

Original Research Article

# The Factors Influencing the Administration of Cognitive Development Education for 5-6-Year-Old Children in Preschool through Experiential Activities

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**Abstract:** This article focuses on researching and analyzing crucial factors influencing the administration of cognitive development education for 5-6-year-old children in Preschool. The study concentrates on the impact of the learning environment on children's cognitive development. This encompasses not only physical space but also social elements, interaction with peers, the spatial arrangement conducive to learning, and the infrastructure of the school. Additionally, the author emphasizes the roles of teachers and parents in supporting and fostering children's cognitive development. Furthermore, the study identifies the influence of Preschool administration staff in implementing educational administration functions. Based on this foundation, the author proposes two solutions for managing cognitive developmental education for 5-6-year-olds in Preschool.

**Keywords:** 5-6-year-olds; educational administration; cognitive development; influencing factors.

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## 1. INTRODUCTION

In recent years, experiential activities for 5-6-year-olds children in preschools have received attention and been organized to help children develop comprehensive personalities and enhance positive social behaviors. Educating preschoolers through experiential activities has been actively directed and has yielded numerous positive outcomes in preschools. However, the reality also indicates that the issue of managing cognitive development education for 5-6-year-old children in preschools within Thach That district through experiential activities still faces difficulties, limitations, and shortcomings. Therefore, it is necessary to conduct theoretical research on the factors influencing the issue of cognitive development educational administration for 5-6-year-olds in preschools through experiential activities to enhance the effectiveness of these activities.

## 2. Theoretical Basis

The administration of cognitive development education for 5-6-year-old children in preschools involves managing educational, care, and nurturing activities within the preschool setting. Through this, children can develop physically, absorb information, process it, and develop thinking and problem-solving skills by providing an appropriate learning environment

and encouraging cognitive development activities for children. Additionally, administering cognitive development education for 5-6-year-olds also involves activities such as planning, organizing, monitoring, and evaluating education programs tailored to the characteristics and cognitive developmental needs of children.

### 2.1. Content of Cognitive Education for 5-6-Year-Olds through Experiential Activities in Preschools Cognitive

Education for 5-6-year-olds through experiential activities is crucial in shaping children's initial awareness and understanding of the world around them. Moreover, through experiential activities, children experience changes in teaching methods and learning environments, fostering their enthusiasm and active participation in these activities. It also stimulates curiosity, develops social skills, enhances cognitive abilities, and fosters physical development. Therefore, cognitive education for children aged 5-6 through experiential activities includes the following content:

#### Experiential Activities within Lessons

Children experience specific and suitable lessons while leveraging and efficiently using the

available environment to organize experiential activities effectively. Using visuals, images, and technology aids children in utilizing their senses, such as pointing at images, naming body parts, and storytelling, assessing children's awareness of experienced content.

### **Participation in Artistic experiences**

Involving activities like coloring pre-printed sheets, coloring based on sample images, or providing paper, pens, and colors for children's creative freedom. For crafts, teachers can use simple materials like paper, sticks, and basic tools to enable children to create artistic products, guiding them in the process.

### **Creative play Activities**

Utilizing blocks for spatial reasoning development, as well as using games for counting, sorting, and comparing to enhance basic mathematical and language skills.

Organizing outdoor experiential activities, outings, and explorations: Outdoor recreational activities and outings can expose children to the natural world and their surroundings. When organizing these experiences, consideration of weather conditions and aligning them with the children's natural curiosity and positive engagement is crucial. Outdoor activities allow children to explore and share their experiences after these outdoor excursions.

### **Musical Experiences**

Encouraging children to engage in movement activities accompanied by music using simple musical instruments.

### **Activities Related to Eating, Sleeping, and Hygiene**

Providing experiences like setting tables and chairs, cleaning tables after meals, hanging towels with the teacher, and making beds for nap time, allowing children to experience daily chores. These experiences help shape life skills and foster independence in children.

Organizational Forces in Administering Cognitive Development Education for 5-6-Year-Olds through Experiential Activities in Preschools.

