

METHODS FOR DEVELOPING STUDENT'S COMMUNICATION SKILLS THROUGH VIETNAMESE CLASS 1,2,3

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Abstract: Communication skills are one of the most important skills for elementary students. Communication skills are formed in learners through the learning process in subjects. Which, Vietnamese is a subject that helps students form and develop the best communication skills. Through the lesson materials and teaching methods, students will form the correct perception of the object of communication, and know how to express their attitudes and views using words, gestures, gestures, and facial expressions. face and even work when necessary.

With that in mind, this article poses the problem of finding out measures to develop communication skills for students through Vietnamese 1,2,3 subjects. By implementing these measures, teachers will gradually help students form and practice communication and behavioral skills, thereby flexibly applying them to learning and life.

Keywords: Communication and behavior, Vietnamese subject, Primary school students, measures, National Education Program 2018.

I. INTRODUCTION

Primary education is a foundational level of education that makes an important contribution to the building and development of learners' emotional, moral, intellectual, aesthetic, and physical needs. In the elementary school program, Vietnamese is a tool subject, which is the key to helping learners learn better than other science subjects. Therefore, the renovation of the Vietnamese language program at the primary level is oriented towards the development of competencies and qualities to form and develop students' skills in using Vietnamese to study and communicate in an active environment. of age is posed as an urgent requirement.

Communication skills are one of the most important skills for elementary students. Thanks to communication activities, children have the opportunity to express their understanding as well as develop thinking operations through the activities of "listening - speaking - reading - writing". At the same time, students are also able to express their attitudes and views in family, school, and social relations.

Communication skills are formed in learners through the learning process in subjects. Which, Vietnamese is a subject that helps students form and develop the best communication skills. Through the lesson materials and teaching methods, students will form the correct perception of the object of communication, and know how to express their attitudes and views using words, gestures, gestures, and facial expressions. face and even work when necessary.

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II. CONTENT

2.1. Building extended corpus containing content to develop communication skills for students

Materials in teaching play an important role in helping learners master the knowledge of the lesson. In the 2018 Literature program, at the Primary level, the program clearly states the requirements for extensive reading in each grade. In grade 1, "in a school year, read at least 10 literary texts, 5 informational texts of the same type and length as the learned texts". In grades 2 and 3, "in a school year, read at least 35 literary texts, 18 informational texts of the same type and length as the learned texts". That means that in addition to the texts taught in the textbook, students need to read extensively other texts that are supportive and complementary. This helps students practice mastery of reading comprehension skills, thereby improving their language and literacy skills.

The construction of expanded reading comprehension materials needs to meet the requirements of quality, general and specific competencies. Similar to the lower secondary and high school levels, at the primary level, specific competencies are the requirements for language competence and literary competence. The program clearly states that "To meet the requirements of forming and developing the quality and capacity of students, the selected materials must meet the following criteria:

– Directly serving the development of qualities and competencies according to the program's goals and requirements.

- Appropriate to the experience, cognitive capacity, and psycho-physiological characteristics of students in each class and grade level. Words used as language teaching materials at the primary school level are selected within the scope of cultural vocabulary, have positive meanings, and ensure the objectives of quality education, language education, and aesthetic education are appropriate. with student psychology.

– Having unique value in terms of content and art, typical of text styles and genres, standards, and creativity in language.

- Reflecting achievements in ideology, literature, and national culture; show patriotism, national independence, and a sense of national sovereignty; humane, educating humanity, tolerance, love of truth, beauty, love of nature, a spirit of international integration, towards universal values of humanity."

In addition, the program also sets forth specific requirements on corpus for grades 1,2,3.

