

THAI NGUYEN UNIVERSITY
UNIVERSITY OF EDUCATION

VU THI HUONG

**CHARACTERISTICS OF WORDS DENOTING THINGS
IN VIETNAMESE SONGS FOR CHILDREN**

Major: Vietnamese linguistics

Code: 9220102

DISSERTATION SUMMARY

THAI NGUYEN - 2020

The dissertation is completed at:
University of Education - University Thai Nguyen

Scientific Supervisors:

1. Assoc. Prof. Dr. Ta Van Thong
2. Assoc. Prof. Dr. Dao Thi Van

Reviewer 1:

Reviewer 2:

Reviewer 3:

The dissertation will be defended in the university committee:
University of Education - University Thai Nguyen
Time: *Date:*

The dissertation can be found at:

1. National Library of Vietnam.
2. Learning Resource Center - Thai Nguyen University.
3. Library of University of Education.

LIST OF SCIENTIFIC WORKS OF THE AUTHOR RELATED TO THE THESIS

1. Vu Thi Huong (2016), "Words denoting animals in Vietnamese songs for children", *Journal of Language and Life*, No. 2, pp.71-75.
2. Vu Thi Huong (2016), "Studying the values of behavioral culture in lyrics of songs for children", Proceedings of the International Scientific Conference "Cultures and Languages of ethnic groups in cross-cultural communication among Southeast Asian countries "Thai Nguyen University Press, pp.482-489.
3. Vu Thi Huong, Bui Anh Tuyet (2018), "Semantic characteristics of words denoting things in Vietnamese songs for children from the perspective of common names", *Journal of Education and Society*. April (Term 2), p.154-159.
4. Vu Thi Huong (2018), "The phenomenon of meaning transference of words denoting things in Vietnamese songs for children", *Journal of Language and Life*, No. 5, pp.132-138.
5. Vu Thi Huong (2019), "Characteristics of words denoting animals and animals' body parts in Vietnamese songs for children", *Journal of Education and Society*, April (period 2), pp.187-192.
6. Vu Thi Huong, Bui Anh Tuyet (2019), "Some symbols in Vietnamese songs for children regarding the "source" basis, *Journal of Education and Society*. May, pp.130-133.

INTRODUCTION

1. Reasons for choosing the research topic

1.1. In the history of linguistics, researchers have always paid close attention to words - units with the main function of labelling things(or denoting relationships) and constructing sentences, and at the same time reflecting the perception and behavior of the community of speakers through their meanings. In the study of vocabulary - semantics, the language in works of art is often studied in the aspects of form, semantics and artistic style. The words in songs are also considered to be the subject of this particular interest.

1.2. Music is one of the art forms that play a huge role in educating the knowledge of life and personality for children, creating feelings; self-confidence and openness; ability to understand feelings; imagination; love; joy; and subtle perceptions of beauty, greatness and evils, etc.

In Vietnam, Vietnamese songs for children (referred to as “children's songs”) are considered as an effective educational means in schools, especially at primary and secondary levels. Part of the appeal in these songs is in the lyrics of the works. Therefore, the study of artistic linguistic characteristics in Vietnamese songs for children is a research direction with many meanings, not only from the aspect of musical arts, psychology, but also useful for Linguistics in Interdisciplinary Studies with Education.

1.3. Research on Vietnamese songs has been done in many research works in different directions. However, there hasn't been any specific study on the characteristics of words denoting things in Vietnamese songs for children. Studying the words denoting things in these songs can help better understand the lyrics in the artistic text, how to label things in the text, and suggest directions for deeper understanding of the relationship between language and the art of using words.

For the above reasons, the title "*Characteristics of words denoting things in Vietnamese songs for children*" was selected as the research topic for the thesis.

2. Research aim and tasks

2.1. Research aim: The aim of the thesis is to clarify the characteristics of words denoting things in Vietnamese songs for children in terms of structure, how to label things (also called "nomenclature" or "denoting things"), semantic, educational role. Accordingly, it helps understand and improve the efficiency of using these words in Vietnamese songs for Vietnamese children today.

2.2. Research tasks: Systematize some theoretical concepts on: linguistic basis and some psychological, educational issues, which can serve as a theoretical basis for implementing the research; Investigate, count and classify words denoting things in songs for children; Describe characteristics of words (denoting things) in terms of their structural characteristics, methods of labelling things and semantic characteristics in children's songs; Investigate the educational role of using words denoting things in songs for children.

3. Object and scope of the study

3.1. Object of research: The thesis focuses on studying words denoting things (people, objects, animals, plants, phenomena...) in Vietnamese songs for children from 1945 up to now, from aspects of structural characteristics, semantic characteristics and methods of labelling things.

3.2. Scope of the research: The thesis studies words denoting things in songs for children in three aspects: structural characteristics of words and how to use words to label things; semantic characteristics of words denoting things; the educational role of using words denoting things in children's songs.

Scope of the survey: Typical songs composed from 1945 up to now written in Vietnamese for children. A collection of Vietnamese children's songs includes *Fairy melodies* (volumes 1,2,3,4, Hanoi Music Association, Vietnam Education Publishing House, 2013; *50 favorite children's songs*, Music Publishing House; *Children singing*, composed by Cu Minh Nhat, Music Publishing House)... The total number of songs is 736. The above song collection is selected as research subjects, because this is a relatively complete collection of children songs from 1945 up to now and have been appraised by the Music Council. At the same time, the songs in the collections comply are suitable for the children ages (from preschool to junior high school).

4. Research methods

To carry out the research, we used the following methods: Descriptive method; Meaning analysis method and some other research methods.

5. Contribution of the thesis

5.1. Theoretical contribution: The thesis is a relatively comprehensive and systematic research on the characteristics of words denoting things, contributing to clarifying the relationship between language, culture and thinking via characteristics of words in artistic texts.

5.2. Practical contribution: The thesis is a reference for the compilation of textbooks, references when studying Vietnamese characteristics in artistic style; a suggestion for use and explanation of words for authors in composing as well as for teachers in teaching Vietnamese songs for children.

6. The layout of the thesis

In addition to the *Introduction*, *Conclusion*, *References* and *Appendices*, the thesis has 4 chapters: **Chapter 1:** Overview of the research situation and theoretical basis; **Chapter 2:** Structural characteristics and methods of labelling things of words in Vietnamese songs for children; **Chapter 3:** Semantic characteristics of words denoting things in Vietnamese songs for children; **Chapter 4:** Educational role of using words denoting things in Vietnamese songs for children.

Chapter 1. OVERVIEW OF THE RESEARCH ISSUE AND THEORETICAL BASIS

1.1. Overview of the research issue

1.1.1. The studies of words denoting things in Vietnamese

In the process of collecting data related to words denoting things in Vietnamese, the thesis found that there are two basic research directions. First, research on a school or a group of Vietnamese words to identify grammatical and semantic characteristics of the words. Some of the authors in this research orientation are: Pham Tat Thang [103], Trinh Thi Cam Lan [72], Trieu Nguyen [91], Nguyen Thi Bach Duong [48], Cao Thi Thu [111], Bui Minh Toan [112], [113], Dang Thi Hao Tam [99], etc. Second, comparative research on a group of Vietnamese words with an equivalent group in other

languages to point out the difference in ethnic cultural characteristics and thoughts behind that language class. It is possible to include the authors of this research direction such as Chanphomavong [14], Nguyen Thuy Khanh [70], Phan Van Que [96], Nguyen The Truyen [126], Nguyen Ngoc Vu [130], etc.

It can be seen that research works on the vocabulary denoting and nominating things in Vietnamese have been exploited in many different contents from purely theoretical aspects to practical linguistic sources. These studies mainly focus on examining the symbolic meaning of the names of things or human cognitive characteristics via some specific schools of words. Therefore, when studying the cognitive characteristics of an ethnic group, the symbols representing the group's thinking and culture are often analyzed by researchers through the representations of things in the literary works.

1.1.2. Research works on language in Vietnamese songs for children

1.1.2.1. Research on language in songs: There are many researchers with works on lyrics in many different aspects. However, specific studies on the characteristics of words denoting things in the lyrics (of children songs) are almost not available. Therefore, the topic of the thesis can be considered as the continuation of the results of previous research, and at the same time going into a research direction that promises new results.

1.1.2.2. Research on words denoting things in Vietnamese songs for children: After studying research works on Vietnamese songs for children, we can see that research works on language in songs are only dealt with in coursebooks and research works in the field of music. The language used in the song is only considered as one of the notable factors. The number of songs written for children is huge, but the lyrics are not of real interest. In particular, research on the characteristics of words denoting things in Vietnamese songs for children is still inadequate.

