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The reality of sex education for 5-6 years old children through learning games in some preschools in the district Lam Binh, Tuyen Quang province

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Abstract

This study surveys the reality of sex education for 5-6-year-old children through learning games in some preschools in Lam Binh district, Tuyen Quang province. Survey results show that children's level of understanding about gender is mainly at medium and weak levels. The main reason is that preschool teachers have not used many methods of organizing learning games to educate this content in children. Moreover, the content of sex education implemented is only at the level of integration and integration into life skills education activities and is implemented mainly on the topic of self. From there, the author proposes some measures of sex education for 5-6 years old children through learning games in the survey area.

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1. Introduction

Sex education is a very important and urgent issue, especially in the current era where there is a strong development of information and interference between cultures. Equipping children with knowledge and skills about sex education will bring many great benefits such as children an understanding of their gender; knowing the names and functions of body parts and genitals; knowing how to take care of personal hygiene and helping children protect themselves when facing strangers, people with bad intentions; avoid unfortunate consequences later; help children avoid social evils in the process of growing up, orienting children to a healthy lifestyle. Therefore, early sex education for preschool children in general, and 5-6-year-olds, in particular, is extremely important.

Children's games are very rich and diverse. In today's preschool games, learning games are considered the top priority to be used as a means of intellectual education and comprehensive personality development. for children. The object of the learning game is the relationship between the teacher and children, between children and children, how to use tools and materials during play; understanding of playing operations, and game content... It is these objects that directly affect the effectiveness of games as well as sex education through games. Preschoolers love learning games and through learning games, teachers can integrate a variety of educational content, including sex education.

Lam Binh district, Tuyen Quang province is a highland district, far from the center of Tuyen Quang city, economic conditions are still difficult with many ethnic minorities living together, the educational level is not high, and there are many outdated customs. Practice shows that preschool teachers here are interested in Sex education for children through learning games, however, they still face many difficulties and confusion in how to make, how to do, and how to design learning games that are not yet systematic, the number of games little and this takes away many opportunities for children to show their understanding in play. Therefore, sex education for children through learning games is an important task contributing to the realization of the current preschool education goal of our country.

This paper presents the survey results on the actual situation of sex education for 5-6-year-old children through learning games in some preschools in Lam Binh district, Tuyen Quang province. From the research situation, the author proposes solutions to overcome the limitations and improve the effectiveness of sex education for children.

2. Content

2.1. Overview of the survey process

2.1.1. For teachers

- Find out the status of work Sex education for 5-6 years old children through learning games, we selected 74 preschool teachers to teach kindergarten 5-6 years old and 14 managers from 06 preschools in Lam Binh district Tuyen Quang province, including Lang Can Kindergarten; Kindergarten Khuon Ha; Tho Binh kindergarten; Binh An preschool; Xuan Lap preschool; Phuc Yen kindergarten, in Lam Binh district, Tuyen Quang province. The survey period was from November 2022 to January 2023.
- The content of the survey focused on the following issues: 1- Find out the perception of preschool teachers about sex education for 5-6-year-old children through learning games at preschool. 2 - Measures used by teachers to educate 5-6 years old children through learning games.
- Survey method: Using questionnaire for preschool teachers; Interview method; Observation method; Professional solution. Conduct statistical processing of the obtained data.

2.1.2. For children

- To find out the level of knowledge about the gender of 5-6-year-old children, we surveyed to survey 150 5-6-year-old children from 06 preschools in Lam Binh district, Tuyen Quang province. The survey period was from November 2022 to January 2023.
- Survey content: Find out the level of understanding about the gender of 5-6-year-old children through learning games based on the following criteria: + Criterion 1: Understanding your gender (3.0 points); + Criterion 2: Understanding of heterosexual relationships (3.0); + Criterion 3: Knowledge of skills to prevent bodily harm (4.0 points).
- Survey method: Using observation method and conversation method with children to know the child's level of understanding about gender.
- Evaluation scale: Good level: Reach from 9 to 10 points; Good level: Reach from 7-8 points; Average level: Achieve from 5 - 6 points; Weakness: Score less than 5

Table 2: The advantages of learning games for sex education for 5-6 year olds

STT	Dominance	Quantity	Ratio (%)
1	Directing children to solve cognitive tasks to form knowledge, skills and attitudes about gender	70	94.6
2	Help children fully understand about the world in general and about gender in particular	50	67.6
3	Help children form positive attitudes about gender and gender-appropriate behavioral norms	60	81.1
4	A good opportunity for children to practice and adjust their behavior and have the right attitude in relation to themselves and people around them.	72	97.3

