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## Current status of life skills education for 5-6 years old children through play activities at Thang Quan kindergarten, Yen Son district, Tuyen Quang province

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### Abstract

The goals set out in the preschool child care and education program are: Helping children develop physically, emotionally, intellectually, and aesthetically, forming the first elements of personality, preparing children for first grade; Form and develop in children the mental and physiological functions, abilities, fundamental qualities, and necessary life skills appropriate to their age, arouse and maximize hidden abilities., lays the foundation for learning at the next level and for lifelong learning. Life skills education helps children gain experience in life and know how to handle life situations. Especially for children 5-6 years old, educating life skills is necessary and important, such as independence, self-awareness, learning, emotional management, and social skills. Communication... is the foundation to help children form and comprehensively develop their personality, helping them be ready to enter first grade.

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### 1. Introduction

For preschool children who are in the process of developing, life skills education for children is very necessary to help them gain rich experiences in life, understand what they should and should not do, and help them gain rich experiences in life. Be confident, proactive and know how to handle life situations, stimulate children's creative thinking ability, and lay the foundation for children to become responsible people for themselves, the community and society. Life skills education is educating an individual on how to positively live in modern society. However, how to educate children about life skills is an issue that needs to be asked many questions. Normally, parents often emphasize the importance of learning for their children's growth. For children, learning has great significance in equipping them with basic knowledge and understanding, but besides learning activities, play activities also play a significant role in the development of personality and social skills. children's life skills. Play is the main activity and a "tool activity" to integrate and integrate children's educational content. It can be said that Youth Council helps children collect knowledge, skills, and historical cultural experiences that are passed down from generation to generation. Through youth activities, children become familiar with adult activities and games help children reveal their talents and strengths. The important thing is that through play, children can experience and practice virtues and life skills in a natural and exciting way. Thanks to that, the educational efficiency achieved will be higher than other educational methods.

### 2. Research subjects and Methods

#### 2.1. Research Object

We investigated 67 5-6 year old kindergarten children and 30 5-6 year old classroom teachers at Thang Quan 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.

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### 3. Investigation results

#### 3.1. Results of investigating teachers' perceptions of forming life skills for children through organizing play activities

We used 30 surveys for 30 teachers and after a period of time, we summarized:

Through 30 surveys (Anket) and discussions with teachers, 100% of the teachers surveyed said that teaching life skills to 5-6 year old children through play activities is very important and necessary.

100% of teachers identified the correct content to teach life skills to 5-6 year old children through fun activities including the following skills:

- + Self-service skills.
- + Self-protection skills.
- + Communication skills, politeness.

Determining the correct content to teach life skills to 5-6 year old children through fun activities for children is very important.

100% of teachers agree that life skills can be taught to children through play activities. Of these, 83% of teachers (25/30 votes) think this is a very necessary job, while 17% of teachers (6/30 votes) think it is necessary. This shows that the majority of preschool teachers at Phan Thiet kindergarten are aware of the importance of teaching children life skills, especially the majority of teachers see the role and significance of play activities in their development. Develop children's life skills.

25/30 teachers (accounting for 83%) said that they regularly teach children life skills through play activities, the remaining 17% only occasionally teach children life skills through play activities. The results showed that most teachers taught children life skills through play activities.

The results of answering teachers' questions about choosing paths to develop life skills for children through visual activities used at preschools show:

100% of teachers said that it is possible to teach children life skills through activities guiding children to wash their hands before and after going to the toilet. These are behaviors that children are trained by teachers and parents every day.

67% of teachers believe that life skills can be taught to children through their daily polite greetings.

The results of teachers' answers on factors affecting the results of teaching children life skills through play activities show that:

100% of teachers believe that the results of teaching children life skills can be influenced by factors: teacher expertise, physical conditions, and children's cognitive abilities.

Only 25% of teachers think that the school administrator's operational management factors affect the results of teaching children life skills through play activities.

