THE DEVELOPMENT OF LUCID EXPRESSIONS OF PRESCHOOL CHILDREN: A STUDY IN VIETNAM

Anh Thi Thuy Truong 1
Ly Thi Bac La 2
Nga Thi Thu Nguyen 3
Phuong Ngo Thi 4
Thang The Nguyen 5

ABSTRACT

Objective: This article deals with the development of lucid expressions for 5- to 6-year-old preschool children in urban, mountainous, and rural areas.

Method: The methodology adopted for this research comprises imperial method. Data collection was carried out through questionnaires.

Results and Discussion: The results show that the children in the city area have a good level of lucid expression compared with the other two groups living in mountainous and rural areas. The lucid expression also shows that a good level of lucid expression is not only a sign that the psychological aspects of the child have improved and clearly developed in terms of quality, but also an extremely valuable piece, helping children to be confident when entering higher education levels.

Research Implications: There is a need for more in-depth studies on issues related to the development of lucid expressions, not only in the composition, characteristics, and structure of language, but also studies on the environment and other factors influencing factors, from which profound conclusions can be applied to the practice of language development.

Originality/Value: This study contributes to the practice by providing evidence of lucid speech development that can help teachers, educationists find suitable ways and aspects to help children have better expressions in their speeches.

Keywords: Lucid Expression, 5- To 6-Year-Old Preschoolers, Linguistic Development.

O DESENVOLVIMENTO DAS EXPRESSÕES CONSCIENTES DE CRIANÇAS PRÉ-ESCOLARES: UM ESTUDO NO VIETNÁ

RESUMO

Objetivo: Este artigo trata do desenvolvimento de expressões lúcidas para crianças pré-escolares de 5 a 6 anos em áreas urbanas, montanhosas e rurais.

Método: A metodologia adotada para esta pesquisa compreende o método imperical. A coleta de dados foi realizada por meio de questionários.

Resultados e Discussão: Os resultados mostram que as crianças da zona urbana apresentam um bom nível de expressão lúcida em comparação com os outros dois grupos que vivem em zonas montanhosas e rurais. A
expressão lúcida mostra também que um bom nível de expressão lúcida não é apenas um sinal de que os aspectos psicológicos da criança melhoraram e se desenvolveram claramente em termos de qualidade, mas também uma peça extremamente valiosa, ajudando as crianças a terem confiança ao ingressar no ensino superior. níveis.

Implicações de pesquisa: Há necessidade de estudos mais aprofundados sobre questões relacionadas ao desenvolvimento de expressões lúcidas, não apenas na composição, características e estrutura da linguagem, mas também estudos sobre o ambiente e outros fatores que influenciam, a partir dos quais conclusões profundas podem ser aplicadas à prática do desenvolvimento da linguagem.

Originalidade/Valor: Este estudo contribui para a prática ao fornecer evidências do desenvolvimento da fala lúcida que podem ajudar professores e educadores a encontrar formas e aspectos adequados para ajudar as crianças a terem melhores expressões em suas falas.

Palavras-chave: Expressão Lúcida, Pré-escolares de 5 a 6 anos, Desenvolvimento Linguístico.

EL DESARROLLO DE LAS EXPRESIONES LÚCIDAS DE LOS NIÑOS PREESCOLARES: UN ESTUDIO EN VIETNAM

RESUMEN

Objetivo: Este artículo aborda el desarrollo de las expresiones lúcidas en niños de edad preescolar de 5 a 6 años de zonas urbanas, montañosas y rurales.

Método: La metodología adoptada para esta investigación comprende el método imperial. La recogida de datos se realizó a través de cuestionarios.

Resultados y Discusión: Los resultados muestran que los niños del área urbana tienen un buen nivel de expresión lúcida en comparación con los otros dos grupos que viven en áreas montañosas y rurales. La expresión lúcida también muestra que un buen nivel de expresión lúcida no es sólo una señal de que los aspectos psicológicos del niño han mejorado y se han desarrollado claramente en términos de calidad, sino también una pieza extremadamente valiosa, que ayuda a los niños a tener confianza al ingresar a la educación superior. niveles.

