

FACTORS AFFECTING THE USE OF ETHNIC PEOPLE GAMES IN EDUCATIONAL ACTIVITIES AT PRESCHOOL

Luong Thi Dinh

Faculty of Primary School and Kindergarten, Tay Bac University

Abstract. This article focuses on analyzing the status of factors affecting the use of Thai ethnic folk games in organizing educational activities for preschool children, influenced by objective and subjective factors. We used in-depth interviews, interviews with 5 administrators, 10 parents, 5 preschool presidents and 9 preschool teachers about their perceptions and perspectives on the feasibility of using Thai folk games in educational activities for children at preschool. The research results show that all the factors studied have certain effects on the use of Thai folk games in children's educational activities in preschools. In particular, the factor of teachers - objects directly using Thai ethnic folk games in educational activities for children has a great influence in making the most of the values of each game in the activities education in preschool and they are also the best bridge to persuade the participation and support of parents.

Keywords: Influence factor, Thai folk games, using Thai folk games, educational activities in preschool.

1. Introduction

For preschool children the game is not only a type of play, also a kind of learning, work and living. Through all kinds of games, children can not only develop the movement skills, language skills, problem solving abilities, imagination and creativity, but also they could experience the happiest time of their life. In-game can help children understand the individual's relationship with their surroundings, open their minds and promote emotional and social development. The game is beneficial for both physical and mental health and comprehensive development for children. The game is indispensable in the development of childhood cognitive development. Jean Piaget (1896-1980) said that the development of children's games is based on raising the level of awareness, raising the level of the game, on the contrary, it promotes the development and improvement of awareness [1, 2].

In the kindergarten, the fun activities are selected as "tool activities" to carry out educational tasks, using Thai folk games in the educational activities of children at preschools. based on the concept of "The game is really the way that leads children to realize the world in which they live and that they have the duty to change that world" - M. Gooki and the mode of education for children is "Learning but play, play learn" - Chemical games in preschool education. By, according to E.I.U. "Using games in the teaching process has become a form of fun and engaging play for preschoolers," she said. Teaching tasks are solved during play" [3, 4, 5]. However, to effectively use folk games, especially Thai folk games in preschool educational

Received November 1, 2019. Revised November 24, 2019. Accepted December 1, 2019.

Contact Luong Thi Dinh, e-mail address: luongthidinh@gmail.com

activities - the game is still quite new at the preschools. In order to achieve the optimal effect in using these games, it is necessary to have the attention, consensus and the influence of many factors inside and outside the preschool such as: local administrators, the child's family, the principal, the preschool teacher and the environment, the preschool environment. In this article, we focus on surveying and analyzing the current state of the factors affecting the use of Thai folk games in preschool educational activities.

2. Content

2.1. Some concepts

- Factors affecting

Element is a part of constituting a certain object, incident, phenomenon [6,p1507]. Usually there are subjective factors (existing inside) and objective factors (existing outside)

- Thai folk games

Folk games in general have an extraordinary appeal to children because they satisfy their playing needs, cognitive and social needs. In our country, folklore treasures have a lot of unique and useful games for all ages, especially children [7], [8]. Thai folk games are a part of folk games of ethnic minorities, which are fun games with or without words, taking place in a certain period of time, space, and laws play, music, performance, creativity and competition to bring spiritual refreshment and understanding of Thai ethnic culture of a time [9].

- Educational activities in preschools

Preschools take care of nurturing, care and education of children to help children form the first elements of personality, preparing children for first grade. In addition to care and nurture, education activities are one of the key contents in preschools. At the preschool, focus on educational activities: fun activities, activities with objects, learning activities, festive activities, outdoor activities, playing at the corners, free play, etc...

- Using Thai folk games in educational activities at preschools

Using Thai folk games is the use of fun with or without words, taking place in a certain time and space, with rules, playing music, performing, creative and competitions to bring spiritual refreshment and knowledge of Thai ethnic culture to exploit educational values in that game to organize fun activities, learning, corner activities, festivals, etc... for children at preschool

- Factors affecting the use of Thai folk games in children's educational activities in preschools

There are many factors affecting the aspects of using Thai folk games in preschool education activities, both internal and external. As follows:

- External factors such as local education managers and families

Firstly, the element of local education management is the senior authority in preschool management. How will the use of Thai folk games in children's educational activities in preschools be implemented, methods, facilities, financial resources, etc., do they support, help or not help? support when not deployed ? All of these matters mentioned above have a certain effect on the deployment.

