

Some solutions to improve sentence writing skills for 5th grade students at Vietnamese primary schools

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ABSTRACT: Based on the current situation of writing sentences of 5th graders as well as realizing the importance of improving sentence writing skills for this subject, this article poses the problem of improving sentence writing skills for 5th graders. That contributes to improving the quality of teaching Word and sentence practice in primary schools.

Keywords: solutions, sentence writing skills, 5th grade students, Vietnamese primary schools

I. INTRODUCTION

In Vietnamese in general and Vocabulary and Sentence Practice in particular, teaching sentences to students is always focused because sentences are the smallest units that can perform communication functions. Teaching sentences to help children master the knowledge of phonemes, morphemes, words and larger units than sentences are paragraphs and texts. Thereby, students have the ability to use words to make sentences and use sentences to create texts. Having a firm grasp of the knowledge of sentences is also a prerequisite for them to learn well in the subject of Writing Practice. However, in the current teaching practice, the writing skills of primary school students are still quite limited. Students often write wrong grammar structure, wrong sentence meaning, incomplete sentence content or wrong placement of punctuation marks. The most notable is the error of sentences of students at the end of elementary school. The 5th graders, although they have been practicing a lot of exercises on using words to make sentences, still find it difficult and awkward to make sentences and do not know what to write a correct sentence.

Based on the current situation of writing sentences of 5th graders as well as realizing the importance of improving sentence writing skills for this subject, this article poses the problem of improving sentence writing skills for 5th graders. That contributes to improving the quality of teaching Word and sentence practice in primary schools.

II. CONTENT

2.1. Principles of proposed measures

2.1.1. Principles of ensuring communication

From a communication point of view, the content of Vietnamese language teaching in primary schools prioritizes knowledge that directly serves students' speech skills training activities. This orientation manifests itself in all aspects of the language system, especially the knowledge of sentences and sentence components.

The principle of communication (or also the application of the practical principle of the theory of teaching and teaching the mother tongue, so it is also known as the principle of practice) in teaching Word and sentence practice is not only expressed in methods of teaching and learning. content but also teaching methods.

Regarding the content, the choice of teaching content (quantity, type of components, approach, content of knowledge) about sentence composition is also influenced by the point of view of communication. According to this point of view, the primary Vietnamese textbooks only choose to introduce the main components and the minor components of sentences that have a typical role in expressing the content of speech, and have a high linking effect, relative to each other. easy to use,...It's the subject, predicate and adverb of a sentence (adverb of place, time, cause, purpose, means).

Learning about types of sentences, students learn to recognize the subject and predicate in each type of sentence Who is?, Who does what?, Who is like? (through the content, position, ability to answer the question of each element in the sentence). In addition, they also know the most common structure of the subject and predicate of each type of sentence. This knowledge helps students create sentences that are not only grammatically correct but also have content that matches their intentions: introduce, comment on the object or describe the activity, state of the object mentioned in the sentence.

The knowledge about adverbs introduced in the 4th grade Vietnamese textbooks is only the initial basic knowledge suitable for primary school students' perception. Through these lessons, students recognize common adverb types, the role of each type of adverb, and know how to use adverbs in sentences with simple structures.

The above shows that the knowledge and skills of sentence composition in the Primary Vocabulary and Sentence Practice program are introduced in a quite natural, simple and suitable way with the students' cognitive level, towards the development of children's speech skills.

Regarding teaching methods, first of all, Vietnamese language skills must be formed and developed through a system of situational network exercises suitable for natural communication situations. Therefore, in the elementary Vietnamese textbooks, the practice part is much, the theoretical capacity is small, and the concepts formed in the theory part are also in the simplest form. Thus, the principle of communication in teaching Vocabulary and sentence practice requires students to conduct regular language activities, that is, it is required to perform oral exercises, reading, and applying theoretical knowledge to the classroom. exercises, on solving specific tasks of grammar, reading, spelling, writing practice...

2.1.2. Principles of ensuring conformity with program content

This principle requires that the knowledge that teachers provide to students must first ensure that the basic requirements are consistent with the content of the curriculum in the textbook. The knowledge in the program must ensure the accuracy and the system is standard from the textbook policy that students learn.

The program is the core of education and the textbook is the legal document to realize the program. It can be said that textbooks and teachers are directly involved in the process of organizing teaching and forming knowledge for students. Thereby, we can see the content of the program, and at the same time we can visualize the logic of the organization of teaching and learning units.

Example: In grade 2, grade 3, grade 4, students learned the following types of sentences: Who is who? Who does what? Who is how? Questions, sentences, prompting sentences, emotional sentences... In grade 5, it is mainly to review knowledge about these types of sentences. Therefore, in the review periods, teachers should give exercises to ensure the system and ensure the standard of knowledge that the students have learned in the program.

