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Educating Hygienic Cultural Behavior for 5-6 Years old Children in Preschools in Vietnam

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Abstract

Hygiene culture is a cultural behavior that needs to be educated first for each child. Children who are interested in educating themselves on hygienic cultural behavior from a young age will ensure their comprehensive development. To educate hygienic cultural behavior for 5-6 years old children in preschools in Vietnam, teachers need to effectively apply educational methods to help children fully develop health,

knowledge, and skills. To confidently and well respond to the requirements of the new environment in order to meet the goal of fundamental and comprehensive innovation in education and training at the school level. The article presents the role of educating hygienic cultural behavior and some methods of educating hygienic cultural behavior for 5-6 years old children in preschools in Vietnam.

Keywords: Education, Methods, Hygienic Cultural Behavior, Hygienic Cultural Behavior Education, Hygienic Cultural Behavior Education Method

1. Introduction

In Vietnam, along with other educational activities, educating on hygienic cultural behavior is an important content in education, stipulated in the 2019 Education Law: "Education is an organized impact", there is a plan from educators to learners to form and develop a comprehensive personality, promote the potential and capacity of each individual, and meet the requirements of socio-economic development and integration. International." The Education Law also regulates educational content, including hygiene and health education. Specifically, Article 25 of the Education Law stipulates: "The content of education in schools includes: Hygiene and health education;"

Circular No. 20/2018, Ministry of Education and Training promulgating the Preschool Education Program stipulates: "The goal of preschool education is to help children develop comprehensively physically, emotionally, intellectually, aesthetically, forming the first elements of personality, preparing children for entering first grade. The preschool education program includes 5 areas of development including: Physical development, Cognitive development, Language development, Emotional development and Social skills, Cognitive development. The field of Physical Development includes the following contents: "(1) Motor development; (2) Health development; (3) Hygiene and safety. In particular, the content of Hygiene and safety includes the following goals: Firstly, knowing how to maintain physical hygiene, environmental hygiene, disease prevention hygiene, safety when participating in traffic and in daily activities. Secondly, practice some personal hygiene habits, environmental hygiene, disease prevention hygiene, and safety in daily activities."

Thus, educating hygienic cultural behavior for 5-6 years old children is an important content in the field of Physical Development of the Preschool Education Program.

The older preschool age (5-6 years old) is the period when children prepare to enter grade 1, this is the first important turning point in a child's learning life, so children need to be provided with adequate conditions. about health, knowledge, and skills to confidently and well meet the requirements of the new environment to achieve the goal of fundamental and comprehensive reform of education and training at the school level.

According to the consolidated document of the Ministry of Education and Training No. 01 dated April 13, 2021 on the circular promulgating the preschool education program, the content of educating hygienic cultural behavior for children 5-6 years old at preschool is:

- Identify common dishes and foods and their benefits to health, in which teachers emphasize educating children to recognize the relationship between diet and illness (diarrhea, tooth decay, heart failure, obesity...).
- Perform some self-service tasks in daily life:
 - Practice skills: Brushing teeth, wiping face, washing hands with soap.
 - Change your own clothes and clothes when they get wet or dirty and put them in the designated place.
 - Go to the toilet in the right place, use toiletries properly, and know how to rinse thoroughly.
- Know how to maintain health and safety:
 - Benefits of maintaining physical and environmental hygiene for human health.
 - Choose and use clothing appropriate to the weather. Benefits of dressing appropriately for the weather.
 - Practice good behaviors and habits in hygiene and disease prevention: Oral hygiene: After eating or before going to bed, when waking up in the morning; Wear a hat in the sun; wear socks and warm clothes when it's cold; Cover your mouth when coughing or sneezing; go to the toilet in the right place....
- Know how to care for the environment: Dispose of trash in the right place; do not spit in class; Know how to remind others to preserve and protect the environment (don't throw trash indiscriminately, break branches, pick flowers...).

Education

In Chinese, education means to teach, educate and nurture, meaning mental training to develop knowledge, moral feelings and physical care. Thus, "education is the training of people in three aspects of intelligence, emotion, and physicality in order to bring people from unknown to known, from bad to good, from low to noble, from imperfect to perfection"^[7].

According to author Pham Minh Hac: "Education (in a broad sense) is an overall activity that forms and develops personality with a purpose and plan to maximize the physical and mental potential of a child. People"^[2].