#### 3.2. Results of the investigation on organizational planning for children to learn life skills through play activities

In addition to investigating by means of opinion polls and interviews with teachers, in order to obtain more accurate and reliable results in the process of surveying the current status of using life skills education methods for children aged 5-6 years old by teachers. We conducted a survey of the organization plan and observed some activities of 2 classes of 5 - 6 year olds at Phan Thiet kindergarten with the following observations:

Looking at the activity plans of the 5 - 6 year old classes, we see that all teachers have integrated life skills education goals into their plans, but the goals are very simple, just a few familiar skills, not Deeply exploit life skills, life skills are very low compared to age and are almost very similar in topics, without inheritance and development. Besides, in GVMN's plan, there is no mention of the PPs we will use.

For example, on the topic Family, in the music activity lesson plan, GVMN sets out the following goals:

#### **Cultivate your baby's love of music.**

#### **Teach your children to love their family members.**

And all the music lesson plans in the family theme are the same, nothing changes. Maybe just change the name of the song from Everyone Loves Each Other to Darling grandma . Ask about this issue, Ms Vice Principal of Thang Quan Kindergarten said " The whole school has nearly 30 teachers, so sometimes we miss testing and don't have enough time Time to turn each page of the teacher's lesson plan .

That is just an example for the case of intentional activity planning. In addition, other activities, especially fun activities; The activity of picking up children - chatting - morning exercise has the least change. As a result of observing 13 plans for picking up children - talking - doing morning exercise, there are 8 plans that have no change, one topic only needs to prepare this one plan and keep using it.

Regarding the corner activity plan, preparing a plan each week, the researcher found that the teachers all rely on the plan of the Board of Directors and implement their own plans, which is the right way to create unity and ease for work. inspection and evaluation. In addition, there must be a specific plan for each play corner. As for requirements for each play corner, in almost every corner teachers give "Educate children to play and store toys in the right place". Although they change once a week, every day the teachers ask the children, " *Children If you see any new play corners in your class, what will you play with these new toys ?* This makes the child bored, not wanting to answer her or finish answering. In fact, through observing lessons and observing corner activities, there are many cases where children almost only play in one corner, from the beginning of the year to the end of the year or at least one semester. This is one of the reasons that hinders the development of children's life skills because the teacher uses the wrong teaching methods, the teacher imposes on the child, and does not respect the child's opinions and interests. This makes children feel bored and no longer want to participate in play. When we observed, the children just stared at other corners and seemed indifferent. They were not interested in their play corner but were afraid of her so they still had to play in that corner. There are times when a child cries out, " *That's your corner over there* "... This is a problem that deserves attention and needs to be fixed.

Talking about teachers' use of life skills education methods, the researcher found that teachers often use verbal methods to educate children. However, through observation, we see that when communicating with children, teachers are very disrespectful to children. Children are very scared when talking to her. Because of chasing achievements and fearing that their activities will be underestimated because they are not on time or lively, when the children discuss, the atmosphere is boring, perhaps because the teacher has "prepared" them in advance, so most children do not feel interested. So the teacher, in groups, whispers into the

children's ears: "Touch your hand, child!" Why are you sitting so still? The child immediately followed her instructions, but after doing so his attitude was not enthusiastic. This is the way many teachers communicate with children. This way of communication negatively affects children's psychology and life skills. This is something that needs to be retrained for teachers so as not to hinder children's development.

One very important thing that the researcher found through practical observation is that most of the teachers only care about the products and works created and pay little attention to the working process as well as the child's activeness. The issue of life skills education for children is clearly shown during children's activities. For example, during corner activities, children play in the construction corner. She goes to the corner and assigns this child to build a house here, another to build a swimming pool, another to plant trees and flowers, another to build a fence around... even She arranges for the children, moves the location of the children's projects without discussing anything with the children, everyone will follow her arrangements with the ultimate goal of creating a product for other groups to visit and learn from. .... Therefore, children just follow instructions without any creativity and life skills are not expressed in the play group.