Implicaciones de la Investigación: Es necesario realizar estudios más profundos sobre temas relacionados con el desarrollo de las expresiones lúcidas, no sólo en la composición, características y estructura del lenguaje, sino también estudios sobre el entorno y otros factores que influyen, a partir de los cuales Se pueden aplicar conclusiones profundas a la práctica del desarrollo del lenguaje.

Originalidad/Valor: Este estudio contribuye a la práctica al proporcionar evidencia del desarrollo lúcido del habla que puede ayudar a los maestros y educadores a encontrar formas y aspectos adecuados para ayudar a los niños a tener mejores expresiones en sus discursos.

Palabras clave: Expresión Lúcida, Preescolares de 5 a 6 años, Desarrollo Lingüístico.

1 INTRODUCTION

How to build up good expressions in the ways of speaking of preschool children have been researched by many researchers with varied aspects and approaches, such storytelling activities, the evaluation of coherent speech, the role and content of child speech assessment, methods of sampling children's speech and language.
Storytelling activities help children get acquainted with literary works and feel the beauty of the content and art form of prose works, as well as the unique style of each genre of story. In addition, storytelling activities also contribute to the formation and fostering of children’s literary appreciation, helping them to have a love for literary works. Storytelling activities contribute to the formation in children of moral feelings, ethical behaviors, and ethical concepts (He, 2016). Each story, with its way of building character images and specific situations, will bring children separate emotional experiences, helping children to love their grandparents, parents, brothers, and sisters; respect teachers; unite to share and help friends; love the homeland, the country; love nature and the sense of protection of plants and animals. Storytelling activities contribute to expanding awareness and intellectual development. The content of stories used in early childhood education programs often revolves around familiar issues arising in the natural and social world. Therefore, storytelling activities will open up in front of children's eyes a vast and interesting natural world; specific but close social relations; cultural traditions in the past and present, helping children acquire basic and general knowledge about the world around them, and at the same time, broadening life experiences for children. From there, contributing to the formation and strengthening of life symbols in children, helping them understand and love life more. Storytelling activities contribute to aesthetic development in children. In storytelling activities, children are not only exposed to the beauty of words and artistic images of literary works but also admire beautiful and bright images in pictures, as well as objects. Colorful visualization. This is the basis to evoke in children aesthetic feelings and form aesthetic tastes; help children promote their rich and flying imagination so that they can create beauty or come to enjoy beauty (Thị et al., 2021).

Storytelling helps children develop language. From the situations and events in the story, as well as through the teacher’s expressive reading and telling, children can perceive the clarity and accuracy of words and learn to express themselves in a way that is not only grammatically correct but also rich in images, expressiveness, and rhythm so rich in images, expressiveness, and rhythm. In addition, the process of children telling stories, answering questions, and expressing their own thoughts and feelings not only helps children to be more active, independent, confident, and bold in expressing their language skills, own language, but also gives children the opportunity to have her correct mistakes in speech. Storytelling activities create a context for children to identify, reproduce, describe, compare objects based on different bases, or create new episodes and events around the characters available. Therefore, storytelling activities contribute to the development of mental manipulations (analysis, synthesis,
classification, ability to establish causal relationships, making the simplest conclusions and
inferences), thinking, imagination, logical judgment, observation ability, and other soft skills.

Studies on the evaluation of coherent speech in preschool children (5–6 years old). Although educational researchers acknowledge the importance of spoken language for children's literacy and learning, there are very few studies on oral language assessment conducted by educational researchers and published in educational research journals (Lugossy, 2007).

