MINISTRY OF EDUCATION AND TRAINING
HANOI NATIONAL UNIVERSITY OF EDUCATION

-----✍📖✍-----

VU THI NHAN

EDUCATION OF COLLABORATION SKILL FOR PRESCHOOLERS OF AGES 5-6 THROUGH THEMED ROLE-PLAY GAMES

Major: Theories and History of Education
Code: 62.14.01.01

DOCTORAL DISSERTATION OF EDUCATION

HANOI, 2016

THE DISSERATION WAS COMPLETED AT HANOI NATIONAL UNIVERSITY OF EDUCATION

Scientific Advisors: **1. Asso.Prof.Dr. Phan Thi Hong Vinh**
2. Asso.Prof.Dr. Nguyen Thi Hoa

Critizer 1: **Asso.Prof.Dr. Nguyen Thi My Loc**
University of Education , Vietnam National University

Critizer 2: **Asso.Prof.Dr. Do Thi Minh Lien**
Hanoi National University of Education

Critizer 3: **Dr. Tran Thi Ngoc Tram**
The Vietnam Institute of Educational Sciences

The disseration will be defensed at the Assessment Concil at Hanoi national university of education
Date month year 2016

The disseration is availabe at

- **Hanoi National Library**
- **Hanoi National University of Education Library**

PREFACE

1. Rationale

1.1 Human beings exist with social and community relationships. The development of each individual greatly depends on his/her own capability of integration into the social life. Activitiess, Collaboration and collaboration in different ways such as individual with individual, individual with group and group with group, etc. help each extensively perceive values and standards of the human being's society. Additionally, "the personality is only formed from activities and through activities" [9]; therefore, it is Collaboration that is an important condition for the comprehensive formation and development of each personality.

1.2 It is fully aware that the development of basic skills for a person should start from the pre-school age, especially at 5-6. This is a period creating the necessary initial foundation for the formation of the personality and preparing for children to undergo the great turning points in their childhood when moving from preschool to primary school. Developing some basic skills is really important, especially Collaboration skill which should be put on the top. For preschool children, the demand of joining activities with others develops strongly. All the activities of teachers and friends have considerably impact to the formation and development of Collaboration skill of the children which once absenced, makes children passive in all activities and have difficulties in integrating into a team, or in sharing, sympathizing and listening to others. This results in a consequence that when starting in different diversified and copious study environments with many forms of study, requiring more complicated Collaboration, children will become passive, embarrassed and incapable of integration. This directly impacts the later working effectiveness and life of children. It can be seen that for pre-school children, Collaboration skill is one of the important conditions for the comprehensive formation and development of children's personality, and it is only formed under the children's direct and active participation into activities.

1.3 The actual pre-school education shows that the Collaboration skill education to children of ages 5-6 through themed role-play games still doesn't get much interest from teachers. Normally they only care about the

creativeness and activeness of the preschoolers in playing, rather than the skills of team activities. That is one of many reasons that make many preschoolers passive, and dependent on adults, embarrassed and clumsy in establishing relationships with friends and adults around them.

Therefore, originating from the reasons above, the author decided to choose the theme: ***"Education of Collaboration skill for preschoolers of ages 5-6 through themed role-play games"*** *for the dissertation*.

2.2 Purposes of the study

The dissertation aims to propose measures to educate the Collaboration skill for preschoolers of ages 5-6 through themed role-play games at kindergarten.

3. Population and object of the study

3.1. Population of the study:

Process of collaboration skill education in themed role-play games for preschoolers of ages 5-6 at kindergarten.

3.2 Object of the study

Measures to educate Collaboration skills for preschoolers of ages 5-6 through themed role-play games at kindergarten

4. Scientific hypothesis

If teachers, in the process of organizing the themed role-play games, care about the expansion of playing space for preschoolers, encourage them to make toys together, create chances and situations for the preschoolers to experience and to connect the groups to collaborate with each other, then the Collaboration skill of children of ages 5-6 will be effectively formed and developed during the games.

5. Duties of the study

5.1 Forming the theoretical basis on educating Collaboration skill for preschoolers of ages 5-6 through themed role-play games at kindergarten.

5.2 Investigating, analyzing and assessing the actual situation of Collaboration skill education for preschoolers of ages 5-6 through themed role-play games at kindergarten

5.3 Proposing the measures and experiments of measures for educating Collaboration skill for preschoolers of ages 5-6 through themed role-play games at kindergarten.

6. Scope of the study

- Scope of research content: some measures to educate Collaboration skill for children of ages 5-6 through themed role-play games.

