

Reality of Organizing Meal Times For 3 - 4 Year Olds Kindergarten Children At Some Private Nursing Schools In Thu Dau Mot City



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ABSTRACTS: Organizing meals for preschool children at preschools is an important issue, ensuring adequate nutrition and affecting the children's comprehensive development. Here, the top concerns are designing and managing menus, organizing mealtimes to ensure food hygiene and safety, and nutrition education from the early years. Careful research and testing are needed to ensure that each meal is nutritious but also attractive and enjoyable for children. Managing food hygiene and safety also poses a big challenge, especially with the large number of children participating and the strict hygiene requirements. This study surveys the current situation of organizing meals for preschool children 3 - 4 years old in some private preschools in Thu Dau Mot City. Initial results show certain limitations in the meal organization skills of preschool teachers for children and also point out the reasons affecting the effectiveness of this activity. From there, we can propose some solutions to overcome limitations in organizing meals for children at preschools in the area.

KEYWORDS: Current status, menu, meal organization, preschool children

1. INTRODUCTION

Therefore, the problem Physical and nutritional issues need to be paid more attention to and attention to improve human health, especially preschool children. Because this is the stage that creates the health foundation for later stages of development. In preschool, preschool children 3-4 years old are fed one main meal and one snack, of which the main meal at noon is the meal that provides from 30% to 35% of the child's entire day's energy [1]. Lunch is an important meal that not only helps children compensate for the energy consumed after the morning activities but also provides additional energy to help children continue participating in the afternoon activities. It also has extremely important significance in contributing to the physical development of children in particular and comprehensive personality development for children in general. Therefore, it is necessary to ensure children have a reasonable diet and an active, healthy lifestyle. One of those factors cannot help but mention the organization of meals for children by teachers at preschools. his article shares the results of a survey on the current status of organizing meals for 3-4-year-old children at several private preschools in Thu Dau Mot city to promptly evaluate the organization of lunches for children. Meet the goals of improving health and preventing epidemics in the current period.

2. RESEARCH RESULTS

2.1. Theoretical basis

Organizing meals for preschool children at soccer fields is not necessary based on a well-founded theoretical system to ensure children's nutrition, safety, and comprehensive development. Here are some discussion systems in use:

Nutrition and health theory: This is a system that sets the principle of providing children with nutritious, diverse, and balanced meals. The menu is planned to include all important food groups such as vegetables, fruits, grains, and animal protein to ensure the comprehensive development of children [8].

Theory of food safety: This system ensures that meals are prepared and stored safely from the time ingredients are purchased to the time they are served. Hygiene procedures are strictly followed to prevent risks of infection and ensure children's health [9].

Reality of Organizing Meal Times For 3 - 4 Year Olds Kindergarten Children At Some Private Nursing Schools In Thu Dau Mot City

Nutrition education theory: Focus on educating children from a young age about healthy and balanced eating habits. Activities such as practicing self-service, participating in food preparation, and learning about the nutritional value of individual foods are important elements in this system [8].

Theory of comprehensive development: This system emphasizes using meals as a means to encourage the child's overall development, including social skills and independence. Organizing shared eating activities and encouraging children to learn from each other are also part of this system [4].

Reasoning for evaluation and improvement: This system focuses on periodic evaluation to ensure the quality of meals and the satisfaction of parents and children. Feedback from stakeholders is used to adjust and improve the meal planning process.

These theoretical systems not only help ensure meals for preschool children meet nutritional and safety requirements but also encourage children's comprehensive development through eating. Applying these systems rigorously helps create a healthy learning and development environment for young children.

2.2. Some basic issues of organizing lunch for children in preschool

Organizing lunch for children in preschool is the process of teachers identifying, arranging, and assigning tasks that need to be done for children during a meal that takes place at noon in a scientific way to ensure compliance. according to regulations and fully meets the needs of children. For children's lunch to be highly effective, the following requirements must be met during the meal organization:

2.2.1. Requirements for facilities, equipment, and utensils for serving meals

a. Kitchen:

The kitchen is designed independently from the children's group room, kindergarten, and playground, ensuring area and construction design standards.

- The kitchen has 5 areas: food delivery area; preliminary processing area; food processing area; cooking area; and Food distribution area, arranged in a one-way, hygienic operating line.

- The warehouse is designed to separate food storage and food storage; have convenient and independent ways to import and export goods; Ensure area and construction design standards according to regulations.

