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HANOI NATIONAL UNIVERSITY OF EDUCATION

BUI THI TUYET MAI

A STUDY ON PROFESSIONAL ETHICS EDUCATION FOR STUDENTS AT PEDAGOGICAL COLLEGES IN THE CONTEXT OF EDUCATION REFORM

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Summary of Ph.D Thesis

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INTRODUCTION

1.Rationale of the study

Currently there is no unity in the implementation of ethical standards and professional ethics structure at schools. In fact the professional ethnics of teaching staff as well as students at colleges of education still have many problems.

The process of training teachers at colleges depends heavily on providing scientific knowledge but does not focus on training professional skills and professional ethics.

To meet the requirements of raising the quality of teacher training, colleges of education should pay more attention to the education of professional ethics for students.

From the reasons above, the thesis titled "***A study on professional ethics education for students at pedagogical colleges in the context of education reform*** " is necessary, meaningful and highly practical. It makes a contribution to training teachers with moral qualities to respond to the demand of today's education.

2. Aims of the study

The aims of the study are to improve the quality of profession ethics education for students at teacher training colleges to satisfy the need of teacher training in the context of educational reform.

3. Object and subject of the study

3.1 . Object of the study

The process of professional ethics education for students at pedagogical colleges.

3.2 . Subject of the study

The methods used to educate professional ethics for students at pedagogical colleges.

4. Scientific hypothesis

Nowadays education reforms have created a lot of changes in sociable moral values as well as in students' belief. Some pedagogical colleges have taken some measures to train professional ethics for students but the effectiveness has not been clearly seen. If the measures are performed systematically based on the character action approach and the character development approach to meet the reality of training, the quality of professional ethics training will be enhanced.

5. Tasks of the study

5.1. Study the theoretical basis of professional ethics education for students at teacher training colleges in the context of educational reform.

5.2. Assess the situation of professional ethics education for students at teacher training colleges.

5.3. Recommend measures of professional ethics education for students at teacher training colleges.

5.4. Experiment some measures of professional ethics education for students at teacher training colleges.

6. Scope of the study

- Scope of study area

Students, managing staff, teachers and related staff at 4 colleges i.e. Thai Binh College of Education, the National College of Education, Nghe An College of Education, Thai Nguyen College of Education.

- Scope of the study

The study deals with some solutions to professional ethics education for students at pedagogical colleges in the context of education reform.

Scientific experiments with students at Thai Binh College of Education were under implementation.

7. Research Methods

* Methods of theoretical research

* Methods of practical research

Observation, investigation (anket), depth interviews, researching products of pedagogical activities, experience research, pedagogical experiment.

* Data processing

8. Arguments of the study

8.1. To respond to the necessity of education reform, pedagogical colleges need to redefine training objectives which tend to put more emphasis on educating politics and ideology, training teachers' basic qualities, improving students' professional ability, enhancing professional efficiency so that it becomes really professional training and increases students' professional skills and potentials to meet the demands of teachers' essential qualities in the future.

8.2. For the effective implementation of education professional ethics for pedagogical students, several specific educational measures consistent with pedagogical colleges need to be taken.

The formulation of these measures should be based on the objectives, requirements of the college; particularly they must be associated with the policy of education innovation in Vietnam.

8.3. It's advisable to encourage students' subjective role and self-awareness during education process so as to convert the external changing process to the demand for self- nurturing, especially pay more attention to students' experience activities while they are being educated at college.

9. Contributions of the thesis

9.1 . In terms of theory :

- The thesis determines the theoretical framework of professional ethics education for pedagogical students in the context of educational reform . Conception, professional ethics educating process, tasks, contents, methods of professional ethics education.

- The thesis makes a contribution to confirm the value of professional ethics education as well as teaching profession in the context of education reform.

- The thesis varies materials of professional ethics education at colleges.

9.2. In terms of practice

- The thesis points out some of the issues on professional ethics education for students at colleges of education, and identifies the causes.

- The thesis indicates some solutions to professional ethics education at colleges of education.

- The results of the thesis are likely to be applied in the design of standard criteria of evaluation for professional ethics education at pedagogical colleges. In particular, the thesis also provides resources for pedagogical colleges to organize professional ethics education for their students better. The contents of the thesis can be used as materials in performing teaching and learning activities with a view to enhancing professional ethics education for students.

- The thesis contributes to evaluating the status of professional ethics for pedagogical students nowadays. Based on the theoretical and practical basis, the thesis suggests some measures for professional ethics education for pedagogical students in the context of education reform.

10. Structure of the thesis

Apart from the introduction, conclusion and recommendations, references, the thesis consists of 3 chapters.

Chapter 1
LITERATURE REVIEW OF PROFESSIONAL ETHICS EDUCATION FOR PEDAGOGICAL STUDENTS

1.1 . Review of related literature

1.1.1. Foreign literature

Many authors and scientists all over the world have been researching on morality and professional ethics education. Despite their different approaches, scientific beliefs, economic and political conditions, social characteristics, they have agreed on the concepts of professional ethics education. It is the love for teaching profession as well as students, the working hard spirits and the full responsibility.

However, in the context of education reform in Vietnam, the professional ethics education for students at colleges of education have not been considerably concerned. It's essential to refer and inherit the research results of other scholars in the world in order to develop solutions to professional ethics education for pedagogical students in the current situation.