Studies on the role and content of child speech assessment, language, and speech assessment have great significance for children's development and can be carried out for many different purposes (Notari-Syverson & Losardo, 2004). According to Dockrell J.E., speech assessment is used to examine the impact of oral language interventions (Dockrell, 2001), or to screen and diagnose to differentiate between children with normally developing speech and those with impaired speech (Vernon-Feagans et al., 2001). In their study, Jeni Riley and Andrew Burrell used the Clinical Assessment of Preschool Language Fundamentals (CELF -Preschool) tool to identify children with language disabilities, make differential diagnoses of weaknesses, and identify areas to monitor for language intervention (Riley & Burrell, 2007). Malec et al suggested that narrative, lexical, and syntactic assessments are the most common types of assessment when assessing children's speech (Malec et al., 2017). The results of the study by Hipfner-Boucher and colleagues (2014) support emphasizing the importance of assessing children for narrative abilities as well as lexical skills and phonological awareness (He, 2016).

Research conducted by Patton Terry et al (2013) used children's stories to assess the richness of language (the number of words and the number of pronunciations) and the complexity of the language (the conjunction, the number of words, and the number of pronunciations) lucid expression in each sentence), and accuracy (the number of sentences pronounced correctly and the completeness of the links used in the retelling) (Terry et al., 2013).

Thus, the studies evaluating children's speech are directed towards the level of phonology, vocabulary, grammar, and expressive ability. The results of the assessment can be used for a variety of purposes, but they are primarily intended to provide appropriate interventions.

In studies on methods of sampling children's speech and language, some studies show that standardized language tests are highly structured and cannot guarantee a representative language sample of children. Instead, there are a number of popular methods for eliciting language patterns, such as storytelling based on children's experiences and the retelling of stories in books, movies, and pictures (Rezapour et al., 2011), based on visual descriptions.
(Mortimer & Rvachew, 2010), based on narrative patterns (Loeb et al., 2001), games (Souto et al., 2014), playing with toys (Klein et al., 2010), tells a story based on props or puppets (Sealey & Gilmore, 2008). Southwood and Russell (2004) used modeled storytelling to elicit stories of children's personal experiences. Heilmann, Miller, & Nockerts (2010); Hipfner-Boucher et al. (2014); Patton Terry et al. (2013); Schneider & Vis Dubé (2005) collect language samples by asking children to tell stories while looking at picture books without words (Malec et al., 2017).

In the same perspectives, Heilmann, Miller, and Nockerts argue that children's oral narratives from wordless picture books, consisting of sentences tied together by theme and story structure, provide the picture more comprehensive in their language and thinking, rather than standardized tests that deprive them of their ability to communicate in context. Similarly, Craig & Washington record spontaneous language patterns in 15–20 minute segments while children play in pairs with action figures, dolls, and a school toy house (Craig & Washington, 2002). Pham, G. T et al (2019) said, "In language sampling, children's natural language is collected in real-life contexts (e.g., during conversation, story retelling, and play) to obtain a demonstration of communication skills continue to function". In addition, descriptive methods are suggested: interview; Narrative prompts are also widely used methods for sampling children's speech for assessment (Eisenberg et al., 2018). Although there are many methods of sampling children's speech, most of these methods are aimed at prompting children to express their full language ability in familiar activities.

Studies on tools to assess children's language and speech, general child assessment, and formal and informal assessments can all be used (Shepard, 2000). If formal assessments are systematically planned and designed to gain information about student achievement, informal assessments are a way of gathering information about student learning outcomes under normal classroom conditions (Ketabi & Ketabi, 2014). Formal assessments are often benchmarked and allow comparisons of children's scores with data for children of the same age. Many more studies also show that informal measures are commonly used to assess children's speech (Mcleod & Baker, 2014), (Loeb et al., 2001), (Dröes et al., 2015), and (Priester et al., 2009).