1.2. Theoretical basis

1.2.1. Linguistic basis

1.2.1.1. Word and expression:

a) Word: When studying about words, Do Huu Chau gave the definition of the Vietnamese word “A Vietnamese word is one or a number of fixed, immutable syllables with a certain structural type and grammatical characteristics, corresponding to certain meanings, biggest in the Vietnamese system and smallest to create sentences” [19, p.16]. This is a definition of a word that is accepted by many people, showing the basic general characteristics of the word: the ability to separate words and the completeness of words. We use the definition of Do Huu Chau as the basis for our research.

b) Expression: An expression is one of three combinations of words into phrases, an unit bigger than words. When looking at the relationships between the elements in a phrase, an expression is a combination of words often with primary and secondary relations. That is, in an expression, the word with the primary role in terms of semantics and grammar is called the main element; the words dependent on the primary element are called sub-elements. The relationship between elements in an expression is different from that in other word combinations such as word combinations with equal relation and word combinations with subject-verb relationship. For example: This table, birds sing ...

c) Classification of nouns and noun phrases: From the perspective of part of speech, the words denoting things are usually nouns/ noun phrases denoting things, sometimes gerunds and adnouns. Internally, nouns are divided into proper nouns and common nouns. Noun phrases are constructed with a head noun as the central element.

1.2.1.2. *Meaning of words*

a) The meaning of the word is the spiritual content that the word expresses. It is formed by the combination and the impact of many factors, including non-linguistic factors and linguistic factors. Non-linguistic factors include things and phenomena in the objective reality, thinking and users. Linguistic factors include signaling function, system (structure) of language. The meanings of words include: denotational meaning, connotational meaning, emotional meaning and grammatical meaning.

b) A semantic field is a set of words with a certain homogeneous semantic relationship. In other words, semantic field is a group of words with certain semantic relationship.

Types of semantic fields: denotational field, connotational field, linear fields, associative fields, and the shifting phenomena of the semantic field.

1.2.1.3. *Language style and artistic language*

Language style: Language is a whole set of linguistic means used to make the forms of speech. These linguistic means exist in the consciousness of each member who uses that language - of course with varying degrees of richness and depth in different individuals. The ways of choosing and using standard and traditional linguistic means are called functional styles of language. Based on the functional types of language, Dinh Trong Lac divided functional types of language into 6 styles, including: administrative-public service style, scientific style, journalistic - public opinion style, political opinion style, daily activities style and artistic language style.

1.2.1.4. *Methods of identification in language and methods of naming things and phenomena in words*

a) Identification - number one function of words: According to G.V. Consanski, identification is *"fixation (or attachment) of a language symbol on a concept - the signifikat to reflect certain characteristics of a denotat - properties, qualities and relationships of objects and processes in the physical and mental sphere, whereby linguistic units form the content elements of communication words"* (cited from [125, p.164]). This concept shows that identification is a need of language and shows the ability of human thinking, helping human thinking.

b) How to label (denote) things and phenomena in texts: Identifying and labelling things and phenomena in texts are very close together, in terms of both manner and co-reference. However, they are in the principal opposition: language // speech. How to label things and phenomena in texts is personal, depending on the type of text and communication circumstances, so it is many times more diverse than identification. To deploy the research contents in the following sections of the thesis, we use the phrase "ways of labelling (denoting) things", in the process of surveying, classifying and modeling expressions of labelling things.

1.2.1.5. *Words used in labelling things*

a) The concept of things: In this thesis, things are defined as things that often have a certain dimension, occupy a place in space (or in the mind of the speaker): people, objects, animals, plants, phenomenon ...

b) Characteristics of words denoting things: Regarding part of speech, there can be nouns and noun phrases, pronouns and quantifiers.

1.2.2. Musical, psychological- educational basis

1.2.2.1. Musical basis

a) Concept of lyrics: According to the author Duong Viet A, "*lyrics*" is "*a term with quite wide conceptual content, from the name, title, epigraph, note, instruction ... to the lyrics, scripts of musical scenes, musicals, traditional musical plays ...*" [1, p.221]. When applying the above concept to the research topic "Characteristics of words denoting things in Vietnamese songs for children", our opinion on the research of the lyrics will include: titles, epigraphs, notes, instructions and lyrics in: A collection of Vietnamese children songs.

b) The relationship between lyrics and songs: A song (French: *chanson*) often refers to a genre of vocal music; moreover, it is one of the simplest genres of vocal music.

1.2.2.2. Psychological - educational basis

The concept of "children"; Children's thinking, imagination and memory characteristics; Children's language characteristics; Children's emotional characteristics.

1.3. Sub-conclusion

1 / The studies of words denoting things in Vietnamese and words denoting things in Vietnamese songs for children are conducted in two directions: *first*, research on a field or a group of Vietnamese words to indicate grammatical and semantic characteristics; *second*, compare a group of words in Vietnamese with that in other languages to point out the differences in ethnic cultural characteristics and the hidden thinking behind that language class. The results of the literature review show that the research on words denoting things in Vietnamese has been exploited from theory to practice, from studying words of Vietnamese to comparing them with other languages. However, the study of words denoting things in Vietnamese songs for children has not been done yet.

2/ The theory of words, expressions, meaning of words, the translation of words, semantic fields, identifiers, ways of labelling things and artistic language styles have been presented with the views of researchers around the world and in Vietnam. On the basis of presenting these opinions, the thesis has established a theoretical framework and developed a separate theoretical system for the thesis. Things are defined as things that often have a certain dimension, occupy a place in space (or in the mind of the speaker): people, objects, animals, plants, phenomena, etc. The thesis perceives that words denoting things in Vietnamese songs for children are nouns and expressions (noun phrases) used to name things and classify words denoting things into groups based on their functions: words denoting people; words denoting animals; words denoting plants; words denoting objects; words denoting natural phenomena; words denoting abstract concepts ...

Naming things in daily communication texts is a creative, flexible and arbitrary application from the common; and a phenomenon of speech in relative opposition to language. Ways of labelling things in texts is personal, depending on the type of text and communication circumstances, so it is many times more diverse than identification. To deploy the research contents in the sections of the thesis, we use the phrase "ways of labelling things".

3 / The thesis also identifies theoretical issues of age psychology and the types of Vietnamese songs for children in order to point out requirements for musicians when composing Vietnamese songs for children. At the same time, it also determined that the song plays a very important role in organizing and adjusting children's psychological activities, involving children in purposeful, social, honest activities. The artistic language characteristics in the songs is the ability to influence the image of the musician style, bringing a sharing, sympathy and sadness, praise or anger ... through the artistic images created in the song. When creating Vietnamese songs for children, musicians must envision themselves helping children speak with words (via rhythms and melodies), that is, from the singer's point of view and these young listeners.

Chapter 2. CHARACTERISTICS OF WORDS DENOTING THINGS IN VIETNAMESE SONGS FOR CHILDREN REGARDING THEIR STRUCTURE AND METHODS OF LABELLING THINGS

2.1. Structural characteristics of words denoting things in Vietnamese songs for children

2.1.1. Overview of the counting and classification results

2.1.1.1. Survey data

According to our survey, the linguistic expressions denoting (labeling) things in Vietnamese songs for children include words (simple words, compound words) and expressions.

In 736 Vietnamese songs for children belonging to 12 volumn, we have listed 2174 words denoting things with a frequency of 5209 times. Of the 2174 word units, there are 494 words with a frequency of 2737 times; and 1680 expressions with a frequency of 2472 times. Particularly, out of 494 words denoting things, there are 188 simple words with a frequency of 1939 times and 306 compound words, appearing 798 times. The survey results can be visualized in the following summary table:

Table 2.1a: Summary of statistics of linguistic expressions denoting things in Vietnamese songs for children

(the number and the rate are calculated according to the number of units of words and expressions)

Types Number/%	Word		Expression	Total
	Simple word	Compound word		
Number	188	306	1680	2174
Rate %	8.65	14.07	77.28	100

Table 2.1b: The number of occurrence times calculated according to the frequency of use

Frequency of use Number/%	Word		Expression	Total
	Simple word	Compound word		
Occurrence times	1939	798	2472	5209
Rate %	37.22	15.32	47.46	100

2.1.1.2. General remarks

- The words denoting things in Vietnamese songs for children are quite diverse in terms of structure. The number of compound words and expressions is quite high, in which expressions are almost overwhelming. The frequency of expressions denoting things is more than 2.43 times higher than that of words denoting things (5209 times / 2174 words).

