MINISTRY OF EDUCATION AND TRAINING
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TEACHING ETHICS IN CIVICS SUBJECT IN SECONDARY SCHOOLS ORIENTED COMPETENCE DEVELOPMENT

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PREAMBLE

1. The reason for choosing topics

Teaching-oriented competence development is an inevitable trend, increasingly widespread and popular in many countries. In our country, the application of the teaching approach oriented competence development in secondary school, which has applied to the moral teaching of Civics subject in the new Middle School is entering the first was made. moral teaching of Civics subject in high school school-oriented competence development promises to bring more prospects, help develop students the qualities, competencies required of a public people in the new period. However, the moral content (the "citizen to morality") in the program, textbooks Civics current high school was built, the design-oriented content. content-oriented programs and textbooks with inertia and routine-oriented teaching content made most Civics teachers in the teaching process is still focused on the knowledge imparted is all weak, little attention to the development of the competence of students. Research on teaching ethics in Civics subject in high school school-oriented competence development will contribute to finding ways to manipulate and exploit the strengths of effective teaching approaches this study in particular teaching and moral teaching Civics subjects at high schools in general. However, so far there is no research work has a systematic way of teaching ethics in Civics subject in high school school-oriented competence development. Stemming from the above reasons, we chose the issue: "Teaching ethics in Civics subject in secondary schools oriented competence development" as a research topic for his dissertation.

2. Research Objectives

From the study of the basis of theoretical and practical subjects and proposing measures aimed to enhance pedagogical results in professional ethics teaching civic education at high school field oriented energy development at.

3. When possible, the object and scope of the study

- Guests can study the process of teaching ethics in Civics subject in high school school-oriented competence development.

- Audience research is the ethical teaching methods in Civic education courses in high school school-oriented competence development.

- Research scope:

+ Research content is limited to the "Citizens for Ethical" in the subject Civics current high school.

+ Look at the status of teaching and pedagogical experiments held at 5 Middle School in the province of Quang Tri, Thua Thien Hue and Da Nang: Chu Văn An High School (Trieu Phong - Quang Tri), Middle school Hong Van (A Luoi District - Thua Thien Hue), Middle school Huong Thuy (Huong Thuy Town - Thua Thien Hue), Middle school Nguyen Trai (Quan Lien Chieu - DaNang city).

- Time to investigate, examine the situation and pedagogical experiment from 1/2012 to 05/2015.

4. Research Tasks

Research tasks of the thesis include:

3.1. Research theoretical basis and practical basis of the moral teaching of Civics subject in high school school-oriented competence development.

3.2. Recommended measures of moral teaching Civics subject in high school school-oriented competence development.

3.3. Organization of pedagogical experiments to verify the scientific feasibility of the measures in the moral teaching Civics subject in high school school-oriented competence development.

5. My hypothesis

Teaching-oriented content focused on the transmission of scientific knowledge systems for learners has made ethics teaching in Civics subject in high school now exists many shortcomings, limited, teaching activities has not really met the requirements and objectives of the course. teaching-oriented competence development focuses on helping students develop comprehensive qualities, personality and ability to apply knowledge learned to solve practical situations that arise in life. Therefore, if the moral teaching of Civics subject in Middle School changed teaching approach, moving from teaching-oriented content-oriented teaching book competence development with pedagogy corresponding measures will contribute to improving teaching and learning results in the subject of Education moral citizens in Middle school.

6. Methodology and Research Methods

6.1. Methodology

Dissertation methodology used materialist dialectics and the principles of modern teaching theory as a basis for approaching research issues in moral teaching Civics subject in Middle School under competence development orientation. The methodology used dialectical materialism (with the holistic perspective, the perspective of development and historical perspective - specific) and the theoretical principles of modern teaching approach makes research issue of ensuring scientific, systematic and consistency between theory and practice, while ensuring appropriate research process and meet specific requirements as well as of science education.

6.2. Research Methods

6.2.1. Group of theoretical research methods

Using the combination of methods: analysis and synthesis of theory, classification and systematization of theory, modeling, theory, ... to collect and process information from these sources in order for clarification of concepts and tools underlying ideas are the basis for the theory of the subject, forming scientific hypothesis, prediction of the properties of the object of study, building measures and practical model initial experience of teaching ethics in Civics subject in high school school-oriented competence development.

6.2.2. Group of empirical research methods

- Methods of investigation: survey by questionnaire, interview teachers and students to understand the status of moral teaching Civics courses in Middle School, as well as pedagogical measures included in experiment.