1.1.2. Literature in Vietnam

It can be clearly seen that professional ethics education for pedagogical students always receives great concerns from scientists, educators, parents and students. There have been various scientific researches, views and approaches of professional ethics education, all of which highly evaluate the role of professional ethics expressed in educators' qualities and agree that this is a long-term and complicated process. However, there has not been any scientific study which evaluates deeply and thoroughly the advantages, disadvantages, challenges of professional ethics education for pedagogical students in the context of education reform.

1.2. Definitions of important terms

1.2.1. Ethics and ethics education

- Ethics is the combination of principles, rules and social standards according to which human beings voluntarily adjust their behaviors for social benefits, and their happiness in the relationship between humans and humans, individuals and collectives.

- Ethics education is educators' purposeful and systematic pedagogical activities planned to educate people to foster their moral qualities (standards of ethical behaviors) in accordance with the society's requirements.

1.2.2. Professional ethics

Professional ethics is a combination of principles, norms, ethical standards with specific characteristics of certain social classes to orientate, adjust behaviors, and strengthen relationships among members and among relationships at work.

1.2.3. Professional ethics education

- Professional ethics education is the interaction between educators and apprentices through the activities of professional ethics education for apprentices to build up necessary professional qualities.

1.2.4. Teaching professional ethics

- Teaching ethics is disciplines, rules and standards that reflect the nature of pedagogical activities to assess, adjust educators' attitudes and behaviors to meet the requirements of the teaching profession.

1.2.5. Teaching professional ethics education

Teaching professional ethics education is to change educator's perceptions, attitudes and behaviors during the teaching process to satisfy the social demand.

1.3. Characteristics of the teaching profession

- Through pedagogical activities, teachers take use of their personality to positively impact the development of students' personality.
- In other words, teaching profession is to create human beings with qualities and capacities to meet the requirements of society.
- Teaching profession is to reproduce social labor in order to survive and develop human society and to produce property and spirits.
- Teaching profession requires science, artistry and high creativeness.
- Teaching profession is a professional mental work.

1.4. The relationship between teaching professional ethics and teachers' ethics

It is not necessary for teachers to master all fields or to have a wide range of human knowledge. Nevertheless, according to the profession requirements, they have to enrich their knowledge continuously, enhance their ethnics to make a good example for their students. Moreover, they have to be excellent at their main major to meet the realistic demand of education and training.

1.5. Psychological characteristics of pedagogical students

- Pedagogic students' development of self-awareness and knowledge
- Pedagogic students' development of learning motivation
- Pedagogic students's emotional life
- Personality trend

1.6. Requirements for professional ethics education for pedagogic students in the current context

1.6.1. Context of education reform in Vietnam

**** Advantages***

+ The country has not only had a stable politic situation but also promoted economic and social achievements in the past few years.

+ Vietnamese people have the tradition of being studious, and provide great care and investments for education.

**** Challenges***

+ The industrialization and modernization and the international integration require human resources of high quality, which means strong innovation, complete unity of all educational elements.

+ Teachers' quality is not equal, lacking knowledge, qualifications, and capacity.

+ Besides, facilities including classrooms and teaching equipments have not met the new requirements in general education, higher education and vocational education.

1.6.2. Contextual requirements for professional ethics education for pedagogic students

According to the framework of teaching professional standards, pedagogic students need to have 8 standards. Each one is specified into a number or criteria about quality and capacity. Totally there are 38 criteria which are explained in details about requirements of knowledge, skills, attitudes, and behaviors (included in the appendix)

8 standards as follows:

Standard 1: Quality of politics and ethics

Standard 2: Capacity of investigating learners and educational environment

Standard 3: Educational capacity

Standard 4: Teaching capacity

Standard 5: Communicating capacity

Standard 6: Evaluating capacity in education

Standard 7: Socializing capacity

Standard 8: Professional development capacity

1.7. The process of professional ethics education for pedagogic students

1.7.1. The purpose and significance of professional ethics education for pedagogic students

Professional ethics education aims at orientating and developing professional ethical behaviors so that students have a simple healthy lifestyle, an awareness of self- training, self- nurturing and more passion for their profession and children. It also intends to build up and develop the pedagogic culture at colleges of education, and increase learning values for students in the context of basic and complete educational innovation.

1.7.2. Contents of professional ethics education for pedagogic students

**** Scientific opinion***

Scientific opinion is not the nature of teachers which is formed during their learning process under the influence of many different factors. That is the learning process through natural sciences, social sciences and humanities especially philosophy at high schools, pedagogical schools and the lifelong learning process.

**** Professional ideals***

Expressed in pedagogical beliefs, professional passion, dedication to students and to profession, and a simple healthy lifestyle. That creates strength, internal motivation to help mentors overcome obstacles to complete their educational functions.

**** Love for profession and children***

Expressed in caring attitudes, understanding, sympathy, respect and strictness towards children.

**** Kindness***

Kindness makes teachers tolerate and generous to children to avoid serious prejudice against teacher- student relationship, which is not what teachers want.

**** Teachers' inquisitive spirits and ambition for achievement***

To become an exemplary teacher, besides the passion for teaching job and children, pedagogical students must fully equip themselves with professional competence, quality, and more importantly, enrich their knowledge, capacity to set a good example for children.

**** Education of exemplary behaviors and good interpersonal relations***

The teacher's task is not only to spread knowledge, methods and skills for learners but also to be positively engaged in social work. Using personality to educate personality, teachers have to be a model example about ethics and lifestyle. They also need to strengthen morality constantly to preserve association and to have a simple healthy lifestyle.