To achieve effectiveness in administering cognitive development education for 5-6-year-olds through experiential activities in preschools, besides determining the content and experiential methods for children, factors related to facilities, material resources, and the level of engagement in these educational activities play a decisive role in meeting the set goals. In this regard, the school's leadership, teaching staff, and other stakeholders throughout the institution not only need to have a correct understanding of cognitive development education through experiential activities but also must participate cohesively, ensuring unified and close collaboration.

Key forces within the school include the Party Committee, the Board of Directors, the Labor Union, and other school organizations, as well as teachers and the Parent-Teacher Association (PTA).

The Board of Directors, with the principal as the primary responsible figure, ensures the conditions for teaching and learning within the school and oversees guidance and management.

Departments, specialized teams, and organizations within the school perform their designated functions as stipulated. For instance, the healthcare and nutrition teams ensure a safe environment, implementing health care plans, including health monitoring and emergency medical support.

The teaching staff undergoes specialized training in preschool education and appropriate teaching methodologies tailored to experiential activities. They possess effective communication skills with young children and create a supportive and safe environment.

The Parent-Teacher Association and social organizations coordinate to provide all necessary conditions for children, including space, physical facilities, and experiential locations. They also establish connections with the community to provide real-life experiences and organize excursions to various places.

The learning environment fosters positive learning spaces, play areas, and creativity zones to encourage flexibility and curiosity among children. Arrangement of vibrant colors and attractive decorations helps create a positive and child-friendly environment.

### **2.3. Evaluation of Cognitive Development Educational Activities for 5-6-Year-Olds through Experiential Activities in Preschools.**

Assessing the outcomes of cognitive development education for 5-6-year-olds through experiential activities requires a comprehensive and flexible process to accurately reflect each child's progress. Additionally, the evaluation results contribute to promoting positive and holistic development in children.

Assessment through observation of behavior and interaction involves observing children's curiosity, their interactions with the environment, questioning, and exploration. It includes observing the child's problem-solving abilities through experiential activities.

Assessment through group discussions organizes sessions to monitor how children share information and opinions after experiential activities. Observations focus on their engagement, comprehension, and progress.

Assessment through children's creative products evaluates the creative outputs generated by children from experiential activities, such as drawings, constructions, or any related creations.

Assessment through feedback from children involves asking questions to listen to the opinions, thoughts, and feelings of children about the experiential activities. It encourages children to record and share their personal perceptions of their experiences.

Checking children's understanding and knowledge involves using questions or small tests to assess children's understanding of the content of the experiential activities.

Evaluation through parental feedback involves collecting opinions and responses from parents regarding their child's development and participation in experiential activities.

### **3. Factors Influencing the Management of Cognitive Development Education for 5-6-Year-Olds through Experiential Activities in Preschools**

#### ***3.1. Perception of Stakeholders Regarding Cognitive Education Activities for 5-6-Year-Olds through Experiential Activities in Preschools***

The stakeholders' perception of cognitive education activities for 5-6-year-olds through experiential activities in preschools significantly impacts the effectiveness of managing cognitive developmental education for preschoolers. Accurate perception provides clear direction and objectives, mobilizes resources, and fosters positivity during the organization and implementation of these activities.

#### **School Administration**

The head, particularly the Principal, with a clear perception of educational innovation and development trends aligned with societal changes, plays a crucial role in directing, planning, and executing cognitive developmental activities for 5-6-year-olds within the preschool.

#### **Teachers**

Teachers who clearly identify goals, content, and educational methods through these activities understand their importance in the cognitive development of children. This perception encourages innovative teaching approaches, ensuring active student engagement and optimizing the learning experience.

#### **School Management Officials**

The perception of school management officials regarding these activities facilitates coordination among stakeholders, ensures adequate preparation in terms of infrastructure, finances, and other resources, and takes responsibility for monitoring safety to ensure the participation of all children in a safe environment.

#### **Parents**

Parental perception significantly contributes to coordinating with schools to implement these activities and assess children's perception and behavior through them.

#### **Local Community**

The perception of the local community is reflected in their collaboration and partnership with preschools to provide opportunities for experiential learning outside the school environment and share resources.

#### **Perception of 5-6-Year-Old Children**

This is evident in their encouraged participation, active involvement in activities, interaction with their environment, and peers.