- Expressions appear in a very large number in Vietnamese songs for children.

2.1.2. Structural characteristics of words denoting things in Vietnamese songs for children

2.1.2.1. Words denoting things are simple words

Most of the simple words denoting things in the Vietnamese song for children are common nouns. The classification results list 188 simple words denoting things with the number of 1939 occurrences. There is a difference in the number of simple words. The highlight when studying the characteristics of simple word structure is the overwhelming frequency of using these words. For example, the number of words indicating people is only 41/188 simple words but the number of occurrences is 1358/1939, accounting for 70.03% of the total number of occurrences. Simple words with a large frequency of use such as *em* (I-811 times), *mẹ* (mother-198 times), *con* (you-123 times), *ai* (who-105 times), *bé* (kid-103 times), *ta* (I-88 times), *bạn* (you-65 times), *gió* (wind-62 times), *hoa* (flower-59 times), *cây* (tree-49 times), *cháu* (I-47 times), *lúa* (rice-31 times), *trâu* (buffalo-18 times), *búp bê* (doll-17 times), ... It can be seen that the simple words used the most frequently are simple words denoting people. Especially the word "em" is used very frequently.

2.1.2.2. Words denoting things are compound words

Based on the results of the compound word classification (coordinate and subordinate), we found that there are 77 out of 306 coordinate compound words with the frequency of 232/798 occurrences such as *ông bà* (grandparents), *ông cha* (ancestors), *thầy cô* (teachers), *ba mẹ/ ba má/ bố mẹ/ cha mẹ* (parents), *anh em* (brothers), *chị em* (sisters), *anh chị* (brothers and sisters), *đất trời* (heaven and earth), *sông núi* (river and mountain), *mây trời* (cloud and sky), *mây mưa* (cloud and rain), *gió nắng* (wind and sun), *sương gió* (fog and wind), *núi sông* (mountains and rivers), *ngày đêm* (day and night), *hoa trái* (fruits), *hoa quả* (fruits), *tre nứa* (bamboo and *Neohouzeaua*), *tép tôm* (shrimp and tiny shrimp), *mũ nón* (hats), *giày dép* (shoes), etc. In Vietnamese songs for children there are 229/306 subordinate compound words (model: C - P) with 566/798 times of appearances. For example, *thầy giáo* (teacher), *cô giáo* (teacher), *bạn trai* (boyfriend), *bạn gái* (girlfriend), *chim én* (swallow), *chim sâu* (flowerpecker), *ong nâu* (wasp), *mẫu đơn* (peony), *tre ngà* (ivory bamboo), *ba lô* (backpack), *ghế đá* (stone bench), *xe lửa* (train), *xe tăng* (tank), *biển khơi* (sea), *nắng mai* (morning sun), *quân tiên phong* (vanguard), *Bạch Mẫu Đơn* (white peony), *chim Sơn Ca* (song bird),...

The reasons why compound words appear in large numbers and usually denote things of lower order, with a smaller scope than the main element are: 1/ this is the usual way of labelling things; 2/ to label things accurately and specifically, people often use a combination of the main element with the sub-elements to perform the function of distinction.

In the survey material, it can be seen that reduplicative words are not used to refer to things. The reasons are: first, the results of studying documents do not record reduplicative words used to label things; second, reduplicative words are usually words that describe emotions or simulate sounds, colors, shapes ...

2.1.3. Structural characteristics of words denoting things in Vietnamese songs for children

2.1.3.1. Survey results:

According to the classification results, there are 1680 expressions/2174 words with 2472/5209 times of appearances. In terms of structure, these expressions are nouns composed of one main element and more than one sub-element. In terms of the structure of the elements, the expressions with the structure of 2 and 3 elements account for a very large number.

2.1.3.2. Structure of expressions in terms of structural levels

Table 2.2: Structure of expressions denoting things

No.	Expressions denoting things	The number of expressions		Frequency of appearance	
		Number	Percentage (%)	Number	Percentage (%)
1	Two-element expressions	516	30.72	869	35.86
2	Three-element expressions	430	25.60	732	29.61
3	Four-element expressions	382	22.74	467	18.89
4	Five-element expressions	248	14.76	283	11.45
5	Six-element expressions	104	6.19	121	4.89
Total		1680	100%	2472	100%

The classification of the levels and the number of elements in expressions shows that in Vietnamese songs for children, the expansion of descriptive elements is the preferred way. The number of levels is decided according to the rule: the number of elements - 1. In Vietnamese songs for children, the two-, three- and four- element expressions are used more commonly than the five- and six- element expressions. These may be models suitable for language in songs for children.

2.1.4. Origin of words denoting things in Vietnamese songs for children

When looking at words denoting things in Vietnamese songs for children, we realize that besides words with pure Vietnamese origin, there are many words of Chinese origin and words of Indian - European origin. In Vietnamese songs for children, the musicians used 645 words of pure Vietnamese origin with a frequency of 1381 times to denote things such as *người* (person), *bố* (father), *mẹ* (mother), *mày* (you), *mầy* (you), *tao* (I), *tớ* (I), *bống* (Goby), *Bò*, *bé tôm* (shrimp), *thằng Bờm*, *thằng Nhai*, *thằng Nha*, *anh*

dân ông (man), cô gái (girl), chồng (husband)...; 1358 words of Chinese origin with 3583 times of appearance, such as: *dân (people), anh (brother), ông ngoại (grandfather), bà ngoại (grandmother), ông nội (grandfather), bà nội (grandmother), giặc (invader), anh em (brothers), cô giáo (teacher), thầy giáo (teacher), bạn thân (close friend), chiến sĩ (soldier), chủ mục đồng (shepherd), anh thương binh (war invalid), đoàn quân (corp), đồng loại (fellow men), nhân dân (people), nhi đồng (children),...*; 171 words of Indo-European origin with a frequency of 245 times, such as: *Đô - Rê - Mon (Do - Re - Mon), điện thoại (phone), tê - lê - phôn (telephone), gấu Mi -sa (Misa bear), xe đạp (bicycle)...*

2.2. Characteristics of ways of labelling things through words in Vietnamese songs for children

2.2.1. Overview of survey results

Table 2.3: Method of denoting things of words in Vietnamese children songs

Methods of denoting things	Number of words	Percentage (%)	Frequency	Percentage (%)
Basic method	374	12.6	1964	37.7
Complex method	1849	85.1	3118	59.9
Reduced method	51	2.3	127	2.4
Total	2174	100	5209	100

In Vietnamese songs for children, ways of denoting things is more or less associated with the classification of characteristics. When labelling things, out of many characteristics, people often choose only typical characteristics that reflect certain characteristics of things. However, when denoting things that share certain basic properties and differ only in non-basic properties, people will not choose the basic characteristics, but must choose the non-basic characteristics instead but these characteristics still have distinctive value, as a basis for labelling things. In addition to the simplest common labelling method - the basic method (one-element words) there are complex methods (PTP) and reduction methods.

2.2.2. Describe methods of denoting things through words in Vietnamese songs for children

2.2.2.1. The basic method

The basic method is a method that uses expressions to label things based on their "basic" form (without adding or omitting anything, usually an element). Among 736 songs in the 12 collections of Vietnamese songs for children, there are 374/2174 expressions to label things of this type, with a frequency of 1964/5208 times. Words in this method are mostly common nouns; proper nouns appear in very small numbers and low frequencies.

Table 2.4: Model of the basic method

Use common nouns to label things	Example:
people	<i>người (person), dân (people), ông (grandfather), bà (grandmother), cha/ ba/ bố (father), mẹ/ má (mother), anh (brother), chị (sister), cô (aunt), dì (aunt), chú (uncle), bác (uncle), Lì, Sáo, Cuội, Hằng, Bồng, Bờm, Xì, tôi (I), tớ (I), mình (I), nó (it), chúng mình (we), bọn mình (we).</i>
animals / plants / objects / natural phenomena / abstract things	<i>bướm (butterfly), bê (calf), chim (bird), én (swallow), trâu (buffalo), ve (mite), cá (fish), chim (bird), cây (tree), chanh (lemon), đa (banyan), hoa (flower), khế (star fruit), lúa (rice), mai (apricot), me (tamarind), cọ (palm), huệ (lily), nấm (mushroom), ngô (corn), phượng (phoenix), sậy (reed), cặp (pair), cầu (bridge), chậu (pot), chiêng (gong), dây (string), diều (kite), đu (swing), gậy (stick), ghế (chair), mũ (hat), mạng (net), phấn (chalk), pháo (firecracker), nắng (sunshine), mưa (rain), đất (earth), tình (love), nghĩa (gratitude), chí (will), danh (fame)...</i>

The models of expressions denoting people are created by the basic method. These nouns are used in three ways: First, common nouns denoting people like *người (person)* và *dân (people)* appear in Vietnamese songs for children to refer to not only an unknown person but also a group of people. However, only the common noun *Người (He)* is capitalized to refer to Uncle Ho; Second, common nouns which are kinship nouns and pronouns are very popularly used. This is consistent with the living environment, the interaction, the perception, the feeling and the attitude of children. Living environment in the family and the school are two main environments that children are affected and dominated; Third, common nouns to refer to a certain breed / species / type: *người (human), cá (fish), tôm (shrimp), sáo (flute), tôm (shrimp), tép (small shrimp), bưởi (pomelo), sách (book), bút (pen), núi (mountain), sông (river), ...* When used in the third way, these nouns are capitalized.