**** Education of modesty and politeness***

Modesty and politeness are important qualities in teachers and pedagogical students' qualities. Thanks to them, teachers and pedagogical students are able to behave properly and educatedly. Therefore, the education of modesty and politeness is indispensible in professional ethics education for pedagogical students.

1.7.3 . Methods of professional ethics education at pedagogic colleges

- Methods of learning through experience, reward methods, punishment methods, practice methods, exemplification methods and so on.

1.7.4 . The education force

They choose contents, methods, forms of organization, and guide students through educational process. At the same time, they are inspectors, evaluators, and instructors who help students test and evaluate themselves during educational process.

1.7.5. Subjects of education

1.7.6. Educational environment

The influence of the environment on the development of individuals is extremely significant and complex. It can be very good or very bad mainly in a spontaneous way. The fact that how positive or negative its effects are and whether they are acceptable or not depends largely on the educational level.

1.7.7. Educational outcomes

1.8. Methods of professional ethics education for students at pedagogic colleges

1.8.1. Through teaching and learning activities in the curriculum of pedagogical colleges

1.8.2. Through educational activities outside classrooms

1.8.3. Through collective self- management activities

1.8.4. Through self-cultivation, self-discipline and experience

1.8.5. Through regular pedagogical exercise

1.9. Factors affecting professional ethics education for pedagogical students

1.9.1. Objective factors (socio-economic environment, information, legal documents etc.)

**** Socio-economic environment:***

Pedagogical environment is a special social environment. Pedagogical students have many advantages to discipline and establish professional ethical qualities when living and learning in such an environment. In details, pedagogical environment is the key factor in pedagogical students' formation of ethics quality which reflects "the nature of pedagogy".

**** Traditional culture, customs and traditions***

**** Mass media (books, television, movies etc.)***

**** Legal documents***

- Standards of teaching profession

Currently, in order to specify the requirements of teachers' quality and competence in accordance with the educational levels, the Ministry of Education and Training has issued standards of teaching profession which systematically include the requirements teachers need to achieve to meet the objectives of education levels..

1.9.2. Subjective factors (contents, curriculum, educational force, individual students, testing and evaluation)

**** Contents and curriculum***

- Professional ethics education for pedagogical students is not taught as an independent subject at colleges but it is a complex of activities which are carried out and integrated with all other activities. Therefore, there is no curriculum and specific material for professional ethics education. The subjects involving professional ethics education mainly focus on their specific contents such as politics, psychology, pedagogy or it can be integrated into a number of social sciences namely literature and history.

**** Educational force***

The formation and development of pedagogical students' professional ethics are always under the impact of educational forces that are the leadership of the Party Committee, the direct influence of teaching and managing staff at all levels during the process of organizing, training and developing professional ethical qualities .

**** Self- awareness of teaching professional values***

**** Motivations, ideals and professional interests***

**** Testing and assessments***

Testing and assessments make a contribution to prevent behaviors against social morality and professional ethics. Thus, specific criteria for assessments need to be made to ensure objectivity, accuracy and fairness.

Chapter 2
STATUS OF PROFESSIONAL ETHICS EDUCATION FOR PEDAGOGICAL STUDENTS IN THE CONTEXT OF EDUCATION REFORM

2.1. Surveying the status of professional ethics education for pedagogical students in the context of education reform

2.1.1. Aims of the survey

The status of professional ethics education can be assessed in terms of perception, attitudes, behaviors through studying objectives, contests, methods, forms and results of professional ethics education in several pedagogical colleges.

2.1.2. Survey description

Evaluating the contextual effects on teaching profession ethics, pedagogical students' morality, perception, attitudes and behavior and the status of using professional ethics educational methods. Therefore, the practical background of professional ethics education can be identified to establish measures to professional ethics education.

2.1.3 . Respondents

The survey was conducted with 429 students of first, second and third year, 141 teaching and managing staff at four pedagogical colleges i.e. Thai Binh College of Education, the National College of Education, Nghe An College of Education, and Thai Nguyen College of Education.

2.1.4. Surveying methods and processing results

A combination of methods as follows: investigation (anket), depth interviews, researching products of pedagogical activities, experience research, and data processing.

2.2 . The status of pedagogical students' professional ethics discipline

2.2.1. Students' self- awareness of professional ethics discipline

2.2.1.1. Aims of professional ethics discipline

Most students consider professional ethics education so as to constantly improve teaching quality and capacity. Once the objectives are identified, students will be motivated to conduct the discipline of ethical behaviors.

2.2.1.2. Contents of professional ethics discipline

All the contents are highly evaluated and suitable for teaching profession ethics because they are teachers' core qualities.

2.2.2. Importance of teachers' basic qualities and capacities

2.2.3. Methods of professional ethics discipline

Despite being under the managements of colleges, dormitory staff, many students still lack responsibilities and self- consciousness and often play truant. Methods of professional training have not been appropriately concerned. Other activities such as collective meetings, extracurricular activities have not been paid enough attention to because students do not consider them as a part of official training curriculum.

