

PREAMBLE

1. Reason for choosing the topic

According to the Central Executive Committee (2013), it has clearly directed in the direction of basic and comprehensive innovation of education and training: it is necessary to innovate educational methods for all levels of education. Accordingly, along with the development of the education industry, preschool education changes educational methods and is an important requirement to improve the quality of education. If traditional educational methods with one-way transmission, the content mainly provides knowledge, children passively absorb it, and the teacher plays the leading role, then active educational methods are the way to go. 2-way interaction, content provides knowledge, trains skills, applies problem solving, children are the center, teachers play a guiding and supporting role (Tran Thi Hoa & Nguyen Minh Phuong, 2016). Therefore, applying positive educational methods in organizing cognitive activities for preschool children in kindergarten is consistent with the current perspective on educational innovation, bringing many values such as: Helping schools improve the reputation and quality of education, so that teachers can be flexible and creative when organizing cognitive activities for preschool children, helping children develop comprehensively, especially in terms of cognition and development. Develop flexibility, positivity, and initiative (Pekdogan, 2016). Some of those educational methods include the Montessori method, the Glenn Doman method, and the Shichida method. From a professional perspective, those educational methods are evaluated positively.

Currently in Vietnam, public preschool facilities are still organizing cognitive activities for preschool children according to traditional educational methods guided and prescribed in the preschool education program. In addition, another part of the non-public preschool sector has been boldly applying many positive educational methods in organizing general activities for preschool children, but it is hardly consistent or consistent. Each area and each school applies it in different ways, and the results achieved on children have not been surveyed based on specific evaluation criteria (Nguyen Thi Xuan Anh, 2020). In the article, the author presents many current situations, limiting difficulties in applying positive educational methods in preschool education. On the other

hand, outside the classroom environment, many parents have learned to apply one of the positive educational methods according to their understanding to teach their children at home.

Về mặt pháp lý, Ban chấp hành Trung ương (2013) xác định rõ mục tiêu giáo dục mầm non “*giúp trẻ phát triển thể chất, tình cảm, hiểu biết, thẩm mỹ, hình thành các yếu tố đầu tiên của nhân cách, chuẩn bị tốt cho trẻ bước vào lớp 1*”. Đồng thời Quốc hội (2019), qui định phương pháp giáo dục mầm non “*phải kích thích sự phát triển các giác quan, cảm xúc và các chức năng tâm sinh lý; phải tạo điều kiện cho trẻ em được vui chơi, trải nghiệm, tìm tòi, khám phá môi trường xung quanh bằng nhiều hình thức, đáp ứng nhu cầu, hứng thú của trẻ em*”. Mặt khác mục tiêu giáo dục con người là phát triển toàn diện và phát huy tốt nhất tiềm năng, khả năng sáng tạo của mỗi cá nhân. Tiềm năng được hiểu một cách đơn giản là những năng lực thuộc yếu tố bên trong sẵn có của mỗi con người nhưng chưa được phát hiện hay chưa được phát triển một cách tối ưu. Nhiệm vụ của giáo dục là khai mở tiềm năng của người học, giúp những tố chất bên trong được kích hoạt và phát triển. Đối với giáo dục mầm non, nhiệm vụ phát triển nhận thức cho trẻ cũng chính là mục tiêu khai mở tiềm năng, tố chất riêng bên trong, việc vận dụng các phương pháp giáo dục mới, tiến bộ hướng đến phát triển trí tuệ, phát triển nhận thức, kích hoạt các giác quan và khai mở tiềm năng cho đứa trẻ là vô cùng quan trọng.

Legally, the Central Executive Committee (2013) clearly defines the goal of preschool education “*to help children develop physically, emotionally, understandingly, aesthetically, forming the first elements of personality, Prepare children well for entering grade 1*”. At the same time, the National Assembly (2019), stipulates that preschool education methods “*must stimulate the development of senses, emotions and psychophysical functions; must create conditions for children to play, experience, explore and explore the surrounding environment in many forms, meeting children's needs and interests*”. On the other hand, the goal of human education is to develop comprehensively and best promote the potential and creative ability of each individual. Potential is simply understood as the capabilities that are inherent within each human being but have not yet been discovered or have not been optimally developed. The mission of education is to unlock the potential of learners, helping internal qualities to be

activated and developed. For preschool education, the task of developing children's awareness is also the goal of opening up their own internal potential and qualities, applying new and progressive educational methods towards intellectual development, Developing awareness, activating the senses and unlocking the child's potential is extremely important.

Today, educators have proven that if a child is raised and educated properly in the early stages of science, which includes children from 3-6 years old (preschoolers), then he or she is capable of successful in the future development process (Masaru, 2013). The author advises educators not to waste this early period, also known as the "golden period", because this is a good period to optimally activate the qualities and outstanding potential inherent in each child. young. Among the studies on the "golden period" are famous authors such as Maria Montessori, Glenn Doman, Shichida, Phung Duc Toan... most of them offer positive educational methods for the comprehensive development of special children. cognitively distinct.

