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FURTHER TRAINING FOR LOWER-SECONDARY SCHOOL TEACHERS IN LIFE SKILLS EDUCATION FROM A PEDAGOGY OF INTEGRATION PERSPECTIVE

SUMMARY OF PhD THESIS

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INTRODUCTION

1. Rationale

1.1. In order to implement directions of the Ministry of Education and Training in the Official Letter No. 4026/BGDĐT-GDCTHSSV of September 1st, 2017 on intensifying life skills education for students, life skills education from a pedagogy of integration perspective ensures that educational content is understandable, easy to rmember, appropriate for age groups, and creates self-motivation, develops creativity for students, and uses formative assessment through school subjects and educational activities.

1.2. Teaching life skills to students in schools has been implemented in various ways, but there is still some confusion and results obtained are not as expected in life skills education from a pedagogy of integration perspective. The results of teacher training shows that the forms of training do not reflect diversity and are inappropriate to local conditions. Assessment of the training results is not closely supervised, so teacher training is not focused, and does not really shape teachers' competencies in life skills education for students.

1.3. Providing futher training for teachers through E-Learning is a trend appropriate for their current conditions. With significant advantages, E-Learning increases learning opportunities, develops self-learning ability, and facilitates learners' "lifelong learning". This will also provide objective assessment and manage full level of teachers' participation in their training course.

1.4. Requirements of educational practices and my own experience in the training area show that there is a need for innovation in teachers' training in life skills education from a pedagogy of integration perspective in order to help teachers further improve their competencies to hold these activities for students in lower secondary schools. Therefore, research on "Further training for lower-secondary school teachers in life skills education from a pedagogy of integration perspective" will help deal with theoretical and practical issues in training activities, enabling teachers to carry out the mission of providing comprehensive education for students more effectively.

2. Research purpose

Given theoretical and practical reasearch on life skills education and teacher training, the thesis organises lower secondary school teacher training in life skills education from a pedagogy of integration perspective in order to improve the effectiveness of current teacher training activities.

3. Research objects and subjects

3.1. Research objects

The process to provide training in life skills education from a pedagogy of integration perspective for lower secondary school teachers.

3.2. Research subjects

Providing lower secondary school teachers with further training in life skills education from a pedagogy of integration perspective through E-Learning.

4. Scientific hypothesis

Providing training for teachers in general and lower secondary school teachers in particular in life skills education is an activity on a regular basis and has had certain

results. However, teachers' competencies to provide life skills education from a pedagogy of integration perspective have yet to meet the requirements of innovation in education. If organising lower secondary school teacher training in life skills education from a pedagogy of integration perspective through E-Learning will contribute to the improvement of the effectiveness of teacher training and of life skills education for students.

5. Research tasks

5.1.Building a theoretical foundation for providing training in life skills education from a pedagogy of integration perspective for lower secondary school teachers.

5.2.Evaluating the present situation of life skills education from a pedagogy of integration perspective for lower secondary school teachers.

5.3. Organising lower secondary school teacher training in life skills education from a pedagogy of integration perspective through E-Learning.

6. Scope and limitations of research

6.1. Limitation of content

The focus of the thesis is on studying training methods of life skills education from a pedagogy of integration perspective through E-Learning for lower secondary school teachers, in which training focuses on the innovation of training methods and how to evaluate teachers' training result.

6.2. Limitation of research locality

Surveys of 1,059 teachers and administrators from lower secondary schools in 32 southern provinces/cities, who were provided further training by Institute of Educational Managers Ho Chi Minh City, are conducted.

6.3. Limitation of pedagogical experiment objects.

The thesis conducts a survey of 377 teachers at some lower secondary schools in HCM City, An Giang, Long An and Dong Thap.

7. Research methodology and research method

7.1. **Research methodology**

7.1.1. System access

7.12. Activity access

7.13. Development access

7.14. Practicality access .

7.2. Research method

7.2.1. Theoretical research methods

7.2.1.1. Methods of analysis and synthesis

7.2.1.2. Methods of classification and theoretical system

7.2.2. Practical research methods

7.2.2.1. Questionnaire-based survey methods

7.2.2.2. Expert method

7.2.2.3. Product research method

7.2.2.4. Observation method

7.2.2.5. Method of summarising educational experiences

7.2.2.6. Pedagogical experment method

7.2.3. Mathematical and statistical methods

8. Arguments for defending the thesis

8.1. Currently, life skills education from integration pedagogy perspective has not achieved a desired result, as most teachers have not been given intensive training and proper training in this issue. Apart from this, there are still many teachers who are not fully aware of life skills education from a pedagogy of integration perspective leading to the implementation of this activity in schools being still difficult.