Table 1. Requirements on corpus for grades 1,2,3

Grade 1	Grade 2	Grade 3
1. 1. Literary texts – Fairy tales, fables, short stories, comics, descriptive passages – Poems, poems (including rhymes). Length of the text: stories and descriptive paragraphs about 90-130 words, poems about 50-70 words 1.2. Informational text: introduce things and events close to students Length of the text: about 90 words 2. Text selection suggestions: see the list of suggestions 3. Words with positive meanings, suitable for 1st graders	1.1. Literary texts – Fairy tales, fables, short stories; paragraphs (posts) of descriptive text – Poems, rhymes, folk songs, and poems Length of the text: stories about 180-200 words, descriptions about 150-180 words, poems about 70-90 words 1.2. Informational documents – Texts introducing animals and utensils; instruction manual for a simple activity including notation – Student List; book table of contents; timetable; timetable Text length: about 110 – 140 words 2. Text selection suggestions: see the list of suggestions	1.1. Literary texts – Fairy tales, fables, short stories; Descriptive paragraphs (posts) – Poems, rhymes, folk songs, and poems Length of the text: stories about 200-250 words, descriptions about 180-200 words, poems about 80-100 words 1.2. Informational text – Text that introduces an object, text that narrates a phenomenon consisting of 2-3 events – Short notice, pre-printed declaration Length of the text: about 120 – 150 words 2. Text selection suggestions: see the list of suggestions

In addition to the general criteria mentioned above, the specific criteria and requirements we define in each grade 1, 2, and 3 are as follows:

- (1) The text must match the requirements to be met, the content of knowledge, and the suggestions about the corpus of each type and type of text specified in the General Education Program in Literature (2018).). (as table 1)
- (2) The text is moderate and suitable to the level and cognitive level of the target audience (grades 1, 2, 3).
- (3) The text has the required length of each type, each class block.
- (4) The text ensures modernity, vividness, and attractiveness, creating interest in learning for learners.

(5) The text has a clear citation source, ensuring full information about the author, year of publication, publisher (for printed material), and an access link (for word material). Internet).

(6) The text aims to train learners in communication and behavioral skills in life.

Here are some extended materials to help learners practice communication skills in life:

Material 1:

The whole family goes to school (Cả nhà đi học)

(Cao Xuan Son)

Take your child to class every day (Đưa con đến lớp mỗi ngày)

Like you, mom is also "hello teacher" (Như con, mẹ cũng "thưa thầy", "chào cô")

Yesterday afternoon, my father randomly picked me up (Chiều qua bố đón tình cờ)

I heard my father also "hello teacher" (Con nghe bố cũng "chào cô", "thưa thầy")

The whole family goes to school, happy! (Cả nhà đi học, vui thay)

No wonder the bad points spread to the whole family (Hèn chi điểm xấu buồn lây cả nhà)

What a waste of ten points yesterday (Hèn chi mười điểm hôm qua)

My house feels like it's three out of ten (Nhà mình như thể được ba điểm mười)

Question 1: What did mom and dad do when they took their children to class and picked them up from class every day?

Question 2: The child shouted "The whole family went to school, happy" because what did he discover?

Question 3: Why three points ten?

Question 4: What does the poem help you understand?

- The joy when children see their parents "hello teacher"

- Joy when the little one gets ten points.

- The joy of going to school for the whole family.

Question 5: Write sentences to express your greetings to teachers and friends.

Material 2:

Online safety rules you need to remember

1. Access only age-appropriate websites.

2. Keep your personal information secure (including real name, address, phone number, password, and social network accounts).

3. Don't talk to strangers online.

4. Don't open emails from people you don't know.

5. Report to an adult when receiving strange messages.

6. Be polite and respectful when communicating with others on social networks.

7. Consult a parent or adult before deciding to share information online.

8. Limit the time you use electronic devices every day.

Question 1: How many safe online rules are given in the article?

Question 2: Match the words in column A with column B

Cột A		Cột B	
1	Access	A	Electrical equipment
2	Security	B	Age-appropriate site
3	Keep silent	C	With strangers
4	When you receive a strange message, you need to report it	D	Personal information
5	Need to limit usage time every day	E	Adult

Question 3: Why is it necessary to report to an adult when receiving strange messages and to consult an adult before sharing information online?

Question 4: How do these online rules help us?

Question 5: For yourself, which rule do you think is the most important?

2.2. Using teaching methods to develop communication skills for students

To develop communication skills for learners, teachers must also use a combination of teaching methods in the teaching process such as question and answer method, method of using learning games, etc.