- Population surveyed: 120 preschoolers of ages 5-6, 150 teachers at kindergartens in Southeast region

- Area studied

+ The surveys were carried out on teachers at some kindergartens in Southeast region (i.e. Ho Chi Minh City; Tay Ninh; Ba Ria – Vung Tau and some in Binh Duong Province)

+ The experiments were done at 3 public kindergartens in Thu Dau Mot, Phu Gia and Di An

7. Research methods

7.1 Methodology

7.1.1 Systematic approach

7.1.2 Action approach

7.1.3 Practical approach

7.1.4 Integration approach

7.1.5 Development approach

7.2 Research methods

7.2.1 Theoretical method

7.2.2 Practical method

8. Theoretical points to be defensed

8.1 The collaboration skill of children of ages 5-6 through themed role-play games is the playing collaboration of one (or more) groups of childrenCollaboration voluntarily to exercise the games effectively.

Collaboration

8.2 By its nature, a themed role-play games is the simulation of social relationships in adult life and the favorable way to educate the collaboration skill for preschoolers of 5-6 years old effectively. CollaborationCollaboration

8.3 Collaboration skill education for children of 5-6 years old at kindergarten is necessary in the current preschool educational innovation

in our country. In particular, teacher's educational measures have a positive impact on the development of collaboration skill in children at 5-6 years of age at kindergarten through themed role-play games. CollaborationCollaboration.

9. New contributions of the dissertation

9.1 Theoretical contributios

- Contributing to enriching the theories on educating Collaboration skill for children of ages 5-6, particularly the concepts on Collaboration skill education for children, role of themed role-play games for educating Collaboration skill for children, features of Collaboration skill of children, Collaboration indications of children in themed role-play games, the measures of educating Collaboration skill for children in themed role-play games.

9.2 Practical contributions

- Pointing out the real situation of Collaboration skill education for children of ages 5-6 through themed role-play games at kindergartens in Southeast region with identified basic reasons. Collaboration Collaboration

- Proposing some measures for educating Collaboration skill to assist teachers in educating the Collaboration skill for children of ages 5-6 through themed role-play games.

9. Structure of the dissertation

Apart from the preface, conclusions and recommendation, references and appendixes, the dissertation consists of the following chapters:

Chapter 1: Literature Review on Education of Collaboration Skill for Preschoolers of ages 5-6 through Themed Role-Play GamesChapter 2: Current state of education of collaboration skill for preschoolers of ages 5-6 through themed role-play games .

Chapter 3: Methods for educating collaboration skills for children of ages 5-6 through themed role-play games and experiment

Collaboration

CHAPTER 1: LITERATURE REVIEW ON EDUCATION OF COLLABORATION SKILL FOR PRESCHOOLERS OF AGES 5-6 THROUGH THEMED ROLE-PLAY GAMES

1.1. Overview of theeme studied

1.1.1. Group of studies on Collaboration skill and that in preschoolers

In foreign countries, the method of teaching the Collaboration early formed and applied in the model of Eastern Education, from late XVIIIth century, and early XIXth century by an English educator named Andrew Bell (1987) and then developed by Joseph Lancaster (1978) in the form of mutual assistance teaching.

Collaboration teaching was initially idealized in a systematic manner in the theory of John Dewey (1940, 1966). He put forward and implemented ideas of appreciating the social aspects in teaching and the role of the educators in educating a democratic life for children.

Corsaro and Rizzo (1988) supposed that the activities of children were always associated with the social contexts and related to their capabilities of language use and interpretation and participation in the daily interactive activities, making contribution to the full development of language and the culture knowledge for children….

In Vietnam, the Collaboration teaching has been mentioned in many studies. Almost the studies affirmed the essentiality of Collaboration skill as well as the education of Collaboration skill for children right at kindergarten such as the study done by Dang Thanh Huong (2002) on Collaboration teams and Collaboration teaching, the psychology oriented study of Le Xuan Hong (1966), analyzing the features of communication and group games of different ages, resulting in the awareness on the Collaboration and assistance spirit of children….

1.1.2 Group of studies on themed role-play games in education of collaboration skill for children

In foreign countries, games and their origins were studied relatively early in correlation with the development history of the human being, such as the study of G.V.Plekhanov on the original of art in 1925. When analyzing the games of different countries, he supposed that in the

history of human being, the games reflected the working activities of adults and boys imitated fathers and girls imitated mothers, etc.

On classification of themed role-play games, according to Lindsey and Colwell (2013) there are two basic kinds which are the imagination and script-based ones. The imagination-based games normally start from the age 2 and strongly develop in the pre-school stage when a child starts to interact with children of different ages and contacts with more toys and environments. About 10-17% of the playing behaviors of preschoolers can be grouped in this way.

In Vietnam, discussing about the behavior of symbolized signs in themed role-play games of preschoolers, according to Tran Thi Nga, the function of symbolized signs is an essential playing action of themed role-play games. It is theaction that makes the playing of children colorful of imitation and social nature, helping us distinguish the playing action and the actions which are not playing of children.

Nguyen Xuan Thuc and Nguyen Thac (2008) did ae psychological analysis on the activeness of playing at children of ages 5-6 through themed role-play games at kindergarten in Hanoi city, inclusive of the following factors: The demand of playing of preschoolers through themed role-play games, the activeness in playing and the role-playing in themed role-play games and so on.

