

Research Article

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Modern Lesson Planning Method for Kids Education – A Model in Developing Countries



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Abstract

195Lesson planning for kid education (from 3 to 6 ages) in kindergarten in developing countries such as Viet Nam has been integrating into world and Western education method and has been changing from traditional to modern education model. This paper aim to propose a 6 -step education model to plan lesson for teaching kids in developing countries effectively in a modern world, standardizing kid teachers, as well as lessons from Western education style and method. It also gives recommendations and tips to kids teachers and suggests government in developing countries to issue proper policies in kids' education and for encouraging teachers. Last but not least, kid teachers in developing countries need to be trained and joined in training programs to exchange more information among teachers. And we also recommend an implementation form to evaluate lesson planning method for each teacher/class and a form of weekly plan for children (4-5 age) in exhibit session.

Keywords: Syllabus; Lesson Plan; Kid Education; Standardize Teacher; Kindergarten.

JEL: I12, I21

Introduction

Kid education in nursery schools in developing countries such as Vietnam has been drawing attention of many parents recently. According to statistics from Vietnam Ministry of Education and Training (below), the number or teacher/children is still a bit

high (15 to 17 children/teacher). However, improving education method from traditional to modern is among interests of many kids teachers. Knowing how to combine knowledge in a study and play environment is basic and necessary for kid teachers (Table 1).

Table 1: Allocates during 2016-2017 and 2017-2018 [5].

	2016-2017 Allocate			2017-2018 Allocate		
	Total	Public	Private	Total	Public	Private
1. School	14,863	12,581	2,282	15,241	12,649	2,592
(3 - 6 ages)	2,311	2,184	127	2,240	2,113	127
(1-6 ages)	12,552	10,397	2,155	13,001	10,536	2,465
2. Class	150,324	123,413	26,911	158,925	126,790	32,135
3. Children	4,409,576	3,771,612	637,964	4,598,546	3,855,532	743,014
<i>Include:</i>						
- Female	2,059,059	1,766,130	292,929	2,157,502	1,814,319	343,183
4. Ratios						
Child/class	29.33	30.56	23.71	28.94	30.41	23.12
Teacher/class					1.70	1.50
Child/teacher					17.00	15.00

Research Issues

This paper will find out:

Research issue 1: What is the kids’ education model to help them to develop in all areas of life in developing countries?

Research issue 2: What are solutions that developed countries can help and provide developing countries in this field?

Previous Studies

Heather S [1] found out qualitative data from teacher interviews highlighted the importance of a pre-school education for children’s development and school readiness, but also emphasised the challenges teachers faced with the new government-subsidised, universal pre-school programme, including increased class sizes and a lack of staff and resources.

Next, Meaghan & Holly [2] found that eight different evidence based approaches are highlighted (social narratives, scripting, pivotal response training, structured play groups, peer-mediated interventions, video-modelling, social skills training, and parent-implemented strategies), as well as specific skills in young children that may need additional support (joint attention, play, initiation,

turn taking, sharing, conversation, emotion recognition, problem solving, socially appropriate behaviours, emotion/self-regulation, navigating environments, and perspective taking)

Then, Kleopatra, Despoina A & Vasilis G [3] also indicated the skills and strategies most reported were that they will use computers (high percentage of agreement, over 70%) in their classrooms for the extension of children’s vocabulary and the motivation of children to read and to like reading. Finally, Hanna W, Angela P & Christopher D [4] mentioned that results showed teachers used four mathematics pedagogies (free play, guided play, teacher-directed play, and direct instruction). The enactment of these pedagogies gave rise to three classroom pedagogical orientations: child-controlled, shared-control, or teacher-controlled math contexts, indicating that combinations of play and direct instruction pedagogies are used to teach math in kindergarten.

Finding on a Lesson Planning Model for Kid Education in Developing Countries

Lesson planning procedures: following these 6 steps (Figure 1)

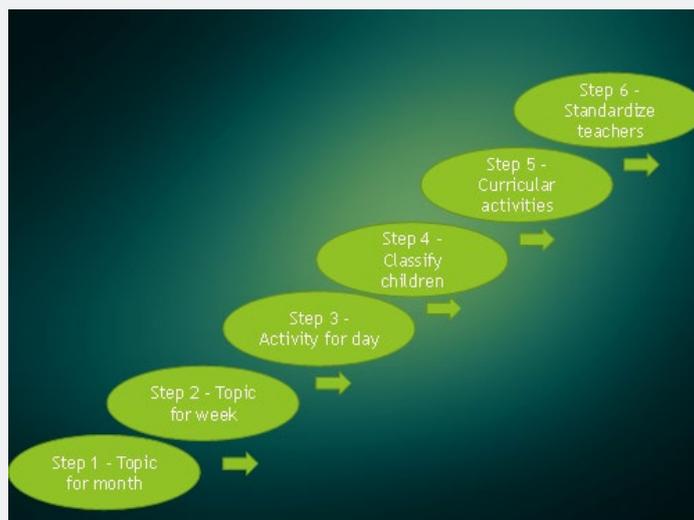


Figure 1: Six (6) step lesson planning method and model for kid education.