What are the positive educational methods being applied in the non-public preschool system, why are they considered positive, what impact do they have on children's cognitive development, and how to operate them? How to use in organizing cognitive activities for preschool children, and based on what criteria to evaluate children's cognitive results. All of the above issues are both the graduate students' own concerns and at the same time the content shared and presented concisely and clearly by Vietnamese scientists and educators in the "*Proceedings of the scientific conference*". nationwide – *Early education develops children's capacity in the first years of life in theory and practice*" (Vietnam Community Health Care Education Association - Research Institute for Education and Development of Human Potential - IPD, 2020). Interested in applying positive educational methods at the preschool level, the graduate student researched and realized that there are still studies on positive educational methods in general and on the application of positive educational methods in general. Active education in preschool education in particular. But up to now, in terms of the scale of research at the doctoral thesis level, the number of studies on applying active educational methods in organizing cognitive activities for preschool children is still quite limited. From the above analytical reasons, the

PhD student chose "**Applying active educational methods in organizing cognitive activities for preschool children in non-public preschools in Ho Chi Minh City**" as the thesis research topic. doctor

2 Research objectives

Research on applying positive educational methods in organizing cognitive activities for preschool children in non-public preschools in Ho Chi Minh City, contributing to improving the quality of preschool education

3 Subjects and objects of research

3.1. Research object

Active educational methods in organizing cognitive activities for preschool children

3.2. Research subjects

Applying positive educational methods in organizing cognitive activities for preschool children in non-public preschools in Ho Chi Minh City.

4 Scientific hypothesis

Non-public preschools in Ho Chi Minh City have been applying active educational methods in organizing cognitive activities for preschool children, schools design their own programs based on many references. documents, thus leading to each school applying a different style, the results achieved on children are also different. If we can clearly understand the current situation of applying positive educational methods in organizing cognitive activities for preschool children in non-public preschools, the topic will propose to apply positive educational methods. Be proactive in organizing specific cognitive activities for preschool children with a convincing theoretical basis, clear procedures and implementation methods, consistent with the characteristics and conditions of preschool education to develop children's cognition. , improving the quality of preschool education.

5 Research tasks

5.1 Overview of research works related to the topic;

5.2 Build a theoretical basis for applying active educational methods in organizing cognitive activities for preschool children in non-public preschools;

5.3 Assess the current status of applying positive educational methods in organizing cognitive activities for preschool children in non-public preschools in Ho Chi Minh City;

5.4. Design and experiment with pedagogical plans to apply active educational methods in organizing cognitive activities for preschool children in non-public preschools in Ho Chi Minh City.

6 Research scope

6.1. Content

- Focus on clarifying the theoretical basis for applying active educational methods in organizing cognitive activities for preschool children. From there, there is a basis for understanding the current situation of applying positive educational methods in organizing cognitive activities for preschool children in non-public preschools.

- Focus on proposing a process for applying and experimenting with plans to apply positive educational methods in organizing cognitive activities for preschool children through daily activities for children in non-public preschools.

6.2. Survey object

The project conducted a survey of 24 preschools in Ho Chi Minh City, including 100 managers and 280 preschool teachers.

6.3. Execution time

The project will be conducted from the 2021 - 2022 school year to the 2022 - 2023 school year

6.4. Survey area

The topic explores the current situation of applying educational methods in organizing cognitive activities for preschool children in non-public preschools including 04 districts and 02 districts in Ho Chi Minh City.

7. Research methods

7.1. Theoretical research methods

Objective: Clarify theoretical issues related to the thesis's research problem, thereby completing the theoretical framework to serve as a basis for building the thesis's research toolkit.

Data collection: To achieve the above purpose, the PhD student collects, researches, analyzes and synthesizes legal documents and scientific documents such as books, newspapers, magazines, theses, and other topics. Domestic and foreign research is related to positive educational methods that help develop awareness for preschool children.

How to do it: Collect documents from many sources, stream documents according to research directions, read, analyze, and systematize data.

7.2. Practical research methods group

7.2.1. Questionnaire survey method

Objective: To find out the current situation of organizing cognitive activities for preschool children through educational methods in non-public preschools in Ho Chi Minh City.

Data collected: Use questionnaires for subjects

How to do it: Set up questionnaires, contact and send feedback forms from survey subjects

7.2.2. Interview method

Objective: This method is to collect additional information for the questionnaire survey method on the current status of organizing cognitive activities for preschool children through physical education methods in non-public preschools in the city. Ho Chi Minh.

Data collected: Using interview questionnaires

How to do it: Make an appointment to meet the subjects, ask questions, quickly record the survey subjects' opinions, and record the answers.

7.2.3. Observation method

Objective: to collect additional information for other methods on the current status of organizing cognitive activities for preschool children through physical education methods at preschools through children's expressions of language, actions, and solutions. Solve problems when playing while operating.

Data collected: Use assistive technology devices to record audio and video of children, pens, and quick notepads.