1.1.3 Group of studies on education ofCollaboration Collaboration for preschoolers through themed role-play games

In foreign countries, the experts on child education and psychology have all agreed on the important role of themed role-play games for the development of children. Apart from the motor skills, themed role-play games might also help children develop the social skills, of which the skill of cooperating with friends of same age or with parents, teachers and the surrounding people, objects.

In Vietnam, according to Nguyen Anh Tuyet (1994), themed role-play games – the center of games – have made physical changes in psychology of children, controlling other activities to make them have a unique color of the preschool age

The author Bui Thi Xuan Lua (2013) has discussed about some measures for developing Collaboration skill for preschoolers of ages 5-6

through themed role-play games.

In short, there have been studies on the education of Collaboration skill, the themed role-play games, and the development of Collaboration skill through themed role-play games. However, there hasn't been any work deeply studying the measures of educating Collaboration skill for children of ages 5-6 through themed role-play games. This proves the pressing necessity of having a deep study on this topic. Nevertheless, the local and foreign studies mentioned above have made contribution as important basis as the inheritance and development by this study.

1.2. Collaboration skills of preschoolers

Based on the analysis of the concept of "Skill" and "Collaboration", the collaboration skill is defined as follows:

Collaboration skill is the action collaboration to effectively implement a common task, based on gained knowledge and experience in certain conditions.

Based on the concept of collaboration skill, the concept of collaboration skill in themed role-play games and that of education of collaboration skill in themed role-play games for preschoolers are as follows:

Collaboration skill in themed role-play games for preschoolers is the playing collaboration of one (or more) groups of children to the effective implementation of the games based on gained knowledge and experience in certain conditions.

1.2.2 Structure of collaboration skill in preschoolers

- *Psychological structure of Collaboration skill*

Preschoolers' activities are fun activities, through which they perceive ethical standards, knowledge and skills and many others. Collaboration skill of preschoolers establishes mainly in fun activities with friends at kindergarten. Hence, the structure of collaboration skills of preschoolers, is on one hand based on the structure of collaboration and skill and based on playing activities of children together at kindergarten on the other hand. The structure of the collaboration skills of preschoolers include 3 correlations namely: the awareness, the attitude and the action

- *Structure of sub-skills of collaboration skills*

- In the process of collaboration, there are many different skills shown towards the cooperation, which are sub-skills of collaboration skills. For preschoolers, the dissertation focused on some skills below: *discussion skill, listening skill, reasonable assignment skill, sharing skill, action coordinating skill and dispute solving skill*. level.**1.3 The themed role-play games of preschoolers of ages 5-6**

1.3.1 The nature of themed role-play games preschoolers of ages 5-6

It is naturally understood that themed role-play games are the imitation of the adults' actions as well as their behaviors and relations in labor and daily living activities in the children's games [6].

1.3.2 The characteristics of themed role-play games of preschoolers

Themed role-play games firstly always dominate own themes. Game is a voluntary, independent, symbolic, collective and innovative activity.

1.3.3 The structure of themed role-play of preschoolers

They include playing themes and contents, roles and actions, mutual relationship of preschoolers in the games, toys and circumstances.

1.3.4 The themed role-play games of preschoolers of ages 5-6

Basically, themed role-play games of preschoolers are same in characteristics and structure, however, because of the development of awareness and surrounding worls as well as life experiences, the themed role-play games are expressed profoundly, lively and plentifully by thre preschoolers of ages 5-6.*1.3.5 Themed role-play games and education of cooperation skill for preschoolers of ages 5-6*

Themed role-play games expressing social nature are the convenient means for education of collaboration skill for preschoolers of ages 5-6 – one of the social skills.

1.4 Collaboration skill in themed role-play games of preschoolers of ages 5-6 at the kindergarten

1.4.1 The expression of Collaboration skill of preschoolers of ages 5-6 through themed role-play games

- Preschoolers together discuss to give the ideas for games, games intentions, and of tasks in the games

-Together collaborating in games, establishing playing relationship

- Listening to each other and observing the requirements of their own groups

- Dealing with conflicts together

1.4.2 The development collaboration skill for preschoolers of ages 5-6 through themed role-play games

The development of collaboration skill is directly propotional to the preschoolers' growth. The grower they are, the more sustainable, clearer and more positive the development of collaboration skill is.

1.4.3 The factors impacting the education of Collaboration skill for preschoolers of ages 5-6

- Objective factors

The development of preschoolers' physical and psychological conditions

The positive and active ability of own preschoolers

- Subjective factors

Education methods of teachers in organizing and guiding preschoolers to play

Playing environments

1.5. Education of collaboration in themed role-play games for preschoolers of ages 5-6 at kindergartens.

1.5.1. The significance of education of collaboration in themed role-play games for preschoolers of ages 5-6 at kindergartens.