- Observation method: take hours of lessons of teachers (experimental class and control class), observing the attitude of student learning (degree of attention lectures, sense of teamwork, attitude building up post ...) to determine the level of interest of students for lectures, use it as the basis of your article is done, the choice of teaching methods, implementation of innovative teaching methods also form groups nhuhinh officials for each teaching content.

- Empirical Methods: Experimental use parallel plans, selection grade and grade control experiment with the same level of awareness, the

number of equivalent students, the duration of the course. In each experiment, during the experiment, the experimental class group and the control layer are maintained constant. The pedagogical experiment conducted in order to apply, analyze, evaluate, compare and scientific hypothesis of the research.

- Methods of product research activity: this method is used to review and evaluate student work created in the implementation of learning tasks such as homework, notebooks, learning products, ... thereby learn, assess the competence of the students and the students create products.

6.2.3. The method of support

- Methods of expert opinion: The method used to consult the scientists in proposal development, selected research methods, building the actual situation questionnaire, construction processes, pedagogical measures.

- Methods of analysis summed up the experience: research and review the experiences and results of the GV teaching had to teach ethics in Civics subject in Middle School, on the basis of that sum, to draw conclusions for the study and teaching ethics in Civics subject in high school school-oriented competence development.

- Methods of mathematical statistics: the current situation survey, the results of the tests in the experimental process is handled by mathematical statistical methods and are done on Microsoft Excel from which help draw remarks, scientific conclusions and objectivity on the issue should be studied.

7. The need to protect arguments

- Conduct competence and resolve the issue in line with the values, moral standards are specific competence, leading to the development of students through moral teaching of Civics subject in school High school.

- To develop the competence of conduct and resolve the issue in line with the values, standards of conduct for students requiring moral teaching in the subject Civics in Secondary Education schools must comply with the moral principles taught in high school-oriented competence development.

- Measures of innovation processes in the moral teaching Civics subject in high school school-oriented competence development should focus on identifying the ethical content of the subjects taught Civics upper

secondary school-oriented competence development, organized classroom training activities, assessment of students.

8. The contributions of the thesis

- Systemize the theoretical issues of professional ethics in teaching civic education at the high school field oriented competence development and assess the status of moral teaching in the subject Civic education in schools High school oriented competence development.

- Identify specific competence development needs students through moral teaching of Civics subject in Middle School.

- Launched the new pedagogical methods for teaching ethics in Civics subject in high school school-oriented competence development.

9. The structure of the thesis

Besides the introduction, conclusion, list of references and appendices, the thesis is structured into 4 chapters:

Chapter 1: Overview of research on teaching ethics in Civics subject in high school school-oriented competence development

Chapter 2: Rationale and practice of moral teaching in Civics subject in high school school-oriented competence development

Chapter 3: Measures of moral teaching civic education subjects in secondary schools oriented competence development

Chapter 4: Experimental pedagogy

Chapter 1
OVERVIEW OF THE STUDY ON TEACHING ETHICS IN CITIZENSHIP EDUCATION COURSES IN SCHOOLS GENERAL ORIENTED DEVELOPMENT COMPETENCE

After a review of studies involving moral teaching of Civics subject in high school school-oriented competence development, we find that the scientists, the study the moral teaching of the world and Vietnam have confirmed the role and importance of moral teaching schoolchildren; all confirmed that teaching is one of the basic road and most importantly to provide moral education for students. Content issues, principles, teaching methods and means of teaching, how to assess learning outcomes, ... in general the moral teaching and moral teaching of Civics subject in schools school in particular was mentioned, analyzed from many different angles.

Whether at any angle, any approach and in any other country, the study mentioned above also have expressed concern is how to take the best education for the future generations of citizens. "Education is a human being" and subject Ethics, Civics subjects with a mission to teach students to be THE must constantly innovate to contribute to help students become comprehensive human development, or into true citizens, useful lives for themselves, family, home, and fellow national.

The study's authors surveyed, though discusses moral teaching from many angles, but different approaches teaching approach oriented content (emphasis on standards of knowledge, skills energy) is still teaching approaches common morality in our country today. Teaching approach oriented competence development is an inevitable trend, increasingly widespread and popular in many countries, many levels, disciplines and different fields. In our country, the application of the teaching approach oriented competence development in the new school is the first step to be taken. Research on teaching ethics in Civics subject in high school school-oriented competence development will contribute to finding ways to manipulate and exploit the strengths of effective teaching approaches this study in particular teaching and moral teaching Civics subjects at high schools in general.