- Question and answer method (conversation)

The question-and-answer method (conversation) is a method conducted based on teachers' questions and students' answers to find out new knowledge. The question-and-answer method is indispensable in any subject, especially with Vietnamese in primary school in general. The question-and-answer method helps teachers to get opposite information from students in many aspects such as knowledge, language, thinking, and answering ability of the students, knowing their capacity, and then taking measures suitable to help them make better progress. On the student's side, questions and answers help students learn more actively and actively.

For example, when studying the lesson "First time going to the beach" (Lesson 4, Vietnamese 3, volume 1, pages 21-22) the teacher asked the question: "If your class plans to go on a picnic, you will give feedback. Ants should hang out in the sea or the mountains. Why"? Do students have to think to find their answers such as where they want their class to go on a picnic? Why did you make that picnic idea? This helps them to be more active and active in learning. In particular, when teachers ask questions students have to think and explore, this helps students to have better thinking ability and when students answer this question, their language will be revealed. Teachers can detect and correct students' pronunciation, word usage, and expression. This helps their language develop better, students will be more confident when speaking in front of a crowd.

For example, when teaching lesson 7 - Vietnamese 2, volume 1 (Book of Knowledge Connection), the teacher asks students to observe the illustrations and answer the questions:

What do you know about the plants in the picture?

Based on the title of the text and the illustrations, guess what is special about the tree?

Students will look at the illustrations, work in pairs, and answer the questions given.

After guiding students to learn the lesson, the teacher can ask questions based on the instructions in the textbook:

Question 1. Hearing strange noises, what did the embarrassed tree do?

The teacher suggested the answer: Hearing strange noises, the tree was ashamed to close its eyes.

Question 2. What are the surrounding plants about?

The teacher suggested the answer: The surrounding trees and plants were buzzing about a bluebird, its whole body glittering from nowhere, and then quickly flew away.

Question 3. What does the tiger tree regret?

The teacher suggested the answer: Because the tree was shy and closed its eyes, it did not see the beautiful bluebird.

Question 4. Which sentence says that the tree is ashamed and longs for the green bird to return?

The teacher suggested the answer: When will that magical blue bird come back?

Thus, through question-and-answer activities, it will help students think to answer the questions given by the teacher and help them express their thoughts and views, thereby improving their communication ability.

- Method of using learning games

The method of using learning games is a teaching method conducted through games that teachers organize for children. Through games, students can practice, work individually, work in group units, and class units according to assignment and cooperation spirit. At the same time, learning games also create opportunities for students to act on their own, provide knowledge, and self-improve skills and techniques.

Implementation process

Step 1: The teacher introduces the name and purpose of the game.

Step 2: Instructions to play. This step includes the following:

- Organization of game participants: Number of participants, number of participating teams (several teams), game manager, referee.

- Tools used to play (large-size paper, cards, magnetic cards, chess ...)

- How to play: Each specific job of a player or team, playing time, things players can't do...

- How to confirm the results and how to calculate the game score, how to solve the game. (if any)

Step 3: Make the game

Step 4: Comment after the game. This step includes the following:

- The teacher or the referee is the student who comments on the attitude of each team to participate in the game, and the bad work of the teams to learn from experience.

+ The referee announces the playing results of each team and individual and awards the prize to the winning team.

+ Some students state the knowledge and skills in the lesson that the game has shown.

Example: The teacher divides the class into groups, each group has 4 students. From the languages in the available proverbs, the children add new words to form meaningful word and write it on the blackboard.

Example: "Good land birds perch"

-HS1: country

- HS2: gentle

- HS3: sparrow
- HS4: peas

Rule:

- Each student has a different hour.
- When students finish writing their language, they can transfer the paper form to another student.
- The group that does it wrong will be punished.
- The group that completes the fastest and most accurately wins.

III. Conclusion

3.1. Vietnamese is a subject that has many advantages in training communication skills for students. Communication skills are trained mainly in Vietnamese to help promote students' activeness and initiative and to create a good communication environment. To do so, teachers need to take measures to be able to promote their ability to use language, ability to think about language in a way that is appropriate to the communication context, to help students have their own needs to be active, express, and form skills

3.2. Improving communication skills for primary school students plays an important role, it is the starting foundation for them to study well, helping them to use the correct Vietnamese language when speaking and writing and to improve their vocabulary. children are richer. From there, they can be bolder and more confident when communicating with people in daily life.

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