2.2.4. Teachers, managers and students' attitudes towards the violations of professional ethics

Ord.	Teachers and Managers' Opinions										Students' opinions									
	Effectiveness										Effectiveness									
	5		4		3		2		1		5		4		3		2		1	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
11.1	8	5.4	93	62.4	39	26.2	3	2	6	4	7	1.6	173	40.4	226	52.8	22	5.1	1	0.2
11.2	13	8.7	104	69.8	18	12.1	14	9.4	0	0	0	0	184	43	218	50.9	27	6.3	0	0
11.3	3	2	124	83.2	9	6	0	0	13	8.7	3	0.7	179	41.8	179	41.8	68	15.9	0	0
11.4	9	6	78	52.3	47	31.5	15	10.1	0	0	0	0	116	27.1	199	46.5	44	10.3	70	16.4
11.5	1	0.7	78	52.3	51	34.2	0	0	3	2	9	2.1	301	70.3	95	22.2	23	5.4	1	0.2
11.6	6	4	79	53	50	33.6	14	9.4	0	0	0	0	110	25.7	234	54.7	81	18.9	4	0.9
11.7	6	4	45	30.2	98	65.8	0	0	0	0	2	0.5	99	23.1	240	56.1	0	0	88	20.6
11.8	6	4	63	42.3	66	44.3	0	0	3	2	0	0	143	33.4	200	46.7	60	14	26	6.1
11.9	1	0.7	95	63.8	35	23.5	1	0.7	2	1.3	2	0.5	144	33.6	168	39.3	115	26.9	0	0
11.10	4	2.7	79	53	49	32.9	14	9.4	0	0	0	0	175	40.9	520	58.4	4	0.9	0	0

Most of the teachers, managers and students condemned and disagreed with the violation of professional ethics. The action strongly condemned was theft and fighting accounting for 83.2 %, disrespect for teachers 69.8%. 70.3% of the students supposed love affairs was unacceptable, and 48.6% of them thought cheating for marks was worth condemning.

Besides, 63.8% of the teachers and managers disagreed with profanity swearing, 62.4% did not approve of cheating in examinations, and 55.7% showed their disapproval of debt problems.

The causes of the current situation show that pedagogical colleges mainly concentrate on educating literacy, scientific knowledge while vocational training and ethical education have not been put proper emphasis on. The percentage of students violating professional ethics still remains high. 20.6% of the students are indifferent to their friends' violation.

2.2.5. Pedagogical students' ethical behaviors

40.7 % of students borrow money regularly from mortgage shops and 22.9% cheat in examination.

This indicates that their self- consciousness of learning and discipline is not high. The negative effects of the market economy and the process of globalization have changed a number of students' ethical values and standards.

2.2.6. The level of pedagogical students' participation in professional ethics educating activities

The table shows that pedagogical students participated in professional ethics activities at an average level. Some students have not participated actively, which partly reflects that their awareness is not increased and that they did not realize the role of the activities and did not identify proper attitudes and behaviors.

2.3.5. Effectiveness of teachers, managers and students' organization of professional ethics activities

Through the investigation of the effectiveness of professional ethics educational activities, it can be clearly seen that these activities were highly appreciated by most of the teachers, managers and students.

These activities play an important role in directly educating the passion for teaching job, children and raising awareness of professional ethics. However, the contents of these activities are not various; the organization requires time and expense. Therefore, college administrators need to pay further attention in order to promote the strength of education and training.

2.4. Situation of profession ethics education for pedagogical students

2.4.1. Teachers, managers' perception of professional ethics education for pedagogical students

2.4.1.1. Aims of professional ethics education for pedagogical students

Ord.	Aims of professional ethics education	No.	%
1.1	Help students improve their quality and capacity of teaching profession constantly	138	97.9
1.2	Help students build up orientation and other behaviors	106	75.2
1.3	Help students with simple and healthy lifestyle	117	83
1.4	Help students with self-discipline and self- nurturing	110	78
1.5	Help students nurture the passion for profession and children	138	97.9
1.6	Make a contribution to building and developing culture at pedagogical colleges	132	93.6
1.7	Help students complete their academic tasks	123	87.2
1.8	Provide students with orientation about academic values in the context of fundamental and comprehensive educational innovation	138	97.9
1.9	Contributing to the fulfillment of training objectives and the development of teachers' personality	141	100

The table indicates that there is a high agreement among teachers, managers while assessing the aims of profession ethics education for

pedagogical students. 100% said that the aims of education made a contribution to training objectives and development of teachers' personality. In addition, 97.9% of the respondents supposed that the aims tended to help students improve themselves continuously, develop passion for teaching jobs, children, and orientate students with academic values.

2.4.2. Educational forces in professional ethics education for pedagogical students

Through the exchange, chat with staff and teachers, we found educational forces and organizations were very interested in ethics education. According to students' assessment in terms of effectiveness, teachers rank the first in the list of educational forces, the office of political and student affairs stands in the second position, and form teachers rank the third in the list. These forces directly take part in training and educating students in their learning process.

2.4.3. Effectiveness of professional ethics education for pedagogical students

To conduct professional ethics educating activities effectively, certain conditions and facilities such as halls, audiovisual media are in need, which requires thorough preparation from colleges to meet the requirements of education in the new era.

At the same time, students do not promote the spirit of solidarity or help each other in their learning process. Many activities set a target of enriching knowledge, competing for marks, so students' learning still remains individual and it does not involve helping or sharing with each other. Teachers have to help them raise awareness of identifying the importance of setting knowledge goals accompanied by developing teachers' personality.