In summary, in practice, preschool teachers have built educational plans and integrated life skills education for children, but the education has been done in a superficial

way, the content of life skills education conveyed in children's educational activities is still spontaneous, Mostly teaching based on children's mistakes without a complete and systematic plan and methods of life skills education. Children's life skills in activities have not been promoted as well as the use of life skills education methods for children is not effective due to the following main reasons: Teachers do not know how to flexibly apply and coordinate methods, and do not master the methods. education, education is too much of an imposition on children, too deep and untimely intervention by teachers, excessive prohibition by teachers for fear of children not being able to create products, fear of children making mistakes, fear of danger, afraid of having to waste effort cleaning up... Teachers do not focus on investing in choosing appropriate educational tools.

### 3.3. Results of the survey on measures teachers often use when educating life skills for 5-6 year old children through play activities

Along with finding out the causes leading to the current situation of children's life skills as above, we also asked open questions to ask for teachers' opinions on measures that can help train children's life skills; At the same time, we observe reality and discuss with teachers about this issue, to have more suggestions for us in finding experimental impact measures. The comments we received are described as follows:

**Table 3.1:** Results of a survey of preschool teachers on measures to train life skills for 5-6 year old children

TT	Measure	Quantity	Ratio (%)
first	Close coordination between schools, teachers and parents in training children's life skills	16	53%
2	Train children anytime, anywhere and from a young age. Teachers observe, guide and encourage children.	15	50%
3	Integrate content that forms life skills into children's learning activities, play activities and daily activities	ten	33%
4	Create opportunities - conditions for children to practice and experience.	8	26%
5	Reduce the number of children and the number of teachers to match the number of children in a class.	7	23%
6	Adults should not impose subjective opinions or thoughts on children; should guide, encourage and set an example for children to follow	11	36%
7	Agree on the content of the life skills education program in schools.	7	23%
8	Teachers need to improve their understanding of life skills and practice Parents also need knowledge about life skills	5	17%

\* Coordinate schools - teachers with families in training children's life skills

This is the seventh measure recommended by 16/30 teachers (53%). As Russian psychology expert, Dorothy Holte said: "The tree of education only bears fragrant flowers and bears sweet fruit when there is care and cultivation of school, family and society", and as analyzed above, the lack of coordination between family and school - teachers greatly affects the current state of children's life skills., here are the suggestions for the most important measures to train life skills for children, which requires the participation of the whole family, school and society. In other words, it is synchronous and simultaneous education. That means, at the same time, both the family and the school train children's skills, with the same content - program, implementation method... to avoid the situation of "drums playing forward, trumpets blowing backwards." ". Life skills training for children is not only done at preschool, but skill training needs to be done regularly at home. This can only be done with the

support and cooperation of parents.

#### \* Train children's skills anytime, anywhere

This is the second measure recommended by 15/30 teachers (50%). Teachers have understood the psychological characteristics of children who often forget, and therefore they believe that this measure is very necessary, and must be done regularly: teachers must observe and monitor children to be able to Promptly remind children when they forget and see that they are not doing things correctly or appropriately, then correct them immediately. We talked with the school's professional vice principal and she said: There are a number of young teachers who are new to the profession; They still lack experience and understanding of the psychology of forgetful children. When they see that the child cannot remember, they yell and scold the child, which makes the child feel shy, feel sorry for themselves, and lose confidence.

In fact, we learn a skill because we do it many times, and each time we correct it, we get better. The same goes for children, if we want them to progress in each skill, we must also help them practice regularly anytime, anywhere.

