



Received: 01-04-2024
Accepted: 11-05-2024

ISSN: 2583-049X

Current Status of Teaching Essay Writing for 3rd Grade Students at Kim Phu Primary School, Tuyen Quang, Vietnam

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DOI: <https://doi.org/10.62225/2583049X.2024.4.3.2825>

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Abstract

The article surveys the current situation of teachers and students of Kim Phu Primary School regarding teaching 3rd grade essay writing in the direction of capacity development. The results will show the advantages and

disadvantages of the current situation, there for, propose measures to help develop capacity to meet the new textbook program for students, contributing to improving the quality of learning essay writing.

Keywords: Ability, Teaching, Essay Writing

1. Preamble

Kim Phu Primary School is located in village 13, Kim Phu Commune, Tuyen Quang city, Tuyen Quang province. The school was merged from Vinh Phu primary school and Gieng Tanh primary school. Kim Phu Primary School is located 6km from the center of Tuyen Quang city, the school includes 02 school locations in the western area of the city, the area is large, the terrain is complex, people's lives still have many difficulties. Many students come from poor households, so it greatly affects the education work of the locality in general as well as Kim Phu Primary School in particular.

The general situation of the quality of writing lessons for first grade students in general and grade 3 in particular is the aspiration and enthusiasm of many teachers today. The general situation of elementary school students and some inadequacies in teaching practice have created learning products that bring little creativity, personal impressions and perspectives. To contribute to changing that and to improve students' creative capacity, diversify the forms of presenting writing products in a way that suits the intellectual characteristics and learning styles of students born.

Innovating teaching and educational methods towards the formation of student qualities and abilities is a requirement that needs to be implemented in the current reform of general education. Teaching and organizing educational activities in the direction of forming and developing students' qualities and abilities does not mean eliminating traditional teaching methods and existing forms of organizing educational activities, but it is also A harmonious and smooth combination of traditional teaching and learning methods. Forms of organizing educational activities exist with the goal of teaching and organizing educational activities to promote the positivity, initiative, self-discipline, independence and creativity of students.

2. Content

Through the process of direct discussions and interviews with school administrators, as well as through surveys to research teachers' awareness of the necessity and role of teaching writing practice for 3rd grade students. According to the orientation of capacity development to meet the new textbook program, we received 100% of comments completely agreeing that teachers teach writing practice for 3rd grade students according to the orientation of capacity development. The effort to meet the new textbook program for students is really necessary in today's teaching. At the same time, 100% of opinions completely agree that there are some measures teaching in the direction of capacity development to meet the new textbook program in the process of teaching Vietnamese. Teachers also have the opinion that it is not until grade 3 that we are interested in fostering capacity in teaching Vietnamese. This important issue needs to be taken care of right from the time students start going to school and regularly fostered throughout their lives. For elementary school age, it is even more necessary because it contributes to forming basic competencies for students.

Table 1: Survey results on the level of awareness of 3rd grade students who like to study Vietnamese

S. No	Class	The level of awareness of students who like to study Vietnamese			
		Like so much	Prefer	Normal	Dislike
1	3A	8	ten	7	5
2	3B	8	10	7	5
3	3C	9	11	8	4
4	3D	12	10	11	5
Total		7	8	18	3
Ratio		36	39	44	17

Source: Number Whether thing check and total fit belong to work fake

Table 1 shows the survey results on the level of awareness of students interested in learning Vietnamese in elementary school in four classes with 135 students. The number of students who like to study Vietnamese is different, specifically: The number of students who like to study Vietnamese in class 3A is 8 students, in class 3B is 9 students, in class 3C is 12 students. Students, in class 3D there are 7 students. The degree to which students like to study Vietnamese In class 3A there are 10 students, in class 3B there are 11 students, in class 3C there are 10 students, in class 3D there are 8 students. The number of students who

like to study Vietnamese, the total students account for 28.8% of the percentage of students who like to study Vietnamese. The level of students' interest in learning Vietnamese at a normal level in all four classes is quite different, in class 3A there are 7 students, in class 3B there are 8 students, in class 3C there are 11 students, in class 3D there are 18 students. H students account for 32.5 % of the cognitive level of students interested in learning Vietnamese; not liking makes up 12.5 % of the level of liking learning Vietnamese. Thus, the number of students who are interested in learning Vietnamese is quite high.