The second is the family factor. Folk games are associated with young family culture, every child cares about the child immersed in these games, the use of Thai folk games in children's educational activities at school Preschool will be more effective with the support and assistance of the family. A parent's perception of the effectiveness of Thai ethnicity in the development of children will determine whether they will support or not. The support and

consensus of parents will support educators in deploying the use of Thai folk games in children's educational activities at preschool to achieve the best effect.

- *Internal factors such as the principal, teachers and environment of preschool environment.*

Firstly, the principal is the center for leading and reforming the preschool program, the principal can ensure that the use of Thai folk games in children's educational activities in preschools is thorough and practical. Therefore, it is necessary for the principal to approve and support the use of Thai folk games to ensure the effectiveness.

Secondly, teachers - who directly participate in the implementation of pre-school education programs, awareness and their cooperative attitude towards the use of Thai folk games in children's educational activities at school. Preschool will be the decision for success or not during deployment.

The third is the local context (environment and preschool background). Preschools are an important place for the use of Thai folk games in children's educational activities in preschools, facilities, multi-ethnic environment or single ethnicity, etc... affect this implementation [10-12].

So, the use of Thai folk games in the educational activities of children in preschools needs to be coordinated, multifaceted cooperation from the outside and inside, to some extent if it is not appropriate. The cooperation will bring certain limitations and difficulties when using these folk games in children's educational activities in preschool.

2.2. Research results of the actual situation affecting the use of Thai folk games in preschool education activities in preschools

2.2.1. Objects and research methods

- Sample of research object: We surveyed over 5 local managers (education department staff) of 5 districts in Son La province, 5 principals in 5 districts whose staff we investigated, 9 teachers at 10 schools and 10 parents in those 10 preschool. Basic information about the interviewees is shown in the table below:

<i>Interview subjects</i>	<i>ID Number</i>	<i>National</i>	<i>Age</i>	<i>Age Senior</i>	<i>Qualifications</i>	<i>Note</i>
<i>Manager</i>	C1	Thai	35	12	University	
	C2	Thai	34	10	University	
	C3	Kinh	45	18	University	
	C4	Mong	38	15	Postgraduate	
	C5	Thai	36	17	University	
<i>Parent</i>	P1	Thai	28		University	
	P2	Thai	45		College	
	P3	Kinh	33		College	
	P4	Thai	30		12/12	
	P5	Thai	35		12/12	
	P6	Thai	35		Master' degree	
	P7	Mong	28		University	
	P8	Muong	28		College	
	P9	Kinh	28		12/12	

	P10	Kinh	43		12/12	
<i>Principal</i>	H1	Thai	34	10	University	
	H2	Thai	34	11	Master’degree	
	H3	Thai	36	12	University	
	H4	Kinh	42	18	Master’degree	
	H5	Kinh	47	21	University	
<i>Teacher</i>	G1	Kinh	45	19	Intermediate	
	G2	Kinh	29	5	College	
	G3	Mong	27	4	College	
	G4	Thai	29	6	College	
	G5	Thai	34	10	University	
	G6	Thai	38	14	University	
	G7	Thai	35	11	College	
	G8	Thai	35	11	College	
	G9	Thai	38	15	Intermediate	

- Contents of the survey: Investigate the perceptions, attitudes and needs of 5 local administrators, 10 parents, 5 principals, 9 preschool teachers and their local context using Thai folk games in educational activities in preschools.

- Survey method: mainly in-depth interviews, direct exchange with influencing factors combined with direct observation of the context at preschool institutions.

2.2.2. Results and analysis of research results

2.2.2.1. Objective factor

Firstly, local managers. 100% (5/5) of local management officials (education department staff) all affirmed the important role of Thai folk games in organizing educational activities for children at preschool young, especially Son La province - a province with up to 54% of the people are ethnic Thai. They said: “The use of Thai folk games in educational activities in preschools is very important because Thai folk games such as throwing, quick mak, num num escape, etc... It is easy to play, easy to remember, very close and familiar with the daily life of the Thai people and can preserve the Thai folklore” or there is an opinion that: “Currently Nowadays, children especially in the city center do not have the opportunity to interact with the folklore, the children do not know much about folk games and these games are gradually disappearing by video games. Therefore, it is necessary to integrate Thai folk games into preschool education programs “. However, the intention is to affirm the role of Thai folk games but only for Thai ethnic areas, specifically: “In my opinion, Thai folk games play an important role in organizing activities. education activities for children in preschools in some mountainous areas where Thai ethnic minority people still live, for city and central schools, Thai folk games do not matter ... “