The expressions denoting animals/plants/objects/natural phenomena/ abstract objects are diverse in forms and types, including such characteristics as: First, common nouns denoting breed/species/types of animals, plants, objects, natural phenomena and abstract objects represent the whole group of objects; Second, these nouns tend to be used to refer to a particular individual; Third, the expressions of type 2 are the basis and foundation for the complex methods and exactly label an individual thing.

2.2.2.2. The complex method

The complex method uses expressions to label things including at 2 or more elements. According to the survey results, there are 1849 words with 3119 times of appearances which belong to the complex method and are formed in two ways: First, combine two or more elements with coordinate relation such as *ông bà (grandparents), cha mẹ (parents), tôm tép (shrimp), bầu bí (squash), bàn ghế (furniture), ...*; there can be two or more factors that have a minor or minor relationship such as: *chú bộ đội (the soldier), sáo nâu (brown starling), hoa phượng (phoenix flower), nắng hè (summer sunshine), nương dâu (mulberry field), các thầy (teachers), các cô (teachers), ba bà*

(three cows), *bầy chim* (flock of birds), *cái bàn* (the table), *bốn mùa* (four seasons) ... Second, combine many elements to form noun phrases.

According to the survey, the expressions are mainly formed as follows: 1/ one or some common nouns denoting people/animals/plants/objects / phenomena / abstract things are combined with one or several common nouns denoting people/animals/plants/objects/phenomena/things; 2/ one or more common nouns denoting people/animals/plants/objects/abstract phenomena/ things are combined with one or more characteristics of things to label things. This is the condition to model the method of labelling things.

Table 2.5: Model of the complex method

No.	Group (being denoted)	Examples
A	Methods of denoting people	
1	Common noun denoting people + common noun denoting people	<i>bà em, ông em, bố em, mẹ em, cha mẹ, anh chị, thầy cô, ông bà, bố mẹ, dân mình, người ta, ...</i> (my sister, my brother, my father, my mother, parent, brothers and sisters, teachers, grandparents, parents, our people, they, ...)
2	Common noun denoting people + noun denoting non-human things	<i>mẹ Bông, gái Nam, bạn Nam Bắc, chị Hằng, chú Cuội, ông Bụt, bà tiên, con Lạc, cháu Hồng,</i> (Bong's mother, Nam's daughter, North-South friends, Hang sister, uncle Cuoi, Mr. But, fairy lady, Lac' childrens, Hong's grandchildren)
3	Common noun denoting people + word indicating the characteristics	<i>Anh hai, anh ba, bạn nam, bạn nữ, người lính đảo, chủ bộ đội anh hùng, mẹ hiền, ...</i> (elder brother, second brother, male friend, female friend, island soldier, the heroic soldier, the gentle mother, ...)
4	Quatifier+ noun denoting people	<i>các bạn, đàn anh, hai em, đàn em, mỗi con người, lũ tây, lớp chúng ta, nhiều người, các bạn trai, đàn em thân yêu, đàn em thơ,</i> (friends, seniors, two kids, juniors, each person, westerners, our class, many people, boyfriends, dear juniors, little juniors,)
5	Quatifier/number + common noun denoting people+ + word indicating the characteristics	<i>các bạn trai, đàn em thân yêu, đàn em thơ, lũ giặc tham tàn, loài người mển yêu, một anh giữa, một anh béo, bao người vất vả...</i> (boyfriends, beloved juniors, little juniors, villains, beloved humans, a middle brother, a fat brother , many people working hard ...)

No.	Group (being denoted)	Examples
B	Methods of denoting non-human things	
6	Common noun denoting family/breed + common noun denoting another family/breed/species	<p><i>chim sâu, chuồn chuồn ớt, chuồn ngô, chim sâu, bọ ngựa, cò may, cò trinh nữ, hoa gạo, hoa bắp tấp, hoa phong ba, lá Trạng Nguyên, rừng thu, thông rừng, Phong lan Trường Sơn, hoa lục bình, hoa ngâu, tre Việt Nam, cò Bồ Đề, lúa vàng trắng, cây bí đao, áo ai, áo cha, áo em, khăn em, áo cha anh, áo giáp sắt, đồ chú cuội, còi xe lửa, mo cây cau, quạt Bác Hồ...</i></p> <p><i>(worm bird, dragonfly, cornfly, worm bird, mantis, foxtail, virgin, rice flower, storm flower, maple, poinsettia, autumn forest, forest pine, Truong Son orchid, hyacinth, ngau flower, vietnamese bamboo, bodhi grass, moonlit rice, squash tree, whose shirt, father's shirt, your shirt, your scarf, my father's shirt, iron armor, uncle Cuoi's boat, train horn, areca leaf, Uncle Ho's fan ...)</i></p>
7	Addressing words + common nouns denoting family/breed/species	<p><i>anh dế, bác Chào mào, bạn rùa, bạn Sơn Ca, cha thần lằn, chàng ve sầu, chị ong, chú chuột, chú Dã tràng, chú dế, chú gà, chú heo, chú mèo, chú ve, mẹ gà, chị gió, ông Tý, ông Mèo,...</i></p> <p><i>(cricket, uncle Hello, friend turtle, friend Sơn Ca, father lizard, cicada guy, sister bee, mouse, uncle sandcrab, uncle cricket, uncle chicken, pig, cat, tick, mother chicken, sister wind, Mr. Ty, Mr. Meo)</i></p>
8	Addressing words + common nouns denoting family/breed/species+ word indicating the characteristics	<p><i>chị ong vàng, chú bê lạ lùng, chú chim trên cành, chú ếch lười, chú giun gầy, con chim rừng, mẹ cún con, chú thỏ vàng, chú trâu vàng, chú gấu bông...</i></p> <p><i>(sister golden bee, uncle strange calf, the bird on the branch, lazy frog, skinny worm, wild bird, puppy's mother, golden rabbit, golden buffalo, teddy bear)</i></p>
9	Common noun denoting family/breed + words indicating one/two/three... characteristics	<p><i>măng mọc thẳng, dừa xanh xanh Bình Định, bèo đông xuân, đào hồng tươi, lúa đồng xanh, biển xanh, đất đỏ, đêm đen, mây trắng, nắng hồng, ban mai vàng, xuân thắm, đào xa, sóng cá, suối xa, đêm dài, bùn sâu, đá mòn, mùa vui, xuân vui, gió lạnh, đất mới, nước long lanh, nôi com nếp, rom nếp thơm, xe đạp xanh, bếp than hồng, lửa hồng, máy bơm, nón lá, nón mê, sách mới,...</i></p>