Based on the above data, we can see that, according to teachers, organizing learning games has many advantages in sex education for children. Especially, it is a good opportunity for children to practice and adjust their behavior and have the right attitude in relation to themselves and people around (97.3%); Directing children to solve cognitive tasks to form knowledge, skills and attitudes about gender (94.6%); Helping children form positive attitudes about gender and gender-appropriate behavioral standards (81.1%); Helping children to fully understand the world in general and gender in particular (67.6%).

Despite the survey results, however, when we conducted

points.

2.2. Survey results

2.2.1. The reality of teachers' perceptions about sex education for 5-6 years old children through learning games in preschool Teachers ' awareness of the need for sex education for 5-6 years old children through learning games

To know teachers' perceptions of the need for sex education for children, we used closed-ended questions with 5 levels from completely unnecessary to very necessary. The results obtained are as follows:

Table 1: Necessity of sex education for 5-6 year olds

STT	Necessary level	Quantity	%
first	Very necessary	65	87.8
2	Necessary	9	12.2
3	Relatively necessary	0	0
4	It's not necessary	0	0
5	Totally unnecessary	0	0

The survey results in Table 1 show that teachers highly appreciate the need for sex education for children, among them, the rate of "very necessary" assessment accounts for 87.8%. This result shows the correct awareness of teachers about sex education for preschool children in general and 5-6 years old children in particular. This is an important cognitive basis, from which the process of sex education for children is concerned.

Teachers' perception of the advantages of learning games for sex education for 5-6 years old children

On the children's side, learning games are a means to reinforce the children's knowledge, skills, and attitudes about the known gender; is a means to provide enrichment with new knowledge and skills about sex for children. For teachers, learning games create opportunities for teachers to apply sex education measures for children. In addition, according to teachers, learning games always attract children to actively participate and this is an important premise for effective sex education for children. Table 2 shows more clearly the advantages of learning games for children's sex education:

direct interviews with some teachers at the survey site. When asked: "In your opinion, what is the biggest advantage of sex education for 5-6 year olds through learning games?" Most of the teachers have the same answer: "to change the classroom atmosphere, reinforce the lesson or create excitement for children" We asked Ms. NTL (teacher for 5-6 children). Age of Xuan Lap Kindergarten): "In your opinion, what does the method of organizing learning games in activities for sex education help children?" She just smiled and shook her head, unable to come up with an answer.

From the above survey results, we find that teachers use learning games to educate sex quite a lot in learning activities.

However, most new teachers only use learning games for the purpose of reinforcing the lesson and creating interest in children, but have not used learning games with its main purpose: Providing simple knowledge. Simple, accurate and necessary on gender-related issues; Developing cognitive abilities so that children can detect problems, accumulate knowledge and have self-service skills, behavioral skills, and solve simple gender situations that occur in life; Forming the right and positive attitude towards issues related to gender. Moreover, teachers mainly design new learning games by building on existing learning games, rarely creating new

learning games entirely. Therefore, it is really necessary to study sex education for children through learning games.

Teachers' perception of the implementation of sex education content for 5-6 years old children through learning games in preschool

To find out the implementation of this content, we asked the question: "According to you, which of the following contents does sex education for 5-6 years old children in preschool include? This?". The results obtained are as follows:

Table 3: The extent to which teachers implement sex education content for 5-6 year olds through learning games

STT	Content	Performance level					
		Frequent		Sometimes		Rarely	
		SL	%	SL	%	SL	%
1	GDGT about myself	70	94.6	4	5.4	0	0
2	GDGT on heterosexual relationships	27	36.5	37	50.0	ten	13.5
3	GDGT on skills to prevent physical abuse	3	4.1	43	58.1	28	37.8

From the results shown in Table 3, it can be seen that all teachers have implemented the following contents: Sex education for children through learning games. However, the rate of teachers' evaluation of each content Sex education is different. Specifically:

For content sex education about themselves: up to 94.6% of teachers' opinions when asked said that the content Sex education about self is regularly conducted by the school for children; 5.4% of teachers say sometimes and no teachers rarely do this content. Through discussions with teachers at Binh An Kindergarten, Tho Binh Kindergarten, and Khuon Ha Kindergarten in Lam Binh District, they shared that sex education about yourself is an important content because Therefore, teachers often conduct education for children during school hours and outside of class with such contents as: teaching children to know their own gender; know the names and functions of the body parts; how to clean the

genitals ... these are all very essential factors. For the content of sex education on heterosexual relationships: 36.5% of teachers said that this content is done regularly, 50% of teachers do it occasionally. According to the investigation at our school, teachers often use different learning games to educate children about heterosexual relationships so that they can behave appropriately with friends of the opposite sex... However, there are some teachers rarely do it (accounting for 13.5%).