According to Dockrell J.E. (2001), there are three further methods for assessing language problems, including standardized tests, dynamic assessments, and parent or teacher questionnaires. These approaches are not mutually exclusive (Dockrell, 2001). Hipfner-Boucher and colleagues (2014) combined narrative assessment with a series of standardized tests and found a strong correlation between narrative structure and phonological perception (Heilmann et al., 2010). Natalia Borisova et al use the experimental method "Diagnosis of Oral Speech" by T.A. Fotekova (to assess the speech development of preschool children) and a
parent questionnaire, developed based on material prepared by O.V. Solodynkina, to diagnose the language of preschool children (Borisova et al., 2022). To diagnose the level of development of lucid expressions, Romanova M et al (2021) used the method of M.M. Alekseeva and V.I. Yashina to evaluate logical coherence in text passages, appropriateness of the use of lexical means, correctness of selected grammatical structures, and syntactic diversity of sentences, as well as the child's degree of independence in performing tasks (Silva et al., 2021).

In Vietnam, the set of criteria for evaluating the development of lucid expressions of preschool children 5–6 years old, proposed by La Thi Bac Ly et al consists of five criteria: the ability to speak or tell the right topic; the ability to speak or tell logic; the ability to speak or tell with structure; the ability to use methods of linking sentences when speaking or telling; the ability to use expressive means when speaking or telling. Each criterion is concretized into expressions and four levels, and four levels are given for a total of five criteria (Thị et al., 2021). Research has also focused on looking at how the original assessment tools have been adapted and used in a variety of situations and contexts. Child speech assessments translated and adapted into Portuguese in Brazil, including TELD-3, PLAI-2, CELF, CCC-2, TNL, DEMSS, and the Parental Inventory "Language Use Inventory", confirmed that "using a medium in another language is a difficult task because of its numerous special requirements" (Silva et al., 2021). Another similar study also showed that there are about 19 speech assessment tools used for monolingual children, and there are many similarities between these tools (Lugossy, 2007).

To diagnose linguistic developments in Vietnamese-speaking children, Pham, G. T et al (2019) used the program Child Language Analysis and Systematic Analysis of Language Patterns (SALT) to analyze and evaluate language patterns (Pham et al., 2019). As such, many different measures are available to assess expressions, and it is important to choose accurate, fair, and reliable measures to avoid underestimating children's expressions (Vernon-Feagans et al., 2001).

2 METHODOLOGY

Characteristics of the participants, including: 168 preschool teachers who have experience in teaching kindergarten 5–6 years old; 132 preschool children 5–6 years old in some preschools (the number of boys is 66, the number of girls is 6); 132 parents of the children who participated in the survey, Thai Nguyen province during the period of 2 months (August–September 2021). Using the survey method by questionnaires (directly and online) to exploit information about teachers' awareness and implementation status on developing lucid
expressions for preschool children 5–6 years old through storytelling activities and stories, and investigate the influence of factors in the family or social environment on the development of lucid expressions in 5–6 year old preschoolers. Using exercises, let the child tell or describe. When the child tells it, the teacher will record it. Telling and recording children are conducted separately for each child to avoid letting one child's words affect other children, making the assessment results inaccurate.

Developing a scale to assess the level of development of children's lucid expressions with specific criteria: 1) the integrity and consistency of the topic; 2) the structure and sequence of the story; 3) formal connectivity; 4) the length of the story; 5) independence; 6) fluency in which case, the score of each criterion will range from 0 to 2, based on the comparison of the rating scale with the expression level of each criterion in the child's story. The total score of each child for each task will range from 0 to 12, with three levels: high = 12 points; average = 6–11 points; and low = 0–5 points. The overall result of the assessment of the development of lucid expressions is determined by the total score of two completed tasks, with three levels: high = 17–24 points; average = 9–16 points; and low = 0–8 points.

