

Coherent Speech Development For 5-6-Year-Olds Children In Vietnam: Approach From A Theoretical Perspective

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Abstract

Preschool education is the first level of education in the national education system, to comprehensively develop children physically, emotionally, intellectually, and aesthetically, forming the first elements of personality, prepares children for first grade. Language development in general and coherent speech development for children, in particular, are the most important tasks in the education of preschool children. Developing coherent speech contributes to the formation, accumulation, and expansion of knowledge, helping children perceive the world around them more fully and accurately. Besides the role of communicating with people around, the speech also enriches the spiritual life, is a means to help children participate in the social environment and assert their position in that environment. Speech is also a means of regulating behavior, as well as expressing normative socio-ethical values and attitudes. Developing coherent speech is an important part of preparing children for high school. The article clarifies the theoretical basis for the development of coherent speech for children 5-6-year-olds.

Keywords: Coherent speech, 5-6-year-olds children, theoretical perspective, Vietnam

Introduction

Developing children's coherent speech is an indispensable content in language development in the particular and comprehensive development of preschool children in general. The development of coherent speech has been studied by many foreign and domestic researchers in different aspects such as the role and meaning of coherent speech development for the comprehensive development

of children; contents, forms, and methods of organizing educational activities to develop coherent speech for children; The role of the natural environment in the physical and intellectual development of children. Rubinstein believes that "coherent speech" is used to fully and clearly express the thoughts and wishes of the speaker. According to E.I. Tikheeva, the coherent speech of preschool children is the logical, correct, correct sequence, and grammatically correct expression of a certain content (Tikheeva, 1977). Author Luong Kim Nga believes that coherent speech is speech that expresses clearly, is full of information, and voice with expressive nuances (Nga, 1988). According to author Nguyen Anh Tuyet, the coherent speech of preschoolers shows rigor, succinctness, sequence, and cohesion... (Tuyet, 2004). All of the above points of view have the same point: coherent speech has the characteristics of logic in terms of content, expressiveness, and clarity of thought. The speaker can clearly and fluently express certain content, fully express his thoughts, and gain the listener's understanding.

Authors LSVygotsky, Ph.A.Sokhin, EITikheeva all identified language in a general and coherent speech in particular as a tool of thinking, a means of communication to help children exchange information and acquire knowledge, skills, values, and norms of society. Coherent children's speech is synonymous with coherent thinking (logical thinking), helping children to perceive the world around them accurately, completely, and deeply.

E.I. Tikheeva commented: "Language is related to the expression of thought and is governed by thought" (Tikheeva, 1977). Although thinking and language have different origins, by the age of 2, thought and language meet, thereby appearing "linguistic thinking". Logical visual thinking patterns at the end of preschool age contribute to changes in the quality of children's speech (Vygotsky, 1997). In the study "Steps of language development for children from 0 to 6 years old", author Luu Thi Lan analyzed the characteristics of the development of vocabulary, pronunciation, sentences, and common errors in speech of children young... The author believes that the expression of coherent speech is: correct Vietnamese structure; words that accurately, fully, and inform the speaker's thoughts; logical speech, with pictures; Express yourself clearly, pause at the right place. Other authors argue that coherent speech shows accuracy, order, coherence, coherence, and eloquence; correct pronunciation, clear, pause in the right place; use appropriate words in each speaking situation (noun, verb, adjective...) (Lan, 1994); speak grammatically correct sentences; use many types of sentences (simple sentences, extended sentences, complex sentences...); Speech has rich content, showing relationships and connections between things and phenomena that children perceive. However, there is still little research on the development of coherent speech in preschool children. In particular, there has not been any research on organizing outdoor activities to develop coherent speech for 5-6-year-olds.

The following questions guided the development a direction of the present study:

- What is the concept and meaning of coherent speech development for 5-6-year-olds?
- What is the task of developing a coherent speech for 5-6-year-olds children?

Research Methods

Methods of analysis and synthesis of theories

Purpose: to build scientific arguments for the thesis topic, to build a theoretical basis, and to orientate the research work of the article.