Education of collaboration in themed role-play games for preschoolers form and develop children's personality.

Education of collaboration in themed role-play games for preschoolers chances for children to play and practice other skills through the process of playing.

Education of collaboration in themed role-play games for preschoolers help them to step-by-step enter the society.

1.5.2. Content of education of collaboration in themed role-play games for preschoolers of ages 5-6.

- To develop awareness of the children on collaboration skill through themed role-play games

The children get basic knowledge about collaboration skill through themed role-play games .

To form and develop collaboration skills for children through themed role-play games.

- To educate the attitudes and affection of children toward collaboration skill in themed role-play games

1.5.3. The form of education of collaboration skill through themed role-play games for preschoolers of ages 5-6

To collaborate in pairs, to collaborate in small groups, to collaborate in big groups.

1.5.4. Methods and solutions of education of collaboration skill through themed role-play games for preschoolers of ages 5-6

Methods and solutions of education of collaboration skill through themed role-play games for preschoolers of ages 5-6 have a dialectical relationship with each other, in which solutions are specific elements of a method and are the technical part of a method. Methods aim to completely solve the whole problem in general, while the solutions aim to solve individual and specific task.

Visual method, specific solution: watching actual activities, things, pictures, movies, coming in real touch with things or matters, etc.

Verbal method, specific solution: recommend, lecture, storytelling, reading stories, conversations, reviews ...

Practical method, specific solution: practicing, case studies, exercises, experiencing, simple experiments ... to stimulate children to work together to address play missions

The nature of themed role-play games is the simulation, reappearance of surrounding life, in the education of collaboration skills in themed role-play games for preschoolers, there are many different means to educate children, such as poems, stories, or pictures containing expressions of cooperation, along with communication activities, experiences, education situations on collaboration skills ... become education media of collaboration skills for preschoolers in themed role-play games.

CHAPTER 2. CURRENT STATE OF EDUCATION OF COLLABORATION SKILL FOR PRESCHOOLERS OF AGES 5-6 THROUGH THEMED ROLE-PLAY GAMES

2.1 Survey of current state

2.1.1. Purpose of survey

To study the awareness, methods, advantages and difficulties of teachers in educating collaboration skills for preschoolers of ages 5-6 through themed role-play games.

To study collaboration skills for preschoolers of ages 5-6 through themed role-play games.

2.1.2. The content of the survey

* To study the current state of educating collaboration skills for preschoolers of ages 5-6 through themed role-play games

- Current state of awareness of teachers on educating collaboration skills for preschoolers of ages 5-6 through themed role-play games.

- Current state of methods for educating collaboration skills for preschoolers of ages 5-6 through themed role-play games

* To study advantages and difficulties of teachers in educating collaboration skills for preschoolers of ages 5-6 through themed role-play games.

* To study current status of collaboration skills for preschoolers of ages 5-6 through themed role-play games

2.1.3 The survey sample

The objects of survey are 120 children of ages 5-6 and 150 teachers

2.1.4. Survey methods and tools

a. Preparing survey tools

Tools for quantitative research is the survey questionnaire form delivered to preschool teachers. Tools for qualitative research is the semi-structured and structured questionnaire forms.

b. Method of conducting survey

Distribute 150 questionnaire forms to teachers. Collect the results ad enter into SPSS software for statistical calculation, processing and testing of the reliability of the results obtained. Conduct interview after processing via SPSS in order to confirm and supplement the results of the qualitative data and supplement the results of quantitative data.

Determine the extent of collaboration skills in themed role-play games of children of ages 5-6 through assessment form regarding collaboration skills in such kind of games. In particular, teachers will hold themed role-play games for children as usual. The surveyor and teachers will observe children playing, score based on certain criteria, and classify level of children's collaboration skills.

2.1.5. Establishing criteria and assessment scale on collaboration skills of children of ages 5-6 through themed role-play games

Based on collaboration skills of children expressed through themed role-play games, the dissertation establish the following criteria and assessment scale on collaboration skills of children of ages 5-6 through themed role-play games

- Criteria 1: Knowing how to make agreement with friends and accept the tasks assignment within the team
- Criteria 2: Knowing how to listen, share experiences, ideas with friends
- Criteria 3: Knowing how to cooperate with friends during games
- Criteria 4: Knowing how to deal with conflict while playing to get through the game
- Criteria 5: Knowing how to establish relationship with friends in game, role, team.

Failing to cooperate (low collaboration skills)

Cooperating irregularly (medium collaboration skills)

Being able to cooperate (high collaboration skills)

2.2. Current state survey results

2.2.1 Current state of educating collaboration skills for children of ages 5-6 through themed role-play games.

a. Teachers' awareness of educating collaboration skills for preschoolers of ages 5-6 through themed role-play game.

 Teachers' awareness of collaboration skills and significance of educating collaboration skills for children of ages 5-6 through themed role-play game.