3 RESULTS AND DISCUSSIONS

Table 1

<table>
<thead>
<tr>
<th>Areas</th>
<th>High</th>
<th>Median</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Urban</td>
<td>20</td>
<td>46.5</td>
<td>20</td>
</tr>
<tr>
<td>Mountain</td>
<td>0</td>
<td>0.0</td>
<td>29</td>
</tr>
<tr>
<td>Rural</td>
<td>1</td>
<td>5.0</td>
<td>6</td>
</tr>
</tbody>
</table>

The results of Table 1 show that, in the urban area, many children have high lucid expressions (accounting for 46.5%), while in rural areas only 5.0% and mountainous areas did not record any cases. Meanwhile, the average number of children possessing lucid expressions in the urban area accounts for the largest proportion (46.5%), followed by the mountainous areas (42.0%) and rural areas (42.0%) (30.0%). At the low end, rural areas recorded the highest proportion, with 65.0%, while urban areas recorded only 7.0%, less than mountainous areas 51.0% and rural areas' about 58.0%.

The results of qualitative analysis show that, when telling stories, most children in urban areas can confidently and independently tell a story. In children's stories, although they know how to express emotions, they are quite fluent, but due to age-specific characteristics, children's
The Development of Lucid Expressions of Preschool Children: A Study in Vietnam

stories sometimes violate logic, lack order, and have an incomplete layout. Meanwhile, the stories of children in mountainous and rural areas have many similarities. Most of the children's stories belong to these two areas: the structure and sequence of the narrative are broken, the content of the story information is low, simple, structured sentences prevail, there is a lack of connection between sentences, the story pauses a lot, and it needs help by adults.

Table 2

Developments of lucid expressions of preschool 5-6 year old children by regions and tasks

<table>
<thead>
<tr>
<th>Areas</th>
<th>Toys' descriptions</th>
<th>Telling stories by pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level</td>
<td>N</td>
</tr>
<tr>
<td>Urban</td>
<td>High</td>
<td>100.656</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>301.536</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>30.24</td>
</tr>
<tr>
<td>Mountain</td>
<td>High</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>162.864</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>269.136</td>
</tr>
<tr>
<td>Rural</td>
<td>High</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>64.8</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>367.2</td>
</tr>
</tbody>
</table>

The Table 2 shows that more children in urban areas achieve higher levels of toy descriptions than picture-based narratives (23.3% and 16.3%), while the average in the two stories, the difference is not much—only 2.3%. The percentage of children who reached the low end when telling stories with pictures depicting toys was about 4.7%. In the mountainous area, no child scored high for both events. On average, content describing toys recorded a higher percentage of story-based storytelling (37.7% and 31.9%), but at a low rate, the rate for picture-based storytelling was higher than content, remaining at about 5.8%. In rural areas, while no child scored high on either subject, the percentage of children scoring low prevailed, with 85.0% for toy descriptions and 80.0% for storytelling, according to the picture. The percentage of children who achieved the average level in task 2 was 20.0%, about 5.0% more than in task 1.
### Table 3