How to do it: Use your phone to record the activities of you and your children

7.2.4. Product research methods work

Objective: This method is to collect additional information for the questionnaire survey method on the current status of organizing cognitive activities for preschool children through physical education methods at primary schools in Ho Chi Minh City.

Data collected: Use of activity products by teachers and children

How to do it: Contact to collect, copy, and record your and children's products

7.2.5. Experimental method

Objective: This method is to demonstrate the scientific feasibility, suitability and necessity of the proposal to apply active educational methods in organizing cognitive activities for preschool children in non-public preschools. Ho Chi Minh City.

Data collected: Teacher's child evaluation forms

How to do it: Organize experiments according to plan

7.3. Data processing method

Objective: To establish results that demonstrate analysis, evaluation and commentary in a well-founded, explicit, clear and convincing manner.

Data collected

- Qualitative data includes interviews, observations, and product analysis
- Quantitative data includes questionnaires, interviews, and evaluation forms

How to do it: Use Excel and SPSS software to find values such as: average value, ratio, frequency, standard deviation, reliability and display chart.

8. Scientific and practical significance of the topic

- Theoretical aspect: The thesis clarifies the theoretical basis for applying active educational methods in organizing cognitive activities for preschool children by introducing some concepts and theories about cognitive activities. awareness of preschool children, organizing cognitive activities for preschool children in preschools, educational methods in preschool education, applying positive educational methods in organizing cognitive activities for preschool children in school non-public preschool, factors affecting the application of positive educational methods in organizing cognitive activities for preschool children.

- In terms of practice: Through the results of surveying the current status of applying active educational methods in organizing cognitive activities for preschool children in non-public preschools, the thesis proposes to apply educational methods. Active education in organizing cognitive activities for preschool children in non-public preschools to develop awareness, help open up potential and activate the brain of early-stage children.

9. Thesis structure

In addition to the introduction, conclusions, recommendations and references, the thesis has 4 chapters as follows:

Chapter 1. Overview of research on applying active educational methods in organizing cognitive activities for preschool children in preschools

Chapter 2. Theoretical basis for applying active educational methods in organizing cognitive activities for preschool children in non-public preschools.

Chapter 3. Current status of applying positive educational methods in organizing cognitive activities for preschool children in non-public preschools in Ho Chi Minh City.

Chapter 4. Design and experiment with a plan to apply active educational methods in organizing cognitive activities for preschool children in non-public preschools in Ho Chi Minh City.

CHAPTER 1: OVERVIEW OF APPLYING ACTIVE EDUCATION METHODS IN ORGANIZING COGNITIVE ACTIVITIES FOR KINDERGARTEN CHILDREN

1.1. Research on the organization of cognitive activities for preschool children

First, the physical premise of consciousness is the brain, with its structure consisting of two left and right hemispheres. The right side processes emotional information, the left side processes data related to logical thinking. At the same time, when learning about brain function in the early stages, researchers found that the right brain develops optimally during this period if it receives external influences and stimuli through the senses. Second, when learning about the cognitive activities of preschool children, the researcher realized that in addition to the cognitive knowledge in the theories of many authors such as Piaget, Dewey, Vygotsky..., articles and studies all evaluate Appreciate the value of

physical movement, organized activities, experiences, active exploration of the world, and familiarity with concepts for the cognitive development of preschool children. Third, research on organizing cognitive activities for preschool children, PhD students found: Regarding the goal of focusing on forming and developing language, thinking skills (observation, analysis, generalization), and other abilities problem solving, creative emotions; Regarding content, it focuses on the fields of scientific discovery, getting acquainted with the world, getting acquainted with symbols and mathematical concepts in symbolic form; In terms of methods and forms of organization, they almost all follow the instructions for implementing preschool education programs; Regarding the form of assessment, there are many studies that show results comparing whether teachers' and parents' assessments are significantly different or not. Teachers or parents mostly rely on children's expressions to make judgments about the level of tests given.

1.2. Research on positive educational methods

Firstly, when doing an overview of positive education and positive educational methods, the researcher realized that there have been many studies proving that new neurological research is related to the issue of education for development. cognition for preschool children. Many articles have pointed out the value of needing research on educational methods to positively and regularly influence and stimulate the senses of children in general and preschoolers in particular.

Second, there have been many positive educational methods different from traditional educational methods, always child-oriented, child-centered, two-way interactive education, always creating environmental conditions for children. Explore, experience, and practice regularly to form and develop thinking qualities and stimulate the brain.

1.3 Research on applying methods of physical education in organizing cognitive activities for preschool children in preschools

The author of the thesis can still find many studies applying the method of physical education, but only on the overall scope of preschool education in general. In Vietnam today, there have been many seminars and studies on financial methods, on the application of financial methods, and on the current status of applying traditional methods, in which difficulties in many aspects are

shared. However, at the time of conducting the research project, there was still no research on applying specific methods of physical education in organizing cognitive activities for preschool children in preschools. On the other hand, when researching and applying methods of physical education in organizing cognitive activities for preschool children through daily activities such as pick-up and drop-off times, labor to prepare and clean up meal times, and afternoon activities, it is very limited.