As for the content of sex education on skills to prevent physical abuse: In this content only 4.1% of the level of implementation is regular; 58.1% of teachers do it sometimes and 37.8% of teachers say that they rarely do this content. This shows that the education of skills to prevent physical abuse is also interested by teachers, but the level of implementation of this content is not regular and needs to be paid more attention in the implementation process.

Status of forms of sex education for 5-6 year olds through learning games

Table 4: Forms of sex education for children 5-6 years old

Form	Quantity	Ratio %
1. According to the number of children participating		
Individual	20	27.0
Group	43	58.1
Class	53	71.6
2. According to the purpose and content of education		
Organize teacher's purposeful activities	56	75.7
Organize activities freely, as you like	35	47.3
3. According to the type of operation		
Fun activities	25	33.8
Learning activities	65	87.8
Labor activities	22	29.7
Daily activities	50	67.6

Table 4 shows that: For the form of "According to the number of children participating", the majority of teachers organize learning games in the form of the whole class (71.6%). Some teachers still choose to organize in group form (58.1%) and 27.0% use individual form. For the form of "According to educational purposes and content", we found that 75.7% of teachers choose to organize purposeful activities, 47.3% of teachers choose to organize free activities., As you like. The form of "By type of activity" shows that teachers often

organize learning activities (87.8%) and daily activities (67.6%) to educate children 5-6 years old; while leisure activities and labor activities are used very little.

To learn more about this content, we conducted interviews with some teachers of grades 5-6 years old and shared by Ms. HTK (Kon Ha Kindergarten): "Sex education content is often conducted when organizing in learning activities and daily activities when implementing the topic "self"".

2.3.2. Actual situation of measures that teachers have used to educate children 5-6 years old through learning games

The actual survey of measures to educate children 5-6 years

Table 5: Level of use of sex education measures for 5-6 years old children through learning games

TT	Measure	Level					
		Very often		Frequent		Seldom, no often, rarely	
		SL	%	SL	%	SL	%
first	Model, explain	19	25.7	45	60.8	ten	13.5
2	Collect and design learning games to educate children about sex	7	9.5	54	73.0	13	17.6
3	Create attention, observation, and memory for children	16	21.6	44	59.5	14	18.9
4	Rotating roles, distributing time, and reasonable content	11	14.9	47	63.5	15	20.3
5	Comment and evaluate children in the process of organizing learning games	13	17.6	57	77.0	4	5.4

The survey results in Table 5 show that: Teachers have used certain methods to educate children about sex, but there are differences in the use of sex education methods by teachers. With the method of modeling and explaining, 25.7% of the respondents said that very often, 60.8% often and 13.5% infrequently. The reason is that there are games that children have played, or watched their friends play, so it is not necessary for all games to be modeled and explained; With the method of collecting and designing learning games, there are 9.5 opinions that say very often, 73.0% often and 17.6% infrequently. The reason is that teachers are afraid to collect, design, often take the available games; With the measure to focus attention, observe and remember for children, 21.6% said that very often, 59.5% often and 18.9% infrequently. The reason is that teachers are afraid of taking a long time because the time spent on the game is from 5-7 minutes, the toys are not diverse and rich, so it is difficult to attract and stimulate

old through learning games of preschool teachers in the preschools that we surveyed, the results obtained are as follows:

children; With the measure of role rotation, distribution of time, reasonable content, 14.9% said that it is very often, 63.5% often and 20.3% infrequently because it is difficult for children in a large class to cover and play time. few, some children do not like to play; With the measure of commenting and evaluating children in the process of organizing learning games, there are 17.6% opinions that very often, 77.0% often and 5.4% infrequently.