**Developments of lucid expressions of preschool 5-6 year old children by regions and tasks (%)**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Criteria *</th>
<th>Task 1</th>
<th></th>
<th>Task 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TC1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC2</td>
<td>44.2</td>
<td>46.5</td>
<td>9.3</td>
<td>25.6</td>
<td>65.1</td>
</tr>
<tr>
<td>TC3</td>
<td>41.9</td>
<td>53.5</td>
<td>4.7</td>
<td>23.3</td>
<td>67.4</td>
</tr>
<tr>
<td>TC4</td>
<td>37.2</td>
<td>62.8</td>
<td>0.0</td>
<td>32.6</td>
<td>60.5</td>
</tr>
<tr>
<td>TC5</td>
<td>51.2</td>
<td>46.5</td>
<td>2.3</td>
<td>32.6</td>
<td>58.1</td>
</tr>
<tr>
<td>TC6</td>
<td>67.4</td>
<td>30.2</td>
<td>2.3</td>
<td>48.8</td>
<td>48.8</td>
</tr>
<tr>
<td>Mountain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC1</td>
<td>4.3</td>
<td>79.7</td>
<td>15.9</td>
<td>1.4</td>
<td>71.0</td>
</tr>
<tr>
<td>TC2</td>
<td>2.9</td>
<td>53.6</td>
<td>43.5</td>
<td>0.0</td>
<td>49.3</td>
</tr>
<tr>
<td>TC3</td>
<td>1.4</td>
<td>53.6</td>
<td>44.9</td>
<td>1.4</td>
<td>36.2</td>
</tr>
<tr>
<td>TC4</td>
<td>0.0</td>
<td>62.3</td>
<td>37.7</td>
<td>0.0</td>
<td>49.3</td>
</tr>
<tr>
<td>TC5</td>
<td>2.9</td>
<td>72.5</td>
<td>26.6</td>
<td>2.9</td>
<td>53.6</td>
</tr>
<tr>
<td>TC6</td>
<td>21.7</td>
<td>65.2</td>
<td>13.0</td>
<td>10.1</td>
<td>65.2</td>
</tr>
<tr>
<td>Rural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC1</td>
<td>5.0</td>
<td>45.0</td>
<td>50.0</td>
<td>0.0</td>
<td>80.0</td>
</tr>
<tr>
<td>TC2</td>
<td>0.0</td>
<td>60.0</td>
<td>40.0</td>
<td>5.0</td>
<td>45.0</td>
</tr>
<tr>
<td>TC3</td>
<td>5.0</td>
<td>40.0</td>
<td>55.0</td>
<td>0.0</td>
<td>10.0</td>
</tr>
<tr>
<td>TC4</td>
<td>0.0</td>
<td>55.0</td>
<td>45.0</td>
<td>0.0</td>
<td>40.0</td>
</tr>
<tr>
<td>TC5</td>
<td>5.0</td>
<td>55.0</td>
<td>40.0</td>
<td>0.0</td>
<td>65.0</td>
</tr>
<tr>
<td>TC6</td>
<td>5.0</td>
<td>60.0</td>
<td>35.0</td>
<td>20.0</td>
<td>45.0</td>
</tr>
</tbody>
</table>

Notes: TC1: Integrity and consistency of the subject; TC2: Structure and sequence; TC3: Connectivity; TC4: Length of the story; TC5: Fluency; TC6: Independence

- **TC 1:** With the toy description, the percentage of children reaching the highest level in TC1 in the city area accounted for the highest rate, with 48.8%, while the rate for mountainous and rural areas was only a few inches away 0.7% each other. In all 3 areas, the content of storytelling with toys recorded more children reaching a higher level than the content of storytelling with pictures. The average rate of children in mountainous areas is about 30.9% higher than in urban areas and 34.7% higher in rural areas. In particular, while the number of children achieving low levels in both urban and rural areas is always less than the average, in rural areas, the percentage of children achieving low levels exceeds 5.0 compared to task 1. In both tasks, the proportion of children reaching the average and low levels is higher in mountainous and rural areas than in urban areas;

- **TC 2:** Similar to TC1, in TC2, the proportion of children reaching a high level in urban areas is higher than in the other two regions, with 44.2% in task 1 and 25.6% in task 2. In particular, when telling stories based on pictures, the mountainous area did not record any children with good grades. This situation is also repeated in rural areas, but with toy descriptions. With the task of describing toys, while the percentage of children achieving the average level in TC2 in rural areas was the highest, with 60.0%, in mountainous...
areas, there were many children reaching the lower level, with 43.5%. However, in the content of story-telling by pictures, while the percentage of children reaching the lowest average level in the 3 regions is low, the rural area recorded the largest rate, with 50.0%;