Research content: theories, basic theoretical issues related to the article, results of practical research on this issue...

Contribution: Contributing to enriching the theory of developing a coherent speech for 5-6-year-olds, in which the focus is on meaningful concepts, the task of developing a coherent speech for 5-6-year-olds.

Results and Discussion

1. The concept and meaning of coherent speech development for children 5-6-year-olds

According to the Vietnamese Dictionary, “development is the transformation or transformation from few to many, narrow to wide, low to high, simple to complex” (Y, 2001). Talking about development is talking about the new, about the change of an individual. Based on the previous, the new arose based on self-improvement. In the process of self-improvement, the new is affected and influenced by surrounding factors (natural and social).

Based on the viewpoints on development analysis above, we believe that: "Development is a process taking place continuously, changing from less to more, from simple to complex to create new things, under the influence and influence of factors such as self, nature, and society". Thus, in the process of children's development, influencing factors play an important role in changing and forming new ones in children.

Developing coherent speech for children 5-6-years-olds: Based on the concept of "development", language development characteristics of children 5-6-year-olds, we define: "Development of coherent speech for children 5-6-year-olds is the process of pedagogical impact of educators through pedagogical activities on children to create new things in children's words. Here, the new incoherent speech is formed, perfected through many levels in the development process. This means that it is not rigidly assumed that a 5-6-year-olds child with a coherent speech in monologue form always reaches the level of telling a complete, well-structured, clear thematic story. The novelty in the development of coherent speech here is seen in the process of changing the quantity and quality of vocabulary, patterns of sentence formation; clarity in communicating one's ideas/desires; the logic between sentences according to topic, layout, means of connection, expression... to reach a high level of coherent speech development is creative storytelling/narrative. For example, when presenting the idea of the outdoor activity "build a park", for the first time, children say: "I play in the corner of the park's flower garden. I will plant many flowers". The second time, the children said: "Today, I want to play in the corner to build a flower garden and park with my friend Hung and my friend Duc. We will plant many flowers". Although the information the child said the second time does not have all the elements of a thematic story

(the three-part layout is clear; there are sentence connections and expressive means when speaking...); the "new" appeared the second time the child spoke (the object of the corner; using the substitution "we"...). This case shows that the child's speech shows signs of coherence.

It can be said that the impact on developing a coherent speech for 5-6-year-olds through educational activities in preschool in general and cognitive activities in particular needs to have a process. Educators need to have skills in observing each change in children's speech in the educational process to choose appropriate and effective educational measures.

Children 5-6-years-old are preparing to enter grade 1. At this age, their logical thinking is gradually perfecting, children can recognize the attributes of objects and surrounding phenomena and be attracted by relationships, relationships between those things (Mooney & Bao, 2016). Children have a higher need for language skills than they did before - the ability to speak clearly and coherently to express their needs, thoughts, and opinions. Therefore, the development of coherent speech for 5-6-year-olds is especially important for the child's development.

Developing coherent speech helps 5-6-year-olds develop thinking, both visual-visual thinking and logical thinking. Language is related to the expressions of thought and is governed by thought. Coherent speech development is not out of this relationship. Children 5-6-year-olds have an intuitive - pictorial thinking style. To practice this type of thinking, children must understand facts related to visual imagery and use language to reason and explain to listeners. To describe the sequence of events of a complex phenomenon for others to understand, children use language combined with analytical thinking. Thus, thanks to coherent and clear speech, people around understand what children need and think. Coherent speech makes the child's thinking and cognitive processes more specific and clear. Coherent speech is also a means to form and develop logical thinking at a higher level.