2.1.3. Principle of focusing on psychology and inherent Vietnamese language level of students

Paying attention to the inherent Vietnamese language proficiency of students is to investigate, classify, and master the characteristics of their Vietnamese capital so that on that basis, appropriate measures to be taken to make sense of it. active, supplemented and perfected that Vietnamese experience. Teachers need to:

- Promote the activeness of students in class by activities of finding corpus, observing, analyzing, synthesizing, drawing definitions of concepts and rules.
- Mastering the ability, proficiency, and language experience of students at each age, level, and subject type to adjust the content and methods appropriately.
- Systematize the Vietnamese experience capital of each student so that they can promote positive experiences, limit and gradually eliminate negative experiences through timely corrections.

2.1.4. Principles of ensuring feasibility

The adjustment of sentence practice exercises for students needs to pay attention to the actual conditions in educational institutions to make reasonable adjustments. That allows the plans and intentions to take place smoothly and effectively, in order to achieve the set teaching goals. When paying attention to the objective conditions of the teaching environment, teachers will have a thorough preparation of teaching content in accordance with the characteristics of students, in accordance with the teaching time and the actual conditions of the students. The school, as well as have the necessary backup plans.

2.2. Measures to improve sentence writing skills for 5th graders

2.2.1. Help students master the essence of Vietnamese sentences

Teachers need to help students understand the essence of sentences as well as the characteristics of Vietnamese sentences in terms of content and form. This can be done by:

- Always innovate teaching methods to help students enjoy and absorb lessons gently and comfortably.
- While students do exercises to practice writing sentences, the teacher must guide them in the habit of determining the requirements of the topic or answering the questions:
 - + What type of sentence should be written?
 - + What information should be included in the sentence to be written?
 - + What elements should be added to complete the sentence?

- With each type of exercise, it is necessary to form for students how to generalize the problem to solve.

- Consolidate, summarize and generalize to direct students to use sentences in daily communication after each lesson.

- Teaching writing sentences is not only encapsulated within the subject of Vocabulary and Sentence Practice, other subjects of Vietnamese subject but also in all subjects. Simultaneously, combine practice of writing sentences with skills of using words.

2.2.2. Building a system of exercises on sentences

In addition to the practice exercises compiled in the textbook, teachers can add different types of exercises to enhance the consolidation of knowledge as well as form sentence writing skills for students. To build a system of exercises, teachers need to determine: Objectives of the exercise, type of exercise, requirements of the exercise, find the corpus and write it into the exercise

Form 1: Determine the type of sentence (according to structure or purpose of speaking)

This is an exercise to help students recognize sentence types according to grammatical structure or speaking purpose. Example:

Lesson 1: Which of the following lines are compound sentences?

- a1. In spring, hundreds of flowers bloom.
- a2. Spring comes, hundreds of flowers bloom.
- b1. The oval trees, the eagle trees woke up, sprouting spring buds as clear as jade.
- b2. The oval trees, the eagle trees woke up, on the dry branches, the pearl-like spring buds appeared.
- b3. On the branches of palm trees, which are still hibernating, the dry branches suddenly split, and spring buds appear like pearls.

Lesson 2: Identify the sentence in the following sentences:

- a, Yesterday, I was taken to the park by my father
- b, Is it raining today?
- c, My favorite animal is the cat.
- d, Oh, it's heavy rain!

Form 2: Using words to make sentences

This is a type of exercise that helps students create sentence patterns on the basis of given words. Example

Lesson 1: Make a question for each of the following words:

- a, Fun
- b, Excited
- c, Immense
- D, Vast

Lesson 2: Make 3 sentences as required

- A sentence with the word *honest* as the subject
- A sentence with the word *honest* as the object
- A sentence with the word *honest* as an adverb

Form 3: Match the sentence part A with the sentence in column B to make a complete sentence

Lesson 1: Match the appropriate words in column A with column B to make sentences *Who does what?*

A	B
1. High school students with graceful aodai	a. drinking and talking.
2. That night, around the flickering fire, the old people	b. Mai stopped to visit Grandpa.
3. Seeing an old woman punching her back	c. walking to school.

Lesson 2: Match the appropriate words in column A with column B to make a sentence *Who is who?*

A	B
1. Lion	a, is a talented dancer
2. Rooster	b, is the hero of the green forest
3. Eagle	c, is the lord of the jungle
4. Peacocks	d, is the messenger of dawn

Form 4: Fill in the missing part to make a sentence

Lesson 1: Fill in the blank with a suitable clause to make a compound sentence showing cause - effect.