Determine the development direction of the topic

Based on the conclusions of the above overview, the researcher determined: Currently, Vietnamese education is in a comprehensive reform period, with active educational methods gradually replacing traditional educational methods. Transforming traditional educational methods into educational support techniques is an inevitable trend. Next, the positive value of active education methods for the cognitive development of preschool children is clear based on new neurological research. Third, the application of positive educational methods in preschool education is still being researched by educational scientists in both theory and practice. Therefore, the researcher believes that research on applying positive educational methods in organizing cognitive activities for preschool children in preschools, specifically research through daily activities, is appropriate and appropriate. necessary in the current context.

Conclusion of chapter 1

Chapter 1 fully researched 3 content areas related to the topic, showing that the cognitive activities of preschool children are related to the development and structure of the cerebral cortex, especially in the early stages. In preschool education, it is necessary to have methods and ways of impact, so in practice there have been and are many studies on the application of personal education methods, but in the organization of cognitive activities for preschool children, it is still quite limited.

CHAPTER 2: THEORETICAL BASIS FOR APPLYING ACTIVE EDUCATION METHODS IN ORGANIZING COGNITIVE ACTIVITIES FOR KINDERGARTEN CHILDREN IN NURSING SCHOOLS

2.1. Concepts used in the topic

2.1.1. Organize children's cognitive activities

Organizing cognitive activities for preschool children is an arrangement of activities aimed at allowing children to interact two-way with the world around them, helping children both identify the world around them and reflect on phenomena. externally, thereby improving the quality of cognitive activities to form and develop cognitive abilities and qualities for preschool children.

2.1.2. Active educational methods

Positive educational methods are a way and a path to create dialectical interactions between subjects (teacher - child; child - child; child and the world around them) so that there is an atmosphere full of energy with many activities.

2.1.3. Applying active educational methods in organizing cognitive activities for preschool children

Applying positive educational methods in organizing cognitive activities for preschool children is understood as introducing a system of interactive methods including the following elements: goals, content, methods (techniques), form. , how to evaluate and condition the facility and environment applied to the organization and arrangement of cognitive activities for preschool children in the dialectical relationship between children and teachers, children and children, and children and the world surroundings to develop awareness for preschool children.

2.2. Organize cognitive activities for preschool children in kindergarten

2.2.1 Cognitive characteristics of preschool children

Elements in the structure of the organization of cognitive activities for preschool children.

After studying documents on preschool psychology and preschool education textbooks by some authors such as Liublinxkaia (1971); Mukhina (1981); Nguyen Thi Anh Tuyet (2008), author of the thesis, draws some cognitive characteristics of preschool children from the point of view of the topic: 1) The main activity of preschool children is play, more precisely is learning while playing, in playing there is learning and in learning there is playing; 2) Is a psychological process including feeling, perception, thinking, imagination, memory; 3) Has a wide scope of reflection; 4) Has diverse reflective content (reflects the properties of things and phenomena, the relationships between things existing in the objective world); 5) Products of cognitive activities are

very diverse and rich. In addition, according to many brain research documents, children's cognitive characteristics are also emotional (intellectual emotions).

2.2.2 Organize cognitive activities for preschool children in non-public preschools

The topic identifies 3 types of activities used to organize cognitive activities for preschool children in kindergarten: Purposeful activities that demonstrate lesson plans; The form of play activities represents the plan and the form of daily activities (pick-up and drop-off times, meal times, bedtime, afternoon activities) is shown through the plan. Among the three types of activities, the third type is rarely used and is focused on, so the topic chooses to apply active educational methods in organizing cognitive activities for preschool children through daily activities in preschools. .

2.2.3 Elements in the structure of organizing cognitive activities for preschool children

The topic identifies the elements in the structure of organizing cognitive activities for preschool children, including: goals, content, methods, forms, evaluation, and media conditions.

2.3. Active educational methods

2.3.1 Orientation for innovating educational methods in preschool education

The topic identifies innovative perspectives on educational methods in preschool education both domestically and internationally, thereby drawing innovative directions on educational methods to organize cognitive activities for preschool children from a perspective. perspective of the topic.

2.3.2 Criteria for evaluating positivity in positive educational methods

The topic determines the difference between traditional educational methods and active educational methods, evaluates the advantages and disadvantages of each method, and then draws a choice that incorporates traditional educational methods in Apply positive educational methods. Besides drawing criteria to evaluate the positivity of active educational methods based on the overall research content and analyzing the above concepts from the perspective of the topic.

2.3.3 Active educational methods

In order to limit the presentation of some positive educational methods, the PhD student conducted a preliminary survey to prioritize 4 methods including positive educational methods according to the views of 4 authors: Maria Montessori, Glenn Doman, Makoto Shichida and Karl Witte. The topic introduces positive educational methods through their origins, perspectives, nature, implementation, advantages and limitations in each positive educational method. Then, evaluate in general positive educational methods according to the elements in the structure of organizing cognitive activities for preschool children, evaluate the advantages, achievements and limitations in general.