According to authors Ha The Ngu and Dang Vu Hoat, education is understood from two perspectives^[3]:

In a broad sense, education is a comprehensive process of personality formation, organized in a purposeful and planned manner, through activities and relationships between the educator and the educated, with the aim of imparting achieve and dominate human social experience.

In a narrow sense, education is the process of forming beliefs, ideals, motives, emotions, attitudes, personality traits, and habits of correct behavior in society.

Thus, Education is the process of influencing educators (teachers, other educational forces...) on educational objects (learners, students, preschool children...) to form educational objects. Educate scientific worldview, ethical ideas, beliefs, attitudes, correct behaviors and habits in social relationships.

Cultural hygiene behavior

According to the Vietnamese dictionary: "Human behavior is the totality of reactions, behaviors, and external expressions of a person in a certain time situation"^[3].

According to the American Psychological Dictionary: "Behavior is a general term that refers to the measurable activities, reactions, responses, movements, and processes of any individual"^[1].

The concept of "behavior" is understood as an action or many complex actions in response to an event or phenomenon, which are influenced by many internal and external, subjective and objective factors. Each person's behavior is a manifestation of the elements that make up it, which are that person's knowledge, beliefs, attitudes, practices (or skills) in a specific situation or situation. A behavior that can be seen in an individual can also be seen in the practices of a group of individuals or an entire community. Behavior that is repeated many times over a long period of time can become a habit.

According to author Nguyen Anh Tuyet: "Behavior is the way a person behaves in a certain specific situation with the control and adjustment of that person's psychology and consciousness"^[5].

The definition of culture that is widely used by the world community and cited by many people is the UNESCO definition: "Culture is the totality of unique spiritual and material, intellectual and emotional The character of a society or a social group should be referred to as the set of spiritual, material, intellectual and emotional characteristics of a society or a social group that it contains, in addition to literature and art, also ways of life, ways of living together, value systems, traditions and beliefs"^[3, 5].

In the book "Vietnam's Cultural Foundation", author Tran Ngoc Them defines: "Culture is an organic system of material and spiritual values created and accumulated by humans through the process of practical activities, in the interaction between humans and the natural and social environment"^[4].

The concept of hygiene is the rules of maintaining cleanliness for oneself and the surrounding environment to prevent disease, preserve and promote health. Hygiene is an expression of a civilized lifestyle, a scientific measure aimed at protecting and improving human health. For hygiene to become a cultural habit, each person needs to have a process of practice, practice and struggle with themselves.

From the above perspectives, it is found that: Hygiene cultural behaviors are hygienic behaviors that take place in daily activities and activities and are conducted scientifically by the subject towards strengthening and protecting health. Cultural hygiene behavior here can be understood as clean body hygiene behavior, hygienic eating behavior, behavior of keeping clothes and personal belongings neat, clean and tidy, Cultural communication behavior...

Educate on hygienic cultural behavior

Educating on hygienic cultural behavior is a part of the process of educating and caring for children in preschool. Educating children on hygienic cultural behavior aims to form children's awareness and correct attitudes about hygienic cultural behavior. At the same time, teachers have a purposeful and planned impact on children's hygiene culture to form hygienic cultural behaviors appropriate to the child's age and in accordance with the educational program in preschool to achieve the goals of the educational process in general and the education of behavior hygienic cultural for children in preschools in particular.

Psychological characteristics of children 5 - 6 years old

Children 5-6 years old easily get along with events, immerse themselves in characters, immerse themselves in images in works of art, identify and transform themselves into them. With unique psychological characteristics of their ages, children feel that life always shows new things, even normal daily life for children is full of novelty and appeal. However, all things, phenomena, thoughts, and actions are in relationship with the subject itself. This assimilation ability allows children to sympathize with the human and natural world in works of art. From there, children express their feelings with positive emotions: Listening attentively, watching, joy, clapping hands, using sexy words or negative emotions such as fear, anger, criticism...