**\* Integrate content that forms life skills into children's learning activities, play activities and daily activities**

This is the third measure recommended by 10/30 teachers (33%). Training life skills for children can be integrated into all aspects of children's education and daily activities. This is something teachers can flexibly do in the process of caring for and teaching children in class, while the school does not have a specific implementation program. Depending on the weekly, monthly, and semester-based topics, teachers choose and incorporate appropriate life skills to train children. For example, in the topic " *Self*" we can form skills: self-awareness, confidence and self-esteem skills. With the theme " *School, preschool class* " teachers can integrate to form skills: Cooperation with others, skills to establish positive relationships with peers and adults. If the topic is " *Elementary School* ", teachers can also develop children's communication skills. In the topic " *Profession career* " awareness skills about the social environment, skills to respect others are also a good suggestion. In addition, we also have the theme " *Uncle Ho - Hometown - Country*", "Tet and festivals", with these topics we can integrate to form cognitive skills about art, creative skills, skills to feel and express emotions. Meanwhile, with the topic " *So plant kingdom*", " *So animal kingdom*", " *Phenomenons naturally* ", teachers can also form awareness skills about the natural environment. During the school year we also have the theme: " *Nutrition - Health*" teachers can form children's knowledge and health care skills, nutrition or personal hygiene skills. These topics are close to children's lives and are gradually expanded in the interactions between children and their families, with preschools, with the social community and the natural environment.

**\* Create opportunities - conditions for children to practice and experience**

This is the fourth measure recommended by 8/30 teachers (26%). Learning is only effective when practiced. We also know that if we practice and do what we learn, we will remember about 60% more, if what we learn with many activities (reading, listening, seeing, doing) has positive emotions. extreme, you can remember up to 90%. Thus, forming and training life skills for children must be done, performed and experienced in their daily lives. This may not sound difficult at all. But to do this is not simple at all. Because as analyzed in the cause section, adults do not have the patience to wait for children to do what they want and can do, so they should do it quickly and concisely for them; Adults do not believe enough in children's abilities for them to "take risks", especially, adults do not have enough courage to let children do it, because they love the young children and pity them... Like psychologists. American, Mr. Carl Rogers said, you must let children touch the hot water bottle so that next time they can know how to avoid being burned; That means giving children experience.

**\* Reduce the number of children and the number of teachers to match the number of children in a class**

The fifth measure suggested by 7/30 teachers (23%) to train life skills for 5-6 year old children is to reduce class size, and

arrange the number of teachers to match the number of children. of class. With an overcrowded class, according to teachers, it will be a big obstacle, because in order to form life skills for children, each child must practice and experience, and children must have the opportunity to interact with each other and the teacher. pellets.

According to the opinions of many teachers we discussed, and also the general trend of developed countries, the ideal class size is about 25 children. That way, teachers can manage, control, and follow closely to guide each child.

**\* Adults should not impose subjective opinions or thoughts on children, should guide, encourage children and set an example for children to follow.**

This is the sixth measure recommended by 11/30 teachers (36%). Life skills education absolutely must not impose the subjective thoughts of adults. Many teachers and parents frankly criticize when children do bad things without thoroughly understanding the reasons that led to the children doing wrong. Dorothy Holte said: "If children live with criticism, they will learn to criticize." Therefore, when training life skills for children, we need to pay attention to this idea. At the same time, teachers must believe that children can change, help them recognize and build skills by awakening their potential and values with respect, patience, without forcing or imposing.

In the new way of education, children must be encouraged and encouraged to participate alongside the teacher's guidance, but absolutely should not impose the subjective opinions or thoughts of teachers or adults. . Absolutely do not criticize or evaluate when children do something poorly, because doing so will eliminate their initiative, confidence and integration with friends.

On the other hand, teachers need to choose good, typical role models in books and movies to set a good example for children; It can also be a child in class; At the same time, teachers, adults and parents must be living examples for children to imitate.

Thus, children's life skills will be formed naturally and effectively in such specific operating environments, not just from classroom lessons.