Developing coherent speech helps children satisfy their communication needs, expand the range of communication, thereby perceiving the surrounding world more fully and accurately. At this stage, children's perception of the world around them has changed both quantitatively and qualitatively. The need to explore the world, express yourself in front of a group of friends and people around is increasingly clear. To meet this need, the child's language gradually develops. Children not only stop saying simple sentences but also use compound sentences, complex sentences, extended sentences, use conjunctions, linking words... to express the relationship between things and phenomena happening around. When children speak clearly and coherently, they have a greater need to communicate with people around them and always want to express themselves so that everyone can understand and empathize with their feelings and emotions. The scope of communication expands, the children's knowledge is enhanced, the more children need to communicate, exchange, chat with friends and express their thoughts and feelings.

Developing coherent speech helps children develop strong feelings and emotions. Verbal communication is an indispensable human need. Children 5-6-year-olds not only want to share and exchange information but also need to express their feelings and emotions. The scope and objects of communication are expanded, children are bolder and more confident when expressing

their feelings, expressing their needs, desires, and thoughts with objects, phenomena, and people around them. In the process of communication, especially when participating in role-playing games, children need to express their personal views through role-plays. When participating in dialogues, children learn to listen or give feedback; Children have a need to express feelings of happiness, sadness, agreement, or disagreement with the experiences in which they participate. Therefore, timely development of coherent speech will help children develop strong emotions and feelings.

Develop children's coherent speech as a premise to create discourses in written form for the next level of learning. Children 5-6-years-olds are in the transition period from Kindergarten to Primary school with the change of main activities from playing to learning. The formation and development of children's speaking skills on the right topic; Telling a story with logic, layout, and skills in using the means of linking sentences... will create a solid foundation for creating written discourse in learning activities. Coherent speaking skills will be applied by children in the process of creating texts. Children who have reasonable thinking and clear, coherent speech will positively affect the process of creating written texts. Thus, the development of coherent speech for children 5-6-year-olds plays an important role in preparing children to be ready for grade 1.

2. The task of developing a coherent speech for children 5-6-years-olds

By the age of 5-6-year-olds, children need to express their thoughts and desires for others to understand; have the ability to describe objects, things, narrate events, tell stories, and compose stories. Therefore, the basic tasks of developing coherent speech in the form of specific monologues are as follows:

Expand your vocabulary and sentence patterns - create a strong foundation for coherent speech development

The highest level of language development for 5-6-year-olds is coherent speech. Therefore, teachers need to build a "support" for the development of coherent speech such as: developing vocabulary and the ability to use words in sentences; helping children speak correct grammar, know how to speak many types of Vietnamese sentence patterns.

- Develop vocabulary and skills in using words in sentences

By 5 - 6 years old, children must have the necessary vocabulary to communicate with people around them. Without words and without skills to use words in sentences, communication will be difficult, cognitive processes will be limited. Therefore, providing vocabulary for children needs to be carried out in parallel with tasks to help children perceive the meaning of words; correct pronunciation of words; use words to speak clearly and coherently; develop word content and expand vocabulary.

The task of developing a vocabulary for children aged 5-6-year-olds includes: accumulating the necessary amount of vocabulary, a reasonable structure of words; helping children understand the meaning of words; active capitalization; rational use of vocabulary in speech. For example, help your child use the words: lovely → the baby is lovely; vast → the sky is so vast; far away →

distant stars. When using words in a sentence, children know how to connect with their true feelings at the time of speaking.

Stemming from the visual thinking feature, children's vocabulary expansion is always associated with the physical world (Toan, 2009). The process of perceiving the surrounding physical world (object world, natural world, human society) helps children understand the meaning of words. Through feeling, concrete perception, children distinguish words, understand the meaning of words correctly and use words flexibly in each specific situation. For example hot-cold, dark-light, lazy - hardworking, good - bad... Words like hardworking, lazy, filial, unfilial,... are formed based on a perception of Character traits through human emotions and actions, for example, in the story "Three girls", through the characters and actions of three characters, children understand and know how to use words such as lazy, lazy industrious, industrious, industrious.... Learning a new word is synonymous with pronouncing that word. The physical world around children is a favorable environment for teachers to exploit to expand children's vocabulary. For example, through experiential activities at the park, observing flowers, she directs children's perception to prominent features and signs of color, scent, comparison, classification... Let children practice using spoken language to describe that classification by grasping the content of words such as white, pink, red, cool, fragrant. She suggests that children observe activities of taking care of trees so that children can understand vivid words and images such as lush flowers, careful care, attentive care... On that basis, children know to use new words to express clearly and coherently the beauty of flowers and the merits of flower caretakers according to their feelings and emotions. When walking in the schoolyard, let children feel the cold of winter or the heat of summer. She suggested to the children to feel the cold by giving some synonyms to describe the different levels: cold, bone-chilling cold, cold; hot, sweaty;...