2.4 Apply positive educational methods in organizing cognitive activities for preschool children in kindergarten

2.4.1 Basis for choosing positive educational methods

According to McIver, Fitzsimmons and Flanagan (2016) Nguyen Huu Chi (2014) the topic identifies the basis for choosing active educational methods to apply in organizing cognitive activities for preschool children in non-public preschools. established as: 1) Choose the educational method that has the highest ability to achieve the goal of cognitive development; 2) Choose educational methods that must be compatible with the content of children's cognitive development; 3) Choosing educational methods must take into account children's needs and interests; 4) Choosing educational methods needs to pay attention to the qualifications and abilities of teachers; 5) Choosing an educational method must be appropriate to the conditions of organizing children's cognitive activities and to the physical facilities of the preschool.

2.4.2 Choosing to apply active educational methods in organizing cognitive activities for preschool children in non-public preschools

Based on the basis for choosing positive educational methods to apply above, the topic of analyzing 4 positive educational methods from the viewpoints of 4 authors has been introduced and given specific assessments: about the ability to achieve cognitive development goals for preschool children; on the level of compatibility between cognitive development content for preschool children specified in the preschool education program; about children's needs and interests; on the suitability of teachers' qualifications and abilities; on conditions

for investing in equipment, learning tools, and supplies in organizing cognitive activities for children;

Through analysis, the graduate student found that choosing the Montessori educational method to apply in organizing cognitive activities for preschool children in kindergarten is more suitable than ever in the current period. However, when applying, it is necessary to pay attention to two limited aspects: the qualifications and capacity of teachers and the conditions and means of organizing activities.

When applying the Montessori educational method, the topic also considers and compares whether the structure of the 5 elements of organizing cognitive activities for children is appropriate or not, and to what extent. After analysis, the topic chose to apply a part of the Montessori educational method.

2.4.4 Process of applying positive educational methods in organizing cognitive activities for preschool children in non-public preschools

Step 1: Make a list of tasks. Depending on the level, capacity, and skills of the children in the kindergarten class, the preschool teacher chooses the amount of work that is appropriate and suitable for the child to create a list of jobs from simple to complex. For example, a 3-year-old child with limited cognitive level, knowledge and working skills should choose jobs with simple requirements that do not require high coordination. Children as young as 5 years old can choose jobs that require more coordination and professional skills.

Step 2: Set up an application plan. After making a list of tasks that children will perform, the teacher then arranges and selects tasks to include in the plan, starting from the yearly - monthly - weekly plan. The plan must ensure the following contents: goals (determine the minimum knowledge, skills, and attitudes that children need to achieve), preparation (determine the conditions and means that need to be supported for children in Operational and implementation process (determine how to implement it in terms of method, form, evaluation)

Step 3: Prepare the environment. After designing the application plan, preschool teachers need to coordinate with the school board of directors, school departments (kitchen, security guard, etc.) with parents to support the preparation

of facilities, environment. Like investing in tools that are the right size for children.

Step 4: Implementation. After preparing the conditions, preschool teachers will organize implementation for children to follow the designed plan.

Step 5: Test - Evaluate - Adjust: After 1 month, preschool teachers test children through exercises to evaluate the child's cognitive level, then compare with the original plan to Adjust the contents of the next month's plan.

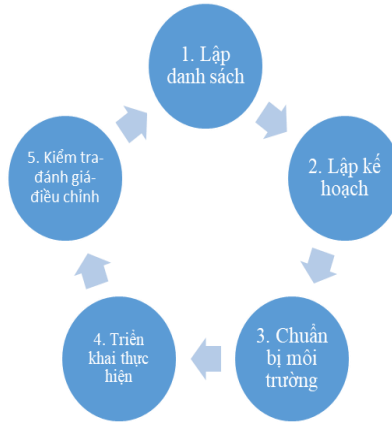


Figure 2.1: Process of applying active educational methods in organizing cognitive activities for preschool children through daily activities

A new point when applying active educational methods in organizing cognitive activities for preschool children through their daily activities in non-public preschools.

First, in Montessori's active educational method, children interact with different tools and tools in the context of play and role-play. After finishing, the child exits the role and returns to being himself. In the proposal of the project, children can still interact with different types of tools and instruments. Children feel like they are playing but also feel very real. For example, in the Montessori positive education method, when children get used to sweeping and mopping the room, it is just play, the product is play, and at the end of play, the child returns to being a child. But in the proposal of the project, children are allowed to sweep and clean a real classroom. After sweeping and mopping, the product the child

creates, whether the floor is dirty or clean, is real, and the child will be the beneficiary of that real product. If the floor is not clean the first time, if you want, your child can sweep it again or try to sweep it cleaner the next day. The products created by children are all beneficiaries, children must evaluate and feel the results of their products and those of you. On the other hand, the Montessori active education method only organizes children to use tools but not on a regular basis every day, while in the proposed process, it organizes children to manipulate tools. regularly every day as a habit.