GV is inadequately aware of the concept of collaboration skills, however, 100% of teachers deem that the education of collaboration skills for children is necessary.

 Teachers' awareness of preschool's activities and education of collaboration skills for children of ages 5-6.

Thus, after conducting survey, the dissertation found that fun activities in preschool are normally applied by teachers to educate collaboration skills for children. However, teachers are not adequately aware of all important roles of themed role-play game in educating children of ages 5-6.

 Teachers' awareness of 5-6 year-old children's collaboration skill performance via themed role-play games.

Teachers' awareness of 5-6 year-old children's collaboration skill performance via themed role-play games is inconsistent, focusing mainly on specific performance of collaboration skills.

 Teachers' awareness of factors influencing the educating collaboration skills for children of ages 5-6 through themed role-play games.

Survey results show that the influence of objective factors is assessed by teachers to be higher than subjective factors of the children.

b. Results reality measures collaborative skills education for preschoolers in games played with children 5-6 years old themes.

Teachers often use the following measures to educate collaboration skills for preschoolers of ages 5-6 in themed role-play games:

o Developing themes with various content

o Paying attention to task assignment of children

o Giving compliment at the end of the game

o Encouraging children to listen to opinions of others

o Monitoring children playing and timely handling any conflicts

2.2.2. Advantages and disadvantages of teachers in educating collaboration skills for children of ages 5-6 through themed role-play games

- Difficulties of children: large number of children in each class

- Difficulties of teachers: teachers find it difficult to look for and select methods to educate collaboration skills for children through themed role-play games, and teachers do not have much time to research methods, come up with new ideas, and prepare tools & toys for children's activities.

- Limited facilities: Children's toys and tools are not diversified

Advantages on part of school: the management and direction of school administrators, the enthusiasm of teachers.

Advantages on part of children: Children of ages 5-6 have fairly rich vocabulary, and show relatively good communication skill.

Advantages regarding facilities: well-ventilated and spacious classroom, various toys, etc.

2.2.3. Level of collaboration skills of preschoolers of ages 5-6 in themed role-play games

Table 3.2: Summary of collaboration skill performance assessment results of preschoolers of ages 5-6

Variants	Quantity	Minimum	Maximum	Average	Standard deviation
Months of age	120	60	70	65.4	3.191
Criteria_1TE	120	1	3	2.03	.821
Criteria_2TE	120	1	3	2.00	.687
Criteria_3TE	120	1	3	1.94	.714
Criteria_4TE	120	1	3	2.14	.693
Criteria_5TE	120	1	3	2.04	.761
Total	**120**	**1**	**3**	**2.03**	**.7352**

Through table 3.2, we can see that collaboration skills performance of children is at average level.

- Knowing how to make agreement with friends and accept the tasks assignment within the team

The point for this criteria ranges from 1 to 3, the average point is 2.03 and the standard deviation is 0.821 point. The results show that point based on this criteria of all children is at average level, demonstrating that children relatively concentrate on their action.

- Knowing how to listen, share experiences, ideas with friends

The point for this criteria ranges from 1 to 3, the average point is 2.00 and the standard deviation is 0.687 point. The results show that point based on this criteria of all children is at low level.

- Knowing how to cooperate with friends during games

The point for this criteria ranges from 1 to 3, the average point is 1.94 and the standard deviation is 0.714 point. The results show that point based on this criteria of all children is at low level

- Knowing how to deal with conflict while playing to get through the game

The point for this criteria ranges from 1 to 3, the average point is 2.14 and the standard deviation is 0.693 point.

The majority of children are not good at dealing with conflicts during the game.

- Knowing how to establish relationship with friends in game, role, team.

The point for this criteria ranges from 1 to 3, the average point is 2.04 and the standard deviation is 0.761 point.

The majority of the children know how to establish relationship during the game, but they are still embarrassed and not familiar to expanding the relationship.

2.3. General assessment of the current state

• Advantages

+ Development standards for 5-year-old children in the preschools in Binh Duong province have been applied since July 23, 2010, the development of collaboration skills for children therefore contributes to the comprehensive development of children, as these skills are one of the development standards for 5-year-old children. Therefore, preschools also set out educational orientation, facilitating the development of specific teaching and learning plans.

+ Preschool teachers are well aware of the importance of education of collaboration skills to develop and complete children's personal capacity as well as personality. Teachers have also built up systematic methods to teach such skills, as well as integrate into everyday activities in preschools through various teaching methods, special to each group of children.

+ It can be seen that, children of ages 5-6 have some collaboration skills in themed role-play games such as discussing, agreeing, listening and respecting each other during the teamwork, etc. This is partly from personal capacity, and partly shows the effectiveness of educational methods for preschoolers.

• Disadvantages

Teachers are able to assess the importance of education of collaboration skills for children of ages 5-6 through themed role-play games, but in fact, the educational methods are inadequate, inconsistent, infeasible and unsystematic.

