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Developing Vocabulary for Children 24-36 Months through Daily Activities at Chan Son kindergarten, Yen Son District, Tuyen Quang Province, Vietnam

¹ Nguyen Nhu Mai, ² Khoang Thi Kim, ³ Vu Ngoc Thao

¹ Tan Trao University, Vietnam

^{2,3} Student, Tan Trao University, Vietnam

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Corresponding Author: **Nguyen Nhu Mai**

Abstract

Educational scientists have affirmed that language development in general and vocabulary development for children in particular is one of the most important goals of preschool education. The period between 24-36 months is considered the golden period for developing vocabulary. A well-developed child's vocabulary will help them be confident, explore, learn, and express their own needs and desires with things, people, and phenomena surrounding their daily life.

Daily living regime is the reasonable allocation of time and

activities during the day for children, meeting the child's physiological and psychological needs, thereby helping children form good habits, adapting to the surrounding environment. Therefore, it can be said that a child's daily living regimen is a favorable environment for developing vocabulary for children 24 - 26 months old. The daily routine has its own unique activities suitable to the child's characteristics so that the child can passively and proactively absorb vocabulary through the process of learning and experiencing activities children's daily.

Keywords: Vocabulary, Vocabulary Development, Children 24-36 Months, Daily Living Regime

1. Ask a problem

Vocabulary development plays a very important role in forming children's intellectual activities such as emotions, cognition, skills, etc. Scientists have proven that: Vocabulary development is one of the important factor and foundation for acquiring knowledge, skills, forming and developing children's intelligence for any type of activity in preschool and high school. Emphasize the role of vocabulary in acquiring knowledge. vocabulary development helps children expand their vocabulary, understand the meaning of words, and activate and enrich their vocabulary. Furthermore, vocabulary development also helps children express their own thoughts, feelings, and aspirations. Therefore, right from kindergarten, children not only simply get acquainted with the world around them, but also need to accumulate vocabulary and use language firmly.

Children 24-36 months are an important early stage in language accumulation. At this age, children cannot pronounce phonemes and tones accurately, so vocabulary development is still difficult. The organization of vocabulary development activities can be done through different activities in preschool such as: Playing activities, learning activities, and daily activities.

The Daily living regime regime in preschools can be organized in many different forms. In particular, through the child care regime in kindergarten, it also helps foster and develop children's vocabulary. In which, the Daily living regime mode is considered a means to teach children to develop vocabulary. Because in the Daily living regime regime, children always have to work directly, from there they will accumulate vocabulary effectively. Therefore, teachers can rely on these advantages of daily activities to integrate content into teaching children to develop vocabulary. Thereby, children's knowledge of vocabulary and ability to use language are strengthened and deepened. On the contrary, vocabulary knowledge is a condition that helps children perform well in daily learning and play activities, bringing high efficiency to the child's comprehensive development.

Currently, in preschools in general and Chan Son kindergarten, Yen Son district, Tuyen Quang province in particular, developing vocabulary through the Daily living regime regime is still limited and faces many difficulties. Most preschool teachers do not know how to take advantage of the advantages of the Daily living regime regime to integrate into the implementation of the content of teaching preschool children to develop vocabulary, mainly teaching children to develop vocabulary through teaching hours. The measures taken to educate children are not really effective, the content exploited is not

deep, not scientific, not attractive to children... Accumulating vocabulary for children is a difficult and abstract problem while the cognitive abilities of children at this age are still limited. Therefore, it leads to children learning slowly, being confused and making mistakes when using words, so the effectiveness of teaching vocabulary to 24–36-month-old children is not high.

2. Research subjects and methods

2.1 Research object

The project investigated 10 preschool teachers and 76 children aged 24 - 36 months at Chan Son 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. The research results obtained from these methods are processed using SPSS 16.0 software.