All 5/5 (100%) of the local management officials agreed and supported the use of Thai folk games in the educational activities of children at preschool but the support The financial is not clear, 4/5 interviewed officials said: “Regarding financial situation, if preschool is suggested, we will think of ways to support teachers to use games. This game is effective, “or” we will consider to create the best conditions “and a fifth of managers said” the room will give teachers financial support to make the local corner as model. “ or ethnic costumes “

So, from the above interviews, it can be seen that the Education Administration Department is a high authority in preschool management that affects the use of Thai folk games in educational activities for children in preschool. Are these games implemented? How to deploy? In what ways? Even by what financial source ...? Whether or not room officials are concerned depends on their perceptions and attitudes. Interview results show that all local officials are well aware of the role and significance of Thai folk games in organizing educational activities for children in preschools. In Son La province, they did not object and did not cause any problems. However, the attitude of support and the spirit of help is not high and not clear, especially financial support on the grounds that there are many problems that need to be solved.

Secondly, family of children, now parents are very interested in their children's learning, although in preschool activities, primary activity is not a learning activity. So these attitudes, concepts and perceptions about the importance of folk games with the organization of educational activities for children in preschool have certain influence. When interviewing parents who have children in preschools, we gathered the following ideas: It is possible to divide our 10 parents into two ethnic groups, one of which is Thai. (October 5) and parent groups are other ethnic groups (October 5).

The majority of Thai ethnic parents have an enthusiastic attitude, very supportive of the use of Thai folk games in organizing educational activities for children at preschool. Through their opinions on this issue: *"It is recommended to use Thai folk games in preschool activities in preschool so that our children know their own games, through which understand their national cultural identity"* (P3), but P6 said: *"I think that today is still necessary for children to know their culture and history, where to go. It is better if someone asks children about Thai culture. But in today's society everything is needed for children to grasp, I think the preschool age should focus on learning knowledge and skills for modern society and Thai folk games to later learn It is not too late"* and P4, P8, P10 have the same opinion, P10 has the opinion: *"I think that the Thai folk game is not simply a game but it is closely attached to the national culture, containing Thai ethnic identity is very unique. It is important for children, especially Thai children. The Thai folk game is important because it helps children of all ethnicities play harmoniously with each other, not forgetting each other's national identity and it is also a means to develop comprehensively for children"*.

The group of parents who are not Thai people have relatively different views, some supportive, some oppose, others not express their views ... when interviewing P2 said: "I think this issue is not important, today's era has changed, so that children understand these cultures are not really necessary, as well as for children to learn at school other useful knowledge", or there are opinions that do not care much about this issue, "Thai folk games make sense and play well, but for putting into use in preschools, it should be limited because the game is not suitable for society now ..." - P7, P9. And P1 is aware of the importance of Thai folk games in preschool activities, *"I think that being a game, it is always attractive to children. So is Thai ethnic folk. However, to use this game in children's daily educational activities, it should be carefully considered and should only be introduced to preschools with a majority of Thai ethnic children, it will be more effective"*.

Through the above interviews, we can see the attitudes and perceptions of parents about the use of Thai folk games in preschool educational activities, which are still inconsistent between the two parent groups. It can be seen that the Thai ethnic group is more aware and supportive but there are some parents (P6) who have support but are not necessary at this stage. As for the non-Thai ethnic group, the awareness and support attitude of using games in preschools is not high, even denying the value of this game as P2. Therefore, the use of Thai folk games in

preschool educational activities should consider and find suitable ways to organize these games to convince parents, especially For parents who are not Thai people, the use is good.

2.2.2.2. Subjective factor

The first is the preschool principal, all five principals interviewed showed their supportive and unanimous attitude in using Thai folk games in educational activities in preschool, H4 said that, *“the use of this game in preschools is very important, currently implementing the theme of the early childhood education program on building an educational environment appropriate to the local context so the school we are also interested in building a folk corner and find it very effective. However, we face these difficulties as it takes a lot of time and teachers do not know much about Thai folk games”*. H3, H5 have the opinion: *“Promoting the Thai folklore culture, using Thai folk games in preschools is a necessary work. But not all parents support, teachers will have difficulty using these games that parents disagree “*. And H1, H2 have the same opinion, H2 shared that, *“It can be said that the current application of Thai folk games in preschools has been of special interest to all levels in Son La province where there are more 54% are Thai people, it is even more necessary, I am a principal with a very clear attitude, I strongly support the use of Thai folk games in preschools and will persevere in reality. It is currently effective in convincing parents and leaders on the use of Thai folk games in preschool education activities “*. So, the school principals have very clear awareness and attitude in supporting and confirming the role of using Thai folk games in preschools and determination to implement effectively. Although, they encountered some difficulties, they were still very determined. This is an important sign that makes the use of Thai folk games successful and feasible.