At this age, with the perfection of the senses, the child's sensory activities continue to be perfected, the sensitivity of the senses is enhanced, and the analysis of the properties of surrounding objects and phenomena is enhanced. More effective than before. The second signal system participates more actively in the analysis process, making the feeling more accurate and specific and at the same time making the feeling "self-conscious". Along with feelings, children's perception also develops strongly. It is the high sensitivity of the senses, as well as the harmonious coordination, flexibility, and flexibility of their activities that help children's cognitive processes take place quickly and effectively. Children 5-6 years old always like to explore, are curious, like to observe and learn about the world around them and are especially interested in new things. This is a favorable condition for educators to carry out the task of cognitive education for children.

2. Result and discussion

2.1 The role of educating hygienic cultural behavior for 5-6 years old children in preschools in Vietnam

Educating cultural and hygienic behavior for 5-6 years old children in preschools contributes to forming respectful, civilized and positive habits for children: In the process of living, people need to respect opinions and preferences. Each's likes, tastes, habits... because each person has different personal characteristics that do not overlap, it is impossible to force one person to be the same as the other. Respect for people is one of the manifestations of cultural behavior in a modern, civilized society. Children's respect is shown in the fact that children easily establish relationships with people around them in an innocent, innocent way, regardless of the background of the subject of communication; Many children already know how to care about other people's interests and habits, such as giving them toys, liking to do things that adults like...

Educating hygienic cultural behavior for 5-6 years old children in preschools contributes to forming, developing and perfecting the child's personality: Personality is formed and developed in activities and communication with other children. Different personality. Communication helps people participate in social relationships, comprehend culture, experience, knowledge, and moral standards of society while also influencing other personalities. For preschoolers 5-6 years old, who are in the stage of personality formation and development, communication skills play an important role because thanks to communication skills, children can confidently participate in their educational activities. School, family and society, personal experiences. Thanks to that, children learn how to evaluate behavior and attitudes,

comprehend moral standards from life, test and apply those standards into practice.

Educating hygienic cultural behavior for 5-6 years old children in preschools contributes to creating positive and good life values for children: At any stage, people need to aim for good life values, especially a positive personality. Preschool children 5-6 years old begin to form and develop their personality. Educating them on hygienic cultural behavior is one of the components that help children form positive habits for personality development. Therefore, educating hygienic cultural behavior for 5-6 years old children is of great importance in their future development at higher levels of education.

2.2 Some methods of educating hygienic behavior for 5-6 years old children in preschools in Vietnam

2.2.1 Method of explanation

The teaching method is a method in which teachers use spoken language to explain, illustrate, and demonstrate to help children grasp the meaning, content, and rules for implementing standard hygienic cultural behaviors. That society has prescribed.

Teachers can use the explanation method to teach knowledge content about cultural hygiene behaviors for 5-6 years old children, such as being able to perform some self-service tasks in everyday life (brushing teeth, cleaning teeth, etc.). face, wash hands with soap; go to the toilet in the right place, use toiletries properly,...); Explain hygienic cultural behavior to children 5-6 years old so they know how to maintain health and safety... through which children will form the knowledge, skills, and correct attitudes towards appropriate behavior hygiene culture.

For the method to be effective, teachers need to pay attention to: (i) Carefully prepare the teaching content. Specifically, teachers need to fully and accurately answer questions such as: Why? What content is included? How to do it according to what rules? (ii) When explaining, pay special attention: Use clear, easy-to-understand, concise and concise words; Reasoning accurately in a logical sequence; Can be illustrated with pictures or real-life examples; Create conditions for children to participate in the teaching process.

2.2.2 Conversation method

The conversation method is a method of talking between teachers and children about topics related to cultural hygiene behaviors using a system of questions prepared in advance by the teacher.

Teachers can implement this method in some contents such as guiding children 5-6 years old on hygienic cultural behavior and performing some self-service activities in daily life: Brushing teeth, wiping face, washing hands with water. soap; Change your own clothes and clothes when they get wet or dirty and put them in the designated place; Trash the prescribed places; Do not spit in class; Know how to remind others to preserve and protect the environment (don't throw trash indiscriminately, break branches, pick flowers...)

Teachers explain and evaluate cultural hygiene behaviors, how to perform specific behaviors... from which useful conclusions can be drawn. Thereby, helping children inculcate and systematize issues related to cultural hygiene behaviors; Consolidate awareness as well as firmly form hygienic cultural behaviors in children; Form and develop children's beliefs and positive attitudes when performing hygienic cultural behaviors.