3. Research results

3.1 Current status of teachers' awareness of developing vocabulary for children 24-36 months through daily activities in preschool

Table 1: Teachers' awareness of the importance of physical education for children 24-36 months old

S. No	Opinion	Quantity	Ratio %
1	Very important	7	70
2	Important	3	30
3	Normal	0	0
4	Not important	0	0
Total		10	100.0

The content of the theoretical part has shown us the importance of vocabulary development for children 24-36 months. Therefore, vocabulary development must be done in all forms of teaching for children. Through the survey, it can be seen that most teachers understand the importance of physical education for preschool children. Survey results show that 7/10 teachers, accounting for 70%, think that physical education for children is very important; 3/10 teachers, accounting for 30%, think that developing children's vocabulary is important. In particular, no teacher believes that physical education for children is normal or not important. This proves that the teachers directly involved in teaching at Chan Son Kindergarten are aware of the role and importance of developing vocabulary for children 24-36 months old. Through the data table, we can see that preschool teachers highly appreciate the role of physical education for children, considering it a very necessary goal of the school. This shows that the awareness of the staff and teachers of Chan Son Kindergarten has always tried their best for the cause of cultivating people, for the future education of children. However, there are still a few teachers who are not fully aware of the importance of developing vocabulary.

The purpose of developing children through the childbirth regime of Chan Son kindergarten teachers

Table 2: Preschool teachers' awareness of the purpose of physical education for children through the Daily living regime regime

S. No	Opinion	Quantity	Ratio %
1	Helps children improve their ability to understand the meaning of words	5	50
2	Provide children with new vocabulary	1	10
3	Help children know how to choose and use words in communication	1	10
4	Language development	3	30
5	Develop thinking	0	0
Total		10	100

Most teachers at Chan Son kindergarten are aware of this in developing children through the Daily living regime regime. Specifically, 5 teachers accounted for 50%, teachers said that the purpose of vocabulary development is to help children improve their ability to understand the meaning of words. Although the basic function of words is not communication, without words communication becomes difficult. Therefore, the teachers believe that it is necessary to provide necessary vocabulary, which is words about what is around the child (at home, at preschool) related to the child's personal life and relationships, needed for studying, living and playing.

In addition, teachers also said that the purpose was to develop language accounting for 30.%; 10% of teachers think that it provides children with new vocabulary; 10% of teachers said that the purpose is to help children choose and use words during communication. This proves that teachers are basically aware of the purpose of physical education through the Daily living regime regime. It is worth noting that not a single teacher believes that vocabulary development affects the development of children's thinking. However, most teachers are aware of the role of using the Daily living regime mode to develop children's vocabulary, but not all teachers use it regularly. This is clearly shown in the following table:

Table 3: Level of use of the Daily living regime regime in physical development for children

S. No	Opinion	Quantity	Ratio %
1	Very often	2	20
2	Frequent	6	60
3	Sometimes	2	20
4	Never	0	0
Total		10	100,0

From the table above, it shows the level of using the Daily living regime mode to develop children's vocabulary. The percentage of teachers who often use the Daily living regime mode to develop children's vocabulary is not high, only 20%; The proportion of teachers using it regularly is 60%; It is noteworthy that up to 20% of teachers only occasionally

use the Daily living regime mode to develop physical education for children. Thus, depending on different levels of awareness and viewpoints, different levels of use will result. There is an opinion that: "According to Ms. BTT (Chan Son Kindergarten), we regularly use the Daily living regime mode to develop children at a normal level, not often but only occasionally, because I see that most children in the class are still slow to speak, so developing communication for them is still difficult.