Second, in the Montessori active education method, the work children perform is individual, but in the proposed method, the work children perform is always closely linked. For example, to prepare mealtime, children must divide tasks and work together, helping each other to complete common tasks. Through this, children learn how to work in groups, promote teamwork, and unite to help each other. On the other hand, the Montessori active education method has not yet integrated the use of tools into children's daily activities, so the ability to apply knowledge and practice skills to become proficient is limited, while in the process of It is recommended that teachers integrate the use of tools into children's daily activities as a real task and responsibility for children when they enter school.

Third, the investment in the Montessori active education method needs to be serious and costs a lot, but the investment in the method uses flexible costs according to the financial resources of each educational institution. For example, to properly implement the Montessori active education method, the owner of the educational facility (school) must invest in a system of correct and sufficient tools for children according to quantity. Sometimes there are school supplies and tools that have to be imported from abroad. But in the proposed application method, the system of tools and labor tools is simple, close, easy to buy, and easy to find. Such as small brooms, small mops, small basins..., cups, and bowls are items that children still use every day.

Fourth, the Montessori positive educational method does not organize children to discuss and evaluate their peers and themselves, and gradually learn from experience after each task. During the proposal process, children can exchange opinions, agree on team division, preparation work for the next day,

self-assess their peers and themselves, and learn from experience for the next day at each session. afternoon activities. Children's autonomy when performing tasks in the proposed application process is higher than the Montessori active education method.

Finally, the proposed application process is appropriate to the characteristics, abilities, qualifications of children, teachers, material and environmental conditions at preschools in Vietnam, and is consistent with changes in preschool education. in the country, in accordance with the trends of the times and the world.

2.5 Factors affecting the application of active educational methods in organizing cognitive activities for preschool children in preschools

2.5.1 Subjective factors

The topic focuses on clarifying 4 factors: Teacher qualifications and capacity; Material prerequisites and ability levels in preschool children; Organization and management of preschools; Structure of number of children/class; Facilities at the kindergarten.

2.5.2 Objective factors

The topic focuses on clarifying 3 factors: Guidelines and perspectives on developing preschool education; Social educational environment; Family educational environment

Conclusion of chapter 2

The topic has clarified the theoretical system for applying methods of physical education in organizing cognitive activities for children in kindergarten, from which the topic proposes a 5-step application process based on the grounds for choosing methods of physical education. The theoretical system of chapter 2 serves as the foundation for building tools to survey the current situation in chapter 3.

CHAPTER 3: CURRENT STATUS OF APPLYING ACTIVE EDUCATION METHODS IN ORGANIZING COGNITIVE ACTIVITIES FOR KINDERGARTEN CHILDREN IN NON-PUBLIC PRESCHOOLS IN HO CHI MINH CITY

3.1 Overview of non-public preschool education in Ho Chi Minh City

3.1.1 Characteristics of non-public preschools in Ho Chi Minh City

The topic presents some characteristics of non-public preschools in Ho Chi Minh City.

3.1.2 Quality of non-public preschool education in Ho Chi Minh City

The topic briefly summarizes the quality of education in the non-public preschool sector in Ho Chi Minh City through scale; infrastructure; Competency level of preschool teachers; youth level.

3.2 Organize a survey of the current situation

The topic presents contents such as: Purpose, content, methods, tools and process of surveying the current situation.

3.3 Results of the current situation survey

3.3.1 Survey results on the current status of organizing cognitive activities for preschool children in non-public preschools

3.3.2 Survey results on the current status of using active educational methods by preschool teachers

3.3.3 Results of surveying the current status of applying positive educational methods in cognitive activity groups for preschool children through the daily activities of preschool children in non-public preschools

3.3.4 Results of surveying the current status of factors affecting the application of active educational methods in organizing cognitive activities for preschool children

3.4 Comment on the results of the current situation

3.4.1 Strengths and limitations

3.4.2 Causes of the situation

Conclusion of chapter 3

In chapter 3, the topic focuses on clarifying the current situation of applying positive educational methods in organizing cognitive activities for preschool children in non-public preschools in order to make assessments:

Regarding the current situation of organizing cognitive activities for children, there are still limitations in choosing cognitive development goals for children. The way to implement the 3 content areas is still rigid and not flexible in how to apply active educational methods. Extremely poor, still choosing simple forms that lack investment, the main assessment method is still phased

and emotional, the investment in facilities and equipment is at a good level or higher but the efficiency of use is not good. much.

Regarding the current situation of using active educational methods in organizing cognitive activities of preschool teachers, it is quite limited, with uneven results and inconsistent application.

Regarding the current situation of applying positive educational methods in organizing cognitive activities for preschool children through daily activities, there are limitations, and the results are quite lackluster.

Regarding the current status of factors affecting the application of positive educational methods in organizing cognitive activities for preschool children, they are all assessed to have an influence ranging from very influential to very influential.

From the above assessments, the project will establish and experiment with plans to apply active educational methods in organizing cognitive activities for preschool children through the children's daily activities in kindergarten outside the home. public.