Along with expanding vocabulary, it is necessary to help children have skills to use vocabulary flexibly and effectively in speech. Letting children participate in outdoor activities will be an opportunity to enrich vocabulary as well as vocabulary skills when responding to information that children have experienced (Ly, 2017).

In summary, developing vocabulary, expanding the meaningful content of words, developing skills in using words is an important task in developing a coherent speech for children 5-6-year-olds. It is a long process to accumulate both quantity and quality of vocabulary. Without a rich vocabulary system, children cannot speak coherently. Vocabulary and the ability to use words in sentences is one of the conditions for children to speak correctly and well in communication and speaking on topics.

- Teach children Vietnamese sentence patterns

Vietnamese sentences are a combination of many individual words according to certain structural patterns. When changing the order of words, the meaning of the sentence changes, and at the same time changes the content of the information. Creating an environment for children to rub, participate in language activities, regularly hear others speak, speak, and be "trial" and "false" in communication activities are favorable conditions for the use of language. sentence types and grammar skills.

Through educational activities at preschool, teachers can provide children with oral forms, which are syntactically different types of sentences: simple sentences, extended simple sentences, compound sentences, review sentences. About the purpose of communication, there are types of statements, interrogative sentences, imperative sentences, exclamation sentences. The development of coherent speech for children 5-6-year-olds should pay attention to the provision of verbal forms. Children will have difficulty communicating if they lack standard verbal forms. Therefore, besides developing vocabulary, teachers need to pay attention to teaching children to say different sentence patterns. Teachers need to actively integrate, help children speak Vietnamese sentence patterns, practice regularly. Children hear her speak, you speak and speak for yourself, gradually memorize the general grammatical structure and use it effectively in situations of language activities.

Through the question system, the teacher leads the children to many different sentence patterns and detects mistakes in the children's answers to promptly correct and correct them. She needs to pay attention to correct when the child makes a mistake. However, it is necessary to avoid being rigid, making communication heavy and unnatural, and the effectiveness of teaching children to speak correct grammar will decrease. Thematic story-telling, picture-telling, and creative story-telling not only help children understand the story's content but also form grammatically correct sentence patterns. In the story, there are characters with different actions and personalities. Word relations have great meaning when expressing Vietnamese grammatical meanings. Compound words are unique grammatical means. Therefore, teachers teach children to say different types of compound sentences when analyzing characters; use intonation, word relationship, compound words in sentences when speaking/telling.

The organization of exploring the world around not only helps children accumulate more experiences but also develops the ability to analyze and synthesize through the use of words and phrases in communication. When observing a phenomenon and asking to retell that phenomenon, forcing children to mobilize memory and thinking to rearrange things logically in their way. The retelling of a phenomenon that has happened not only helps children discover the relationships of things and phenomena, but also helps them to classify, compare, and analyze through their word system. The main cognitive result is the system of sentences used to express the information clearly and coherently so that others can fully understand it.

Language games provide an opportunity for children to practice using conjunctions in sentences. With various tricks and requests, she introduces omitted sentences and encourages children to continue speaking, clearly expressing the meaning of full sentences. For example: "Because Lan doesn't wear a hat when walking in the sun, so..."; "Hoa was late for school today because...", the child had to continue to say different sentences from those incomplete sentences. Teachers need to encourage all children to participate, pay attention to shy children, help children practice saying sentences from simple to complex. With each ellipsis, she encourages children to say different ways to complete the sentence; listens attentively and promptly corrects mistakes for children; regularly encourages and encourages children to participate in the game. She can organize games

at suitable times in her daily routine such as learning activities; afternoon activities; exemplary weekends; pick up children; pay children...

