method to develop children's fine motor skills. 45% of teachers (18/40 votes) used this measure but not often and 15% of teachers (6/40 votes) said they never used this measure to develop fine motor skills for children.

Result of investigation on principles of choosing content and form of shaping exercises to develop fine motor for 3-4 years old children

Table 2: Principles of choosing content and form of shaping exercises to develop fine motor for 3-4 years old children

Order	Rules	Number of teachers	T percentage _
1	Ensure the purpose, consistent with the topic and content teaching children form making activity and develop fine motor for children	36	90
2	Ensure attractiveness (tasks, gadgets, toys, tools, etc.)	26	65
3	Make sure it is suitable for children's fine motor ability and shaping ability	40	100
4	Make sure it is suitable for school and class conditions	25	62.5

With the survey results in Table 2, I find that: In general, preschool teachers when choosing shaping exercises for children are based on specific principles, there are principles that are always valued by teachers and based on That principle to choose appropriate exercises for children, that is the principle: Ensuring the purpose, suitable with the topic, teaching content, form making activity and developing fine motor for children, ensuring that it is suitable for children shaping ability, fine motor ability for children. The remaining principles are used by teachers at a normal level. As follows: With the principle of ensuring the purpose, suitable to the topic, the content of teaching children form making activity and developing fine motor for children: 90% of teachers (36/40 votes), this proves that preschool teachers Very interested in the above principle, the remaining 10% of teachers think that the above principle is not important.

Selection of content and form of visual exercises to develop fine motor for 3-4 year olds: ensure attractiveness (tasks, toys, etc.) for children: 65% of teachers (26 /40 votes) respect and often use it to ensure that the process of organizing form making activity is attractive to children. The remaining 35% of teachers (14/40 votes) do not respect and do not pay attention to this principle in the process of teaching children. With the principle of ensuring that it is suitable for children's fine motor ability and shaping ability: 100% of teachers (40/40 votes) believe that the selection of content and form of shaping exercises is aimed at developing fine motor skills. Fine motor activities for children 3 - 4 years old need to pay attention to this principle and no teacher should ignore this principle in the process of choosing content and form of teaching children fine motor.

The principle of ensuring that it is suitable for school and classroom conditions: 62.5% of teachers (25/40 votes) think that this principle is important and remarkable, the remaining

37.5% of teachers (15/40 votes) do not pay attention to implementing this principle in the process of selecting the content and form of exercises to develop fine motor for 3-4 year olds.

2. 3. The results of the investigation of fine motor ability of 3- to 4-year-old kindergarten children at Na Hang, Da Vi, and Nang Kha kindergartens

After conducting the investigation and evaluation on 180 children 3-4 years old kindergarten Na Hang, Da Vi, Nang Kha Through the assessment exercise, we found that the Fine motor skill of 3-4 year old children in Na Hang and Da Vi kindergartens, the ability is quite uniform but still relatively low, most children have difficulties in the process of learning practice hand-eye coordination skills. Most children have not identified the right skills and manipulations required by the teacher. A small number of children are able to perform relatively well the combination of two tools and the content of identifying objects by hand. Fine motor skills can be seen from 3 to 4 year old preschool children at Na Hang, Da Vi, and Nang Kha kindergartens is generally quite low.

Randomly selected 180 children 3 - 4 years old from 3 kindergartens Na Hang, Da Vi, Nang Kha to carry out the application of pedagogical experiments. The results of the investigation are as follows:

The child's fine motor ability is expressed through the child's level of fine motor manipulations and exercises. We investigated fine motor abilities in 180 3- to 4-year-old preschool children using our test system. On the basis of summarizing the scores of children performing tests, we classify the performance of fine motor skills of children 3 - 4 years old at Na Hang, Da Vi, and Ability kindergartens according to 4 levels: good, good, average, weak.

Table 3: Status of fine motor ability of 3-4 year old children at Na Hang, Da Vi, Nang Kha kindergartens

Number of children	Fine motor skill level of children 3-4 years old							
	Good		Rather		Medium		Weak	
	quantity	%	quantity	%	quantity	%	quantity	%
180	15	8.3	35	19.5	70	38.8	60	33.4

Based on the results in the table above combined with the observation of children during the survey, we draw some conclusions as follows:

Out of 180 children surveyed, only 13.9% of surveyed children have a good level of fine motor skill, 8.3% of children have a good level of fine motor skill, 38.8% of

children have a good level of fine motor skill. Fine motor skill is average and the remaining 33.4% of children have low level of Fine motor skill. Thus, it can be seen that the Fine motor skill of the children is relatively low, which is clearly shown in the survey process, many children still appear confused and sit still before the teacher's requests and questions. During the examination of children, we found that when performing the hand movement proficiency test, many children have not yet identified the skills of finger manipulation and movement, they can only perform it basic movements. In particular, many children have difficulty adjusting the force of their fingers when turning the pages of a book and following the teacher's requests.

In addition, through the survey: Assessing the level of proficiency in manipulating tools, we found that most children know how to manipulate tools: how to hold, hold, use, but when manipulating tools. During the lesson, such as allowing children to cut according to available drawings, children have difficulties because they cannot control the cutting line of scissors. In addition, the child has not yet identified the names of the operations with the corresponding activity: for example, when asked to cut straight, the child cannot yet visualize the skill. Particularly, the child's perception of objects with their hands is relatively good and accurate. However, children are still poor in combining 2 or more tools.

3. Conclusion

Thus, according to the survey results, the children's fine motor skills are uneven, with a rather high difference. In our opinion, the main reason leading to such a situation is largely because preschool teachers have not really paid attention to the use of diverse and advantageous activities to teach children fine motor, along with the special characteristics of children. Form making activity takes a long time to be effective for fine motor development tasks. Causes of the situation :

Facilities and toys are limited and not synchronized.

Because teachers have not made good use of form making activities to integrate the development of fine motor skills for children

Due to the psychological characteristics of children affected by digital technology.

The number of children in the class is too large, so it is difficult to organize the form making activity .

The close cooperation between family, preschool and social community in developing fine motor skills for children is not high.

The above reasons have affected the quality of form making activities in developing Fine motor skills for 3-4 year olds .

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