Table 2: Survey results show that students often recite the poems they learn

S. No	Class	The cognitive level of students often learns about the writing exercises they have learned		
		Frequent	Seldom, no often, rarely	Never
1	3A	24	6	0
2	3B	28	4	0
3	3C	33	5	0
4	3D	29	6	0
Total		114	21	0
Ratio		84.4%	15.6%	0%

Source: Number Whether thing check and total fit belong to work fake

Looking at Table 2 shows that the survey results on the level of awareness of students who regularly read poems learned through Literature Practice in class 3A are 24 students, in class 3B are 28 students, in class 3C are 24 students. There are 33 students, in class 3D there are 29 students. We see that the frequency level in all four classes is quite high, accounting for almost the number of students in a class. The

total number is 114 students accounting for 84.4 %, the total number of occasional students is 21 students accounting for 15.6 %, the total number of never students is 0%, the total number is 0%. Thus, the level of students regularly reading poems has increased to 84.4 % of the total of 135 students in all four classes.

Table 3: Survey results on the level of awareness of students who like to do exercises about writing practice

S. No	Class	The level of awareness of students who like to do writing exercises			
		Like so much	Prefer	Normal	Dislike
1	3A	8	12	11	0
2	3B	11	9	12	0
3	3C	15	10	13	0
4	3D	14	12	9	0
Total		48	43	45	0
Ratio		35,5%	32%	32,5%	0%

Source: Number Whether thing check and total fit belong to work fake

Looking at Table 3 shows that the survey results show that the students ' awareness level is very fond of doing exercises about writing practice. In class 3A there are 8 students, in class 3B there are 11 students, in class 3C there are 15 students, in class 3D there are 14 students. The total number of students who really like it is 48 students, accounting for 35.5 %, the level of students The total number of students

who liked was 43, accounting for 32 %, the number of students who liked it normally was 45, accounting for 32.5 %, and the total number of students who did not like it was 0, accounting for 0%. We see levels the perception of students liking to do homework about writing in all four classes is spread quite evenly.

Table 4: Survey results on the awareness level of students who regularly do various types of writing exercises

S. No	The cognitive level of students who regularly do various types of writing exercises	Class 3A	Class 3B	Class 3C	Grade 3 D	total	Ratio (%)
1	Story telling	10	12	18	14	54	40%
2	Descriptive text	12	7	8	9	36	26%
3	Write letter	6	10	7	8	31	23%
4	All types of exercises above.	2	3	5	4	14	11%

Source: Number Whether thing check and total fit belong to work fake

Through the survey in Table 4., the survey results show that the level of awareness of regular students about narrative writing in class 3A is 10 students, in class 3B is 12 students, in class 3C is 8 students. Students, in class 3D there are 14 students, the total number of students is 54 students, accounting for 40%. The level of awareness of students about the descriptive essay format is 36 students, accounting for 26 %, the level of awareness of students about the letter writing format is 31 students, accounting for 31 %, and the total awareness level of Students on all types of exercises above are 14 students, accounting for 11%. Thereby, we see that the awareness of students who regularly do narrative writing exercises is the most, descriptive writing and letter writing are almost equal, and for students who regularly do all three types of exercises above, it is similar. For little

2.1 Difficulties of teachers in the process of teaching writing practice for 3rd grade students based on orientation to develop capacity to meet the new textbook program at Kim Phu Primary School, Tuyen Quang city, Tuyen Quang province

Primary School, Tuyen Quang city. Block 3 has 4 classes at two schools, of which we conducted a survey on 4 classes:

- + Class 3A: 30 students
- + Class 3B: 32 students
- + Class 3C: 38 students
- + Class 3D class: 35 students

Teachers participating in teaching the above 4 classes all meet the standards of primary school teachers, all 27 teachers have university degrees.