- Kitchen areas need to have anti-insect screen doors.

b. Dining area

- The dining area must be safe, clean, and airy.

- There are enough tables and chairs for children.

- Tables and chairs must be arranged properly so that she can observe all children while eating.

- Prepare a separate table to divide food and place it in an area where children rarely go. The stroller can be used as a place to share food, but it must be safe and placed in an area where children rarely travel.

- When distributing food, teachers must wear masks.

- Tables and chairs must be cleaned before eating.

c. Meal service utensils

- There are enough bowls, cups, and spoons for each child. You should prepare extra cups and spoons compared to the number of children to prevent them from dropping them.

- Children's eating and drinking utensils are hygienic. Children's bowls and spoons should be sterilized before eating.

- There are separate food dividers for each dish

- Have a mouth towel; bib (for small children); towel to dry hands when picking up spilled food.

- Toilet area before eating: There should be separate towels and drinking glasses with separate symbols for each child. Teachers need to be assigned to observe and guide children to wash their hands and wipe their faces.

2.2.2. Process of organizing meals for children in preschool

Organizing meals is an extremely necessary activity for young children. This activity can encourage children to eat right and eat enough without any other constraints. In addition, meals that are organized properly and on time will help stimulate children's appetite, they will proactively eat faster and their digestive activity will also be much better. The process of organizing meals for preschool children is usually done in the following order:

a. Before eating

- Instruct children to arrange tables and chairs themselves. Depending on the specific conditions, each table can arrange 6 to 8 chairs, so that there is an easy path around the table.

- Instruct children to wash their hands with soap following the correct hand-washing process before eating [1]

Reality of Organizing Meal Times For 3 - 4 Year Olds Kindergarten Children At Some Private Nursing Schools In Thu Dau Mot City

- Instruct children to prepare clean towels. You should use a damp cloth and place it on a plate on the table so that children can wipe their mouths and hands when needed.

- Teacher and children divide rice and food among the tables. You should divide an extra portion of food in case your child wants to eat more or spills rice or other food.

- Create excitement for meals: introduce dishes; Talk with children about dishes, how to prepare them, and the benefits of eating enough nutrients [1]. When preparing meals, you should create excitement and appetite in children. You also need to pay attention to feeding children at a certain time to help create a secretion reflex to help children digest well.

b. While eating

- Teachers create a happy and comfortable atmosphere for children while eating, speak gently, and encourage and encourage children to finish eating.

- Need to remind children of civilized and hygienic habits and behaviors in eating and drinking: sit neatly when eating; eat neatly without spilling; do not talk or laugh while eating; chew politely, do not pick up food; do not compete for food; ...

- The teacher introduces the dishes the ingredients, the benefits of each food group in the dish, and some diseases that can occur if eating is unhygienic.

- When more than half of the children in the class have finished eating, a teacher should be assigned to manage the children, while the remaining teachers continue to encourage the children to finish eating.

- For children who eat slowly: teachers encourage and encourage children to eat quickly and finish their food.

- Remind children to eat dessert after meals.

- While eating, if your child goes to the bathroom, remind them to wash and wipe their hands.

c. After eating

- After the children finish eating, the teacher instructs the children and the teacher to clean up the table and chairs, and put the bowls, cups, and spoons in the designated places.

- Remind children to rinse their mouth, wipe their mouth, wash their hands, drink water, and go to the toilet.

- Instruct children and teachers to clean the table, put away tables and chairs, and clean the children's eating area.

- After meals, remind children not to exercise vigorously, exercise gently for 10-15 minutes, and then go to sleep.

2.3. Current status of organizing meals for 3-4-year-old preschool children in some private preschools in Thu Dau Mot city

2.3.1. Survey tools

The questionnaire includes 3 groups of questions about meal organization skills, meal organization methods, and children's level of achievement when participating in activities.

2.3.2. Respondents

The investigation was conducted with 42 preschool teachers in charge of 3-4 year-old classes and 121 children studying in 3-4 year-old classes at private preschools in Thu Dau Mot City, Binh Duong province, including Vinh Son Kindergarten, Little Pearl Kindergarten, Hoa Thien Ly Kindergarten, Firefly Kindergarten, and Golden Lotus Bud Kindergarten.