No.	Group (being denoted)	Examples
		<i>(straight bamboo shoots, Binh Dinh greenish coconut, winter-spring duckweed, fresh pink peach, green field rice, blue sea, red soil, black night, white clouds, pink sunlight, golden morning, gorgeous spring, distant island, biggets waves, far stream, long night, deep mud, worn rock, happy season, happy spring, cold wind, new earth, glitter water, sticky rice pot, fragrant sticky rice straw, green bicycle, pink charcoal stove, pink fire, pumps, conical hats, enchanted hats, new books, ...)</i>
10	Quantifier + common noun denoting family/breed + word indicating the characteristics	<i>bông hoa tươi, đóa hoa thắm, đóa hoa xinh, bông hoa này, cây bàng xanh, dãy phượng đỏ, đôi chè xanh, đồng lúa chín, lũy tre làng, chiếc áo dài, chiếc khăn quàng, chiếc nón lá, đôi mái chèo,...</i> <i>(a fresh flower, a bouquet of pink flowers, a beautiful bouquet of flowers, this flower, green almond tree, rows of red phoenix trees green tea hills, ripe rice fields, village bamboo bushes, a piece of ao dai, a piece of scarf, conical hat, a pair of paddles, ...)</i>
11	Quantifier + unit + common noun denoting family/breed + word indicating the characteristics	<i>5 điều Bác dạy, ba gánh lá xanh, bao hàng cây xinh xinh, bao nhiêu chú chim ri, đôi khóm tre ngà, hai chiếc máy bay, hai chú cún con, hai con thằn lằn con, một đàn chim nhỏ, một đóa hoa tươi,...</i> <i>(5 things Uncle Ho taught, three loads of green leaves, lots of pretty trees, many chicks, a pair of old bamboo bushes, two planes, two puppies, two baby lizards, a flock of small birds, a bouquet of fresh flowers, ...)</i>
12	Common noun denoting family/breed + words indicating two characteristics	<i>biển rộng lớn, hồ mát lạnh, trăng lưỡi liềm, bình minh hè sáng, gió ru êm, gió lồng nhẹ, nắng vàng tươi,...</i> <i>(vast sea, cool lake, crescent moon, dawn light, gentle wind, light wind, bright yellow sunshine, ...)</i>

2.2.2.3. The reduction method

Reduction method (also known as "ellipsis", "abbreviation") is the method of using expressions to label things by retaining the main elements and omitting the minor elements. The survey results count 51 words with 127 times of appearance and, which can be divided into two groups:

Table 2.6: Model of the reduction method

Group	Examples
Words composed of one element	<i>chích chòe</i> (starling) → chòe , <i>cá bóng</i> (goby) → bóng , <i>đế Mèn</i> (cricket) → Mèn , <i>chuồn chuồn</i> (dragonfly) → chuồn ...
Words composed of two elements with subordinate relationship	<i>đèn ông sao</i> (star lamp) → đèn sao , <i>xe có trọng tải lớn như sức con gấu</i> (vehicle with a large payload like a bear's power) → xe gấu , <i>mùa đông về</i> (coming winter) → đông về , <i>mây bay la đà</i> (flying clouds) → mây la đà , <i>mây bay mờ mờ</i> (hazy clouds) → mây mờ mờ , <i>chim bồ câu</i> (dove) → chim câu , <i>nấm linh chi</i> (<i>Ganoderma Lucidum</i>) → linh chi ...

The principles of eliminating some of the characteristics to label things are different in different groups of words. In general, reduced characteristics are often general and universal characteristics. The way of labelling things in the reduction method in Vietnamese songs for children is close to spoken language, creating highlights and differences for things, stimulating and exciting reception.

2.3. Sub-conclusion

1/ Studying and characterizing 2174 words denoting things with 5209 times of appearance, it can be seen that in terms of structure, words denoting things in Vietnamese songs for children can be divided into: Words (simple words and compound words): 494 units with 2737 times; Expressions: 1680 units with 2472 times, in which; Simple words: 188 units with 1939 times of appearances; Compound words: 306 units with 798 times of appearances. Expressions: 1680 units, appearing 2472 times, composed of 2-6 elements. There are many compound words and expressions that are free and unusual combinations such as *bà bạc tóc* (gray-haired grandmother), *cô lái máy cày* (plowing machine driving women), *chuột cha* (father mouse), *cây thông long* (dragonfly tree),...

2/ With the method of labelling things, the expressions used in Vietnamese songs for children are mainly made up in 3 main methods and specific models (2174 typical expressions for 5209 units).

Basic method: 374 expressions, accounting for 12.6%; use common nouns indicating family/breed/species/type to denote things. This is the method that plays a pivotal role in creating the elements in words for other things.

Complex method: 1849 expressions, accounting for 85.1%; combine two or more significant elements together, or combine many elements to form fixed noun phrases.

Reduction method: 51 words, accounting for 2.3%; This is a way of labeling things by removing the extra elements and recombining main elements to form new combinations (reduced and recombined) to give the thing a highlight and a bold characteristics of spoken language.

3/ The structure of the expressions to label things in Vietnamese songs for children is not bound. Most of these expressions are constructed by extending the descriptive elements. In this way, the words used to denote things help the images of things become richer and more diverse, so that the singers and listeners will remember them and explore the world around, as would be mentioned in the next chapter.

Chapter 3. SEMANTIC CHARACTERISTICS OF WORDS DENOTING THINGS IN VIETNAMESE SONGS FOR CHILDREN

3.1. An overview of groups of words denoting things in Vietnamese songs for children

In Vietnamese songs for children, words denoting things are used in large quantity, quite diverse in types, creating different groups. According to the results of the survey and classification, words denoting things can be divided into 6 groups: **people; animals; plants; objects; natural phenomena and abstract things**. Statistical results are shown in the table below:

Table 3.1: Groups of words denoting things

No.	Group	The number and frequency of occurrence			
		Number	Rate %	Frequency	Rate %
1	People	569	26.17	2222	42.65
2	Plants	420	19.32	671	12.88
3	Natural phenomenon	411	18.91	801	15.38
4	Animals	327	15.04	636	12.21
5	Objects	303	13.94	483	9.27
6	Abstract things	144	6.62	397	7.61
Total		2174	100%	5209	100%

3.2. Words denoting things in Vietnamese songs for children

3.2.1. Words denoting "people"

3.2.1.1. Words referring to "people" in the family

a. Words addressing family members

- Words referring to level 1 people - the generation before fathers or mothers of "I"

In family relationships, grandparents are often identified as level 1. These words reflect the traditional structure of a Vietnamese family: "three generations are in co-residence" (three generations living together).

Initially, there were only two words denoting level 1 people in the family: *ông* (grandfather) and *bà* (grandmother). In the original meaning, the words *ông* (grandfather) and *bà* (grandmother) often appear independently. The emotional nuance when using these words is often fixed - a default: *ông* (grandfather) and *bà* (grandmother) are warmth, fairy-tale colors, roots in the garden of childhood, and a roof). Associated with innocent but sincere feelings, deep and gracious love, musicians often use different ways to address *ông* (grandfather) and *bà* (grandmother). It can be considered as a complex method of labelling, for example: *ông bà* (grandparents), *ông nội* (paternal grandfather), *bà nội* (paternal grandmother), *ông bà nội* (paternal grandparents), *ông ngoại* (maternal grandfather), *bà ngoại* (maternal grandmother), *bà em* (my grandmother), *ông em* (my grandfather), *bà - vườn cổ tích* (- fairy garden) ...

- Words referring to the people of level 2 - the previous generation, being or equal to the people who directly gave birth to "I": In Vietnamese songs for children, musicians often use a number of ways to address father, mother, uncle, aunt, ... According to the survey results, the words *bố/cha/ba* (father), *mẹ/má* (mother) appear with a high frequency. This is consistent with the child's interactions within the family.

Using words combinations (expressions) to denote *bác* (uncle), *bố* (father), *mẹ* (mother), *chú* (uncle), *cô* (aunt), *dì* (aunt) ... is often based on analysis and association. These combinations are often made up from nouns that refer to kinship and other nouns denoting things. These are some examples: *mẹ hiền* (gentle mother), *bác em* (my uncle), *má em* (my mother), *cha mẹ* (parents), *mẹ - đài hoa* (mother - calyx), *mẹ - gió mát* (mother - cool wind), ... These expressions are composed of nouns combined with other common nouns (*bố* - father; *mẹ* - mother; *em* - I); or transformed in meaning: *mẹ - đài hoa* (mother - calyx), *mẹ - gió mát* (mother - cool wind), *bố - tàu lửa* (father - train), *bố - xe hơi* (father - car), ... Things which are transformed in meaning are all combined with other specific characteristics: *dịu dàng* (gentle), *mạnh mẽ* (strong), *ng nghiêm khắc* (strict) ...

- Words referring to people of level 3 - the same generation in the family (before or after) as "tôi" (I): In the childhood picture of children, *anh* (older brother), *chị* (older sister), *em* (younger brother/sister) ... are used a lot. The children enter a world with all the youthfulness and freshness with their brothers and sisters. It is also the concession of the older brother/sister to give the younger ones a nice toy, or it is a babysitting session for the parents to go to the field, ...

b. Words denoting family members are used for addressing

According to the survey results, the words *con* (children) and *cháu* (grandchildren) in the relationship pairs: *ông bà - cháu* (grandparents - grandchildren), *bố mẹ - con* (parents - children), *mẹ - con* (mother - child) ... appear with a high frequency (*con*: 43 turns, *cháu*: 27 turns). For the above reasons, it can be separated and considered as a special case for analysis.