When implementing this method, teachers need to pay attention to the following: (i) Prepare for conversation: Determine the topic, goals, and content of the conversation; Build a system of questions (main and secondary) consistent with the identified topic, goal, and conversation content, which positively stimulates children's thinking; Inform children in advance to mentally prepare for learning; (ii) Organize the conversation: Restate the topic, goal, conversation content and ask conversation questions; Organize conversations with children, organize for children to express their opinions to each other and at the same time express opinions to teachers and teachers to listen to children's opinions, turn opinions over and over to stimulate children to think continuously, develop Express opinions continuously until the goal of the conversation topic is completed; (iii) Ending the conversation: The teacher guides children to draw necessary conclusions; The teacher summarizes and gives general evaluation.

Visual method is the method of using visual means, or organizing children to observe a specific activity or phenomenon in the process of educating children on hygienic cultural behavior.

Teachers can do a number of things: Educating hygienic cultural behavior for 5-6 years old children to recognize common dishes and foods and their benefits to health; perform some self-service tasks in daily life... For example: The teacher lets children observe fruits and vegetables using models, then explains to the children how to understand the dishes of those vegetables and fruits. Their effects on health. Mobilizing the participation of many senses in the child's cognitive process, developing the child's observational mind and ability to observe, stimulating the child's interest in the process of acquiring knowledge about cultural behavior toilet.

When using this method, teachers need to choose visual aids and images that are appropriate to the purpose of the lesson. Explain clearly and present tools in a certain order depending on the content of the lecture. It is necessary to carefully prepare visual aids, clearly explain the process of implementing the behavior, the results of the implementation... Ensure that all students can clearly observe the results. Reasonable combination between the means and the teacher's words.

2.2.3 Practice methods

The practice method is the method by which teachers organize children to regularly and planned perform cultural hygiene behaviors in order to turn those behaviors into cultural hygiene habits.

Teachers can do a number of things: Educate children about hygienic cultural behavior for 5-6 years old children to care about the environment: Dispose of trash in the right place; Do not spit in class; Know how to remind others to preserve and protect the environment (do not litter, break branches, pick flowers...); Educate children on hygienic cultural behavior for children 5-6 years old to recognize common dishes and foods and their benefits to health; Educate children on hygienic cultural behavior for children 5-6 years old to perform some self-service tasks in daily life... For example: Teachers let children practice the content of maintaining hygiene when going to the toilet in the right place regulations, after walking, know how to flush clean water.

Behavior must be performed repeatedly to become a habit.

For preschool children, self-discipline and initiative are limited, so when teachers use practice methods, it will help children consolidate their skills. Behavior so that this behavior becomes the child's needs and habits.

To implement effective practice methods, teachers need to pay attention to: Help children understand behavioral rules, clearly visualize the steps to perform the behavior so that children can practice on their own. In necessary cases, you can model the behaviors that need to be practiced for children. Create opportunities for children to practice following behavioral rules and behavioral models that have been introduced. Encourage children to practice regularly and repeat the behaviors that have been practiced through the implementation of daily routines and activities. Conduct regular checks and corrections and at the same time, encourage children to self-check and correct their own behavior.

2.2.4 Storytelling method

The storytelling method is a method where teachers use words, gestures, and facial expressions to vividly narrate a story with educational significance.

Teachers can do a number of things: Educating hygienic cultural behavior for 5-6 years old children to recognize common dishes and foods and their benefits to health; Educate children on hygienic cultural behavior for children 5-6 years old to perform some self-service activities in daily life; Educate children on hygienic cultural behavior for 5-6 years old children to care about the environment... For example, the teacher tells the story "The young chicken goes to school", the teacher tells the children's behaviors to keep their bodies clean. When performing self-service, dress according to the weather.

This method is very advantageous in educating preschool children, creating opportunities for teachers to form and develop positive emotions and correct beliefs through story content and storytelling methods. Practice good examples and avoid "bad examples" mentioned in stories with a critical, critical, and evaluative mind.