Chapter 2
RATIONALE AND PRACTICE OF TEACHING ETHICS IN CITIZENSHIP EDUCATION CURRICULUM HIGH SCHOOL SCHOOL-ORIENTED DEVELOPMENT COMPETENCE

2.1. Rationale of the moral teaching of Civics subject in high school school-oriented competence development

2.1.1. The concept of ethical, moral education and moral teaching

- The concept of ethics: Ethics is a system of values, social norms that people base on which to voluntarily adjust their behavior to conform with the interests of others, the community and society.

- The concept of moral education: In essence, the moral education is the process of the educational impact on the subjects of education to shape

their consciousness, attitudes and ethical behavior consistent with values, moral norms of society.

- The concept of moral teaching: Teaching ethics is a process organized under the guidance of teachers, students voluntarily participate in learning activities to form and develop the basic capabilities necessary set of citizens who fit specific objectives and disciplines.

2.1.2. Competence and moral teaching-oriented competence development in Middle School

Competence is the ability to mobilize human resources (including the existing qualities, experience, knowledge, skills, inspiration, faith, willpower, ...) for successful implementation operating in a certain context.

Teaching-oriented competence development is the process of teaching to help students shape, develop the ability to mobilize all resources (including the existing qualities, experience, knowledge, skills, excitement, faith, willpower, ...) to the successful implementation of activity in certain contexts.

- Teaching ethics in high school school-oriented competence development

Moral teaching in high school school-oriented competence development is the process through topics / subjects moral lessons in civic education at the Middle School, under the organization, guidance Lecturer of department, students actively, actively participate in learning activities to gradually establish and develop for themselves the corresponding competence in accordance with the objectives and characteristics of subjects.

The requirement of moral teaching in Civics subject in high school school-oriented competence development

+ On teaching objectives: To focus on the outputs of the theme / moral lessons.

+ As for the content of teaching: GV departments should be based on objectives (competencies) have been identified, analyzed and programs, textbooks to review, select, sort, internal restructuring solution to the "citizen morality" into themes / lessons at the request of the teaching-oriented competence development.

+ On the organizational forms of teaching: Be innovative forms of teaching organization towards promoting and creating opportunities for students to participate in more activities, practice and practical experience.

+ About Methods of teaching: Lecturer Department should closely follow the development orientation competence to choose, using the methods / techniques appropriate teaching. The teaching method is selected, use to contribute to promoting the pedagogical interaction, promote active student participation, more experience.

+ About assessed learning outcomes of students: orientation competence development requires the evaluation to be done during the teaching process, from input competence assessment and evaluation process to assess output result. Because teaching oriented competence development focuses more on implementation competence, so students have to evaluate them through the process of implementation of learning tasks, and how they solve subject, specific situations.

The demands of the moral teaching of Civics subject in high school field oriented on competence development has to be part of the character of the moral teaching of Civics subject in school High school oriented competence development. We can see more clearly characterized through the following comparison table:

Table 2.1. Compare the moral teaching of Civics subject in high school school-oriented content and moral teaching of Civics subject in high school school-oriented competence development

Comparative criteria based	**Moral teaching of Civics subject in high school school-oriented content**	**Moral teaching of Civics subject in high school school-oriented competence development**
The objective of teaching	- Focused on knowledge standards, skills and attitudes. - Do not be described in detail - Students can know what?	- Establish and develop specific capacities. - Detailed description, observable, measurable. - From your knowledge students can do?
Teaching content	- Bring academic, less tied to the situation, problems arise in practice. - Get detailed regulations, tight, fixed both in structure and timing.	- Selection of practical content, fit, coupled with ability to form and develop in students. - The main provisions of the content, not providing

	- Well structured by subject, chapter / section, lesson.	details. - Well-structured in the field of study, courses, thematic / topic of study, educational activities.
Role of teachers	- As the transmission of knowledge. - Is the center of teaching process.	- As the organizer. - Being promote and support positive student, self-perceived knowledge, skill training.
Methods teaching teachers	- Mainly using traditional teaching methods to provide information, explanation, illustrations. - Do not pay attention to students to practice, apply knowledge and skills in problem solving, practical situations, the situation complexity beverages.	- Use of active teaching methods. - Encourage students to self-study, exploratory, reasoning and problem solving, practical situations.
The role of students	- passive Acquiring knowledge has been predetermined. - Operating under a predetermined process under the control and supervision of teachers	- Actively dominate the knowledge and skills training. - Independence, responsibility and self-monitoring.
Methods student learning	- Remember machinery and highly dependent on the content of textbooks. - Apply (if available) mechanically.	- Actively explore and access to knowledge from many different sources. - To apply the knowledge to solve the problem, in practical situations in a creative way.
Feedback	- Slow and periodically	- Timely and continuous

from learners		throughout the learning process.
Evaluation criteria	- Mainly based on the memo, reproduced content and the maturing of some skill. - Comparison between students. - Score and rank.	- Based on the level of competence that students gain (ability to mobilize and apply the knowledge, attitudes, emotions, skills to solve a flexible way, correct the problems, real situations money) - Based on the progress of the students themselves. - Score, comments and suggestions (describing the progress and limitations)
Feedback from teachers	- Slow and often incomplete. - The comments, suggestions often emphasized drawbacks	- Timely and continuously during teaching. - The comments, suggestions often emphasized the positive side, progress.