Survey time: From February 2024 to April 2024

2.3.3. Results of the current situation survey

a. Current status of lunch organization skills for preschool children 3 - 4 years old

The survey results show that teachers correctly identify the steps in the process of organizing mealtimes for children, including the following contents: preparing before eating, taking care of children while eating, and finishing the meal. This is an extremely necessary and important job. However, during the organization process, in some contents, teachers' implementation skills are still limited. Details are in Table 1.

Table 1: Lunch organization skills for preschool children 3 - 4 years old

No	Satisfaction level Questionnaires content	Completely Satisfied		Very Satisfied		Satisfied		Not Satisfied		Completely Dissatisfied	
		No	%	No	%	No	%	No	%	No	%
I	Before eating										
1	Instruct children to arrange tables and chairs themselves	2	4.76	17	40.46	19	45.22	3	10.14	1	2.38

Reality of Organizing Meal Times For 3 - 4 Year Olds Kindergarten Children At Some Private Nursing Schools In Thu Dau Mot City

2	Instruct children to wash their hands according to the correct hand-washing process before eating	4	9.52	15	35.7	16	38.08	4	9.52	3	7.14
3	Instruct children to prepare clean towels.	6	14.28	18	42.84	10	23.8	7	16.66	1	2.38
4	Teachers and children distribute rice and food to the tables.	1	2.38	19	45.22	13	30.94	7	16.66	2	4.76
5	Create excitement for meals	5	11.9	13	30.94	13	30.94	11	26.18	0	0
II	While eating										
1	Teachers create a fun, comfortable atmosphere, and motivate and encourage children to eat everything they can.	5	11.9	10	23.8	19	45.22	8	19.04	0	0
2	Remind children of habits, civilized behavior, and hygiene in eating	7	16.66	19	45.22	11	26.18	5	11.9	0	0
3	Teachers and children talk about dishes, the benefits of each food group in the dishes, and some diseases in children related to bad eating habits (malnutrition, overweight - obesity, Caries, ...).	8	19.04	15	35.7	15	35.7	4	9.52	0	0
4	When more than half the children in the class have finished eating, take care of the class and continue to organize meal times	5	11.9	14	33.32	12	28.56	8	19.04	3	7.14
5	For children who eat slowly, teachers encourage and encourage them to eat quickly and finish their food	10	23.8	7	16.66	18	42.84	5	11.9	2	4.76
III	After eating										
1	Instruct children how to arrange eating utensils neatly and in the right place.	5	11.9	10	23.8	19	45.22	8	19.04	0	0
2	Remind children to use personal items (with separate symbols)	5	11.9	12	28.56	17	40.46	7	16.66	1	2.38
3	Instruct children and teachers to clean the children's eating area after meal	2	4.76	11	26.18	18	42.84	8	19.04	3	7.14
4	Remind children to practice personal hygiene and not run or jump after eating	1	2.38	7	16.66	22	52.36	11	26.18	1	2.38

In the above situations, we need to analyze the unsatisfactory mealtime organization skills. Specifically: In the group of questions related to the content before eating such as: "Instruct children to arrange tables and chairs by themselves", the results received were very good but limited, only 2/45 teachers accounted for 4.76, and the average level was still there. The rate is relatively high, accounting for 45.22%. Similar to the criterion "Instruct children to wash their hands according to the correct process of washing hands before eating", the level of good implementation is still very limited, accounting for 9.52%, a relatively high average rate. In particular, there are still 9.52% at a bad level and 7.14% at a bad level. With the criterion

Reality of Organizing Meal Times For 3 - 4 Year Olds Kindergarten Children At Some Private Nursing Schools In Thu Dau Mot City

"Teachers and children share rice and food among the tables", 16.66% still perform at a poor level and 4.76% perform at a poor level. 7.14% is not good. The level of good performance is only 1 teacher, accounting for 2.38%.

The group of questions related to the content while eating such as criteria "Teachers create a happy, comfortable, encouraging, and encouraging environment for children to finish eating." The result of teachers performing well is limited, with only 5/42 teachers performing well, accounting for 11.9%. The percentage of teachers performing at an average level is still quite high, accounting for 45.22%. The criterion "When more than half the children in the class finish eating, take care of the class and continue to organize meal times", only 11.9% of teachers perform well in this skill, while 19.04% of teachers do not perform well in this skill.