Besides the level of use, teachers also have different opinions and perceptions about regularly applying the Daily living regime regime to physical education for children in preschool as shown in the following table:

Table 4: Teachers' awareness of using activities in the Daily living regime mode to develop physical education for children in preschool

S. No	Opinion	Quantity	Ratio %
1	Children's welcome, morning exercise	0	0
2	Learn	7	70
3	Play and work in the corners	3	30
4	Play outdoor	0	0
5	Eat your main meal	0	0
6	Sleep	0	0
7	Eat a snack	0	0
8	Activities as you like	0	0
9	Children prepare to leave and return children	0	0
Total		10	100.0

According to teachers participating in the survey, 30% of teachers use Daily living regime mode in play activities and corner activities; 70% of teachers use Daily living regime mode in learning activities. Mainly, teachers often apply the Daily living regime mode in these two activities, because during learning activities, children experience the content of stories, poems, etc. This helps children to be interested and able to fill in the questions. The remaining words fill in the blanks in short poems... Thereby helping children's vocabulary increase quickly. In play activities and activities in the corners, children are exposed to many new objects and diverse colors that are close to children's daily lives. Besides, there are no teachers who provide physical education for children through activities: Pick up children, play, do morning exercise, play outdoors, eat main meals, sleep, eat snacks, play, do activities of their choice, return children. When we later interviewed some preschool teachers and received opinions about using the Daily living regime mode in preschool activities, the result was: They often use the Daily living regime mode during activities. Be active in play corners and activities as you like, while sleeping and eating time are not necessary; Or just use Daily living regime mode in play corners and activities of your choice because children are very interested in participating in this activity.

In general, teachers at Chan Son kindergarten are aware of developmental development for children 24-36 months through the Daily living regime regime.

Currently, the system of birth control regimes for children's physical development is very rich and diverse. Teachers can find Daily living regime mode from documents such as textbooks, Internet, etc.

Measures used by teachers to develop children 24-36 months old through the Daily living regime regime.

Table 5: Teachers often use measures to develop teaching through the Daily living regime mode

S. No	Opinion	Quantity	Ratio %
1	Use words and suggestions	2	20
2	Excite children	1	10
3	Do it in groups	7	70
4	Other measures (specify)	0	0
Total		10	100.0

The results of Table 5 show that among the three measures, measure. Regarding the organization of her Daily living regime regime, the impact on the development of children's vocabulary is as follows: Among the three measures, group implementation measures are used more often by Chan Son kindergarten teachers than other measures. Other. Specifically, 10 teachers, up to 7 teachers, accounting for 70% of teachers, often use group methods. Using words and suggestions accounts for 20%, while measures to stimulate children's interest only accounts for 10%. Through discussions with Chan Son kindergarten teachers, gave the reason why they often use group methods to help children absorb and communicate with each other more easily.

Regarding the organization of her Daily living regime regime, it impacts the development of children's vocabulary as follows:

Table 6: Her organization of the Daily living regime regime impacts the development of children's vocabulary

S. No	Opinion	Quantity	Ratio %
1	Accumulate and increase the number of positive words	4	40
2	Improve vocabulary quality	6	60
3	Other opinions (specify)	0	0
Total		10	100.0

The above survey shows that 6/10 teachers believe that the Daily living regime regime's impact on children's vocabulary is to improve the quality of vocabulary, accounting for 60%. Accumulating and increasing active vocabulary only accounts for 40%.

Through the survey, we also learned about the difficulties you face in planning and implementing development activities through the Daily living regime regime. In general, vocabulary development through the Daily living regime regime is implemented quite seriously by Chan Son kindergarten teachers. The school's teachers have used many different methods, forms and types of games to develop children's physical development. In addition to organizing the Daily living regime regime, teachers also face many difficulties such as: The classroom space is small with a large number of children, so it is difficult to organize children's activities. Chan Son kindergarten belongs to a commune of Yen Son district, its facilities still have many difficulties. Students have not gone to school yet, so they have not been able to play, share and interact with each other because the communication language in Vietnamese is not yet rich, so their ability to express is limited.

Children's symbolic capital about the world around them is still small, especially children are easily confused when

naming animals, for example, all animals that can fly are called birds without calling them birds. Swallow or tree pigeon...