It can be said that teaching children grammatically correct sentence patterns is an essential task to develop seamless speech for children. Teachers need to understand the characteristics of children's speech development, the principles of LNML development to organize effective educational activities.

Forming and developing the ability to speak/tell on topics

In the study of speech generation, L.X. Vugotxky commented: "The child's speech activity is developed according to the complexity and expansion of the communication situation" (Mooney & Bao, 2016). Thus, helping children use single sentences to use different sentences to talk about a topic is an important task of developing a coherent speech for 5-6-year-olds. Requirements for the ability to speak/tell on topics include:

- Children speak/tell the full content;
- Children's narration is clear and topic-oriented;
- Children speak/tell logically: logic about content and layout.

In each sentence unit, the child speaks grammatically and clearly, but the children's sentences are not directed to a specific topic, it is not yet called coherent speech. There are varying degrees of verbal activity before a child reaches the pinnacle of coherent speech. Teachers need to understand the nature of these levels to take appropriate and effective educational interventions:

First of all, the maintenance and implementation of the topic: As analyzed, coherence should be considered in each sentence sequence, which means 2 or more sentences. Teachers take steps to organize outdoor activities in particular and educational activities in general to create opportunities for children to speak. For example, children answer the question: "Why do you like playing at the park?" of the teacher as follows: "I like to play in the park. Because there are a lot of toys there." When children talk about the sour taste of star fruit: "Star fruit is very sour. My mother cooks sour soup for star fruit" (Hoa, 2003). Thus, the level of simplicity of coherent speech is reflected in the fact that the child speaks/expresses/tells a content or answers a question with several two or more sentences and the content between the sentences is logical and reasonable, the listener understands what the child is saying.

The pinnacle of monologue coherent speech development is storytelling in which the story has content, structure, and means of coherence. There ensure continuity, consistency, logic of space, time, events, and specific actions. Therefore, in the activities of story-telling by picture, by experience, by creative story-telling, etc., teachers need to focus on eliciting memory; use language exercises/games; use pictures, photos, videos, question systems... to help children remember correctly, say/tell the full content; clear, logical and topic-oriented speech/narration.

Maintaining the topic is the case where things, phenomena, events are repeated in sentences. With many different types of sentences, the listener still understands that the child is talking about a topic. The maintenance of the topic is done by appropriate associations such as iteration; substitute; spells... For example, when a child says: "I want to draw a picture of a rose. My mother's favorite

rose". Here, children use repetition of the word "rose" in speech. Children say: "Mom! I would like to go to play with you Dung. She invited me this morning!". Here, use the pronoun "that" instead of "you Dung". The words are different, closely related in meaning, but all refer to an object that the child wants to talk about. Remember, the topic is maintained as the child speaks.

Developing the topic is the case where the topic of this sentence is related, connected to the topic of the next sentence by a certain word relationship to retell the progress of an event, making the event, The phenomenon in question develops further. Thus, it is necessary to ensure the requirement of logic between sentences in a topic. To develop the topic, different types of sentences can be used (long sentences - short sentences; simple sentences - complex sentences...); compare; word coordination during speaking/telling.

When speaking/telling by topic, the coherence of speech is also reflected in the logical order between specific sentences such as The order between sentences expresses the relationship of time: time (yesterday - today - tomorrow; four more days; the day after tomorrow...); a time before - after (The bus has just stopped. I see my father and mother); order between the sentences expressing the cause relationship (It was raining heavily, so my mother could not drive fast).

More specifically, logic in speech/telling also shows children's awareness of the logical relationship between the details in the story, such as circumstances with cause-effect relationships, conditions-consequences. For example: When participating in an experiential activity about winter, children talk about the reason why they often get sick in winter such as: "Because it is cold in the winter, I often get sick. If you don't want to get sick in winter, you need to wear warm clothes..."