#### ***3.2. Competence and Management Skills of Preschool Management Officials***

The Principal along with the management officials of a preschool (vice principals, heads of departments...) are key decision-makers regarding the quality of activities within the preschool. Factors related to the school administration and management significantly influence various activities, including educational activities for 5-6-year-olds. The effectiveness of activities at the preschool largely depends on the leadership and guidance of the school's administration and management team (department heads, vice heads of departments, etc.). They significantly impact all school activities, including those aimed at the cognitive development of 5-6-year-olds. Factors influencing management officials include: Perception of the school administration regarding the role of cognitive development activities for 5-6-year-olds.

Management competence and proficiency of the school administration concerning activities for cognitive development in 5-6-year-olds.

Attitude, responsibility, and enthusiasm of the school administration towards cognitive development activities for 5-6-year-olds.

Knowledge and experience of the school administration and management officials.

Providing direction and creating conducive environments, both in spirit and resources, for the teaching staff in the school.

#### ***3.3. Professional Experience and Organizational Skills of Preschool Teachers in Conducting Experiential Activities for Preschool Children***

Preschool teachers are fundamental, significant, and have a substantial impact on the cognitive development activities for 5-6-year-olds in preschools. They are directly responsible for organizing activities

aimed at developing cognitive skills and fostering children's growth. When equipped, trained, and nurtured with adequate knowledge, insights, and skills, they significantly influence the organization of activities within the preschool and, specifically, the cognitive development activities for children. Factors related to preschool teachers influencing activities for cognitive development in 5-6-year-olds include: Teachers' perception of cognitive development activities for 5-6-year-olds.

Specialized training and expertise of teachers in instructional methods, particularly skills in organizing activities for 5-6-year-olds.

Experience in organizing activities for children, showcasing not only their professional dedication but also their organizational capabilities and accumulated teaching experience, which profoundly impacts children's development.

Communication experience with children; teachers develop rich language skills to interact with and convey information clearly to children, fostering curiosity and active participation.

Experience in encouraging positive cooperation and interaction among children, building positive social relationships.

Teachers continuously use observation to assess children's development and adjust activities as necessary. They evaluate participation, behavior, and progress of each child, providing constructive feedback.

Teachers encourage creativity by designing engaging and challenging activities. They provide opportunities for children to demonstrate independence by allowing them choices and decision-making during the learning process.

### ***3.4. Coordination among Entities in Cognitive Education Activities for 5-6-Year-Olds through Experiential Learning in Preschools***

The coordination among entities in cognitive education activities for 5-6-year-olds through experiential learning in preschool significantly impacts educational administration at various levels.

Establishing a positive learning environment is seen through the collaboration between teachers and support staff to create a diverse and constructive learning environment for children. This collaboration fosters unity among entities, maximizes resources, and cultivates a positive classroom setting that encourages social interaction and active learning.

The connection between teachers and parents expands the scope and educational experiences of children beyond the school premises and within the

community. This collaboration allows the local community to provide resources and new opportunities for children, enhancing their educational experiences.

Close coordination among entities in cognitive education activities for 5-6-year-olds not only fosters a positive learning environment but also significantly influences educational management, ensuring efficient utilization of all resources and efforts.

### ***3.5. Physical Infrastructure Conditions for Cognitive Education of 5-6-Year-Olds through Experiential Learning in Preschools***

The educational environment within a preschool is a combination of natural and social conditions that directly impact all care and educational activities for children. Establishing a suitable educational environment contributes to meeting children's needs for play and activity, thereby shaping and fostering comprehensive child development.

A clean, safe environment with well-arranged indoor and outdoor play and study areas holds significant importance. It not only influences physical development but also satisfies cognitive needs, broadens children's knowledge, and encourages active and creative engagement. A well-constructed educational environment within a preschool serves as a means and condition for children's comprehensive development in physical, linguistic, intellectual, aesthetic, emotional, and social skills, laying a strong foundation for their transition to Grade 1.