+ Considering these measures, there has been inadequate attention paid by teachers to collaboration skills performance of children of ages 5-6 in themed role-play games such as sharing, discussing, listening, etc., especially coordinating in each game.

+ Some methods focus only on external appearance of interactive communication when children participate in activities together (such as *monitoring and timely handling conflicts; encouraging children to listen to each other, etc.*), while it is obvious that the coordination in action is the nature of the collaboration, not the interaction.

+ The survey results show that few 5-6 year-old children have some basic collaboration skills. Therefore, children's collaboration skills are inconsistent and unsustainable influencing the final outcome of the activities.

• Cause of the current state

Currently, education of social skills including collaboration skills for children has been paid attention by preschools; however, there has been no properly and appropriately consistency and investment. Teachers have not been trained in education of collaboration skills for children of ages 5-6 or else the training courses have been held in only a short time. Preschools seem to only pay attention to care and nurture, rather than to develop children’s capabilities. Preschool teachers have not been adequately equipped with knowledge about the education of social skills, as well as collaboration skills for children.

Secondly, training programs for preschool teachers have placed less emphasis on education of collaboration skills for children while they play in group, although the point 46, standard 10 applied for 5-year-old children prescribes: "Children should have friends to play with on regular basis". [1]

Thirdly, teachers, who have significant influence on the organization of educational activities for children as shown in the study, have paid inadequately attention to the education of collaboration skills for children of ages 5-6. Moreover, there has been a lack of consistent investment and confidence in the development of such skills in children. They show no creativeness in organizing themed role-play games for children. Besides, teachers have not realized the importance of theme role-play game in educating collaboration skills for children.

Last but not least, measures applied by teachers have not focused on the education of collaboration skills for children through themed role-play games, or the development of children's collaboration skill performance, leading to the fact that children have no consistent and effective collaboration skills.

Considering the disadvantages in current education of collaboration skills for children of age 5-6 through themed role-play games, it is remarked in the dissertation that it is essential to build up systematic methods for educating collaboration skills for children through themed role-play games, in order to overcome basic disadvantages in preschools today. The systematic methods should be developed in detail, ensuring the focus on promote further children's collaboration skill performance through themed role-play games.

Conclusion of Chapter 2

1. The education of collaboration skills to preschoolers is the inevitable tendency of the current age. Currently, the preschools have paid much attention on the education of social skills for children, including collaboration skills. However, the majority of teachers still have shortage of knowledge about education of collaboration skills, facing many difficulties and problems in educating collaboration skills for children.

2. The majority of the preschool teachers are aware of the importance of education of collaboration skills for preschoolers of ages 5-6 on various aspects. The awareness of role and significance of education of collaboration skills for preschoolers is the condition to promote preschool teachers to design activities and educational methods towards these skills. However, they are still not fully aware of the nature of collaboration skill concept as well as themed role-play games for educating collaboration skills for children.

3. The preschoolers of ages 5-6 have already had certain performance on collaboration skills in role-playing. However, these expressions are still not comprehensive and sustainable, as almost all of them are simultaneous, not originating from the awareness of the children on collaboration skills while playing. Their collaboration skills in themed role-play games is at average level.

4. Teachers have developed methods to educate children and integrate these methods into daily preschool's activities. However, these methods have not focused on education of collaboration skills, as well as performance through themed role-play games, leading to the fact that children's collaboration skills in themed role-play games is inconsistent and ineffective.

5. Main difficulty of teachers is the large number of children. Teachers also find it hard to select methods to educate collaboration skills for children.

CHAPTER 3. METHODS FOR EDUCATING COLLABORATION SKILLS FOR CHILDREN OF AGES 5-6 THROUGH THEMED ROLE-PLAY GAMES AND EXPERIMENT

3.1. Developing the methods for educating collaboration skills for children of ages 5-6 through themed role-play games

3.1.1 The principles of developing the methods for educating collaboration skills for children of ages 5-6 through themed role-play games

Securing targets

Securing the scientific and creative features

Security the suitability with the activities and features of themed role-play games

Securing the feasibility and the effectiveness

Securing the education and development

3.1.2 The methods of educating collaboration skills for children of ages 5-6 through themed role-play games at preschools

The group of methods of impacting before playing

Creating a playing space with the friendly playing tools to assist the groups to play with each other.

Encouraging the children to play together, orienting them to group activities

Illustrating and consolidating collaboration skills via pictures, poem, stories,etc.

The group of methods impacting during the games organizing progress

Encouraging the children to share experience, ideas when implementing playing intention

Creating chances for the children to experience together and cooperate actions while playing

Creating the playing situations, contexts for the mutual connection among them, among groups.