- TC 3: The urban area recorded a relatively large proportion of children achieving high levels in both areas, 41.9% and 23.3%, respectively, compared to the other two regions. In which, if in the content of describing toys, the mountainous area has the lowest rate of children (1.4%), then in the content of story-telling by pictures, there are no children in rural areas who achieve the highest level of achievement. high level (0.0%). On average, the ratio for toy description content between cities and mountains is not significantly different, with only 0.1%, while the rate for visual storytelling content is much higher than the other two regions, with a gap of 31.2% and 57.4%, respectively. The number of children in rural areas with high and medium levels is not much; most of them are low in both description of toys and story-telling by pictures (55.0% and 90.0%, respectively). TC3 is the criterion of having a few children achieve a high level;

- TC 4: While in urban areas, the percentage of children achieving high levels for both tasks is 37.2% and 34.9%, respectively, in the other two areas, there are not any children who achieve high levels for both tasks. high in this TC. With both toy descriptions and picture-based storytelling, the average rate of children in rural areas is always lower than in the other two regions. However, this is the region where a large proportion of children have low TC4 scores, with 45.0% and 60.0% surpassing the region with at least 45.0% and 53.0%, respectively. 0%. For all three regions, the percentage of children who reached the average level when describing the toy was higher when telling the story by picture; conversely, the percentage of children reaching the low point when describing the picture story was higher when describing the toy. Similar to TC3, this is a TC with few children achieving high levels in both narrative content and;

- TC 5: In both description of toys and story-telling by pictures, the urban area is the area with many children achieving a higher level than the other two areas. The difference with the lowest rate in the description content is 48.3%, and in the story-based content it is 32.6%. In the toy description, when the percentage of children reaching the average level was highest in the mountainous area, with 72.5%, the rural area recorded 40.0% of the rate of children reaching the low level, exceeding the city area's 37.7%. In the content of story-telling by pictures, while there were few children reaching the lowest level, the percentage of children reaching the average level was highest in urban areas (58.1%), followed by rural areas (60%), and mountainous areas (53.6%). Especially in
TC5, the percentage of children reaching the average level is always higher than the low level in both surveys;

- TC 6: This is the criterion with the highest number of children in all three regions. With the description of toys, the number of children reaching the highest level in the urban area accounted for the largest proportion, with 67.4%; in contrast, the rate for rural areas accounts for the smallest proportion, only 5.0%. Meanwhile, at the average level, the mountainous area accounts for a relatively high proportion (65.1%), followed by the rural area (60.0%) and the city area (30.2%). At the low end, rural areas recorded the most children, with 35.0%, while in urban areas, the rate was 2.3%. With the content of story-telling in pictures, the highest percentage of children reached the highest rate in urban areas, surpassing rural areas by 28.8% and mountainous areas by 38.7%. The proportion of children reaching the average level was highest in the mountainous areas, with 65.2%, while the lowest proportion was in the rural areas, with 35.0%.

In general, the percentage of children achieving good levels in TCs in urban areas is higher than in the other two regions. More children achieve higher levels of toy descriptions than picture storytelling. In which TC2, TC3, and TC4 are the criteria with the fewest children achieving the highest level.

The level of development of lucid expressions in 5–6-year-old preschool children is still not high, mainly at medium and low levels. In which schools in urban areas have more children reaching higher levels than schools in rural and mountainous areas. However, the survey results by each criterion also show that the difference between schools is not clear when, in all schools, TC1, TC5, and TC6 are the ones with many high-achieving children; in contrast, TC2, TC3, and TC4 are the criteria with few children achieving high in both tasks. In general, the level of development of complete speech among girls is higher than that of boys, although in certain criteria, the percentage of boys is higher than that of girls.

Besides some teachers who do not have full awareness, most teachers have the right awareness about developing lucid expressions for 5–6-year-old preschoolers. However, the reality shows that only a small percentage of teachers regularly implement the development of lucid expressions for 5–6-year-old preschool children through storytelling activities. On the contrary, the majority of teachers have never done it, or although they do it, they do it infrequently. The survey results also show that the level of teachers’ application of the forms and methods of developing complete speaking for children to perform the tasks of developing lucid expressions for children through story-telling activities is very high. The majority of teachers said that in the process of developing lucid expressions for preschool children 5–6
years old through storytelling activities, besides the advantages, there are also some difficulties, especially a lack of coordination between home and school.