In a relative relationship, level 2 and 3 people have two main roles: first, being children to parents (reflected in the relationship: *ông bà - ba mẹ/ bác/ cô/ dì/ chú...*); second, being *ba/ mẹ/ bác/ cô/ dì/ chú - con/ cháu*.

Thus, *con* and *cháu* are similar subjects. These two words are used with the meanings: The child is used with two meanings: 1/ "the person of the next generation, in relation to the person directly giving birth" [81, p.264]; 2/ a provisional word to use instead of "grandchild" when the object of the third generation (*cháu*) address the first generation (*ông, bà*) or the second generation (similar to *bố mẹ* - not directly giving birth). The word *con* (child) is quite commonly used when talking to the upper classes and create pairs of addressing: *ông/ bà - con; bác - con; chú/ cô/ dì/... - con; Cháu* are used with the meaning: "people of the next generation but not children in relation to people of the previous generation" [81, p.184].

3.2.1.2. Words denoting people in social relations outside the family

a. Words denoting people outside the family

Compared with family relationships, out-of-family relationships are more complex. However, for children, the amplitude of social relations is narrower. Social relations with children are mainly in a number of circumstances in schools, community activities, and places of play. There are also relationships: teachers - students, friends, ... In addition, in the process of social interaction, children create relationships with characters such as *chú công an* (a policeman), *cô công nhân* (workwoman), *chú bộ đội* (a soldier), *chú phi công* (a pilot), *cô lái máy cày* (a plowing machine driving woman), ... Even, other relationships are often "virtual", ie children understands people in society

through the stories of their grandparents, the teaching of their parents and teachers, ... sometimes just a way of knowing through observation or dialogue.

b. Words denoting people outside the family used for addressing

Words used for addressing: *tôi, tớ, tao (I), mày (you), bạn bè (friend), thầy cô (teacher)*, ... appear with quite a high frequency. A special characteristics is that Words used for addressing in family situations are quite popular in society. In particular, the pair of addressing words: *bác - cháu; con - thầy/ cô* appear with a relatively dense density. In these relationships, the addressing words no longer have their original meaning but are used with their derivative meaning.

3.2.2. Words denoting animals and their body parts

3.2.2.1. Words denoting animals

Words denoting animals can be divided into: domesticated and wild animals. Each of these groups of animals includes many different animal classes. The unique and distinctive characteristics in Vietnamese songs for children is the number of words referring to animals, which are beasts and reptiles living in the wild or domesticated. These words are mentioned in different circumstances. If words referring to domesticated beasts and reptiles appear in the songs on the topic "going to the park", words referring to beasts and reptiles living in the natural environment will only appear grandmother's or mother's stories.

Words referring to animals' body parts are very diverse, including 79 words, accounting for 3.63%: *cánh (wings), vây (fins), cổ (neck), mỏ (beak), mồm (mouth), miệng (mouth), đôi mắt (eyes), hai vây (two fins), miếng vá đen (black patch) ...* The appearance of words indicating animal body parts is based on the psychology of children in denoting the animal species. If simple words like *chân (legs), lông (hair), mắt (eyes)*, ... are commonly used for all species, then the words: *bốn chân (four legs), hai vây (two fins), hai mắt (two eyes)*, and especially *miếng vá đen (black patch of cat)* represents the distinct and individualized characteristics of things.

The phenomenon of co-reference in using words referring to animal's body parts: *mỏ (beak), miệng (mouth) and mồm (mouth)* also has a distinct denotative meaning. The appearance of these words enriches lexical vocabulary and reflects kind understanding. For example: for birds we use *mỏ (beak)*; For pigs, cats, dogs, deer ... we use *mồm (muzzle)*; sometimes we use *mồm (mouth)*, and even *miệng (mouth)* for birds to show love.

3.2.2. Words denoting plants and their parts

3.2.2.1. Words denoting plants

Based on the scope of growth, words referring to plants can be divided into two groups: First, words for cultivated plants, including: words referring to plants as food such as: *lúa (rice), ngô (corn), khoai (potato), sắn (cassava), (rice), đỗ (bean), lạc (peanut), gừng (ginger), các loại rau (vegetables)*, ... These are indispensable plants for humans. In terms of quantity, the number of words denoting these plant species is smaller but the frequency of appearing is higher. Because there are a number of words appearing with a very high frequency; they are words used to denote plants of the cereal type: *khoai (potato), lúa (rice), bí (pumpkin), bầu (gourd), cà (egg-plant), đỗ (bean), ngô (corn) ...*; Words denoting plants for production and service in human life include *mít (jackfruit), dừa (coconut), dưa (melon), ổi (guava), hồng (persimmon), bưởi*

(grapefruit), *chanh* (lemon), *cam* (orange), *đu đủ* (papaya) ... These are the most familiar plant species for rural children. These plants live right in the home garden, giving attractive fruits for children. Secondly, natural and wild plants appear in a wide range and are often associated with attitudes and feelings in the following directions: small, resilient, majestic, strong with resilient vitality: *cây tre* (bamboo), *cây cọ* (palm tree), *cây lau* (reed), *cây sậy* (reed), *tre Việt Nam* (Vietnamese bamboo), *lim* (ironwood), *thông* (pine), *phượng* (phoenix), *xoan* (neem), *tre* (bamboo), ...

3.2.3.2. Words denoting parts of plants

The group of words referring to plant parts has 105 words, accounting for 4.83%, including: *cành* (branch), *nhánh* (branch), *cánh* (wing), *quả* (fruit), *hoa* (flower), *nụ* (bud), *chồi* (bud), *rễ* (root), *thân* (stem), *gai* (thorn), *hạt dưa* (melon seed), *vòm cây phượng vĩ* (phoenix tree arch), ... Words denoting parts of plants that rarely appear in the form of common nouns: *lá* (leave), *hoa* (flower), *cành* (branch), *mầm* (germ), *chồi* (bud), ... but often appear under the complex structure model: *cánh hoa phượng* (phoenix petal), *triệu hạt lúa* (millions of grains of rice), (paddy), *hạt thóc* (a grain of rice).

Words denoting plant parts when appearing rarely express the specificity of the species and have specific symbolic properties of the meaning. Words denoting these parts cannot be separated from the general context in question. Or, these words can only be understood properly to denote a certain plant when placed in context.

However, expressions denoting plant parts are usually combined with quantifiers: *triệu bông hoa* (millions of flowers), *triệu hạt lúa* (millions of grains of rice), *một đóa hoa tươi* (a bouquet of fresh flower), ... This is another particular point of the group of words denoting parts of the plant. This designation characterizes the meaning of "small" and often "resonance" to create specific characteristics of plants.

3.2.4. Words denoting objects and their details

3.2.4.1. Words denoting objects

a) Words denoting household objects are classified into the following 3 groups: Personal items to serve people's daily needs: *giày* (shoes), *váy* (skirt), *áo* (shirt), *ba lô* (backpacks), *mũ* (hat)...; Toys: *bi* (marble), *bóng* (ball), *cúp* (cup), *cờ* (flag),...; Common objects in daily life: *đũa* (chopsticks), *chổi* (broom), *đèn* (lamp), *bàn* (table), *ghế* (chair), *quạt* (fan), *sàng* (sieve), *than* (coal), *xe* (car) ...

b) Words referring to objects outside the home: Words denoting objects used outside the home can be classified into 2 groups: School supplies: *sách* (book), *bút* (pen), *vở* (notebook), *bảng* (board), *túi của bé* (your bag).... These are things that bond with the children when they go to school - a second home. There, the above objects are both tools but also "best friends" of the child; Objects used at work: *thuyền* (boat), *tàu* (ship), *lưới* (net), *đò* (boat), *chiêng* (gong), *chuông* (bell),...

3.2.4.2. Group of words denoting details of objects:

Words indicating the details of objects in Vietnamese songs for children are often used: *cánh diều* (kite), *cánh buồm* (sail), *trang sách* (book page), *tấm áo* (shirt), *ánh đuốc thiêng của Lê Văn Tám* (holy torchlight of Le Van Tam), *những tà áo trắng* (white shirts),... There are 59 words denoting details of objects, 2.71%.