CHAPTER 4: DESIGN AND EXPERIMENT OF A PLAN TO APPLY ACTIVE EDUCATION METHODS IN ORGANIZING COGNITIVE ACTIVITIES FOR KINDERGARTEN CHILDREN IN NON-PUBLIC PRESCHOOLS IN HCMC

4.1 Design a plan to apply positive educational methods in organizing cognitive activities for preschool children in non-public preschools in Ho Chi Minh City

The topic of building a structure to organize cognitive activities for preschool children through children's daily activities at school is: clearly defining what the goal of cognitive development is, expressed through 3 contents, What are the methods (support techniques) to use, which methods are the main methods, what forms to use, how to evaluate, and especially clearly and specifically present how to implement them through the facilities. , design data such as "Work roster"; "Plan for applying positive educational methods in organizing cognitive activities for preschool children through daily activities" by year, month, week. In addition to the topic of building a scale to evaluate children's cognition according to 5 levels through the criteria and expressions of

children (mood, language, communication ability, coordination, creativity, subject matter). child's output)...

4.2 Experimental plan to apply positive educational methods in organizing cognitive activities for 5-year-old preschool children at non-public preschools.

4.3.1 Purpose, content, hypothesis, experimental form

The topic identifies the necessary elements for the experimental process in terms of purpose, content, method, form, time and location of the experiment to ensure logic and science.

4.3.2 Experimental process

The topic presents 3 stages of the specific experimental process:

Preparation phase: 1) Presentation from setting up the content of surveys, interviews, and means of video and audio recording to distributing the survey and collecting results; 2) Prepare experimental subjects (children) in many ways for screening and finally select 88 children divided into 2 groups (control - experimental); 2) Train teachers and prepare the environment and equipment needed for experiments.

Experimental phase: 1) Present a clear experimental implementation plan regarding time and location of the experimental facility; 2) Collect and analyze data through 2 measurements, compare and contrast, process on Excel, SPSS to synthesize and give the clearest results; 3) All results are presented from table to chart form, ensuring reliability and convincing.

Post-experimental phase: make final assessments on the feasibility and appropriateness of the proposal.

4.3.3 Experimental results

Here, the topic in turn clearly presents the results from before to the end of the experiment on the two control groups, the comparison shows the difference between the two groups before and after the experiment, using control analysis. Determine whether to accept or reject the hypotheses H_0 and H_1 when compared to the Sig value at the 0.05 level.

After experimenting, collecting and analyzing results through many ways of expression, the author draws some conclusions as follows:

Firstly, the proposed measure meets the objectives, correctly implements the content of cognitive development, still maintains and promotes traditional educational methods, still uses conventional organizational forms and properly implements them. How to evaluate children.

Second, meet the needs and trends of the times, comprehensively develop not only the 5 aspects but also comprehensively focusing on intellectual and cognitive aspects.

Third, it is suitable for the environmental, facilities, and material conditions in Vietnam and the qualifications of preschool teachers.

Finally, the experimental results have proven that the effective value of the measure is convincing, objective, scientific and correct when applied in the current situation of educational innovation.

Conclusion of chapter 4

Chapter 4 presented the design of various types of plans to apply active educational methods in organizing cognitive activities for preschool children through daily activities at school. From the documents designed to use the topic in the experimental process and give clear results between the two groups (control - experimental), the results demonstrate feasibility in a scientific and convincing manner.

Conclusions and recommendations

1. Conclusion

Today's era is the era of thinking and creativity, the human brain is a symbol of knowledge, the object of many scientific studies. Humans have discovered many interesting things surrounding a block of matter weighing only 1.5kg. Today, science has proven that thinking belongs to the left brain and creativity belongs to the right brain, especially the right brain will be developed. Optimal performance only in the period from 0-6 years old. Children in this period are the subject of research in education in general and preschool education in particular.

From there, the thesis determined the topic name "Applying active educational methods in organizing cognitive activities for preschool children in non-public preschools" for 3 main reasons: Legally, there are many documents. The document clearly defines the importance of cognitive development goals for

children and clearly directs the need for comprehensive changes in education, including changes in educational methods; In theoretical science, there have been many studies on the functioning of the two hemispheres of the brain, especially the role of the right brain in the early stages (corresponding to ages 3-6). In addition, there are studies on positive educational methods derived from brain research; In practice, there are many studies applying positive educational methods in preschool education. After choosing the topic name, the PhD student proceeds to build a structure in addition to the introduction and conclusion of the thesis including 4 basic chapters: 1) Overview of related research works; 2) Build a theoretical framework system on the topic; 3) Survey to learn about the current status of the topic; 4) Conduct design and testing of the proposed plan.

The basic opening part includes 9 contents: Reason, goal, hypothesis, task, object - object, method, limitations, meaning and structure. The thesis identifies the research objective: to propose a process for applying active educational methods in organizing cognitive activities for preschool children through the tool of planning.