To create excitement for children, teachers need a lot of time to refresh the day's activities. Teachers also collect and design new daily living regime modes, but due to a number of reasons, daily living regime modes are often used a lot. Sometimes, children are too familiar with the order of activities during the day, so they easily get bored.

3.2 Current status of vocabulary expression level of 24-36 month old children through daily activities at Chan Son kindergarten

To evaluate the current situation of kindergarten children aged 24-36 months through the Daily living regime regime, we conducted a survey of 42 children aged 24-36 months, including 24-36 months A, 24-36 months B. Real assessment results the child's developmental status is as follows:

Table 7: The current situation of children using vocabulary to communicate in the Daily living regime mode

Criteria	Rating scale			
	Good	Rather	Medium	Weak
1. Achieve a task consisting of 2-3 actions.	4	40	4	40
Ratio %	6	60	6	60
2. Answer the questions: "Who is this?", "What is this?", "What to do?", "How?"	0	0	0	0
Ratio %	10	100.0	10	100.0
3. Understand the content and simple short stories: Answer questions about the story, names and actions of the characters.	4	40	4	40
Ratio %	6	60	6	60
4. Pronounce clearly.	0	0	0	0
Ratio %	10	100.0	10	100.0
5. Read folk poems and nursery rhymes with the help of the teacher.	4	40	4	40
Ratio %	6	60	6	60
6. Can speak simple sentences, sentences of 5-7 words with common words referring to familiar things, activities, and characteristics.	0	0	0	0
Ratio %	10	100.0	10	100.0
7. Use words for different purposes: - Say hello, chat - Express your needs - Ask questions of concern such as: What is this? What animal is this?	4	40	4	40
Ratio %	6	60	6	60
8. Speak loudly, loud enough to hear, and polite.	0	0	0	0
Ratio %	10	100.0	10	100.0

The results of the table above show us the number of children who answered well the questions: "Who is this?", "What is this?", "What to do?", "How?" not high, accounting for 1.31% because the child's vocabulary is not developed and not much, leading to a situation where the child speaks little during the day, some children do not speak at all. Notably, 11.84% of children answered weak; the average rate of children able to answer is 63.15%; the number of children who answered well accounted for 23.68%. So depending on the vocabulary the child has, he or she will answer or not. The ratio shows that the child's ability to answer is not high, indicating that the child is not yet active.

Besides, whether the children's answers are short or long is shown in the following table:

Table 8: Children's answers or exchanges

Type of answer	Quantity	Ratio %
Simple sentence (1 word)	48	63.15
Compound sentence (complete subject and predicate)	28	36.85
Total	76	100.0

From the table above, we can see that the number of children answering or communicating with teachers and friends using simple sentences is very high, 48/76, accounting for 63.15%, children only answer teachers or communicate with friends using simple sentences. Very short application. Notably, the number of children using

compound sentences to answer or communicate was 28/76, accounting for 36.85%. This proves that the majority of 24–36-month-old children at Chan Son kindergarten use simple sentences to answer teachers and communicate with friends. When children communicate with teachers and friends, they only use one word to answer because their vocabulary is still small and undeveloped.

4. Conclusion

Through the results of investigating the current status of developmental level of children aged 24-36 months, it shows that the developmental level of children aged 24-36 months at Chan Son kindergarten, Yen Son district, Tuyen Quang province is currently not high, according to us. The main reason is because teachers are not really flexible when designing and organizing childbirth regimes in preschools to integrate and carry out the task of developing children's vocabulary. Therefore, the purpose of organizing Daily living regime regime activities of most teachers is only to perform the task of developing children's physical strength but ignore the opportunity to teach children physical development.

Teaching children 24-36 months vocabulary development is very important for their development and cognition. When a child's vocabulary is fully developed, diverse, rich, accurate, and scientific, it will help children recognize their own bodies, surrounding objects, phenomena, and community relationships in society.

5. Acknowledgment

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