The group of methods of assessing, giving remarks on the playing

Encouraging the children to give assessment, remarks on the results of the group

The teachers focus on giving remarks on playing progress of the children

3.2 The experiment and analysis of experiment results

3.2.1. Targets of the experiment

To verify the feasibility and effectiveness of the methods of education of collaboration skills to children of ages 5-6 through themed role-play games at preschool proposed and to affirm the eligibility of the scientific suppositions

3.2.2 The objects of the experiment

130 children at 5 classes of Le Thi Trung Preschool, Thu Dau Mot City – Binh Duong, Tan Long Preschool, Phu Giao Town, Binh Duong, Huong Duong Preschool, Ben Cat Town, Binh Duong

3.2.3 The content of the experiment

The dissertation experiment applying the methods of education of collaboration skills for children of ages 5-6 through themed role-play games is constructed in item 3.1.2 as per the playing three themes: “goods selling”, “family”, “primary school”

3.2.4 Choosing experiment sample

- Round 1: Impact experiment on small scale, carried out on 30 children.

- Round 2: impact experiment on large scale, carried out on 100 children

3.2.5 Experiment period:

Carried out from September 2013 to May 2014

3.2.6 Experiment organization:

3.2.6.1 Fostering the teachers

Giving professional training course to teachers

3.2.6.2 Criteria and ways of assessing the experiment

- Using the assessment criteria and scale as mentioned in items 2.1.5 of chapter 2

3.2.6.3 Carrying out the experiment

- Step 1: Measuring the input
- Step 2: Deploying the experiment
- Step 3: Measuring the output

3.2.7 Experimental results

3.2.7.1 Experiment round 1

- ***Pre-experimental assessment***

Before the conduction of experiment, the levels of expression of each cooperation skill of the children in the two groups, the control and the experiment one, are equivalent, ranging from a score of1.3 to 2.1 This shows -- that the expression of collaboration skill of children in the games is still either average or poor, which means that they still need to rely on teachers' assistance.

- ***Post-experimental assessment***

Post-experimental survey results show the considerable change in the control group and the experiment one . One notable indication from the survey is explained in the following situation: while the results obtained before the conduction of experiment of the two groups are equivalent, the results after the conduction of experiment are completely different.

3.2.7.2 Experiment round 2

- ***Pre-experimental assessment***

The results shown on table 3.6 indicates that at the time before the conduction of experiment, the levels of expression of collaboration skill of children in the control group and the experiment one are equivalent and are average, but only in the middle of average-weak scale.

- ***The assessment results after experiment***

The post- experimental survey results show the change in the control group and the experiment one. The notable thing is that: if the results obtained before the experiment of the two groups are equivalent, after the experiment, they are considerable different.

3.2.7.3. Verifying the reliability before and after the conduction of experiment round 1 and round 2

3.3Analysis and comments on the experiment progress

Conclusion of Chapter 3

1. On the basis of the theoretical and practical study on the education of collaboration skill for preschoolers of ages 5-6 through themed role-play games, the thesis constructs three groups of methods for educating collaboration skill for preschoolers of ages 5-6 through themed role-play games , which are: the group of impact methods before playing, the group of impact methods while playing and the group of methods for assessing and giving remarks on the preschoolers participating in the games.

2. The methods of educating collaboration skill for children of ages 5-6 through themed role-play games are based on the characteristics of kindergarten classes in Binh Duong Province, the features of themed role-play games and the characteristics of preschoolers of ages 5-6

3. The methods of educating collaboration skill for preschoolers must assure the purpose of achieving targets, the scientific side and and the creativeness, the purposef of education and development, the feasibility and effectiveness and the assurance of suitability with the operations and features of themed role-play games. The foundation of the methods are based on developmenta psychology and on the educating of preschoolers in general and preschoolers of ages 5-6 in particular.

4. To assess the study's assumption,-, the experiment progress of the methods for education of collaboration skill for preschoolers of ages 5-6 through themed role-play games was carried out for 8 months on 130 preschoolers of ages 5-6 (experiment group: 15 preschoolers in round 1, 50 preschoolers in round 2) at kindergartens in Binh Duong Province. Through the experiment progress, the official and non-official assessments were given to adjust the education plan for the general improvement of preschoolers.

5. The post–experimental assessment results verified by the verification formula T (Independent Samples T-Test) and the formula of calculating the existing correlative factors in software SPSS 16.0 show differences at significant level compared to pre-experimental assessment

results. This shows that the proposed methods have positive impact on the development of collaboration skill of preschoolers of ages 5-6. It can be affirmed that the initial scientific assumption is legitimate; the methods of education of collaboration skill for preschoolers of ages 5-6 through themed role-play games proposed are effective to the majority of preschoolers of experiment groups after the conduction of two rounds of experiment.

CONCLUSION AND PROPOSAL

I. CONCLUSION

1. On the basis of generalizing, analyzing domestic and foreign scientific researches, the dissertation affirms that:

- The preschoolers of ages 5-6 already have certain collaboration skills and education in general has great impact on the development of collaboration skills of preschoolers.
- Themed role-play games with the nature of imitating and reflecting the daily activities of human beings in the society is the most convenient method to educate collaboration skills for preschoolers one of the social skills

2. Kindergarten curriculum nowadays have paid attention on the education of social skills for preschoolers, one of which is collaboration skill, but the content is still brief. The practical education of collaboration skill for preschoolers of ages 5-6 nowadays is still short of synchronization among classes of ages 5-6, without the provision of any method that has strong impact to achieve high effectiveness in educating collaboration skill for preschoolers.