Although the majority of parents of children have a correct awareness of the problem of lucid expressions and its developments for their children, there are still some parents who are not fully aware of this issue. Therefore, the survey results on the reality of building a language environment at home to help children develop and practice lucid expressions show that many parents are not regular and active in building a language at home. Some parents have done it, but the implementation is still quite emotional, random, and lacking in long-term planning. The survey results also show that some parents do not seem to care about children in general, language problems, or lucid expressions in children in particular.

From the survey results on the above situation, it can be seen that the problem of developing lucid expressions for preschool children 5–6 years old is an urgent issue that is both suitable for the practical needs of children and meets their educational goals of the preschool educational program and the expectations of young families. Proposing measures to develop lucid expressions for children will meet multiple goals simultaneously, helping children's language develop and perfect.

4 CONCLUSION

Lucid speech, especially coherent monologue speech, is a complex speech activity that is important for the development of young children. Coherent speech performs the most important social functions when it helps children establish relationships with people around them, determine and adjust standards of behavior in society, and is a decisive condition for children's personality development. Therefore, achieving high-level coherent speech will help children have many opportunities to learn and develop in life. However, psychologically, it is very difficult for children to independently acquire the skills of this type of complex speech activity, which must be trained through the educational process.

Developing coherent speech for preschool children 5–6 years old is the purposeful, planned pedagogical impact of educators on children to help their speech become clear and coherent. The process of developing coherent speech for children is a long-term process and must start from helping children master language skills based on specific plans and programs, including goals, content, and form; assessment methods and methods; and creating opportunities for children to practice regularly and widely in many contexts. Therefore, in this process, although the school is considered a necessary condition, playing the role of the main
force, parents' direct participation in supporting and helping children and teachers is considered a condition, ensuring the process of developing coherent speech for children is highly effective.

The results of the survey on the current situation show that, basically, children's coherent speech is not high; many children are still at an average or low level. Most children are not capable of telling a descriptive and narrative story with integrity and connection in content and form. In particular, the component skills of coherent speech in children develop unbalanced, with the skill of connecting sentences and paragraphs having the lowest rate of children reaching high levels. Besides, the findings during the survey also show that, in addition to the influence of children's personal characteristics, the educational environment and family are two factors that have a strong and significant impact on the children's coherent speech. In particular, although parents and teachers have a correct awareness of the issue of developing coherent speech for 5- to 6-year old preschool children, the level of practice is not adequate, so there is little change. Positive and clear changes in children's level of coherent speech development.

Based on theoretical and practical research, the thesis has proposed five measures to develop coherent speech for 5- to 6-year old preschool children through storytelling activities in preschool. The proposed measures, on the one hand, focus on building a language environment from a child-centered perspective, and on the other hand, aim at forming in children the basic skills of coherent monologue speech through storytelling activities. At the same time, create opportunities for children to apply, practice, and reinforce coherent speech in many different contexts and situations in both preschool and family. During the implementation process, the measures are always integrated and interwoven together to form a unified whole, contributing to helping the process of developing children's coherent speech to be highly effective and ensuring sustainability.

Results after experimenting with measures to develop coherent speech for 5–6 year-old preschool children through storytelling activities show that the level of children's coherent speech development has improved significantly compared to before. The proportion of children achieving high levels has increased; conversely, the proportion of children achieving average and low levels has decreased. In particular, the skill of linking sentences and paragraphs in stories has improved significantly. This not only confirms the effectiveness of the proposed measures but also proves that the scientific hypothesis that has been made is correct.

REFERENCES


The Development of Lucid Expressions of Preschool Children: A Study in Vietnam