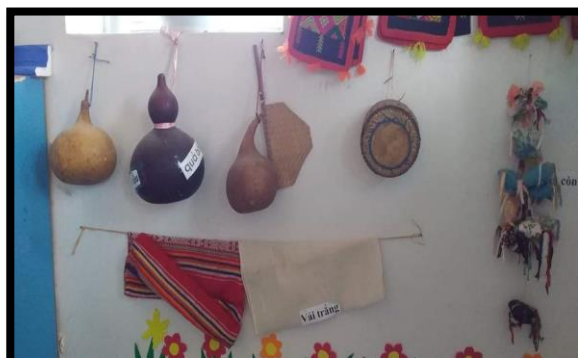
Secondly, preschool teachers, when interviewing nine preschool teachers about the importance and necessity of using Thai folk games in preschool activities, we obtained Some results were followed and there were also two basic groups of views: one group were Thai ethnic teachers and the other ethnic group were teachers. However, not all preschool teachers of other ethnicities will have an attitude of not supporting the use of these games but they are also very interested and understand its importance, including the case of G1 teachers are highly skilled (45 years old and 19 years working). Teacher G1 said: *“I personally strongly agree with this, I find it very necessary, although we have a lot of games nowadays, but not only for children but also for children. adults also feel strange. Therefore, I think that the application of folk games to the preschool program is appropriate, useful for children and our teachers, helping us to better understand national history and culture. Thai, help children improve their confidence and national self-respect “*. Or G2 teacher also commented: *“I think that bringing Thai folk games into preschools has a great effect of helping them to increase their interest, enhance their activeness and initiative. Children in my class really like the game “Num num – tau tau”, every time I have free time, I ask me to teach to play, but these games are all heard by children, when teaching is also quite convenient, they understand the lesson very well. fast”*. Therefore, we also see an additional issue of non-Thai teachers but attached to a place with unique Thai culture, they also imbue its roles and meanings, this is also a favorable condition when deploying the use of Thai folk games in preschool educational activities.

When interviewing G3 teacher who is a fairly young Mong ethnic group, 27 years old and only 4 years old, she said, *“I do not understand Thai folk games, watching children play these games. sometimes also inspires teachers. Since I taught in a classroom with many Thai children and taught with Thai ethnic teachers, I have gained a lot of knowledge about it, including how to play, feel my understanding open. It is broad, but it is necessary to study and supplement it. It is best to go to Thai ethnic villages to experience how their lives are”* Although she is not a Thai ethnic, she is a teacher in the area where most of the Thai people live, so she is also very

interested and open-minded, ready to absorb a new culture and a new knowledge. This is very good and meaningful for the use of Thai folk games in preschool education activities.

Although the teachers we interviewed are from Thai ethnic groups like G4, G5, G6, G7, G8, and G9, there are still different views but there are two streams of ideas as follows: group of teachers G5, G8 according to The point acknowledges that the Thai folk game has a certain value, but according to them it is no longer suitable for the development of society now, representing the opinion of the teacher G5 *“Model games for children. There are many teachers, not necessarily playing Thai folk games, moreover, children should not be taught games that they have bored playing at home, but should teach them new games. Now every child loves more modern and comfortable video games, so who else likes playing folk games? Most importantly, we are so busy and tired that we don't consider how to be effective”* Therefore, if we deploy to use this game, we have to pay attention to how to choose and adapt with methods suitable to today's society. Teachers G4, G5, G6, G7 strongly agree with the use of these games but they have certain difficulties that make the use of Thai folk games in educational activities in Nursery schools are still being used. Teacher G4's opinion: *“Here we are mostly Thai, a lot of teachers and students are born and raised in Thai ethnic areas, in different eras, people need to explain their skills. Which ethnic group's play does. For Thai folk games, our generation all played from young to old, deploying these games in preschool is indeed quite easy for us, but the modification and making new game is a bit difficult “.* And G6's opinion: *“We support the promotion of Thai folklore, deploy this game, but the first condition is that we have to complete the main content of teaching, now put adding the Thai folk games program to our teaching activities, having never played these games before, now we take less time to experience folk activities, collect games Thai people, but not every time they can find out and use immediately, there are games to consider”*. Thus, it can be seen that most preschool teachers are well aware of the role and significance of Thai folk games in preschool education activities, even though they have a contrary idea. about the feasibility and difficulties and advantages of using these games, but all of them were very enthusiastic and concerned about wanting to use this game in their children's educational activities, especially teachers. They are Thai people and this is also a good condition to apply Thai folk games in their educational activities at preschool effectively.