**\* Agree on the content of life skills education in schools**

This is the seventh measure recommended by 7/30 teachers (23%). Currently, choosing the content of life skills education for children depends entirely on teachers. With this approach, teachers will have difficulty sharing experiences and especially the assessment will face many difficulties, because teachers mainly evaluate according to their feelings and are not consistent. throughout the school, although the Ministry of Education and Training has issued a set of standards for evaluating life skills education for 5-year-old children.

Building life skills education content for children must start from orienting and shaping good behaviors for children and should only teach children things that are easy to remember, easy to learn, easy to understand, and easy to do. .

To unify this set of standards, schools need to unify the life skills children need; Identify specific criteria for each skill; and it is necessary to determine how to evaluate the level of skill formation in children after a semester or a school year.

Currently, the Ministry of Education has guidelines for using the Standard Set to assess the development of 5-year-old children, so preschools can rely on it to build standards on life skills for children. The content of children's life skills

education is actually based on five aspects of education currently being implemented in preschools: Developing children physically, cognitively, linguistically, socially and emotionally. Beauty.

In addition, it is also necessary to supplement curriculum materials on life skills for preschool children and teachers. Currently, there are almost no official curriculums for teaching life skills to children in preschools. This will be another difficulty for teachers in forming life skills for children. Therefore, the need for official documents on this subject to help teachers and parents understand the subject more thoroughly and accurately is completely justified. When there is a curriculum, teachers will have a better awareness of the content and methods of educating life skills for children.

**\* Teachers must improve their understanding and practice life skills**

The results of the survey of teachers' opinions on this eighth measure are very modest, with only 5/30 teachers suggesting it (ratio 17%), but when discussing directly, teachers still think that in order to be able to To effectively train children's life skills, teachers first need to learn, train and be equipped with methods to form life skills.

The goal of life skills is to provide psycho-social capabilities to help learners cope with social changes. To do this, first of all, the teaching method must be active education. That

means through analyzed situations, experiences, through group work, discussion, drawing lessons for yourself or knowing how to solve them yourself in a role-playing situation, social drama, movie, pictures, stories... Thereby forming skills for children.

Teachers at schools are those who directly work with children, so they believe that they also need to participate in formal, professional training classes on the content and methods of teaching life skills. In addition, because life skills are psycho-social abilities, basic knowledge about psychology, social issues and phenomena also requires the person in charge to master them.

Teaching life skills is the process of helping learners not only understand but also practice and maintain those life skills in life. Therefore, it is not possible to apply overnight teaching style but must apply proactive educational methods such as group discussions, role playing... With active educational methods, learners can participate in exchanges., discuss, practice, entertain... to discover and practice skills in life.

Through discussions with teachers, in addition to being equipped with life skills education methods, teachers need to be knowledgeable about life skills, especially for preschool children. Because children often trust their teachers very much. Therefore, before considering equipping life skills education methods for children, teachers need to perfect their own life skills.

**3.4. Results of the survey on measures teachers have used to develop life skills for 5-6 year old children through play activities.**

**Table 3.2:** Current status of using measures to develop life skills for children through play activities at Thang Quan kindergarten, Yen Son district, Tuyen Quang province.

No	Measures used	Level of use					
		Frequent		No TX		Never	
		SL	%	SL	%	SL	%
1	Plan to integrate content to teach children life skills through fun activities	30	100	0	0	0	0
2	Use a system of fun exercises and activities to improve children's cognitive ability of life skills	25	83	5	17	0	0
3	Use game elements to increase children's interest and train their life skills awareness	17	57	ten	33	3	ten
4	Training children's life skills awareness ability through fun and self-service activities during corner activities	13	43	ten	33	7	23
5	Train children's life skills awareness through play activities	5	17	8	27	17	56

With the survey results in table 3.2, 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 method of integrating the content of teaching children life skills through play activities: According to the survey, up to 100% of teachers regularly use this method.

From the survey questionnaire combined with chatting, direct discussions and checking the professional profiles of some preschool teachers, we found that preschool teachers at Phan Thiet school were aware of the role of planning. Plan to integrate the content of teaching children life skills through play 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 the content of teaching children life skills through play activities were still sketchy, formalistic.