2.5. Effectiveness of professional ethics educating methods for pedagogical students

Table 2.14: Effectiveness of professional ethics educating methods for pedagogical students

Ord.	Teachers and managers' opinions										Students' opinion									
	Effective										Effective									
	5		4		3		2		1		5		4		3		2		1	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
15.1	118	79.2	23	15.4	8	54	0	0	0	0	92	21.5	250	58.4	75	17.5	9	2.1	3	0.7
15.2	30	20.1	25	16.8	74	49.7	15	10.1	5	3.4	77	18	233	54.4	102	23.8	13	3	4	0.9
15.3	24	16.1	34	22.8	58	38.9	26	17.4	7	4.7	136	31.8	206	48.1	70	16.4	13	3	4	0.9
15.4	29	19.5	38	25.5	57	38.3	21	14.1	4	2.7	102	23.8	216	50.5	69	16.1	29	6.8	13	3
15.5	12	8.1	27	18.1	66	44.3	32	21.5	2	1.3	129	30.1	216	50.5	69	16.1	11	2.6	4	0.9
15.6	61	40.9	61	40.9	25	16.8	2	1.3	0	0	174	40.7	202	47.2	19	4.4	15	3.5	19	4.4

The professional ethics education through teaching and learning subjects , and through extracurricular activities is the right method of pedagogical colleges especially in the current educational conditions.

Furthermore, a number of other methods are also highly effective in professional ethics education including through collective self- management, self- cultivation, self-discipline, and self- experience.

However, teachers and students suppose these activities are not various in contents, and are conducted irregularly and not seriously. Therefore, these activities need to be spent more time on.

2.6 Factors affecting professional ethics education for students at pedagogical colleges

The factor whose influence on professional ethics education is highly appreciated by teachers, managers and students is educational forces. 32% of the students said the educational forces became reliable for students to count on during their learning process. However, some teachers who still consider going to college just as their tasks are not really passionate for teaching profession and students.

The fact that some teachers do not set a good example for students partly affects professional ethics education for students. Some of them even smoke and drink while teaching, which is the talk of the class.

In addition, the following factors also have an impact on professional ethics education such as self- consciousness of teaching values, motivations, ideals, and vocational interests.

2.7. Overview of the situation of professional ethics education for pedagogical students in the context of educational reform

2.7.1. Advantages

In recent years, there have been various forms of meetings, education and talks which have a great influence on professional ethics education.

Many sightseeing trips have been organized with a view to enhancing students' association between theory and practice, fostering the love for teaching profession, and increasing students' responsibility for creating the pedagogical environment.

Currently, a number of pedagogical colleges have established training standards and criteria on which the classification and assessment of professional ethics training according to months, terms, school years, courses are based. It is necessary to spread good examples of excellent students and exemplary individuals.

Teacher training colleges have provided modern teaching facilities to serve professional ethics education.

2.7.2 . Disadvantages and causes

In reality, teachers are not really enthusiastic about professional ethics education. They have not promoted the integration of professional ethics training in their lectures, and they have not provided regular support for the management of students' learning discipline. Some of them do not fully record the information about the lessons such as class size, students who come late, play truant or don't do their homework etc., which makes the rules not to be implemented seriously and arouses difficulty in assessing activities.

Pedagogical training and pedagogical practice have not been actively instructed by teachers. While award and punishment methods have a great impact on their self- consciousness, extracurricular activities need further concerns to enhance their effects on moral education in general and professional ethics education in particular.

A number of students lack learning attitudes and self-discipline. They are not active and serious during learning process, which badly affects the positive implementation of professional ethics education. The role of education, self- education and learning interests has not been fulfilled. The belief that qualifications are highly appreciated, and that the aims of learning is to get certificates and marks greatly affect students' psychology and learning value orientation.

The market economy associated with high values of materials has created lifestyle favoring property and enjoyment which dominates teacher-student relationships. Besides, the strength of education force in and out of colleges has not been enhanced. Educating staff at pedagogical colleges have not spent proper time and intellectual on this issue.

Chapter 3
SOLUTIONS TO PROFESSIONAL ETHICS EDUCATION FOR PEDAGOGICAL STUDENTS IN THE CONTEXT OF FUNDAMENTAL AND BASIC EDUCATIONAL INNOVATION

3.1. Principles of the solutions

3.1.1. The principle of ensuring the accordance with the aims of education and training

3.1.2. The principle of ensuring the unity between consciousness and behavior

3.1.3. The principle of ensuring the practicality

3.1.4. Principles of ensuring regularity and continuousness

3.2. The proposed solutions

Solutions with cognitional impacts

3.2.1. Combination and integration of professional ethics education into several subjects for pedagogical students

a. Aims

The exploitation of effective integration of moral education into several subjects is necessary in order to foster and increase awareness, and right attitudes about the norms of professional ethics education.

b. Implementation

- Subjects such as philosophy, psychology play a particularly important part in equipping students with basic knowledge about a citizen's quality and morality.

- Arts and sports provide opportunities for students to develop creativity, express emotion and experience.

- Content of professional ethics education can be integrated into some subjects in many ways such as association, preparation, expansion which bring about educational effects and excitement in classroom.

c. Conditions

- Professional ethics education must be consistent in all subjects at pedagogical colleges in the right direction by all teachers. Especially the specific characteristics of each subject must be taken use of such as in pedagogics, psychology, teaching methodology.

The test and assessment need to pay further attention to professional ethics education seriously, not only focus on evaluating results and knowledge.

- Integrating must be suitable with subjects, with the local real situation.

- Teachers have the skills to select and integrate content for professional ethics education.