Through the process of direct discussions and interviews with school administrators, as well as through surveys to research teachers 'awareness of the necessity and role of Teaching writing practice for grade 3 in the direction of developing capacity to meet the new textbook program We received 100% complete agreement that teaching 3rd grade literature is oriented towards capacity development to meet the new textbook program. for students is really necessary in today's teaching. At the same time, 100% of opinions completely agree that there are some training measures teaching writing practice for grade 3 in the direction of developing capacity to meet the new textbook program in the process of teaching Vietnamese. Teachers also have the opinion that it is not until grade 3 that we are interested in teaching grade 3 literature in the direction of developing capacity to meet the new textbook program in teaching English. Vietnamese this important issue needs to be taken care of right from the time students start going to school and regularly fostered throughout a person's life. For elementary school age, it is even more necessary because it contributes to forming basic competencies for students.

Through the survey we obtained the following results:

Table 5: Survey results on teachers' awareness of the importance of teaching grade 3 writing in the direction of developing capacity to meet the new textbook program through a survey with questions

S. No	The level of teachers ' awareness of the importance of work Teaching writing practice for grade 3 in the direction of developing capacity to meet the new textbook program	Quantity	Ratio (%)
1	Very important	24	89%
2	Important	3	11%
3	Normal	0	0%
4	Unusual	0	0%

Source: Number Whether thing check and total fit belong to work fake

Through Table 5, survey results on teachers ' awareness of the importance of teaching grade 3 literature in the direction of developing capacity to meet the new textbook program Through the survey with questions, we see: The number of surveyed teachers is 2-7 including homerooms of 4 classes 3A, 3B, 3C, 3D and teachers teaching the subjects. Through the survey, we found that: About the importance of teaching grade 3 writing in the direction of developing capacity to

meet the new textbook program. For students, teachers chose very important, accounting for 89% of the survey results. 3 teachers chose important, accounting for 11% of the survey results. Teachers who choose normal and not important are both 0% rare. Thus, we see that teaching 3rd grade literature is oriented towards developing capacity to meet the new textbook program. Is very important in Vietnamese teaching hours for primary school teachers.

Table 6: Results of the survey of teachers' opinions on teaching goals: Practicing writing for grade 3 according to the orientation of developing capacity to meet the new textbook program

objectives: Practice writing for grade 3 in the direction of developing capacity to meet the new textbook program							
A		B		C		D	
SL	%	SL	%	SL	%	SL	%
22	81	5	19	0	0	0	0

Source: Number Whether thing check and total fit belong to work fake

Note:

- A. Practice the ability to write correctly and accurately in various types of writing exercises. Foster the ability to understand and resonate deeply and subtly with learning content.
- B. Hone the ability to deeply and comprehensively evaluate talent before writing assignments.
- C. Practice the ability to write sentences and paragraphs as required, into complete paragraphs
- D. Practice the ability to write sentences correctly, with complete meaning and complete expression
- E. Table 6 shows the results of the survey of teachers ' opinions on goals Teaching writing practice for grade 3 in the direction of developing capacity to meet the new textbook program as follows: There are 22 teachers who all choose answer A, accounting for 81 %, answer B has 5 Teachers chose 19% and no teacher chose answers C and D. The survey results have shown that teaching 3rd grade literature is oriented towards capacity development to meet the new textbook program. Helps train abilities Write correctly and accurately all types of writing exercises. Foster the ability to understand and resonate deeply and subtly with learning content. Hone the ability to deeply and comprehensively evaluate talent before writing assignments.