The group of questions related to specific content after eating: The criterion "Instruct children how to arrange eating utensils neatly and in the right place" was not performed well by 19.04% of teachers. The average ratio is quite high, accounting for 45.22%. In the criterion "Remind children to use utensils with their symbols." This is quite an important criterion in hygiene, with up to 16.66% not performing well and 2.38% not performing well. The results are similar to the criteria "Instruct children and teachers to clean the area where children eat" and the criteria "Remind children to maintain personal hygiene and not run and jump after eating"

From the above survey results, we have shown limitations in organizing lunch for children as well as the causes of those limitations. Therefore, in the next implementation phase, preschool teachers need to be more active in fostering and improving professional capacity, and creativity in organizing activities and perfecting personal skills. In addition, preschools also need to ensure adequate provision of necessary equipment to serve children's meals, ensuring the number of children in each class is by regulations to create favorable conditions for teachers. carry out this activity effectively.*b. Current status of using meal organization measures for 3-4 year old children*

The results of the preschool teacher survey, show that the methods and measures that teachers use in organizing meals for children are quite diverse and rich. However, the level of use of these measures by teachers is not frequent, thus leading to limited skills in using the measures as shown in Table 2.

Table 2: Reality to use the measures of meal organization

No	Satisfaction level Questionnaires content	Completely Satisfied		Very Satisfied		Satisfied		Not Satisfied		Completely Dissatisfied	
		No	%	No	%	No	%	No	%	No	%
1	Plan to organize mealtimes for 3-4 year old children	15	35.7	12	28.56	10	23.8	7	16.66	0	0
2	Motivate and encourage children	5	11.9	10	23.8	19	45.22	8	19.4	0	0
3	Create excitement for children before mealtime to create a feeling of wanting to eat	6	14.28	11	26.18	14	33.32	11	26.18	0	0
4	Make children feel comfortable and happy when eating	2	4.76	15	35.7	17	40.46	8	19.04	0	0
5	Ensure the number of children and a safe distance between them at the dining table	4	9.52	11	26.18	14	33.32	9	21.42	4	9.52
6	Use separate utensils and eating utensils for each child	17	40.46	10	23.8	10	23.8	4	9.52	1	2.38

Specifically: Up to 16.66% of teachers have not done a good job in "Planning to organize meal times for 3-4 year old children" 19.4% of teachers have not encouraged children and the highest is 26.18% have not "Aroused interest in children". children before mealtime to create a feeling of wanting to eat" Up to 21.42% are not good and 9.52% are not good in the

Reality of Organizing Meal Times For 3 - 4 Year Olds Kindergarten Children At Some Private Nursing Schools In Thu Dau Mot City

criterion "Ensuring the number of children and a safe distance for children at the dining table". Similar to the criterion "Use separate utensils and eating utensils for each child". The above survey results show inequality in the use of measures to organize meals for children. Some measures are not regularly used by teachers, or if they are used, they are used mechanically, without flexibility, creativity, or innovation, causing children's mealtimes to take place as a routine, lacking interaction. new and attractive.

c. The current status of children's knowledge, skills, and attitudes when participating in lunch activities.

The results of the survey on the current status of children's attainment of knowledge, skills, and attitudes when participating in lunch activities were conducted by observing children's lunch activities and interviewing teachers. kindergarten classroom. The results obtained are shown in Table 3.

Table 3: Current status of children's attainment of knowledge, skills, and attitudes when participating in lunch activities

TT	Satisfaction level Questionnaires content	Completely Satisfied		Very Satisfied		Satisfied		Not Satisfied		Completely Dissatisfied	
		No	%	No	%	No	%	No	%	No	%
I	Knowledge										
1	Children correctly name dishes, names of foods and their nutritional value	15	12.3	32	26.2	58	47.56	8	6.56	8	6.56
2	Children know how to invite aunts and friends for dinner.	78	63.96	32	26.24	9	7.38	2	1.64	0	0
3	Children know to wash their hands before eating.	63	51.66	28	22.96	18	14.76	12	9.84	0	0
4	Children know how to wash dishes after eating.	21	17.22	35	28.7	47	38.54	16	13.12	2	1.64
II	Skills										
1	Children have some self-service skills such as: carrying chairs to the table; carrying their rice bowls; feeding themselves; and putting their cups, spoons, and chairs in the designated place after meal	22	18.04	29	23.78	43	35.26	20	16.4	7	5.74
2	When eating, children know how to eat neatly and hygienically.	28	22.96	20	16.4	45	12.6	22	18.04	6	4.92
3	Children know how to use the toilet and wash their hands properly after using the toilet.	29	23.78	32	26.24	38	31.16	18	14.76	4	3.28
4	Children know how to keep order and have civilized behavior habits while eating	28	22.96	29	23.78	36	29.52	25	20.05	3	2.46
III	Attitude										
1	Children proactively and voluntarily carry out tasks during mealtimes (take their chairs and sit at the dining table, help the teacher distribute rice to the table, and ask for more rice when finishing a bowl).	27	22.14	29	23.78	47	38.54	16	13.12	2	1.64
2	Children confidently talk and interact with teachers and friends.	33	27.06	31	25.42	46	37.72	8	6.56	3	2.46