- Combination of moral education must be harmonious and sensitive. The combination which is too restrictive or too stereotypical easily results in boredom and inefficiency.

3.2.2. Professional ethics education through holidays, festivals

Solution with impacts on attitudes, beliefs

3.2.3. Diversification of the forms of regular pedagogical training to foster students' professional attitudes, beliefs, and ethics

a. Aims

To help students gain knowledge, skills, techniques necessary for profession, thereby to form essential professional ethics such as love for children, and for job, tolerance and other intellectual qualities.

To make a contribution to the establishment and the development of students' pedagogical competence, a key factor to create success in the education of younger generation.

b. Implementation

- It's necessary to build up the process of professional ethics education for the whole course, and the whole school year in order to manage and organize actively. The diversification of the forms of professional ethics education is essential to create more forms to get students involved with the highest spirits.

+ Organizing pedagogical clubs to enhance professional skills for students such as beautiful writing skills, writing skills, pedagogical situation handling skills, presentation skills, lesson planning skills, teaching activity organizing skills, skills of using teaching methods or teaching facilities.

The diversification of the forms of professional ethics education makes a contribution to pedagogical practice and students' profession interest. It also enriches students' knowledge about the profession through contests involving various skills such as pedagogical culture contests, pedagogical beauty contests, presentation contests about teaching profession, board writing contests, electric lesson planning, contests, story telling contests or pedagogical situation handling contests.

c. Conditions

- There is close cooperation between college administration , teachers, and teachers of regular pedagogical practice.

- It's urgent to establish practice schools in pedagogical colleges because this is the best way for students to practice pedagogy regularly. It's also important to select suitable practice schools to meet the demands of pedagogical colleges.

- Teachers of regular pedagogical practice have to be creative in designing lesson plans, and organizing activities flexibly for students.

- While students listen in for practice, they have to follow the phrases seriously such as attending the lessons, designing lesson plans, teaching to enforce disciplines.

3.2.4. Setting examples of professional ethics, especially teachers' excellent examples for students to follow

a. Aims

Teaching profession uses personality to educate personality; therefore, to fulfill their responsibilities, teachers have to enrich their qualities and abilities to satisfy the demand of the society's expectations and to be good examples for students.

b . Implementation

- College administrators coordinate the cooperation between departments and functional offices to draw up plans, give out more good examples of teachers according to colleges' standards.

Teachers can be evaluated through activities as follows: teaching activities, learners' feedback, pedagogical staff's assessment.

c. Conditions

- Teachers must have the passion for teaching profession, and high sense of responsibility for students' personality development. They must have compassion, perception, proper attitudes and behaviors consistent with social norms. It's also important that teachers inherit and promote the country's fine traditions to deserve to be a good example in various activities.

- Teachers must set a good example of standards from speech, lifestyle, points of view, and other qualities ranging from the simplest such as hair, clothes when they go to school to save their images.

- Teachers must have the capacity of being self- restraint, fair, impartial and they must keep their promise and respect students as well as others.

Solutions with behavioral and habitual impacts

3.2.5. Educational activities outside classroom to training students' professional ethics behaviors at colleges of education

a. Aims

Teachers assign specific and appropriate tasks for each student through educational activities. While students are carrying out their tasks, they will accumulate experience about social behaviors for themselves.

b. Implementation

- The College Board instructs the office of student management, the office of training, deans, Youth Union, Student Union to draw up plans of organizing professional ethics behaviors for students.

- Students learn basic sciences to improve their general awareness, including the promotion of "Study and follow Ho Chi Minh's moral example".

- Checking the implementation of regulations and disciplines set by colleges and departments must be carried out regularly.
- Study the Party's resolutions.
- Hold contests about historical traditions of the local, the country or the colleges.

c. Conditions

- There must be a close coordination and unity among educational forces in terms of objectives, contents and forms.
- Diversifying the forms of organization in classes, majors, departments and the whole college.
- Colleges direct and orientate students in scientific research, establishment of specialized clubs, tutoring, art and culture etc.
- In all contests, activities must be modeled by teachers and well organized to make an extensive propaganda to all students.

3.2.6. Promoting the role of self-cultivation, self-training, and experience during the training process at colleges of education

a. Aims

To promote learners' strong self-awareness in discovering the truth and removing personal motives which are not consistent with teachers' standards. Therefore, students will be confident in controlling and adjusting their consciousness and behaviors in reality to develop their professional ethics.

b. Implementation

- Educational activities need to be organized based on gradually increasing demands in different contexts and conditions to exploit students' self- cultivation, self- discipline, professional ethics experience anytime and anywhere.
- The methods of professional ethics experience can be applied to students, especially through board writing skills.

c. Conditions

- Promoting students' activeness, creativity, independence and self-management is not only the educational objective but also the regulations.
- In order for students' self-education, professional ethics training and self- experience to be effective, educators need to have an objective, fair, clear view when correcting students' mistakes.
- Pedagogical staff needs to care for, respect, and spends more intellectuals and funds on the development of professional ethics.
- Students understand the meaning of activities and take part in these activities promoted by colleges, departments, Youth Union or Student Union in an active way.