Measures to use a system of exercises and fun activities to improve children's cognitive ability of life skills: Through the

survey, 83% of teachers (25/30 votes) regularly used this measure to improve children's life skills. Increase children's ability to perceive life skills. 5/30 teachers, accounting for 17%, said that they use this method but not often. There is no teacher who does not use this method. However, my observation results at Phan Thiet kindergarten show that in reality the number of teachers using this method effectively is not high. The exercises in fun activities are not many and are symbolic. The teacher is not enthusiastic and patient in waiting for children to complete the skills, often doing them for them. The process of organizing a corner activity lesson does not emphasize the content of children's cognitive abilities of life skills, which causes children to not grasp the steps to form standard life skills.

Measures to use game elements to increase interest and train children's cognitive abilities of life skills: 57% of teachers (17/30 votes) regularly use this measure to develop life skills for children., 33% of teachers (10/30 votes) said that they use this measure but not often, 10% of teachers (3/30 votes) do not use this measure. Through observing and observing corner 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 class is not many and some teachers use play elements for the wrong purpose of educating children's life skills.

Measures to train children's life skills awareness through play and self-service activities during corner activities. Through the survey, 43% (13/30 votes) regularly use this method to develop life skills for children. This proves that teachers are interested in this measure. 33% of teachers (10/30 votes) use this method but not regularly. However, in reality, teachers educating children on life skills through play and self-service activities during corner activities is only formal and only stops at the level of explanations and instructions. teacher's instructions. In addition, up to 23% of teachers (7/30 votes) never implement this measure.

Measures to train children's life skills awareness through play activities: Only 17% of teachers (5/30 votes) regularly use this measure to develop children's life skills awareness. 27% of teachers (8/30 votes) use this measure but not regularly and up to 56% of teachers (17/30 votes) said they never use this measure to develop awareness. Life skills for children.

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 life skills education for children.

**Table 3.3:** Principles for choosing the content and form of corner activity exercises to develop life skills for 5-6 year old children

No	Rules	SLGV	TL%
1	Ensure the purpose, in accordance with the topic and content of teaching children corner activities and developing children's awareness of life skills	28	93
2	Ensure attractiveness (tasks, supplies, toys, tools...)	23	77
3	Ensure that children's life skills education is consistent with their cognitive ability	30	100
4	Ensure compliance with school and classroom conditions	20	sixty seven

With the survey results in table 3.3, I found: In general, preschool teachers when choosing corner activities for children are based on specific principles, some principles are always respected by teachers and are based on That principle to choose exercises suitable for children is the principle: Ensure purpose, match the topic and content of teaching children corner activities and develop awareness of life skills for children, ensure appropriateness. with the ability to perceive life skills education for children. The remaining principles are used by teachers at a normal level. As follows: With the principle of ensuring purpose, in accordance with the topic and content of teaching children corner activities and developing awareness of life skills for children: There are 93% of teachers (28/30 votes), this proves that preschool teachers Young children are very interested in the above principle, while the remaining 8% of teachers think that the above principle is not important.

Selecting the content and form of corner activity exercises to improve life skills awareness for children 5-6 years old: ensuring attractiveness (tasks, toys...) for children: yes 77% Teachers (23/30 votes) value and regularly use it to ensure the process of organizing attractive corner activities for children. The remaining 23% of teachers (8/30 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 the cognitive ability of life skills education for children: 100% of teachers (30/30 votes) believe that choosing the content and form of corner activity exercises aims to improve cognitive ability. Life skills for 5-6 year old children need to pay attention to ensure this principle and no teacher ignores this principle in the process of choosing the content and form of teaching children life skills.