- Hoa got a bad grade.
- Because it's raining
- Lan had to take a leave.
- Due to prolonged hot weather.....

Lesson 2: Rewrite the appropriate sentences about the meaning relationship to form a complete compound sentence.

- We love An very much because
- Because I eat in moderation,
- Thanks to the collective encouragement and help,
- Xuan loves to watch cartoons because

Form 5: Rearrange words and phrases to form sentences

Lesson 1: Match the following four parts into sentences in the possible ways: on the branches, birds, chirping, singing.

Lesson 2: Arrange the following words in the possible ways to make complete sentences: Do Son, stay, very, I, like, vacation, summer.

Form 6: Correct the wrong sentence into the right one

Lesson 1: Correct the following sentence in two ways: Replace relational words or modify clauses of sentences:

TuygiđinhgặpnhiềukhókhănhungbạnLanhochànhsút kém.

Lesson 2: Rewrite the following sentences to make them correct:

- Bônghoạđẹp này.
- Con đê in một vệtngangtròidó.
- Những con chimchào màoliếnthoảngợinhauloáchchoáchấy.

Form 7: Find and identify sentence elements

Example: Identify the adverbial, subject, and predicate components of the following sentences:

- In the afternoon, on the embankment, we shepherd children fly kites.
- At noon, the sea water is blue and at dusk, the sea turns green.
- Flowers, leaves, ripe fruit, damp mushrooms and a stream that flows silently under the feet are racing to give off fragrance.
- Under the moonlight, the river glows brightly, small waves lapping on the sandy shores.

2.2.3. Building a learning game system

Learning game is an activity organized for fun and entertainment. Through the learning game, students have the condition "Learn to play, play to learn". In the subject Practice words and sentences, teachers can use a lot of different games such as:

- Make sentences with the given word
- Model quizzes (Who does what?, Who is what?, Who is How?)
- Choose a good respondent
- Make sentences according to the picture
- Compounding words into sentences
- Sentence change test
- Sentence expansion exam

Each game has a specific purpose to reinforce different knowledge about sentences.

2.2.4. Practice correcting wrong sentences

The students' mistakes in sentences are quite complex in terms of both content and form. To help students correct sentence errors, teachers can perform the following steps:

Step 1: Error detection and identification:

+ Determine the function of the sentence in relation to the text, context and consider the sentence in an independent state.

+ (Find sentences) the corresponding structure diagram to express the intention of the writer.

+ Compare the wrong sentences to detect the wrong type.

Step 2: Analyze the cause of the wrong sentence

+ Analyze the expressions of wrong sentences to detect errors.

+ Analyze the cause of the wrong case.

Step 3: Correct the wrong sentence and replace the wrong sentence with the right one

+ Compare with the requirements identified in step 1 to build correct sentences.

+ Choose the correct sentence to replace and check again.

2.2.4.1. Correct grammar mistakes

- a. Sentences without subject
- b. Sentences lacking a predicate
- c. The sentence lacks both a subject and a predicate.

2.2.4.2. Fix semantic errors

Some semantic errors when writing sentences that students often make are:

- Wrong sentences mean sentences containing content that is inconsistent with objective reality, and falsely reflects objective reality.

Example: My cat is like a school bag.

- An unclear sentence means a sentence that lacks information. Although these are correct sentences in terms of grammatical structure, that is, they have all the main components and are correct in terms of the general semantic concept, but this type of sentence still lacks a supplementary component for the words in the sentence, therefore, the meaning of the sentence is incomplete, causing frustration for the reader.

Example: In the green guava season, I climb trees.

- Sentences have no compatibility in meaning between sentence components and clauses.

Example: He is smart and lazy.

2.2.4.3. Correction of punctuation errors

In 5th grade, students learned all punctuation. Students are regularly reviewed on these punctuation marks through practice exercises with different levels. Teachers can help students correct punctuation errors through the following measures:

- Through memorizing the usage of punctuation marks
- Through practice exercises to practice punctuation skills

In order to limit the punctuation errors that students often make, in addition to helping them firmly grasp the usage of each type of punctuation, they need to regularly practice and practice with different types of exercises. Commonly used exercises are:

- Fill in the blanks with the appropriate mark
- Fill in the given punctuation in the appropriate place
- Break sentences and paragraphs given
- Fix punctuation errors
- State the effect of punctuation marks

III. CONCLUSION

The fostering of sentence writing skills for 5th grade students in primary schools is of urgent significance because this is a premise to help them have solid knowledge to move on to a higher level of education. With the introduction of measures to improve sentence writing skills as described above, we hope that teachers will actively apply appropriate applications to their students as well as actively integrate into lessons. Learn about sentences to make sure they fit you.

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