* The reality of teachers' perception of advantages and disadvantages in the process of sex education for 5-6 years old children through learning games

The effectiveness of sex education for 5-6-year-old children through learning games depends on many factors, some of which are favorable and some are difficult for teachers. The specific survey results are as follows:

Table 6: Advantages in the process of sex education for 5-6 year old children through learning game

STT	Favorable	Quantity	Ratio (%)	
		1	2	3
1	Have the care and support of school leaders and colleagues	74	100	
2	Children are interested in gender issues	66	89.2	
3	Help children relax, relieve stress after school, create a happy atmosphere for children.	62	83.8	

Table 7: Difficulties in the process of sex education for 5-6 year old children through learning game

STT	Hard	Quantity	Ratio (%)						
		1	2	3	4	5	6	7	8
1	knowledge about sex education for children is still limited	58	78.4						
2	Limited operating environment	66	89.2						
3	The time for activities is not flexible	68	91.9						
4	Parents' cooperation is still limited	54	73.0						
5	Lack of teaching materials	65	87.8						
6	Difficulty in designing learning games	70	94.6						
7	The number of children in the class is too large	66	89.2						
8	Other difficulties	5	9.5						

The survey results in Table 6 show that: the biggest advantage that teachers have in the process of sex education for children is the support of school leaders and colleagues (100%). Besides, they have the advantage that children are interested in gender issues (89.2%). The final advantage is to help children relax, relieve stress after school, and create a happy atmosphere for children (83.8%).

Besides the advantages, in the process of sex education for 5-6-year-old children through learning games, teachers face many difficulties. The survey results in Table 7 show that: Most teachers have difficulties. The most difficult stage at the stage of designing appropriate learning games (94.6%), the games must be associated with the lesson content, so it leads to lazy psychology, apprehension with the design and

creation of new learning games. The learning games are monotonously designed, the game organization is not attractive, so sometimes it does not attract the attention of children.

The time for activities is not flexible, the allocation for sex education is not much, so sometimes teachers are afraid to organize sex education for children (91.9%).

The number of children in a class is large, the environment is limited, leading to limited organization of learning games as well as in the children's playing process. It is very difficult for teachers to manage and cover the class. 89.2%).

Teachers lack teaching materials, do not have time to prepare materials for the organization of sex education through learning games, often use monotonous, already available,

repetitive games. With simple and readily available utensils (87.8%).

Knowledge of sex education for children is still limited (78.4%).

Parents' cooperation on sex education for children is still limited (73.0%).

Sharing with teachers and administrators, they said: "There are many parents who do not understand the need for sex education for their children right from the preschool age, still think this is a problem that preschool children do not yet understand. old enough to know". This makes it difficult for teachers to coordinate with parents to create a synchronous sex education for children. Moreover, sex education is a sensitive issue, so there are many other difficulties when implementing it, such as: teachers do not have in-depth knowledge of sex education to share with children, are still shy to say department names. external genitalia of boys and girls....; lack of references on sex education.

2.3.3. The current status of gender understanding of 5-6-year-old children through learning games

Finding out the current status of gender knowledge of 5-6 year old children through learning games, the children's level of understanding about gender through learning games is not uniform, mainly focusing on the average level, very few children achieve the level of good, good and bad. especially young are still classified as weak. This is shown: only 3.3% of children achieve excellent; 20% of children get good grade. Meanwhile, the number of children with average results is quite high (50.7%); children rated weak is 26%.

Through actual observation, when children participate in learning games, children have some basic understanding about gender such as: children can say exactly which gender they belong to; know the names of body parts; know some of the differences between you and your partner; Children behave appropriately with friends of the opposite sex. However, there are still some children who are shy, not brave and do not know much about gender. Especially most children do not know much about how to prevent and protect themselves when being abused; do not know how to handle situations when meeting bad people and some children do not even recognize private areas of the body. From the above situation, we realize that sex education for 5-6 years old children through learning games is necessary.

3. Conclusion

Research results on the current situation of sex education for 5-6-year-old children through learning games in some preschools in Lam Binh district, Tuyen Quang province show that: The level of understanding about the gender of children on the average account for a significant proportion. The number of children ranked on average in all criteria accounts for over 50%. Most preschool teachers are still confused about choosing and using effective methods of organizing learning games to educate 5-6-year-old children, this has greatly affected their understanding of the subject. Child's gender. Thus, finding suitable measures to overcome the above limitations is researching and applying sex education measures for children through learning games appropriately by teachers in preschools. To increase children's understanding of sex.

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