Thus, in teaching children to tell and retell, teachers guide children through other forms such as: arranging sentences by topic; giving a sample of the story; sample analysis of the story; telling stories with children (tell each sentence, tell at the same time, tell the connection); outline the story; sort the story by sections; rate the story.

The second is the logic of the layout. A child's speech or story has a three-part structure: an opening, a development, and an end. This is an important content in the task of developing a coherent speech for children 5-6-year-olds. The opening and closing paragraphs are general statements, covering the entire topic content. The development part is the children talking about the situation, combined with comments, evaluations, and personal feelings. Here, teachers should pay attention to guiding children to maintain and develop the topic so that the story is logical. For children 5-6-year-olds, it is important to develop the ability to think logically, explain, prove, draw conclusions and generalize what has been shown. The formation and development of the ability to speak/tell on topics include the following tasks:

Description of the actions/games performed: With the outdoor experience in particular and educational activities in general, the teacher gives children the opportunity to describe the activities in sequence, the happenings there with comments. about the task of the activity. For example, the game children participate in, she suggests the children name the game; Description of the game mission. As a result, children's ability to generalize and synthesize problems is developed.

Describe/tell stories about specific objects: The ability to talk/tell on topics is developed when children regularly tell creative stories about their favorite animals/objects/things; recount what

they have seen and experienced... This is an opportunity to help children maintain and develop the topic. Teachers should exploit activities outside the preschool to bring children authentic and vivid emotions. Telling about an event/phenomenon that children have strong feelings about when participating in outdoor activities is an opportunity to practice speaking skills clearly and coherently about the topic. Teachers give exercises and games to encourage children to go home and tell their family stories about interesting things in preschool, as well as encourage children to talk/tell about objects when experiencing outdoors.

Teachers and children analyze story samples such as: What do I say at the beginning of the story? Then what do I say? How do I end the story? Based on general language, teachers help children understand the meaning of the story's theme; select linguistic materials in the necessary order; know how to structure the story properly; Teachers can flexibly organize educational activities, exercises, and different situations; make use of real pictures/photos of things, phenomena, people in outdoor activities for children to talk/tell. When children have the opportunity to practice how to maintain and develop topics, they will increase their ability to speak/tell with a logical structure. Children need to select the right words and arrange them into coherent, coherent structures that match ideas. Creating many opportunities for children to describe, tell stories based on personal experiences, and re-interpret story content according to pictures is a necessary task to develop coherent speech for children 5-6-year-olds. Teachers can use photographs taken when children participate in outdoor activities to prompt children to recount strong and authentic activities, things, phenomena, and emotions. Stories for 5-6-year-olds need not only structure but also inspiration, including adjectives and comparisons. This is especially important in descriptive stories (artistic depictions, natural landscapes) when children make up stories. Then, it will contribute to the formation and development of children's skills of listening and analyzing stories; direct the child's attention to the visual expression in the story; Select specific adjectives and contexts.

Children's ability to talk/tell about topics is enhanced when children have many opportunities to speak and express the wishes of the characters in the role play. The characters are described and reflected exactly as they are in a literary work, from behavior to words and expressions. Drama games are artistic and creative activities in preschools. The language in the script is rich, logical, and develops in the events of the work. Children recreate the language of the characters in the work - especially those in fairy tales, myths, and fables. From there, children perceive the richness of language, the means of language expression, and the richness of their mother tongue. Teachers need to actively teach children to say different sentence patterns, creating many opportunities for children to develop artistic language. Furthermore, teachers can work with children to build scenarios from natural characters such as trees, flowers, leaves, animals, etc., in an outdoor environment where children have strong emotions and impressions. From there, develop in children creativity, imagination, and positive emotions.

The task of developing coherent monologue speech for 5-6-year-olds is to form and develop the ability to speak/tell on topics and develop themes. Teachers need to understand the characteristics of children's coherent speech development; monologue speech forms; know how to exploit outdoor

activities to create opportunities for children to talk/tell and express in words about different topics; know how to build a rich language environment and organize activities to develop in children the skills of coherent expression and gain the listener's understanding. Based on the educational goals and the development of children's coherent speech, teachers choose appropriate and effective exercises/games.