Supporting solutions

3.2.7. Designing profession consultancy activities for pedagogical students

a. Aims

- To help pedagogical students raise their awareness and understanding about teaching profession, and explore the characteristics and social requirements of teaching profession.
- To help students solve problems, overcome psychological barriers in the educating process; thereby developing their profession interest, enhancing teachers' professional ethnics.

b. Implementation

- Give students advice before and during their pedagogical practice at schools to provide them with necessary knowledge, basic information about schools where they serve their internship so that they will be confident and active to get the best achievements.
- Give students advice if they have the demand of increasing professional capacities.
- Give students advice if they have concerns about their professional decision, motives and professional interests.
- Give advice for students who are about to graduate to help them establish strong sentiments while taking graduation exams and working on their thesis so that they will be confident, willing, and dynamic to get involved in professional activities and their teaching career later.

c. Conditions

- Written regulations in colleges of education about the formation of professional consultancy staff with clearly defined aims, tasks, contents, personnel and available funds to ensure the operation of the consultancy staff.
- Proper staff selection and organization for each department
- Ensuring the availability of facilities and equipment
- Consultants with abilities of consultancy, and thorough understanding of teaching profession
- Students' active and cooperative participation in consultancy process

3.2.8. Close coordination between pedagogical college lecturers and high school teachers in professional ethics education for students

a. Aims

- To help students adapt to the reality of training and education in schools when they serve internships and when they graduate.
- To create a regular connection between educational process at colleges of education and educational process at high schools in all aspects.
- To be a good opportunity for students to quickly adapt to the profession after graduation.

b . Implementation

- After listening to reports, students can exchange and share with lecturers and high school teachers to learn more about the reports and practical issues at high schools.

- Students can express their feelings, gained experience, and emotions established after sharing and exchanging.

- Students are supposed to check and evaluate their results and do latter activities better through class observation and real activities.

- Workshops and seminars with clear topics and focuses on teaching method innovation are held with the participation of teachers and managing staff at high schools.

c. Conditions

- Managing staff, pedagogical lecturers, high school teachers and students have to understand the role of regular pedagogical practice.

- The role of professional education for pedagogical students in increasing high schools' training qualities in the future should be well defined.

*** Relationship among solutions to professional ethics education for pedagogical students**

The above solutions have a dialectical relationship with each other and they are proposed based on theoretical basis and educational researches. Educators should combine these measures in students' training process and apply them to specific situations as each of them has advantages and disadvantages that need to be used flexibly and creatively. It is also the expression of pedagogical art in the teaching process.

3.3. Pedagogical experiment

3.3.1. Aims

To confirm that the above solutions to professional ethics education can raise pedagogical students' attitudes and behaviors and can be applied in real education.

3.3.2. Objects, location and time of pedagogical experiment

3.3.2.1. Objects

Two classes of preschool education with 89 students at Thai Binh College of Education are selected.

+ Class 3B is the experiment class.

+ Class 3C is the control class.

3.3.2.2. Time

From August 2014 to May 2015.

3.3.3. Content

The taken measure is organizing educational activities outside classroom for pedagogical students' professional ethics education.

3.3.4. Result analysis

3.3.4.1. Students' status before pedagogical experiment

In order to assess clearly and accurately , we built up a new set of questions based on questions available in Chapter 2 and new constructing questions. The data after being processed is as follows.

Content		**Excell -ent**		**Good**		**Medio -cre**		**Poor**		**Incom -petent**		**Aver -age mark**	**Stand -ard deviation**
		No.	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**		
Aware -ness	**Ctrl**	12	13.5	18	20.2	28	31.5	21	23.6	10	11.2	2.6	1.22
	Exp	11	12.4	17	19.1	27	30.4	22	24.7	12	13.4	2.98	1.243
Atti -tude	**Ctrl**	3	3.4	11	12.4	17	19.1	35	39.3	23	25.8	2.3	1.15
	Exp	2	2.3	10	11.2	18	20.2	35	39.3	24	27	2.42	1.136
Beha -vior	**Ctrl**	6	6.7	18	20.2	19	21.3	32	36	14	15.7	2.3	1.09
	Exp	4	4.5	10	11.2	24	27	34	38.2	17	19.1	2.46	1.056

It can be clearly seen from the table that the students did not obey the regulations of teaching professional ethics well.

3.3.5.2. Change in students' perceptions, attitudes and behaviors toward professional ethics education after the first experiment

Content		**Excell -ent**		**Good**		**Medio -cre**		**Poor**		**Incom -petent**		**Aver -age mark**	**Stand -ard deviation**	**Index p**
		No.	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**			
Aware -ness	Ctrl	12	13.5	17	19.1	27	30.4	21	23.6	12	13.5	2.98	1.243	0.005
	Exp	18	20.2	24	27	30	33.7	14	15.7	3	3.4	3.47	1.088	
Atti -tude	Ctrl	19	21.3	12	13.5	4	4.5	34	38.2	20	22.5	2.42	1.136	0.001
	Exp	25	28.1	15	16.9	8	9	29	32.6	12	13.5	2.78	1.175	
Beha -vior	Ctrl	25	28.1	10	11.2	4	4.5	34	38.2	16	18	2.46	1.056	0.019
	Exp	28	31.5	14	15.7	5	5.6	31	34.8	11	12.4	2.7	1.081	

The table shows that students had a more positive and serious attitude when following regulations of teaching professional ethics before the experiment. It is obvious that the experiment had an influence on students' behavioral adjustment when they obeyed the regulations.