2.1.3. Specific competence development needs students through moral teaching of Civics subject in Middle School

- Characteristics of moral knowledge in Civic education courses in Middle School

+ Knowledge ethics in Civics subject in high school now so much content that is generalized, abstract.

+ Content professional ethics in Civic education in Middle School currently contains basic moral values such as love life; autonomous life and live responsibly.

+ Tight unity between moral knowledge, moral sentiments and moral behavior is one of the important characteristics of the theme / moral lessons

+ The values, ethical standards in the subjects taught at school Civics Middle School now has a profound practical, attached to the vivid reality of life.

- Identify specific competence development needs for teaching students through professional ethics in Civics in Middle School

Conduct competence and resolve the issue in line with the values, moral standards are specific competence, leading to formulate, develop students in teaching moral lessons in high schools Theung. Besides the specific competence, above mainstream, moral lessons in Civics subject in Middle School also contributed to the formation and development of students with some other competence such as communicative competence , collaborative capabilities, communication capabilities and self-learning capabilities.

Conduct competence and resolve the issue in line with the values, ethical standards is the ability to mobilize students, effective use of experience, which is life, knowledge, emotions, skills, ... to conduct and solve the problem, the specific situations that arise in practical life consistent with the values and standards of social morality.

Conduct competence and resolve the issue in line with the values, ethical standards embodied in cognition and distinguishing values, ethical standards; the ability to feel and express emotions ethics; the ability to voluntarily adjust the attitude, behavior; the ability to detect and resolve ethical issues; the implementation of specific ethical behavior in everyday life. Depending on the objectives, content and standards of knowledge, skill of each lesson, each moral themes in Civics subject in high school that the school competence is specified above the requirements, more specific expression.

2.2. Practical basis of moral teaching in Civics subject in secondary schools oriented competence development

2.2.1. Situation ethics taught in Civics subject in secondary schools oriented competence development

The author has examined the content of the subjects ethics Civics current high school; the guidance and direction of teaching civic education in high school (including moral content) in the Middle School of the Ministry of Education and Training in recent times; survey consulted 160 direct Direct GV has been teaching moral lessons in the program Civics subject in some schools high school in the province of Thanh Hoa, Nghe An, Ha Tinh , Quang Binh, Quang Tri, Thua Thien Hue, Da Nang, Quang Ngai, Dak Lak, Dong Nai, An Giang and 560 students in grades 11, 12

(these students have completed the program all subjects ethics in Education citizen education Middle school) of a number of high school in the province of Quang Binh, Quang Tri, Thua Thien Hue and Danang. Duration of the survey: the academic year 2013 - 2014 and the academic year 2014-2015.

- Reality content deployment moral teaching of Civics subject in Middle School
- The reality of class organization and a team of teachers
- On the organization classroom
- Evaluation of teachers and students about the moral content of Civics subject in Middle School
- Status of the preparation of teaching and determined the content of the moral teaching Civics subjects of GV in Middle School
-. Situations held teaching activities in subjects moral content Civics Middle School's teachers
- Reality check, evaluation of the results of student learning in teaching morals in Middle School
- Situation ethics learning content in Civics subject in Middle School Student

2.2.2. Assessment of the status of moral teaching civic education subjects in secondary schools oriented competence development

- Review the current status survey

The advantages: Most teachers and students have correct perception of the role and necessity of moral content in Civics subject in high school for the training, personality development, ethics and lifestyle of students. Ministry of Education and Training has made guidance and direction in time for the renewal of the content; Methods and forms of teaching; how to test, evaluate the results of student learning; .... from teaching approach oriented to the current content-oriented teaching competence development in order to improve the effectiveness of teaching subjects at high school field. The majority of teachers were fully implement the steps in the process of teaching; actively innovate forms, methods / techniques of teaching; actively explore, collectibles, design of teaching facilities; examine how innovation, assessment of learning outcomes of students; ... Thereby, help students achieve some positive results, is expressed through awareness and their actions.