Table 7: Survey results on the extent to which teachers often use different types of exercises to teach grade 3 writing in the direction of developing capacity to meet the new textbook program

The extent to which teachers often use different types of exercises to practice TLV for students							
A		B		C		D	
SL	%	SL	%	SL	%	SL	%
0	0 %	0	0 %	0	0 %	27	100 %

Source: Number Whether thing check and total fit belong to work fake

Note:

- A. Write a descriptive, narrative or emotional paragraph
- B. Write a descriptive, narrative or emotional essay
- C. Write a letter
- D. All of the above options

Looking at Table 7, we see the results of the survey of teaching grade 3 writing in the direction of developing capacity to meet the new textbook program as follows: 100% of teachers choose to regularly use the Exercise format in ideas A, B, C.

In order for students to be able to write well in grade 3 writing exercises, teachers must first see where they are having difficulties in order to take corrective measures, when investigating students' inadequacies in perceiving, We asked the question "when teaching 3rd grade literature in the direction of developing capacity to meet the new textbook program for students, do teachers see that it is difficult for students to perceive"? Almost all of the school's 3rd grade teachers said that when instructing students, they still have difficulty. Read a topic I also do not understand the content of the request. Through questioning the school's teachers with the question "where do you see difficulties in students learning to write in the direction of developing their capacity?" Ms. Dinh Thi Cuc, the homeroom teacher of class 3C, revealed the difficulty. The difficulty they encounter is in their reading skills, they do not understand

ideas and cannot imagine well. Ms. Dam Thi Kim Tuyen, class 3D, thinks that they often lists, talks at length, and expresses clumsily and incoherently. Many students do not know how to stop and talk carefully about a few specific, outstanding details.

For elementary school students, their thinking is still more visual, what they see and hear will help them remember and be more interested, visual aids are an indispensable element. During class. To know what visual aids the teachers use during the sensory class, we asked the question "when teaching writing practice, what visual aids do you often use?" 70% of the teachers often use them. Using visual aids is illustrations because this is the main aid that teachers need to exploit in any writing practice lesson. If this device is not used, it is clear that the teacher has ignored the video channel that the textbook has provided for students.

The number of teachers using blackboards is not many and the level of blackboard usage is not high. As for worksheets, teachers rarely pay attention to them. Thus, it can be seen that the use of visual aids in work teaching writing practice for grade 3 in the direction of developing capacity to meet the new textbook program often lists, talks at length, and expresses clumsily and incoherently. Many students do not know how to stop and talk carefully about a few specific, outstanding details Even though it has been noticed, it is still not given due importance, which has a significant impact on students' reading skills.

Using effective teaching methods is also a noteworthy issue. To investigate this issue, we asked: "When teaching writing practice, what methods do you often use?" 100% of teachers responded that they regularly use methods such as visualization, conversation, discussion, and practice. However, applying effective teaching and learning methods is the big problem. So in process teaching writing practice for grade 3 in the direction of developing capacity to meet the new textbook program for students. Teachers must know how to choose and use them appropriately and flexibly, and can combine methods to increase the attractiveness and effectiveness of teaching.

3. Conclude

Thus, through analyzing the current situation Teaching writing practice for grade 3 in the direction of developing capacity to meet the new textbook program At Kim Phu Primary School, Tuyen Quang city, we found that the teachers paid attention to training students ' writing skills and achieved certain results. However, we also see that the approach to guiding students, especially those who are weak writers, is not really profound and effective. At the same time, the organization Teaching writing practice for grade 3 in the direction of developing capacity to meet the new textbook program Students still have many difficulties, sometimes they still follow stereotypes, have little creativity, so they do not create excitement and effective writing for students, teachers' use of visual aids is still limited... Based on that situation, I would like to boldly propose some teaching measures for grade 3 writing in the direction of developing capacity for 3rd grade students at Kim Phu primary school, Tuyen Quang city.

4. Acknowledgment

This research is funded by Tan Trao University in Tuyen Quang, Viet Nam.

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