Step 1: Choose kid education topic for month

Aiming to help children develop both mentally and physically, self-control and live independently.

Topics cover areas: environment surrounding, trees, animals, people, transportation, ancient time....

Discover children characteristics, tendencies, innate talents and abilities

Step 2: Choose kid education topic every week

There are types of lesson plan:

- i. music lesson

- ii. poem lesson

- iii. tale/story lesson

- iv. mathematics lesson

- v. art lesson

- vi. physical lesson

vii. Every week, teachers need to educate all above aspects to ensure for kids to reach goals in knowledge, education, social emotion, skills....

Step 3: Set education goal and lesson topic for every day

- i. Establish teacher comments, evaluation daily on learning level of kids (passed on non-pass)
- ii. Teachers need to select pictures (demonstration) for kids to develop their skills about skillful and art, eye and observation, know how to mix colors
- iii. Teacher creates an education environment and relaxing atmosphere for kids to learn and play

Step 4: Classify children into 3 types: too active, intelligence, and slow to develop

- i. For too active children: teachers try to draw attention of kids by increasing level of attractiveness of lesson, changing education method
- ii. For slow to develop children: teach slowly, follow them carefully
- iii. For intelligent children: can teach advance activities, higher level than other children, increase complicated level

Step 5: Combine and organize curricular activities for kids

- i. Children like curricular activities very much which help them to discover new world, increase communication skill and their own experience
- ii. Teacher can lead children to cinemas to watch kid movies, go to zoo, go fishing in farm....to help them to increase social knowledge

Step 6: Standardize kids teachers

- i. Teachers need to be careful because they can affect children personality and become their model in preschool time
- ii. Build body language for kids teachers are vital because nice and funny teachers can bring safety for kids, while strict teachers can make them feel unfriendly
- iii. Create learning environment and sharing knowledge among teachers
- iv. Organize meetings (weekly, monthly) between teachers to share ideas
- v. Teachers need to know how to talk to children and children psychology to understand their emotion and thoughts, esp. for those who are less talking and stubborn and affected by family and environment, teachers need to know how to discuss them and compliments.
- vi. Teachers need to be more creative in set story models (by pictures...) to tell stories to children. Thinking of models of animals in forest, sea...and other topics
- vii. Organize games (role playing) for children to enhance communication, play roles in stories and to show their attitude and behaviors dependent on good or bad roles.

Tips to Teach Children successfully with Western Experience

- i. Montessori education method, developed by Maria Montessori, from Western countries has been applied in developing countries such as Vietnam, in order to teach children, know how to live independently from childhood, with interesting children games and child – friendly play room to help them to develop their brain and abilities and gain significant development
- ii. Developing countries can buy lesson topics from overseas to enable them to discover many new areas.
- iii. Montessori method, used for over 100 years in the world, focuses on cognitive development and individual instruction while traditional method focuses on group instruction. Teacher has unobtrusive role in classroom activity; child is an active participant in learning

Differentiate Modern Education Method and Traditional Method (Table 2)

Table 2: Differentiate modern education method and traditional method.

Traditional method	Modern method
Group instruction	Individual instruction
Same age group	Mixed age groups
Less creativity	Encourage child more creative
Less independent	More independent
Less curricular activities	More curricular activities, with child play room
Less active	More active, self-confident
Less environment space	More environment space

Output criteria for children

- i. Know how to read, know how to write, identify number (mathematics), say sorry and fix errors, write independent numbers, right sitting model and holding pens, change clothes, arrange beds...
- ii. Develop physically, self-confidence, balanced development [5-8].

Conceptual theories

- i. Recently, there are several violence in kid education schools in developing countries such as Vietnam (in just a few minority schools), which make parents feel bad about kid teachers and create social rumors, and give bad aspects on teacher professional qualification, so it is necessary to test and standardize teacher qualifications [9].

Limitation of the Model

Firstly, we don't mention in details how to help children become more creative. Secondly, the teachers need to learn whether the learners have been actively involved in the model's processes and steps.

Discussion for Further Research

Regarding the education method, developing countries still need to figure out the effectiveness of reaction method in teaching through the interaction between teachers and children

Conclusion and Policy Suggestion

Kid education method and teaching model is vital for teachers because it helps them to understand insights and why the method is valuable to some children, and not valuable for others. Teachers also can create costumes for children in festivals to increase creativity by ideas and kid games. Jobs and tasks in kid schools are hard whereas salary is not much, so we also need a proper salary and incentive mechanism. Try to avoid hiring un-qualified teachers and pay low salary to them to save costs as they are not well- trained to know children psychology.

- i. Children personality has varied in many aspects: polite, active, lovely, intelligent, slow to develop ...which are affected much by environment and family; hence, teachers need to adopt many teaching methods dependent on each type of children.
- ii. Western education method such as Montessori education need to be applied more in developing countries for their benefits mentioned above.
- iii. The government and authorities in Vietnam and developing countries as well as developed countries can issue policies which can support kid education program. Channels of capital are also needed to encourage these schools to grow.

- iv. Finally, we also recommend an implementation form to evaluate lesson planning method for each teacher/class.

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