Restrictions: Besides these advantages, the survey results also show that situation many limitations exist in teaching ethics in high school, such as the moral content of the subject Civics High school currently under construction-oriented content, so that the elements of the teaching process are driven by content oriented. There, the standards of knowledge, skill is almost the only goal for the whole orientation of pedagogical impact of both teachers and learners. The survey results also showed that the impact is not primarily pedagogical direction of learners that are taught. The majority of teachers have not identified the specific competence needs of formation, developed for students in teaching ethics in high school, which led to confusion in the selection process forms, methods / techniques arts teaching and test, evaluate the results of student learning; .... oriented competence development. Most of the problems related to the teaching-oriented competence development are "unfamiliar" with the majority of teachers. The parameters obtained in the questionnaire related to the elements of teaching-oriented competence development is often very low percentage. Many students do not find fun, excitement in the moral lesson. Psychologists deal for the past is still common in a large part high school students.

- The causes of the current situation

+ Do the moral content of Civics subject in Middle School currently under construction-oriented content.

+ The whole process of teaching ethics in Civics subject in high school now has mainly been done oriented content.

+ The absence of these documents, the study of the moral teaching of Civics subject in high school-oriented competence development leads to gaps in subject teaching theory.

2.2.3. The problems posed to the moral teaching of Civics subject in high school school-oriented competence development

- Need to build a theoretical framework for ethics teaching in Civics subject in high school school-oriented competence development.

- To move from the moral teaching of Civics subject in high school field-oriented current content into teaching-oriented competence development, requiring teachers to master the discipline and apply the moral principles taught in Civics subject in high school school-oriented competence development.

- Need to renew the content and innovation defining moral teaching content in Civics subject in Middle School to meet the requirements of teaching-oriented competence development.

- Need to renew the organization of classroom teaching, the teaching process, organizational forms of teaching, teaching methods, using teaching facilities, ... professional ethics in Civics upper secondary school-oriented competence development.

- Need to renew the assessment of learning outcomes in the process of teaching ethics in Civics subject in high school school-oriented competence development.

Chapter 3
TEACHING ETHICS MEASURES IN MON CITIZENSHIP EDUCATION HIGH SCHOOL SCHOOL ORIENTED DEVELOPMENT COMPETENCE

3.1. Moral principles taught in Civics subject in secondary schools oriented competence development

The author argues that the identification, selection and use of teaching methods in professional ethics at school Civics Middle School oriented competence development necessary to adhere to the following basic principles:

- Be sure to inherit the advantages of teaching-oriented contents
- To ensure education
- Make sure the practicality
- Be consistent with the characteristics of the mind - physiology, degree of student
- Be sure to enhance the activity and experience for students
- Be sure to help students practice the ability to mobilize all resources to solve the problem, practical situations

The aforementioned principles have relationships with each other dialectical unity and are promoting ethics teaching process toward the goal for the advancement of learning, help students to form and develop the competence to appliance. Therefore, to ensure the moral teaching of Civics subject in Middle School in the right direction competence development,

subject teachers should be based on the aforementioned principles for selection and use pedagogical measures accordingly.

3.2. Measures of teaching ethics in Civics subject in high school school-oriented competence development

3.2.1. Determining the content of teaching ethics in Civics subject in high school school-oriented competence development

The proposed measures in this direction include:

- Identify the standard output competence of the topics / threads moral teaching.

- Sort, restructure the moral content of the programs, textbooks Civics current high school teaching into integrated themes.

- Innovation design theme / moral teaching in all subjects in school Civics Middle School oriented competence development.

- Construction, redesign moral content in programs Civics subject in high school school-oriented competence development

3.2.2. Organization of classroom training activities

The proposed measures in this direction include:

- Innovation processes in the moral teaching Civics subject in high school school-oriented competence development.

- Selection and use of methodologies, teaching techniques suitable for teaching ethical requirement for high school students oriented competence development.

Based on the objectives and characteristics of subjects and teaching requirements-driven development on the basis of competence and superiority analysis of the teaching methods are being used to teach professional ethics in education citizens in the Middle school, we believe that the teaching methods: case studies, raise and resolve issues, group discussions, visual, talk, play, ... are methods of teaching has many advantages and is suitable for use in ethics teaching high school oriented competence development. In particular, the research methods typical cases, raise and resolve the issue, group discussions, conversations, ... and corresponding teaching techniques should be considered as the methods / techniques of teaching basically, the mainstream of moral teaching in high school.

- Renewal forms implementing classroom hours and enhancing student self-study guide.