Reality of Organizing Meal Times For 3 - 4 Year Olds Kindergarten Children At Some Private Nursing Schools In Thu Dau Mot City

3	Children are happy and excited about mealtimes and dishes	27	22.14	29	23.78	51	41.82	9	7.38	5	4.1
4	Children eat happily, and actively, and try to finish their meals	28	22.96	26	21.32	53	43.46	10	8.2	4	3.28

Observation results show that the level of children's knowledge, skills, and attitudes when participating in lunch activities is still at an average level, specifically: Regarding knowledge, quite a few children identified as not good 6.56% and not good 6.56% of foods and nutritional value in criterion 1. The 4th criterion is "Children know how to clean with utensils with children's symbols after eating" and up to 13.12% of children are Not good right now. Regarding skills, all 4 children's skills are spread across different levels, but what is worrying is that the percentage at a bad level is quite high, with criteria up to 20.05%. Regarding children's attitudes and goals, The percentage is at a fairly high average level, in addition, there are still many children who score at a low and not good level. This coincides with the results of random interviews with several preschool teachers. They believe that most children achieve their knowledge goals, but their skills and attitude goals are still limited.

2.4. Some solutions for organizing meals for 3-4-year-old preschool children at some private preschools in Thu Dau Mot city

Looking at the above situation, we see that, for children's lunches at preschools to be highly effective, preschools and preschool teachers need to do the following well:

Firstly, safe processing and preservation methods: Dishes should be processed and preserved to ensure food hygiene and safety, by nutrition and health standards of children. It is necessary to regularly change the menu to ensure adequate and balanced nutrients for children while also creating an attractive, excited mood and looking forward to mealtime.

Second, Nutrition Education: Provide nutritional information and education for children that are easy to understand step by step, helping children understand and learn about healthy foods and how to combine them to have a balanced meal. At the same time, it is necessary to do a good job of training so that children's personal hygiene practices become skills. and prepare children to be happy, comfortable, and excited about mealtime.

Third, an interesting and safe dining environment: Create a friendly, fun, and safe dining space with tables and chairs suitable for children's height, safe utensils, and creative colors to attract children. Talk gently to create comfort, excitement, joy, peace of mind, and safety for children during meals. Always remind children to practice cultural, civilized, and self-help skills. service during meals. This encourages independence and social skills.

At the same time, encourage and encourage children to be confident and try to eat all they can. This is also a necessary measure to overcome the situation of children with anorexia and forced eating leading to digestive disorders, slow growth and development, seriously affecting the child's physical and mental health.

Fourth, Periodically inspect and evaluate: School administrators need to plan and periodically conduct food hygiene and safety checks, check children's hygiene practices, and evaluate Children and parents' satisfaction with meal quality can adjust and improve service quality.

These solutions help enhance the nutritional quality and enjoyment of preschool children in participating in eating activities at preschool.

3. RESULTS AND DISCUSSIONS

The survey results on the current status of organizing meals for preschool children 3 - 4 years old at several private kindergartens in Thu Dau Mot City, show that children's mealtimes are not effective. high, has not met the goal of improving children's health and preventing epidemics, especially in the current context of complicated epidemics. From the above situation, we see several objective and subjective reasons that affect the quality of this activity in organizing meals for children at some soccer fields today. This is the scientific basis for building a soccer field that does not provide solutions to the limitations in organizing meals for children in the next stages. At the same time, this is also an issue that needs attention and adjustment to create trust and a mindset of parents to contribute to the overall development of the province in the industrialization and modernization of the country.

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