3.3.4.3. Change in students' perceptions, attitudes and behaviors toward professional ethics education after the second experiment

Content		**Excell -ent**		**Good**		**Medio -cre**		**Poor**		**Incom -petent**		**Aver -age mark**	**Stand -ard deviation**	**In -dex p**
		No.	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**			
Aware -ness	Ctrl	17	19.1	25	28.1	24	27	14	15.7	9	10.1	3.47	1.088	0.00
	Exp	28	31.5	46	51.7	10	11.2	5	5.6	0	0	4.11	0.790	
Atti -tude	Ctrl	7	7.8	16	18	24	27	30	33.7	12	13.5	2.78	1.175	0.00
	Exp	16	18	25	28.1	34	38.2	14	15.7	0	0	3.51	0.967	
Beha -vior	Ctrl	6	6.7	13	14.6	27	30.3	32	36	11	12.4	2.7	1.081	0.00
	Exp	13	14.6	24	27	33	37	19	21.4	0	0	3.37	0.981	

The students' attitudes toward the implementation of regulations were much more positive. There were no students with bad behaviors. This is due to the powerful and educational effects of the measures on pedagogical students.

3.3.5. Evaluation of experimental results

- The students obviously changed their awareness attitudes and behaviors after being influenced by appropriate educational measures. However, increasing students' awareness and professional ethics behaviors is a long-term process that requires persistence, regularity and systematization.

- Pedagogical students need to be voluntary and active to satisfy the demands of the times so that moral behaviors can be established and developed at pedagogical colleges. Management staff as well as college lecturers are also supposed to spend more time, labor and enthusiasm to achieve the established goals.

- Experimental results prove that the educational measures we proposed are effective and essential. However, we still need to have more in-depth researches and long-term experiments to find out the advantages and disadvantages of each solution and to maximize the efficiency of students' professional ethics education in the context of fundamental and inclusive educational innovation.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

In general, pedagogical students' professional ethics education and their results are relatively good. However, there are still some following limitations.

- Students have misconceptions and do not deeply understand professional ethics standards. They do not thoroughly evaluate the role of professional ethics training in the personality structure.

- Most students appreciate learning activities more than ethics training.

- Colleges do not organize various professional ethics educating activities for students to experience in reality.

- In particular, a number of teachers are not enthusiastic with the integration of professional ethics education into teaching activities which are colleges' major activities.

- Despite the efforts of pedagogical colleges in the implementation of goals of professional ethics education and the positive results, there is still more to be done to reach teachers' ethics standards.

2. Recommendations

2.1. To managers of pedagogical colleges

- Identifying training objectives, concentrating on ethics education in all activities involving all forces, organizations.

- Precise directions and agreements of the college boards, Party Committee, functional offices, and departments to form the synchronization in all activities of general education and professional ethics education.

- Enhancing management and financial investment for Youth Union, whose activities attract a large number of students.

- Strengthening the management of form teachers' activities from pedagogical colleges and departments so that they will fulfill their educational functions.

- Promoting regular pedagogical practice while building up the content of pedagogical internships with a view to increasing the quality of professional education.

- Organizing activities outside classrooms in various ways to ensure students' regular practice not only in theory but also in practice.

- Organizing political and social activities, cultural exchanges, science workshops, extracurricular activities to strengthen students' awareness of professional ethics training.

- Concerning and promoting students' positiveness, creativeness, and independence in learning and scientific researching.

- Improving the regulations at pedagogical colleges as so to discipline students to form moral behavior habits.

2.2. For lecturers

- Increasing self- consciousness and actively integrating moral education into major lessons and regarding this as an indispensable task.

- Priority policies for teachers to attract those with teaching ability, and adequate remuneration policies to encourage them in teaching career.

- Form teachers' ability to understand, sympathize with students' thoughts and emotions timely.

- Organizing more activities of teaching experience as this is an efficient approach for students' regular pedagogical practice.

Teachers are facilitators, educators, and evaluators to perform most important teaching functions that are to arouse students' critical thinking and encourage students to develop the love for knowledge and the demand to widen their knowledge. Therefore, students will be able to strengthen their creativeness, dynamism, adaptability, confidence and develop their ability to broaden their knowledge. Then they will find learning more interesting and more active.

However, in order for experiential learning to be an active teaching method in regular pedagogical practice, teachers must have an excellent ability in their majors, good pedagogical skills, and awareness of self- education and

widening knowledge. Teachers also need to be highly creative, patient and open-minded when considering and evaluating students' practical products.

- Teachers who give lecturers have to pay attention to speech, clothes, and behaviors and consider professional ethics education as the key, continuous and integral mission.

2.3. To students

- Being fully aware of the respectable roles of teaching profession in the society, thereby eagerly transforming education process to self-education and self- training to catch up with the development of the society.

- Besides, having the right motivation, active learning, disciplines, targets in order for their enthusiasm to grow and for their awareness of politics and profession to be increased.

The above recommendations are proposed in the hope that not only education activities but also professional ethics education will innovate and bring about positive results to meet the training requirements of the colleges.

SCIENCE WORKS HAS PUBLISHED

1. Bùi Thị Tuyet Mai (7/2013): Moral education measures for current students, Educational magazine
2. Bùi Thị Tuyet Mai (7/2013): Applying the Ho Chi Minh thoughts on moral education for student teachers in the current context, Education management magazine
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4. Bùi Thị Tuyet Mai (5/2015): The requirements imposed on the professional ethics education for students Education college in economic integration and globalization, Educational magazine
5. Bui Thi Tuyet Mai (3/2016): Some measures of professional ethics education for students Teachers College in the current period, the Journal of Education