In particular, new forms of organizational change implemented classroom hours in the direction moved from the teacher training activities is mainly to organize activities for students are mainly; strengthen guidance and encourage students to learn.

- Use effective means of teaching ethics in high school school-oriented competence development

3.2.3. Evaluating the results of student learning

Assessment results-oriented learning competence development is one of the important measures, contributing to improving the effectiveness of teaching ethics in Civics subject in Middle School. From goals, characteristics and specifications subject assessed learning outcomes of students in teaching-oriented competence development, the author proposes assessing learning outcomes of students in teaching ethics in the subject Civics in secondary Education schools should focus on:

- Identify the objective evaluation (or building "standards and criteria" for the moral lesson).
- Renewal of content assessment.
- Renewal of assessment methods.
- Promote the role of the actors assessed learning outcomes of students, including teachers, students, parents, ...

Chapter 4
PEDAGOGIC PRATICE

4.1. Pedagogical Experimental Plan

4.1.1. Pedagogical experimental purposes

TN teacher to verify the feasibility and effectiveness of the measures in the moral teaching Civics subject in high school school-oriented competence development.

4.1.2. Experimental object

TN is made with 745 grade 10 students in two academic years 2013-2014 and 2014-2015 in 5 cases:

- Middle School Nguyen Trai (Lien Chieu District, Da Nang City)
- Middle School Nguyen Chi Thanh (Quang Dien, Thua Thien Hue)
- Middle School Huong Thuy (Huong Thuy Town, Thua Thien Hue)
- Middle School Hong Van (A Luoi, Thua Thien Hue)

- Chu Văn An High School (Trieu Phong - Quang Tri)

Time to conduct experiments on the 2nd semester of each academic year. Each school year, each school selected two classes (1 class 1 class experimental and control). In the first year, the choice of 10 classes in 5 cases (5 layers total of 194 experiments with students and 191 classes with a total of 189 control students); second year 10 class also selected in 5 cases (5 layers with a total of 181 experimental and 5 grade students with a total of 179 control students). Total experimental and control layer of two years is 20 experimental classes (10 classes and 10 classes experimental control), the total number of students participating in the experimental class of 375 students, 370 school grade control born.

4.1.3. Teachers pedagogical experiment

GV experimental teaching professional training Political Education in the University of Pedagogy, senior teaching for 4 years or older, have good moral character, responsible and enthusiastic in their work, using Fluency in information technology, support and actively participate in the process of innovation in teaching methods Middle school. In addition to the experimental teaching teachers, we invited eight teachers participating collaborating during experiments. The teacher could engage comment, edit and finalize plans based learning schemes and controlled experiments, attend class observation hours, recorded comments of teachers and students, marking and synthesis the student's academic performance.

4.1.4. Pedagogical Experimental Content

Due to restrictions on the conditions and timing of the thesis as well as the actual operation process of the Middle School, we only choose some moral content in Civics subject in Middle School experimental teaching, teaching methods oriented competence development can be used to deploy the experimental teaching content in table 4.1 below:

Table 4.1. Experimental Teaching Content

TT	Content Details	some details
1	**Subject: Citizens with love, marriage and family** 1.1. Citizens with love 1.2. Citizens for marriage 1.3. Citizens with family	03
	Subject: Citizens with the community, the country and	

2	**humanity** 2.1. Citizens for Community 2.1.1. The community and the community's role in the lives of people 2.1.2. Responsibility of citizens to community 2.2. Citizens for Homeland 2.2.1. Love the motherland 2.2.2. Love the Fatherland 2.2.3. Responsibilities of Citizens for Homeland 2.3. Citizens of humanity 2.3.1. Loves mankind 2.3.2. Citizens with a number of urgent problems of humanity	06

We evaluated the competence of students before and after each topic / experimental unit. All experiments were conducted according to plan and schedule of teaching in Middle School.

4.2. Experimental methods and pedagogical preparation process

4.2.1. Pedagogical Experimental Methods

We conduct full experimental measures proposed in Chapter 3.

Before teaching experiments, we examine the input competence of the experimental class and the control class in the test 45 minutes, take it as a database comparable to the competence development of students before and after experimental teaching; teaching planning, test questions, build scripts made for each hour taught, discussed with teachers participating in the experimental teaching empirical intentions, talk about the content, methodology, form of organization organizational learning and teaching media use; also expected to situations that may occur in the process of teaching and prepared to handle the plans. After discussions with the participating teachers and the teachers are experimental collaborators, we have edited, complete teaching plan (lesson plans), system test questions and conduct experimental teaching 1st.