3.2.5. Words denoting natural phenomena and abstract things

3.2.5.1. Words indicating natural phenomena:

In Vietnamese songs for children, words denoting natural things and natural phenomena are very diverse: *sông, suối, núi, đồi, đất, đá, nước, nắng, mưa, bão, gió, ... mùa hè trong xanh, trăng hồng như quả chín, ...* (river, stream, mountain, hill, earth, rock, water, sunshine, rain, storm, wind, ... blue summer, pink moon like ripe fruit, ...) According to survey results, words indicating phenomenon often appear more in songs for ages 9-15 than for ages 3-8. The reason is that phenomena such as sunshine, rain, storm ... not simply enter the song as natural phenomena, but it is associated with the age psychology in each stage.

3.2.5.2. Words denoting abstract things:

In Vietnamese songs for children, words denote abstract things under the perspective of the children: *giấc mơ Phù Đổng, niềm khát vọng, những mộng mơ tuổi hồng, những nhọc nhằn gian khó, thời thơ ấu, dòng sông tuổi thơ, ...* (Phu Dong's dream, aspiration, pink dreams, hardships, childhood, the river of childhood, ...) Abstract things is a group of things with "different" characteristics from the rest of groups of things. If groups of things refer to people, animals, objects, phenomena, children, which can be perceived by the senses: hearing, seeing, smelling, ... then the group of abstract things cannot be perceived in that way. To feel and denote this group of things needs, it is necessary to look from the child's emotional state and associate with their understanding.

3.3. Common symbols in children's songs

3.3.1. Symbols on the basis of words indicating animals

In children's world, animals are *những người bạn* (friends) that children can *chia ngọt sẻ bùi* (share joys and sorrows) or *giận dỗi ngây ngô* (innocently anger), and even *quát mắng* (scold) them. And in that world, children have assigned some animals to other characteristics and become symbols that anyone who hears can feel and understand what children are talking about. In Vietnamese songs for children, they are: *con ve sầu* (cicada, 27 turns), *con mèo* (cat, 19 turns), *chú chim cầu* (pigeon, 15 turns), *con chim chích chòe* (warbler, 11 turns), *con ong* (bee, 9 turns), *cái tôm, cái tép, cái bống* (shrimp, small shrimp, puck, 8 turns), ... For example: The cat always sleeps, eyes limp and often lies in the sun, so children have "assigned" the "lazy" characteristics to the cat, and to refer to those who want to sleep, refuse to work as *con mèo* (the cat).

3.3.2. Symbols on the basis of words indicating plants: plants are considered symbols in Vietnamese songs for children: rice (38 turns), bamboo (16 turns), apricot blossom (14 turns), phoenix tree (13 turns), rose (11 turns), peach blossom (9 turns), bamboo shoots / young bamboo shoots (7 turns), peony (peony Bach) (5 turns), ... For example: Bamboo is often compared to the Vietnamese; rice plant - symbol of "source of life" and "love"; Coconut tree - a symbol of vitality, toughness, endurance of the Vietnamese people in general and the Southern people in particular; symbol of student's age - "phoenix tree".

3.3.3. Symbols on the basis of words indicating objects: books - symbols of knowledge sources; red scarf - logo for the organization Ho Chi Minh Pioneering Youth Team; ...

3.3.4. The symbol is on the basis of words indicating natural phenomena: the sun - a symbol for the eternity and the beginning and maintenance of life; earth - a symbol of origin, encirclement and fertility; ...

3.3.5. Symbol on the basis of words denoting people

In Vietnamese songs for children, it can be seen that there are many symbols derived from words denoting people - that can be real people or imaginary characters; It can be a certain individual but it can also be a collective monument: *con Rồng - cháu Tiên, ông Bụt, bà Tiên, cô Tấm, Thạch Sanh, ... Bác Hồ, Kim Đồng, quân tiên phong, thiếu nhi, ...* (Dragon's children – Tien's grandchildren, Mr. But, Mrs. Tien, Ms. Tam, Thạch Sanh, ... Uncle Ho, Kim Dong, the pioneer, young children,...) All those symbols, when appearing in Vietnamese songs for children, stimulate children to remember the achievements, victories, contributions ... of people who have become symbols.

In addition to the symbols mentioned above, in Vietnamese songs for children, we also encounter many other iconic images such as: *màu xanh, bàn tay, hoa cúc, búp măng non...* (blue, hand, chrysanthemum, young bamboo shoot ...)

3.4. Sub-conclusion

1/ With a total of 2174, with the number of appearances of 5209 in Vietnamese songs for children, words denoting various kinds of things, from tangible things to abstract things, make up different groups. These words can be classified into six groups: people; animals; plants; objects; natural phenomena and abstract things. Some groups of words are used with two functions: denoting things and addressing things. The words appearing in the groups are not identical. Groups with big number and high frequency are: people; plants; natural phenomenon.

Words denoting things in children's songs are explored in two areas: in the family and in society; at the same time, in each range, based on the characteristics of each group of things, they are developed in depth. The group of words denoting family members is explored as a hierarchical model with the use of ego - I (child) as the centre for screening. In the social realm, based on interactive circumstances to classify: schools, parks, zoos, ... According to each scope and circumstances, children have different ways of addressing things. Words such as *bố, mẹ, ông bà, thầy cô, mẹ dịu hiền, cô công nhân, chú bộ đội, bạn bè, bạn Nam Bắc, ...* (father, mother, grandparents, teachers, gentle mother, worker, soldier uncle, friends, North-South friends, ...) are stratified to clearly see the interactive characteristics of children. With the groups of words denoting non-human things, the thesis also exploits the following areas: family and society. Associated with each group of things according to the breed/species/type characteristics we have the delineation of scope. However, a special characteristics in the words denoting non-human things is that ferocious animals such as tigers, leopards, elephants, ... and the phenomena: heaven, moon, clouds, rain, ... appear indirectly, but are often "materialized" to become "great friends" of children through the stories of grandmothers and mothers.

2/ Symbols are one of the many characteristics found in Vietnamese songs for children. They are: *Tiên, Rồng, ông tiên, Bác Hồ, Kim Đồng, bà, bố, mẹ; con trâu, con chim bồ câu, cái tôm, cái tép; cây tre, cây lúa, hoa phượng; trống trường, sách vở, con số, ...* (Fairy, Dragon, Fairy, Uncle Ho, Kim Dong, Grandmother, Father, Mother; buffalo, pigeon, shrimp, shrimp; bamboo, rice, phoenix flower; school drum, book, number, ...) They mainly represent the desire for beauty, consistency, spirit of dedication for great causes, faith, the struggle for tomorrow ... In general, Vietnamese songs for children are ideal models in "big lessons" for children, through words denoting things.

Chapter 4. THE EDUCATIONAL ROLE OF USING WORDS DENOTING THINGS IN VIETNAMESE SONGS FOR CHILDREN

4.1. An overview of the role of songs in educating life knowledge and personality

Language plays a very important role in organizing and adjusting psychological activities, contributing to making human psychology highly generalizable, purposeful and social ... Teaching language for children usually begins with "teaching names" and starts with monosyllabic words followed by compound words, phrases, and expressions; from calling the names of "visible objects" to calling the names of "objects in thinking". Based on these characteristics, many children songs have words referring to animals, plants, toys, characters that are things (people, animals, plants, ...). The development of language for children through songs for children starts with many units labelling things.

In Vietnamese songs for children, reality is reflected from the perspective of children, at the same time associated with the musician's artistic intention. Each thing mentioned in the songs more or less reflects the feelings of children: that is the world of people and things, the house of love, the roof of the beloved school, the vast universe ... Each thing mentioned has the role of influencing the singer and listener in many ways: developing language skills, improving cognitive abilities, educating personality and orienting aesthetic values. ...

4.2. The role of the song in educating life knowledge and personality for Vietnamese children

4.2.1. Using words denoting things for the formation and development of Vietnamese language skills of children

4.2.1.1. Expanding vocabulary about things: As mentioned in Chapter 2, among 736 Vietnamese songs for children belonging to 12 volumes, the number of words denoting things is very big with very high occurrences: 2174 units with 5209 appearances

Through songs, children's vocabulary are expanded and associated with each relationship in family and society. The development of children's vocabulary often happens quickly and there are differences between objects, communication and educational environments. This is clearly shown in the developmental stages of children and associated with it are specific songs. For example, in kindergarten, children are acquainted and taught the songs such as "*Cháu yêu bà*" (I love my grandmother) by Xuan Giao, "*Chúc bé ngủ ngon*" (Good night baby) by Luu Ha An, "*Cháu đi mẫu giáo*" (I go to kindergarten) by Pham Minh Tuan, "*Tạm biệt búp bê*" (Goodbye doll) by Hoanh Thong, "*Trường của cháu đây là trường mầm non*" (My school is a kindergarten) by Pham Tuyen ...