To tell stories to achieve high educational results, teachers need to pay attention to: (i) Preparation: Selecting stories: Identifying story themes according to specific educational goals; Select (or construct) stories that meet the intended theme and goals; Ensure the content of the story is rich and attractive, containing necessary educational situations (For example: Educating on cultural hygiene behavior, hygienic eating behavior, and effective communication). Culture...). Determine the volume of the story in accordance with the allowed story telling time and especially in accordance with the biological - psychological characteristics as well as the child's cognitive level. Prepare supporting facilities and equipment: Paintings, photos, objects, models, plastic film, slide film, puppets. Orientation on how to use tools and how to use narrative language. Practice telling before giving lectures to children. (ii) Storytelling: Introduce the story, characters, meaning and assign tasks to children when listening to the story. When telling a story, you must use lively words and combine them with gestures, attitudes... to suit the specific content of each episode in the story and the personality of each character. Highlight the details and basic situations of the story. If possible, it should be combined with pictures and photos for illustration. Monitor the child's facial expressions and awareness to adjust the speed and pace of the story accordingly. (iii) After telling the story:

The teacher raises some questions to discuss with the children.

2.2.5 Typical idol method

The idol method is a method in which teachers use typical idols (bright - positive or bad - negative) of certain individuals or groups to stimulate children to follow or warn children not to follow.

This method aims to develop the ability to criticize and properly evaluate the behavior of others, thereby drawing useful conclusions for yourself. - Children learn from good examples and avoid bad examples. - Forming trust in the standards that society has prescribed. For example: The teacher sets a good example of a classmate about the behavior of that child knowing how to clean up trash, pick up trash and put it in the right basket/bin.

When implementing, teachers base on the goals, specific educational content, psychological and physiological characteristics, and educational level of children to choose appropriate idols. Teachers select idols that must satisfy the following conditions: Close to life; Typical; Contains rich educational content; Feasible for children. Teachers must be a bright example for children to follow. Don't overuse bad examples. Teachers help children connect with reality; Allow children to analyze and evaluate the examples they have learned and draw their own conclusions; Ask children to build themselves into idols before everyone.

2.2.6 Reward method

The reward method is a method of expressing teachers' positive evaluation of children's correct implementation of cultural hygiene behaviors.

This method helps confirm that the child's rewarded behavior is correct and consistent with social values; Help children self-affirm good behaviors; Strengthen and develop beliefs about social norms related to good behaviors that children have performed. Stimulate children to continue to maintain and develop positive behaviors; at the same time, avoid inappropriate negative behaviors. When a child is rewarded, it will have educational significance for other children, stimulating other children to learn and follow. For example: When children know how to remind their classmates and friends at school to protect the environment, not pick flowers, etc., the teacher gives praise and rewards weekly and monthly.

To conduct rewards to bring about high educational effectiveness, teachers need to pay attention to the following basic requirements: Ensure objective rewards, based on children's actual behaviors; Ensure fair rewards; Ensure timely rewards, right time, right place; Make sure to combine regular rewards with process rewards; Make sure to gain public opinion of the young group with the reward.

2.2.7 Job assignment method

The job assignment method is a method of engaging children in diverse activities with certain jobs, with certain social meanings so that children are aware of the social and personal meaning of the jobs. Assigned, so they have a positive attitude towards those jobs.

Through the method of assigning tasks, children can demonstrate behavioral experiences in diverse social relationships, forming behaviors appropriate to the requirements of the assigned work. For example, after playing, the child must put the toys in the right place, help

the teacher set up the table and chairs, clean up the table and chairs before and after eating, get pillows and blankets when going to bed...

When assigning work to children, teachers need to give specific requirements, who should they assign the work to? What tasks are assigned? And what is the level of completion? Teachers need to help children realize the social and personal significance of assigned tasks. On that basis, it helps children to be fully aware of the tasks they must complete, thereby stimulating children to be self-aware and active. Teachers need to base on the psychological characteristics of the child's age, gender, and strengths to assign appropriate tasks. Teachers need to urge, remind, and help children so that they always complete assigned tasks. Teachers need to regularly check and evaluate children's completion of assigned tasks, and on that basis, have measures to encourage children to complete assigned tasks.

3. Conclude

Education in general and hygiene education in particular is one of the important tasks for education at the preschool level. In order for educational activities of hygienic cultural behavior for 5-6 years old children in preschools in Vietnam to be carried out effectively, in addition to building educational content and choosing appropriate educational forms, then teachers and leaders need to properly assess the role of this educational activity. At the same time, it is necessary to flexibly and effectively deploy and apply the above educational methods.

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