After the experimental teaching 1st, we held discussions to draw experiences, opinions and suggestions of the student teachers. Based on the results of the discussions, comments of teachers and students, and on the basis of progress' classroom observation time, we continue to improve

the teaching plan, the question to conduct real teaching 2nd test After finishing 2nd experimental teaching, we have assembled the test results of experimental grade and grade control, experimental teaching invite teachers and teachers collaborate to discuss, evaluate the possibility implementation of measures already implemented pedagogy on both sides: quantitative and qualitative.

Quantitative, after each topic / experimental unit, the students take the exam 45 minutes to check the competence of the students. System questions and answers for grade control and experimental is the same. Exam students are evaluated on a scale from low to high (to recognize, understand and apply). The results are processed according to mathematical statistical formula, using a scale of 10 with 4 levels: weak (scored 0-4), moderate (scores of 5-6), good and excellent (scoring from 7 -8) and excellent (scores of 9-10).

Of the charge, the author, along with participating teachers teaching experiment, the participating teachers to collaborate in the process of direct experimental teaching, hours of lesson plans and controlled experiments to observe, evaluate the expression the current competence of the students through each lesson.

4.2.2. The process of preparing pedagogical experiment

Experimental school choice, select the object and the control experiments, prepare the conditions for experimentation, building scale assessment, training for teachers involved in teaching and experimental collaborative participation in the process of experimentation.

After obtaining the data, the authors synthesized and processed results by mathematical statistical methods in science education.

The order shall be as follows:

1. Prepare frequency distribution table, plotting frequency and frequency representation, the frequency of the respective tables.

2. A table comparing the level of student competence two control groups and experimental performances and chart the competence level of the students from the respective tables.

3. Calculate the specific parameters: grade point average, variance, standard deviation, coefficient of variation, the scale of impact, allowing verifiable independent T-test.

4.3. Experimental development

4.3.1. 1st experimental

After conducting the survey input capacity, conducting classes teach the control and experimental classes as planned was prepared. HS do the test after the end of each topic taught experimental.

The author has analyzed the experimental results and the parameters related to the results of tests No. 1 and No. 2 in the test one experimental time.

4.3.2. Experimental 2nd

Before empirical 2nd (second semester 2014-2015 school year), we continue to organize training workshops for teachers engaged teaching experiments, collaborators and subjects teachers are interested to attend. To further improve the efficiency of the topics / experimental unit, we guide GV tabulated more detailed description, and collectibles, design adds a number of questions / exercises / learning tasks set for topics / experimental unit. We also further guidance for teachers on some pedagogical requirements and ways to overcome limitations, to promote the advantages of a number of teaching methods such as group discussions, case study research, outlined and solutions problem, ... for use in the process of teaching the topics / subjects moral lessons in civic education oriented competence development.

After conducting the survey input capacity, conducting classes teach the control and experimental classes as planned was prepared. HS do the test after the end of each topic taught experimental.

The author has analyzed the experimental results and the parameters related to the results of tests No. 1 and No. 2 in the test 2nd experimental

4.3.3. Evaluation of teachers and students after experiment

Synthesis comments of teachers and students after conducting experiments.

4.3.4. General assessment of experimental results

From the results obtained after two experiments combined with comments of teachers and students to participate in experiments allow us to draw some general assessment of experimental results are as follows:

- The competence of the student input control group and the experimental group in both experiments is equally reflected in the location of the survey TB input (TN 1st class control group was 5.94 and the

experimental group was 5.83 grade; empirical 2nd class control group was 6.07 and 5.98 groups are experimental classes).

- After the training impact of experimental pedagogy, student competence high experimental group than the control group. This is reflected in the value of the average of the experimental group classes in the tests No. 1 and No. 2 in the 1st experimental (6.72 and 7.06) and 2nd experiment (6.72 and 7 , 22) is higher than the control in the experimental class 1st (6, and 7.06) and 2nd experiment (6.02 and 7.13) (6.12 and 6.25). This result shows that the competence of the experimental group developed grade better than the competence of the control group classes.

- The experimental results show that the competence of the experimental group classes not only better but also develop stable and sustainable than the competence of the control group classes.

- Empirical Results with the feedback of the teachers and students involved were experimentally confirmed the feasibility and effectiveness of the measures in the moral teaching Civics subject in high schools data-driven competence development that thesis has developed and proposed.