## **4. Proposing Solutions to Enhance the Effectiveness of Cognitive Development Educational Administration for 5-6-Year-Olds in Preschools**

### ***4.1. Establishing Objectives, Innovating the Content of Cognitive Educational Activities for 5-6-Year-Olds to Ensure Commitment to Outcome Standards of Children's Cognitive Development*** **Step 1**

Establishing Objectives for Cognitive Educational Activities for 5-6-Year-Olds To develop objectives for cognitive educational activities for 5-6-year-olds, it is crucial to clearly define and understand appropriate goals for these activities. Knowing how to prioritize and arrange objectives that reflect what is necessary and significant is essential for achieving the standards and criteria of cognitive educational activities for 5-6-year-olds. The objectives should be comprehensive, challenging, relevant to the school's learning purposes, consistent with existing learning principles and motivations, and ensure the general goal of cognitive development for children according to the Preschool Education curriculum.

The educational administrators responsible for cognitive educational activities will assign a team of teachers to develop these objectives and demand exchange and discussions to reach a consensus.

Once the objectives are developed, they are presented to the school administration for approval.

### Step 2

Innovating the Content of Cognitive Educational Activities for 5-6-Year-Olds Current innovations in Preschool Education programs allow teachers to fully utilize their flexibility and creativity in applying knowledge and scientific understanding to educating children. Educational activities for 5-6-year-olds are unique; they are neither strictly academic like in primary schools nor purely recreational like in preschools. Teachers need to organize sessions similar to school hours but with methods that involve natural, relaxed activities—engaging children in games, labor, various forms of literature, visual arts, music, etc.

Therefore, in educational training, teachers should frequently design and innovate the content of cognitive educational activities for children using these diverse methods. This approach aims to create opportunities for children to communicate, speak up, express themselves, self-explore, engage in independent actions, and discover various sensory experiences.

The teachers responsible for teaching 5-6-year-olds, along with educational administrators overseeing cognitive educational activities, must define and agree upon the content that needs innovation in these activities. This content proposal is then presented to the school administration for approval and implementation.

### Step 3

Implementing the Organizational Innovation of Content in Cognitive Educational Activities in Line with the Established Objectives.

Upon approval from the school administration, the objectives and content innovation for cognitive educational activities for 5-6-year-olds based on the proposed plan by the teaching team and the head of the 5-year-old age group are approved.

Once approved, the school administration will guide the teaching team to conduct these activities with innovative, creative approaches in line with the established objectives, ensuring commitment to outcome standards for the cognitive development of 5-6-year-olds.

#### **4.2. Organizing Diverse and Effective Experiential Cognitive Educational Activities for 5-6-Year-Olds**

Innovating the methods and formats of organizing cognitive educational activities for 5-6-year-olds includes:

Understanding the mindset of 5-6-year-old children and applying flexible, creative approaches to cognitive educational activities. Specifically, integrating the indicators of the standard child development for 5-year-olds into the program to organize activities that best suit

and maximize the children's capabilities, fostering their development.

Presenting diverse problem scenario questions: Encouraging children to actively, independently, creatively seek new problem-solving methods. These problem scenarios present inevitable conflicts that compel children to resolve them, requiring new knowledge and previously unknown actions to address.

Utilizing problem scenarios to heighten interest, creating enthusiasm in children during their cognitive processes. Children undertake cognitive tasks through play that stimulates curiosity, prompting them to explore the mysteries within these scenarios.

Employing problem scenarios in cognitive educational activities helps children consolidate learned knowledge to apply it in resolving new situations. Additionally, reinforcing mathematical concepts for children, assisting them in forming recognition skills, including comparative knowledge.

Problem scenarios aid children in evaluating their understanding while seeking new problem-solving methods. Children can employ a trial-and-error method while seeking solutions. Since the hypothesis proposed may be right or wrong, when attempting to prove the hypothesis, children assess their understanding and the rationality of their approach. Moreover, in solving the presented problem, children must adeptly utilize cognitive skills such as analysis and synthesis: identifying events that require resolution, comparing solutions, and determining if the approach fits the given circumstances—thus, cultivating comparison skills in children.

The teacher creates problematic situations to provide children with opportunities to apply their skills in comparing sizes and understanding the relationships between sizes of objects in new scenarios and different conditions, thereby helping them identify connections, similarities, and differences in size among the objects around them.

Using problematic scenarios creates favorable conditions for children to satisfy their cognitive needs. It nurtures in children the ability to adapt and respond quickly to new situations in life.