Educating phonological standards and using expressive means when speaking/telling

Practicing phonological standards and using expressive means when speaking is carried out in parallel with the tasks of developing a coherent speech for 5-6-year-olds. Through daily care and education activities for children, teachers have a plan and sense of phonics education and use expressive means when speaking to children. In communication, teachers tell children sentences with different timbre and intonation, combined with the emotional nuances of the speaker. For example, teachers use different intonations in statements, questions, imperatives, exclamations; adjust the speaking speed by the content of the information and the communication environment to create an attractive and attractive speech. The effectiveness of phonological standards education will not be high when she speaks first and asks the child to speak with the same tone as her but needs to be attached to specific situations and encourage children to express themselves in tone and intonation in a different way. understand your own. Because in situations with many emotional levels, there are opportunities and conditions to speak with many different intonations, suitable for characters and situations.

Storytime is a good environment for children to practice phonics. Teachers easily assess children's pronunciation and use of expressive means, detect mistakes in pauses, breaks, intonation, intensity when children read poetry, or tell stories. In particular, when recreating the dialogue of the characters in the story, the teacher helps children to combine words with intonation, tone, and personality traits as well as emotional expressions of the characters. The teacher pays attention to clear pronunciation, using expressive intonation; Pay attention to emotional nuances when children tell stories and read poems. Encourage children to use intonation: raising voice, lowering voice, extending voice. For example, when a child says "I love you so much/ your baby is so cute" with expressions in intonation and facial expressions, the words will become coherent and full of emotion. Therefore, besides providing children with different forms of speech, it also encourages children to express emotions when speaking/telling stories.

In-play activities, children perform play relationships, communicate and express different expressive nuances, emotions, and states of characters while also using expressive and emotional means. personal. For example the role of a doctor: considerate, thoughtful; patient role: grieving because of illness; salesman role: cheerfully greet customers; Buyer role: carefully look at goods and prices... All emotions: tenderness, sadness, worry, joy... is naturally put into words and communication by children while playing. Teachers can exploit language games to help children develop phonics. For example, the game distinguishes between letters r and d, letters ch and tr; The game says unfinished sentences when describing the characters' expressions... Through

outdoor play activities, teachers easily educate children about phonics when talking about experiences and experiences with emotions such as curiosity: curiosity, surprise, happiness...

Learning activities are a suitable form for phonics education for 5-6-year-olds children. The educational planning with specific purposes, pre-designed activities, teachers easily integrate the content of phonics education. It is the intentionality of learning activities that helps teachers determine the level of pronunciation, correct mistakes when children speak, and help children perfect skills and techniques related to phonetic standards. In addition, labor activities, walks, visits, festivals... are the time for phonics education for children. By participating in the process of observing, exploring the surrounding phenomena, retelling their feelings when participating in activities, children will be provided with phonological standards appropriate to the situation, practice, and practice.

Thus, where there are language activities, it is possible to organize education on phonological standards and use expressive means for children. Teachers need to flexibly choose the time and integrate educational content appropriately and effectively.

Conclusion

Developing coherent speech for children 5-6-year-olds plays an important role in preparing children for grade 1. Outdoor activities are an effective means for teachers to exploit and apply educational measures. To develop children's coherent speech. In the process of organizing experiential outdoor activities, teachers need to create many opportunities for children to experience, share, exchange, tell/tell personal information and experiences about their surroundings. The development of coherent speech has been studied by many foreign and domestic researchers in different aspects such as the role and meaning of coherent speech development for the comprehensive development of children; contents, forms, and methods of organizing educational activities to develop coherent speech for children; The role of the natural environment in the physical and intellectual development of children. Theoretical research on the development of coherent speech for 5-6-year-olds is the basis for developing a coherent speech for children in practical activities.

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