Principle of ensuring compatibility with school and classroom conditions: 67% of teachers (20/30 votes) think this principle is important and noteworthy, the remaining 33% of teachers (10/30 votes) do not care Implement this principle in the process of selecting content and form of exercises to develop life skills education for 5-6 year old children.

### 3.5. Difficulties and advantages when preschool teachers teach children life skills through play activities.

When asked about the difficulties and advantages in the process of teaching children life skills through play activities, teachers at Thang Quan kindergarten gave the following opinions:

#### \* Favorable

This is an activity in which children directly participate in life skills education through play activities. Play activities are fun and creative activities that give children excitement and positive emotions, so performing tasks and life skills education exercises becomes easier for children.

**Table 3.4:** Difficulties that Thang Quan preschool teachers encounter when teaching life skills to 5-6 year old children through HDVC

No	Difficulties	SL	TL%
1	Lack of utensils and toys	25	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	30	100
3	Limited teacher qualifications	17	57
4	Limitations in children's cognitive level	15	50
5	Other difficulties	0	0

#### \* Hard:

83% of teachers (25/30 votes) said that due to the lack of toys and equipment, teachers have difficulty teaching life skills to 5-6 year old children through HDVC.

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 operations of fun activities, so teachers rarely and rarely can correct mistakes and give specific instructions. each child's body when performing the task.

Professional qualifications of teachers: 57% of teachers (17/30 votes) said that due to limited professional qualifications, many teachers do not know how to integrate the content of teaching children life skills through activities. entertainment.

Children's cognitive level: Truong Thang Quan, Yen Son district, Tuyen Quang province, most of the children are farmers and traders, parents are not interested in preschool

children's education and their awareness is not high. Therefore, it is more difficult for teachers to convey knowledge for students to absorb.

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

### 3.6. Results of investigating the cognitive abilities of preschool children 5 - 6 years old at Thang Quan kindergarten

After the process of investigating and evaluating 67 preschool children aged 5 - 6 years old at Thang Quan kindergarten through assessment exercises, we found that the life skills of children aged 5 - 6 years old at Thang Quan kindergarten are quite similar. level but still relatively low, most children have difficulty performing self-service skills. Most children have not correctly identified the skills and operations required by the teacher. It can be seen that life skills education of preschool children aged 5 - 6 years old at Thang Quan kindergarten is generally at a low level.

Select 67 5-6 year old children from Thang Quan kindergarten to conduct pedagogical experiments. The results of the investigation are as follows:

We investigated the cognitive ability of life skills on 67 preschool children 5 - 6 years old using the test system we have introduced. Based on the synthesis of children's test scores, we classify the level of life skills performance of 5-6 year old children at Thang Quan kindergarten into 3 levels: good, good, average and adequate. with the scales we have proposed.

Thang Quan kindergarten

**Table 1:** Level of life skills of 5-6 year old children

Number of children	Level of life skills of 5-6 year old children					
	Good		Rather		Medium	
	SL	%	SL	%	SL	%
sixty seven	11	16	24	36	32	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 67 children surveyed, only 16% of children surveyed had good life skills levels, 36% of children had good life skills levels and the remaining 48% of children had average life skills levels. Thus, it can be seen that children's life 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 self-service skills test, many children had not yet identified their self-service skills, and they could only perform basic skills.

Thus, according to the survey results, children's life 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 life skills, along with the specific characteristics of these activities. Playing takes a lot of time to be effective in the task

of educating children's life skills.

### 4. Conclusion

Results of an investigation into the current status of life skills education for 5-6 year old preschoolers through educational activities at Thang Quan Kindergarten show that: Life skills education for 5-6 year old children through play activities is very important for children 5-6 years old through play activities. With children's cognitive development, accurate life skills create favorable conditions for children to enter first grade with the main activity being learning. Besides, skillful life skills education also helps improve self-service skills and skills. Children's communication and politeness skills contribute to giving children independence and self-discipline, which are the foundation for later levels of education as well as perfecting their personality.

### 5. Acknowledgment

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### 6. References

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