The problematic situations presented must align with the experience, cognitive characteristics, and psychological aspects of kindergarten children aged 5-6.

The situations presented should contain conflicts that compel children to find ways to resolve them.

The scenarios presented must stimulate the curiosity, desire for knowledge, and eagerness to explore

in children. Simultaneously, they should be interesting, engaging, and captivating for the children.

The situations presented should encourage children to actively apply thinking skills such as analysis, synthesis, comparison, etc., in problem-solving.

Many managers and preschool teachers have worked hard, concerned, desiring, and determined to innovate. However, in the execution phase, they find themselves bewildered, losing direction. Hence, the conventional teaching methods—focused on imparting knowledge, cramming, molding, and mechanistic teaching—still persist.

Preschool management needs to identify how to effectively and minimally disruptively implement innovative teaching methods. First, it's necessary to conduct surveys to understand what issues the innovation of teaching methods is related to in the actual conditions of the school: infrastructure, teachers' motivation for learning, their proficiency, and so on. This survey will provide managers with an overall view of the problem, enabling them to develop a proper and goal-oriented guiding plan.

Managers also need to find ways to make the teaching staff, especially the teachers, understand that innovating teaching methods isn't just about carrying out tasks according to higher-ups' directives. It's essential due to children's psychological development, the demands of society, and the school's own realization of the need for change to meet the cognitive education needs of 5-6-year-olds.

Efforts need to be made to showcase teachers who possess strong professional capabilities, are courageous in approaching new methods. Initially, management and teachers can collaborate to design teaching sessions, practical activities for children, allowing teachers to exchange and learn from these experiences. Subsequently, teachers should be encouraged to independently develop themselves and inspire other teachers to follow suit.

Therefore, one of the tasks in managing the implementation of innovative methods in organizing preschool activities is to strengthen the organization of conferences, specialized seminars on innovation in organizing educational activities. These sessions need to delve into each topic, each activity, and shared hours of operation, striking a balance between teaching hours and activities. Strengthening training on positive teaching methods, management, and encouraging teachers' self-study and improvement through various forms, including facilitating teacher exchanges to learn experiences about innovative methods in organizing preschool activities, is also essential.

Enhancing the use of demonstrative actions combined with explanations aims to equip children with knowledge: helping children firmly grasp the sequence of actions when carrying out cognitive actions.

Teachers must pre-plan the sequence of actions, which should be accurate, and the boundaries between actions must be clear. Demonstrations must be decisive, especially preparing concise explanations along with the modeling process.

Demonstrative actions should be performed at a moderate pace for easy observation and memorization by children.

After demonstrating, the teacher should check if the children have understood the process in the teacher's demonstration. If the children haven't grasped the sequence of modeled actions, the teacher needs to guide and perform the trickiest action again.

Teachers need to anticipate the errors children might make when carrying out those actions. During the demonstration, teachers need to perform those actions more carefully and pay attention to correcting errors for the children.

During demonstrative actions, the teacher must ensure that all children in the class can clearly see the teacher's demonstration. Teachers need to determine the existing knowledge and experience of the children to provide new knowledge during the modeling process. If the demonstration aims to help children perform "reconstructive exercises," the demonstration and guidance should be done at the beginning of the class to help children remember and mimic the modeled actions. If the lesson involves "creative exercises," the demonstration and guidance should be provided after the children have completed the exercises to help them self-evaluate their actions and make adjustments accordingly.

Teachers can select a few capable children to model instead of the teacher, using the teacher's explanations to guide the actions the children are performing to help other children understand and imitate.

Teachers should change visual aids during modeling to increase children's interest.

## 5. CONCLUSION

Research on the factors influencing the administration of cognitive development in 5-6-year-old children in preschools provides the foundation for enhancing the effectiveness of preschool administration. The perspective of the article has indicated that the learning environment needs to be designed to align with the age and cognitive processes of children. Key factors such as flexible teaching methods, stimulating learning environments, and creating opportunities for children to develop social skills and creative thinking are pivotal.

Furthermore, the roles of teachers and parents have been emphasized. The support and guidance from educators, coupled with strong parental involvement, undeniably play crucial roles in fostering cognitive development in children.

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