

DISSERTATION ABSTRACT

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Dissertation Title:

Enhancing Grade 5 Students' Communication Skills Through Educational Games

Field of Study: Educational Sciences

Specialization: Educational Studies

Training Institution: Hanoi Pedagogical University 2

Purpose and Research Objectives The purpose of this dissertation is to propose measures for enhancing the education of communication skills for 5th grade students through games, based on theoretical research and an evaluation of the current situation.

Research Methods

2.1. **Methodological Approach** Throughout the dissertation, the following methodological approaches have been consistently applied:

2.1.1. **Systemic-Structural Approach**

The education of communication skills for students through games is viewed as an integrated system encompassing various educational elements such as objectives, principles, content, forms, evaluation, which are interconnected and interdependent.

2.1.2. **Integrated Approach** Integrating communication skill education through games into various subjects and educational activities helps avoid content redundancy, fosters the development of new knowledge and understanding, creates a conducive environment for communication skill education, and stimulates students' creativity and interest in different games across various subjects.

2.1.3. **Activity Approach** Students' communication skills are shaped and developed through activities. Therefore, to achieve effective communication skill education, a diverse range of games should be organized across different activities and subjects, providing students with positive, proactive, and creative

experiences that align with their own abilities and enhance their adaptability to real-life situations.

2.2. Research Methods

2.2.1. Theoretical Research Methods

Historical-logical analysis method: Utilized to investigate the research history and related issues pertaining to the dissertation topic.

Synthetic-theoretical method: Employed to construct a systematic body of scientific literature and the theoretical framework for the research.

Generalization method: Used to define relevant concepts, tools, and notions, and to provide methodological directions for the research.

2.2.2. Practical Research Methods

Survey methods: Employed questionnaires, interviews, observations, and analysis of teaching records to assess the current status of communication skill education and the use of games for communication skill development in elementary schools.

Pedagogical experiment method: Used to evaluate the feasibility and effectiveness of communication skill education measures based on games.

Case study method: Employed to further elucidate and specify the progress of selected students before, during, and after the experiment.

2.2.3. Other Methods

Expert opinion method: Utilized to survey the current situation, propose measures, and assess the necessity and feasibility of the proposed measures.

Statistical formulas and SPSS software version 20.0: Utilized for data processing, evaluating the current situation, and organizing experiments to test the feasibility of the proposed education measures.

Major Findings and Conclusions

3.1. Major Findings

The dissertation provides clarity on the scientific concepts related to communication skills at the primary school level and the education of these skills through games. It identifies fundamental communication skills that need to be nurtured in primary school students.

The dissertation uncovers existing shortcomings and limitations in the process of educating communication skills through games for 5th grade students in selected primary schools (representing urban, rural, and mountainous areas) in Hanoi. It analyzes, evaluates, and determines the factors influencing this educational process.

The dissertation designs techniques for creating games that integrate various contents (scientific, artistic, technical, practical, social, cultural, economic, academic, environmental, etc.) to educate communication skills for 5th grade students.

The dissertation proposes measures for educating communication skills through games for 5th grade students, thereby contributing to improving their attitudes and overall academic performance.

Practical application potential: The research findings of the dissertation serve as a necessary reference for primary school teachers, parents, and those interested in the education and development of primary school students.

3.2. Conclusion

"Learning through play" is a modern educational trend that aligns with the psychological characteristics of primary school students. Developing communication skills requires a continuous, long-term, and ongoing training process for students. Therefore, the regular organization of communication skill education through games by teachers in various subjects and experiential activities within the school environment is crucial. In this dissertation, we have constructed a theoretical framework for educating communication skills through games for 5th grade students. We have synthesized research on communication, communication skills, and game-based communication skill education for students. The dissertation classifies educational games and highlights their structure and role in the context of primary school students. It identifies seven fundamental communication skills that can be taught to 5th grade students and presents three specific skills with observable indicators and evaluation criteria. The practical implementation of communication skill education in primary schools has also revealed the need for addressing various issues to improve the

quality of education and the development of communication skills for students. Teachers and school administrators recognize the purpose and importance of communication skill education within the school, but they have not emphasized finding solutions to integrate communication skill education into classroom instruction, starting from the goal-setting phase. Consequently, many students still lack communication skills or possess only a basic level of proficiency. Based on the findings from theoretical research and practical implementation, the dissertation proposes a design process and selects several games to educate communication skills and various measures for game-based communication skill education. The experiments have demonstrated that game-based communication skill education has positively impacted the improvement of communication skills and academic performance for 4th and 5th grade students. The experimental results have confirmed the scientific hypotheses put forth in this research, providing evidence that game-based communication skill education significantly contributes to the development of students' communication skills.

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