The third is the local context (environment and preschool context), we conducted observations of 10 preschools with the results, 2/10 schools have a wide folk corner outside the campus of the school, they quite invested in the decoration and arrangement of folk products such as costumes, household appliances, labor tools, musical instruments, ect... of ethnic minorities but mostly still folk products of the people. Thai ethnicity, can be seen clearly through the following images:





There are 6/10 schools with folk corners in class or integrated with other corners and mainly decorating folk corners with musical instruments, ethnic costumes, toys of some folk games Thai as “quả cò”, “mak lẹ”, etc... Teachers in the class also said that, building folklore corner is just a formality, but has not brought to the children the practical meaning of displaying this folk corner. This is also an advantage when building a Thai traditional game environment that will be supported by preschool teachers because they also want to bring folklore to children but still face many difficulties when perform.

There are also 2/10 schools that do not have a folk corner as well as decoration and arrangement, arranged in the classroom environment, campus, these are two school locations in the commune and the village may not be cared and accepted by teachers. Being aware of the importance of the current local context and the dizzying development of the 4.0 era, we have not paid attention to this issue and have not built the environment yet. Therefore, the use of Thai folk games combined with the construction of folk environment here will be very convenient.

3. Conclusion

Based on the above research results, it is clear that the use of Thai folk games in children's educational activities in preschools is strongly influenced by two factors: objective factors (Can local administrators and parents) and subjective factors (principals, teachers, and preschool conditions and settings). In summary, from the fact that the above factors show that though there are many similar and different perspectives, it is possible to deploy the use of Thai folk games in the educational activities of children in preschools when There is a consensus of internal and external factors and the environmental conditions and circumstances of preschools so that the use of folk games using Thai folk games achieves good results.

The results of this research will be a good document for kindergartens who want to implement the use of Thai folk games in preschool education activities, the problem is not only the common whether or not the situation of these factors is based on reality, understanding the views, meanings and desires of the stakeholders. Therefore, in order to deploy the use of Thai folk games in the education of children in preschools in the current effective context, it is necessary to have the guidance of room officials and the care of the family. children in the locality, together with the understanding, enthusiasm, responsibility and enthusiasm of the principal and preschool teachers and the advantages of the preschool environment and environment.

REFERENCES

- [1] Rubin K.H. Fein G.G, & Vandenberg B., 1993. *Play* In E.M.Hetherington (Ed), *Handbook of child psychology*, Vol.4 (pp.693 - 774). Newyork: Wiley.
- [2] 宋亚玲, 2012年, *土家族民间游戏在幼儿园教育活动中的应用研究*, 西南大学, 硕士学位论文
- [3] Nguyen Thi Hoa, 2014. *Curriculum on early childhood education*. Hanoi National University of Education Publishing House.
- [4] Luong Thi Dinh, 2019. Current situation of developing cognitive excitement for preschool children 5 - 6 years old in the learning activities of teachers in some kindergartens in Thuan Chau district, Son La province, *Journal of Education*, No. 458 July 2, pp.20-25.
- [5] 许树艳, 2008年, *游戏在幼儿园教育中的作用探析*, 中国科教创新导刊, 第17页
- [6] Vietlex Dictionary Center, 2014. *Vietnamese Dictionary*, Danang Publisher.
- [7] Ministry of Education and Training, 2015. *Guidelines for developing educational plan programs and organizing the implementation of educational activities for preschoolers*, Vietnam Education Publishing House.
- [8] http://www.academia.edu/9060190/Traditional_Children_s_Games_of_the_90_s_and_Children_s_Games_Today_in_Malaysia_2013_
- [9] Luong Thi Dinh, 2018. Situation and methods of using Thai folk games to develop cognitive excitement for preschool children aged 5-6 in Son La city, Son La province, *Journal of Education* No. 434, July 2018, pp.40-44.
- [10] Vu Dieu Thuy (editor), 2018. *Using folk games to develop the intelligence for preschoolers*, Hanoi National University Press.
- [11] 2013 年, *藏族民间游戏在幼儿园课程中的应用研究*, 西南大学, 硕士学位论文
- [12] Vu Kim Yen, 2011. *Guide to organizing folk games in schools*, Culture and Information Publishing House.