CONCLUSIONS AND RECOMMENDATIONS

2. Recommendation

Through theoretical research results and pedagogical experiment proved authors and confirmed scientific hypothesis raised by the thesis is correct and feasible. From the research results of the thesis authors draw some conclusions:

1. The study of moral teaching in the world and Vietnam have confirmed the role and importance of moral teaching schoolchildren; all confirmed that teaching is one of the basic road and most importantly to provide moral education for students. Ethical issues in general teaching and moral teaching of Civics subject in Middle School in particular has been studied from many different angles. The study of ethics in school teaching high school in our country in recent years has primarily focused on teaching-oriented content (emphasis on standards of knowledge, skills). Meanwhile, the shift from teaching-oriented to learning content oriented competence development is an inevitable trend, increasingly widespread and popular in many countries. In Vietnam, research on teaching ethics in

which ethical issues in teaching Civics subject in high school school-oriented competence development is still very new and has not been investment research at a systematic way.

2. Clarification of theoretical basis of the research shows that the moral teaching-oriented competence development proved to be more dominant than teaching-oriented content, better able to meet entry criteria and requirements of the moral teaching of Civics subject in Middle school as well as the increasing demands of society towards the goal. The analysis clarifies theoretical basis of the thesis also shows specific competence, leading to the development of high school students through moral teaching of Civics subject is the competence of conduct and solve the problem in accordance with the values, moral norms.

3. Basis theory indicates moral teaching of Civics subject in high school school-oriented competence development has many advantages over the teaching-oriented content. However, survey results showed that most state departments teachers still teaching ethics in Civics subject in high school school-oriented content, thus resulting in moral teaching subjects civic education in Middle school did not meet the objectives and requirements of the course as well as failing to meet the increasing demands of society for moral teaching for high school students Theung. There are many reasons leading to the above situation, such as the moral content of Civics subject in high school was built a long time oriented content, heavy and slow transmission of knowledge to be renewed; GV department team has not mastered the requirements, principles and methods of teaching ethics teaching ethics oriented competence development, has been dominated by inertia and habit-oriented teaching cabinet cAPITAL has long been applied; the lack of research on teaching ethics in Civics subject in high school-oriented competence development has led to gaps in subject teaching theory, many Civics teachers in High school has not really understood the teaching-oriented competence development, applied learning methods orientation lacks competence and substantive consistency, leading to less effective teaching high.

4. To teach ethics in Civics subject in high school school-oriented competence development achieved good results, the teaching process must adhere to the principles of professional ethics teaching Church citizen education in secondary education schools oriented competence

development (the author has identified and pointed out 6 principles). At the same time, to help students develop the competence of conduct and resolve problems in line with the values, ethical standards, moral teaching process in the subject Civics in Secondary Education schools need to determine the content of teaching ethics in Civics subject in high school school-oriented competence development, reorganization classroom training activities oriented development and innovation capability reviews the results-oriented learning competence development with specific measures.

5. The experimental results confirmed the initial SP has measures in moral teaching Civics subject in high school school-oriented competence development is feasible. Pedagogical measures built, proposed in the thesis can be applied broadly to the moral teaching of Civics subject in high school schools across the country.

2. Recommendation

To improve the effectiveness of teaching ethics in Civics subjects high school-oriented competence development, meet the requirements of general education innovation as well as to contribute to help students develop the competence conduct and resolve problems in line with the values, ethics, the authors suggest:

1. Ministry of Education and Training needs research to rebuild the moral content of Civics subject in Middle School under the direction of replacing the contents of the current abstract of the content contained values, basic ethical standards, practical, close to the life and necessary for the development of the students.

2. Along with the renewal, rebuilding the moral content of Civics subject in Middle School, Ministry of Education and Training to increase the amount of content for professional ethics in Civics upper secondary school. With a length of 15 to 17 on a total of 105 detailed information for the entire program Civics subject in Middle School Education today, the citizens in the Middle School have too little time and muscle opportunity to moral education to students, not to mention help students develop the competence of conduct and appropriate problem solving values, ethical standards, especially in the context of a large part of students High school are growing signs are not good morally.

3. Team Civics teacher at Middle School is now training from many different sources, many teachers are assigned to teach part-time, professional training is not properly trained. This has a huge impact on the quality of teaching ethics in Civics subject in Middle School. To teach ethics in Civics subjects high school oriented competence development achieved good results, the Ministry of Education and Training needs survey and assessment to gradually standardize the Teacher Education team citizens in the Middle school.

Teaching-oriented competence development is a new teaching approach, promises and prospects for positive change in moral teaching Civics subjects at high school field. Due to the framework of a thesis, at the same time due to the subjective limitations can be a number of issues raised in the subject can not be solved thoroughly. The author wishes in the coming period will continue working to deepen the results of the research, contribute their small part in improving the quality of civic education courses in Middle School and contribute to turning the human values of the reason for living subjects, beliefs and actions of the students.

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