3. The thesis has constructed three method groups for educating collaboration skill for preschoolers of age 5-6 through themed role-play games, which assures and promotes the strengths of the current process of educating the current collaboration skill in kindergartens in Binh Duong Province. The content of the methods assure a convenient environment to stimulate the mutual cooperation, as well as assures

objective and active role of preschoolers while playing and positive interaction among preschoolers and between teachers and preschoolers. The methods impact the whole process of organization themed role-play games for preschoolers.

4. Through experiment, the thesis has proved that 3 groups of methods with 7 specific methods proposed are effective and feasible to conduct at kindergartens in Binh Duong Province. These methods allow preschoolers of ages 5-6 to maximize team spirit while playing, promote the activeness, as well as intensify interaction with friends and teachers to develop collaboration skill for preschoolers. Also, these methods are applicable in other educational activities to preschoolers at kindergartens as well.

5. The quantitative and qualitative results of the experiment prove the effectiveness in creating space for playing in groups. They also prove the effectiveness in encouraging preschoolers to prepare playing corners, to share experience and ideas with each other, as well as to create chances for preschoolers to experience, create the playing situation and contexts, and to create methods of instructing the preschoolers self-assess and assessing preschoolers under the orientation of promoting of collaboration skill of preschoolers.

6. The experiment results show that: Education of collaboration skills for preschoolers of ages 5-6 through experiment under the method of encouraging them to share playing experience and ideas; to create playing space, playing contexts; to increase the experiences for them; to adjust the method of assessing under the orientation of promoting self assessment and assessment on group activities shall make contribution to the development of collaboration skill through themed role-play games for preschoolers.

II. PROPOSAL

1. For the management authorities of different levels of preschooling

It is necessary to put the content of education of collaboration skill into the key content of the educational curriculum of preschoolers and to conduct it effectively..

Focusing on fostering the collaboration skill of learners, helping them to become kindergarten teachers with collaboration skill in the future.

Compiling documents and support with instructions on the implementation of content of education of collaboration skill for preschoolers at kindergartens.

Organizing training courses to kindergarten teachers on collaboration skill and methods of education of collaboration skill for preschoolers of ages 5-6.

It is necessary to do research on the role of themed role-play games to the education of collaboration skill to preschoolers and the methods of education, organization of games to form and develop collaboration skill for preschoolers of ages 5-6 in particular and preschoolers in general.

2. For kindergartens

It is necessary to encourage teachers in the progress of organizing general activities at kindergartens and pay attention to the collaboration skill for preschoolers.

Facilitating teachers in taking courses for raising awareness on education of collaboration skill for preschoolers in the educational activities at kindergartens

Intensifying the of professional knowledge and experience sharing and exchanging to teachers of kindergartens and the education of cooperation skills to children

3. For kindergarten teachers

Teachers need to pay attention to the collaboration skill and education of collaboration skill for preschoolers of ages 5-6 in the progress of organizing education activities.

When organizing games and other activities at kindergartens, it is necessary to figure out preschoolers' collaboration skill performance, appreciate their collaboration skill and create chances for them to collaborate.

Teachers should flexibly apply the methods of education of collaboration skill stated hereby and give assessments and adjustments during educational process.

LIST OF PUBLISHED WORKS

1. Vu Thi Nhan (2011), Themed role-play games, the most favorable way to develop group skill for children, Science Magazine of Hanoi National University of Education, No. 4/2011.
2. Vu Thi Nhan (2011), Collaboration skill education for 5-6 year old children through themed role-play games in preschools. Education magazine (No. 271 term 1 October 2011)
3. Vu Thi Nhan (2014), Resolving children conflict in play activities in preschools based on theoretical approaches to the nearest development zone of LX. Vygotxky. Education Magazine No. 335, term 1 June 2014
4. Vu Thi Nhan (2016), Skill education reality for 5-6 year old children in preschools in Binh Duong province. (Science Magazine of Hanoi National University of Education, Volume 61, Number 3, 2016, pages 136 -147)
5. Vu Thi Nhan (2016), Collaboration skill education for 5-6 year old children through themed role-play games-games in preschools. Education magazine (No. term May 2016)
6. Vu Thi Nhan (2016), 5-6 year old preschoolers' expressions of Collaboration skill in preschool activities. (To be posted on Education Magazine, 6/2016 – certificate available), pages. 104 – 106.
7. Vu Thi Nhan (2016), Collaboration skill education for 5-6 year old children Collaboration through play activities in preschools (To be posted on Education Magazine, 6/2016 – certificate available), pages.131-134.