4.2.1.2. Correct understanding and mastering of the meaning of words: Through the songs, children's vocabulary are expanded in number and meaning of words associated with the expansion of communication circumstances (from family to school and society). In many cases, the vocabulary units have more affective meanings. Hence, these words help children increase their understanding of the surrounding world as well as improve their skills in using language for specific communication purposes.

4.2.1.3. Understand the use of words in writing: Rhetorical devices are a way of helping things in the songs not only be described in detail, but also vividly with many

expressive nuances. This stimulates curiosity, making children enjoy songs, hence helping children improve skills in using words according to each situation and subject ...

4.2.2. Use words denoting things to improve children's awareness of the world

4.2.2.1. *General perception of things:* Studyi 12 collections with 736 Vietnamese songs for children, we can see the outstanding characteristics that objects are often humanized. However, despite being humanized, the objects are still accurately described and consistent with the inherent characteristics of things in reality. There are not only people, animals, objects ... in everyday life, but also highly iconic and conventional objects in folk works (fairy, Mr. But, dragon, tiger, Ms. Tam, Miss. Fairy, ...) The human world and the natural world in Vietnamese songs is also a colorful, rich and diverse picture.

4.2.2.2. *Awareness of classes of things:* Things in life are not a general set but include a system of types/groups of things. Studying Vietnamese songs for children, we can distinguish names of things according to 6 groups: people, animals, plants, objects, phenomena and abstract objects. Thus, depending on the child's thinking and cognition level according to the age, classes of things are materialized. Through receiving the songs, names of things in Vietnamese songs help children understand the natural world and people quickly and smoothly.

4.2.2.3. *Perception of the relationship between things and between classes of things:* Children will perceive that things in life belong to 6 types. Besides the group of things indicating people and groups of things indicating abstract things with "dynamic" characteristics (ie. characteristic of higher-order thinking), groups of words denoting animals, plants, objects and natural phenomena have clear symbiotic interactive characteristics. These groups of things exist around the group of words indicating people and help children understand the world around people.

4.2.3. Words denoting things contribute to personality education and orient aesthetic values for children: educate children to appreciate and do good things; Educate children to recognize and criticize bad habits.

4.2.4. Using words denoting things for children's entertainment is to: create innocent, cheerful funny images; create colorful images of the world; create a humorous and funny tone.

4.3. Sub-conclusion

1/ Vietnamese songs in general and words denoting things in particular contribute to helping children expand their understanding of the world and people. Through classes of words denoting things, children's vocabulary are expanded in number and meaning of words associated with the expansion of communication circumstances (from home to school and society) and the development of thinking (from vivid visualization to abstract thinking). This helps children to deeply understand the meaning of words, increase their understanding of the surrounding world as well as improve their skills in using language for specific communication purposes.

2 / Words denoting things contribute to personality education and orientation of aesthetic values for children. That is, educating the feelings of appreciation and doing good things like: family affection, friendship and community affection, love for the homeland and love of nature, honesty, courage, diligence, hard work, a sense of striving in learning; educating children to recognize and criticize bad habits.

3 / Along with humming, cheerful or quiet melodies, heroic, humorous ..., these words evoke a funny, innocent and colorful image ...; play an active entertainment role; and bring persistent values to the songs. Words denoting things bring readers and listeners rich associations. It is the social world, the living nature and in this world things are often humanized. Children imagine that the world is related to them and how they need to behave.

CONCLUSION

1. Objects are identified as things that usually have a certain dimension, occupy a place in space (or in the mind of the speaker): people, objects, animals, plants, phenomena ... In this thesis, words denoting things in Vietnamese songs for children are nouns and expressions (noun phrases) used to name things and classify words denoting things into groups based on their functions: people; animals; plants; objects; natural phenomena; abstract concepts ... Labelling things and phenomena in writing daily communication texts is the application and creativity, flexibility and discretion from the common; is a verbal phenomenon in relative opposition to language. The way of labelling things and phenomena in writing texts is personal and depends on the type of text and the context of communication, so it is much more diverse than identification. The phrase "ways of labelling things" is used as a conceptual tool when developing research contents in the thesis.

Age psychology and educational theories show the requirements for musicians when writing this kind of song, on the basis of perception: Songs play a very important role in organizing and adjusting children's psychological activities, directing children towards purposeful, social, honesty activities... When creating Vietnamese songs for children, musicians must imagine themselves accompanying and singing with children (in rhythms and melodies). Musicians must tell children's stories from the perspective and tone of these young singers and listeners.

2. Through the survey and characterization of 2174 units denoting things with 5209 times of appearance, we can see that in terms of structure, words denoting things in Vietnamese songs for children are divided into: words: (simple words and compound words) 494 units with 2737 turns; expressions: 1680 units with 2472 turns. Words denoting things: 1680 units, appearing 2472 times. These expressions are composed of 2-6 elements, of which: expressions with 2 elements accounts for the largest number: 516 units, accounting for approximately 30.72% and 869 turns, accounting for approximately 35,86%. The above classification reflects: words denoting things in Vietnamese songs for children always tend to expand the elements of description as the preferred way. The expressions of 2, 3 and 4 elements appear the most frequently.

In terms of methods of labelling things, the expressions of labelling things in Vietnamese songs for children are mainly made up in 3 main methods with 3 common calling models and specific models (2174 special expressions represents 5209 units).

Basic method: 374 expressions, accounting for 12.6%; use common nouns indicating family/breed/species/type to denote things. In Vietnamese songs for children, these nouns are used with two roles: first, they are common nouns to refer to a certain breed/species/type; second, they are used as a given name. This is the method that plays a pivotal role in creating the elements in words for other things.

Complex method: 1849 expressions, accounting for 85.1%; combine two or more significant elements together, or combine many elements to form fixed noun phrases.

Reduction method: 51 words, accounting for 2.3%; This is a way of labeling things by removing the extra elements and recombining main elements to form new combinations (reduced and recombined) to give the thing a highlight and a bold characteristics of spoken language.

The structure of the expressions to label things in Vietnamese songs for children is not bound. Most of these expressions are constructed by extending the descriptive elements. In this way, the words used to denote things help the images of things become richer and more diverse, so that the singers and listeners will remember them and explore the world around.

3. With a total of 2174 units, the number of appearances of 5209 in Vietnamese songs for children, words denoting things have been used to refer to a variety of things, from tangible objects to abstract objects, and make up different groups. These words are classified into 6 groups: people, animals, plants, objects, natural phenomena and abstract things. Some groups of words are used with two functions: denoting things and addressing things. The words appearing in the groups are not identical. The groups of words appearing in big number and high frequency are: people, plants, and natural phenomena. The groups with average number and frequency are animals and objects. The group with a small number and low frequency is the group of words indicating abstract things.

2. Symbols are one of the many characteristics found in Vietnamese songs for children. They are: *Tiên, Rồng, ông tiên, Bác Hồ, Kim Đồng, bà, bố, mẹ; con trâu, con chim bồ câu, cái tôm, cái tép; cây tre, cây lúa, hoa phượng; trồng trường, sách vở, con số,...* (Fairy, Dragon, Fairy, Uncle Ho, Kim Dong, Grandmother, Father, Mother; buffalo, pigeon, shrimp, shrimp; bamboo, rice, phoenix flower; school drum, book, number, ...) They mainly represent the desire for beauty, consistency, spirit of dedication for great causes, faith, the struggle for tomorrow ... Symbols in Vietnamese songs for children are ideal models in "big lessons" for children, through words denoting things.

4. Words denoting things in Vietnamese songs play a huge role in education and from that call for action. The use of words denoting things in these songs has recognizable roles: First, help children to correctly understand and master the meaning of words, improve their skills to use words in various situations of speech and in artistic texts; Next, educate the worldview and the outlook on life for the singers and listeners. These words denoting things help young singers bring to listeners rich associations, that is, the vivid social and natural world and help them visualize that world is related to them, how they need to behave.

5. The author of the thesis hopes to have the opportunity to expand the scope of research on groups of words in Vietnamese songs for children which denote both activities and properties of things (animals, plants, objects, natural phenomena and abstract objects); these contents contribute to clarify the lyrical characteristics of the aforementioned songs. From this, the research results can help somewhat give musicians an orientation to compose Vietnamese songs for children, so that their works are good and have higher educational significance - a problem that raises a lot of concerns in today's social life in Vietnam.