In chapter 1, an overview of research on 3 basic issues: research on the organization of cognitive activities for preschool children; research on positive educational methods; Research on applying positive educational methods in organizing cognitive activities for preschool children in preschools. The PhD student draws some observations from the overview: Preschool children are the age that scientists consider to be the golden period for cognitive development; Positive educational methods research is mostly related to the values of early brain research; Currently, not only in the world but also in Vietnam there have been many applications of positive educational methods in preschool education, but research on the application of positive educational methods in organizing cognitive activities for preschool children in preschool is quite limited, so the theoretical system is still quite fuzzy. That's why the thesis builds chapter 2 as a theoretical basis for the topic.

In chapter 2 of the theoretical basis, the thesis establishes a structural framework with 5 contents: 1) Related concepts, including 3 groups of concepts: Organizing cognitive activities for preschool children; Active educational methods; Applying positive educational methods in organizing cognitive

activities for preschool children in preschools.;2) Organizing cognitive activities for preschool children in non-public preschools; 3) Active educational methods; 4) Apply positive educational methods in organizing cognitive activities for preschool children in non-public preschools; 5) Influencing factors. In chapter 2, in addition to building tool concepts, organizational characteristics, typical methods and elements, the thesis presents the core content of proposing a process for applying active education methods. Be proactive in organizing cognitive activities for preschool children in non-public preschools with rigorous, convincing and clear content by providing principles and bases for selection and filtering to make decisions. Use positive educational methods in the most appropriate way.

In chapter 3, the current situation, the thesis mainly presents the results of 4 survey contents: 1) Current status of approaches to positive educational methods of preschool teachers; 2) Elements of organizing cognitive activities for preschool children; 3) Influencing factors; 4) Signs of applying positive educational methods in organizing cognitive activities for preschool children through daily activities. The results are synthesized, analyzed, and evaluated clearly through both qualitative and quantitative data. Thereby, the thesis author finds some limitations in the current situation of applying active educational methods in organizing cognitive activities for preschool children as follows:

- First, almost all preschool teachers in the non-public preschool sector have access to new positive educational methods, but when applied to organizing cognitive activities for children, it is still quite limited and not yet effective. synchronously, each institution applies a style according to its own understanding, which is not true to the original positive educational method. This leads to cognitive results in children that are not clearly demonstrated. The reason is that preschool teachers' level of understanding of positive educational methods is not yet deep in nature, most of them learn and apply it themselves, and do not really have serious training on how to implement it.

- Second, the elements of the organization of cognitive activities such as goals, content, methods, forms, evaluation methods and organizational conditions still have certain limitations and have not shown any novelty in Apply positive educational methods.

- Third, specifically for organizing cognitive activities for children through daily activities, there are still signs of implementation but are quite faint, only showing very little in some preschool teachers' products, such as ledgers. plan. The way to do it is to practice individually during afternoon activities.

Through general comments and assessments on the current situation and signs of applying positive educational methods in organizing cognitive activities for children, the thesis presents the design of a plan to apply positive educational methods in organizations. Organizing cognitive activities for preschool children through their daily activities is presented sequentially in chapter 4. It introduces an illustration of the 3-month plan (9,10,11) and develops the weekly plan. of each month. At the same time, in chapter 4, the thesis used an illustrative plan for the 3-month summer pedagogical experiment process. Experimental results, whether expressed in tables or graphs, still prove to be feasible, correct, and appropriate. If applied at the present time, it will help develop children's awareness and help activate children's awareness. brain optimally.

2. Recommendations

Here, the topic makes a number of recommendations to levels such as the Ministry of Education and Training, Ho Chi Minh City Department of Education and Training, non-public preschool education establishments, and preschool teachers.

LIST OF PUBLISHED STUDIES

T T	Name of the journal/proceedings	Article name	Date of publication	Author name order
1	Teaching and learning magazine today	Some highlights about early education	12/2016	1
2	Teaching and learning magazine today	Some basic issues in Montessori's early education method	1/2017	1

3	Proceedings of the international conference: New issues in science education with interdisciplinary and transdisciplinary approaches.	Applying active educational methods in organizing cognitive activities for preschool children	6/2019	1
4	Proceedings of the 1 st international conference on Innovation in Learning instruction and teacher education – Ilite 1	The preschool of organizing experiential activities in preschool: A method of developing 5 year-old children's initiative and positivity	12/2019	1
5	Proceedings of the 1st international conference on educational science: Early education in the age of technology - opportunities and challenges	Approach trends in early childhood education in the world and in Vietnam	12/2020	1
6	Proceedings of the national scientific conference: Early education develops children's capacity in the first years of life - theory and practice	Activating children's brain in the early stages helps develop cognition	11/2020	1
7	Proceedings of 1 st Hanoi International forum. On Pedagogical and educational sciences	Improved methods for cognitive development in children from the perspective of early childhood education	11/2021	2

8	Proceedings of 2 nd Hanoi International forum. On Pedagogical and educational sciences	The actual situation of the application of early childhood education methods in organizing cognitive activities for preschool children	11/2022	1
9	Proceedings of 2 nd Hanoi International forum. On Pedagogical and educational sciences	Experiment on the application of early childhood education methods through daily activities of preschool children	11/2022	1