8.2. Providing further training in life skills education from a pedagogy of integration perspective for junior high school teachers has not been paid much attention. Refresher training activities on this issue are not synchronized from the determination of purpose, selection of content, selection of the form of training to evaluate the results of training so the results of teacher training scattered. The training of life skills education based on integrated pedagogical perspective has not really become the needs of teachers and not suitable with the actual situation of teachers in the localities today.

8.3. If organising teacher training for lower secondary school teachers in life skills education from a pedagogy of integration perspective through E-Learning will give a positive push to help teachers improve their competence to organise life skills education activities for students.

9. New contribution of the thesis

9.1. Contributes to clarifying the theory of life skills education from a pedagogy of integration perspective for lower secondary school teachers, specifically to identify scientific concepts and provide further training for lower secondary school teachers in life skills education from a pedagogy of integration perspective through E-Learning.

9.2. Renews training methods in life skills education from a pedagogy of integration perspective for lower secondary school teachers by designing content and organise training activities in accordance with adult learning styles through E-Learning to increase the effectiveness of teacher training to meet the requirements of innovation in education today.

10. Thesis structure

Apart from the introduction, conclusion and recommendation, references, and appendices, the thesis is composed of three chapters:

Chapter 1: Theoretical background of providing further training in life skills education from a pedagogy of integration perspective for lower secondary school teachers.

Chapter 2: The current situation of providing further training in life skills education from a pedagogy of integration perspective for lower secondary school teachers.

Chapter 3: Providing further training for lower secondary school teachers in life skills education from a pedagogy of integration perspective through E-Learning.

Chapter 1

THEORETICAL BACKGROUND OF PROVIDING FURTHER TRAINING IN LIFE SKILLS EDUCATION FROM A PEDAGOGY OF INTEGRATION PERSPECTIVE FOR LOWER SECONDARY SCHOOL TEACHERS

1.1. Research problem review

1.1.1. Studies in life skills education from a pedagogy of integration perspective

The issue of life skills education in Vietnam has been known since the launch of UNICEF's program on "Life skills education for health and HIV / AIDS prevention for in-and-out youth" by experts. Australian trained in 1996. In this field, author Nguyen Thanh Binh has very thorough and profound research on life skills education in the direction of life skills in education. This approach will enable educators to conduct a harmonious educational process that combines knowledge, attitudes, values and behaviors to meet the needs of society. . These studies and materials mainly focus on the understanding of life skills and life skills education for young people. The above research shows that although life skills education has been oriented clearly in the objectives, contents and methods of education, the implementation of this activity in the school has many constraints, Especially teachers, who directly guide them to practice life skills. Education of living values, life skills and living habits are the effective way to solve the problems of the personality crisis of the students and to set new values of living suitable for the development of society. However, researches mention that the training for teachers is still limited. This is a problem that scientists have long studied to find solutions in which the training of teachers is very important because it is the core force contributing to improving comprehensive education quality for students.

1.1.2. Studies in teacher training

Life skills education from the perspectiveof integration pedagogy for students is an urgent matter and has been reflected in the objectives, contents and methods of education at all levels. The study of life skills and life skills education is approaching quite rich in many different directions. The above research shows that the organization of teacher training activities in countries are receiving attention and implementation is very diverse. This is reflected in the planning, selection of content, form and duration of specific training in accordance with requirements for professional development and specific conditions of teachers. Each country has a form of organizing teacher training activities in a different way, in accordance with their actual conditions. All researches suggest that teacher training is an activity that maintains and enhances the quality of the school's human resources as a decisive factor for the school to develop in advance of the educational reform. However, these researches are also macro-general and do not elaborate on the specific and urgent problems of upgrading their skills from the integrated pedagogical perspective for secondary school teachers.

Researches on teacher refresher training are conducted in different directions. The development of teachers in the schools is mainly addressed through content

management and human resource development such as layout, evaluation and treatment policies. Forms of training for teachers are mainly through regular refresher activities and self-improvement. The guidance documents of all levels and branches on fostering are only guidelines and orientations for educational institutions to study and implement; The training programs are also general, not indicating the work, specific solutions to improve the quality of training. The issue of fostering education of living skills according to the integrated pedagogical perspective for teachers at schools in the context of the present is almost not thoroughly researched, especially not many works refer to the training. Therefore, it is necessary to study this issue in order to find appropriate measures to improve the quality of life skills and to improve the effectiveness of life skills education for students in the context of international integration today.

1.2. Life skills education from a pedagogy of integration perspective for lower secondary school students.

1.2.1. Concepts

- *Life skills*

There are many ways to express the concept of life skills with different wide or narrow conceptions depending on the approach to the problem. The concept of life skills is defined in a narrow sense including not only psychosocial competencies but also psychomotor skills to behave properly towards others and society, and active coping skills in the face of situations in life.

In short, the thesis approaches life skills as types of skills that help individuals adapt themselves in different situations and solve practical problems in their life. Life skills are skills using all personal knowledge and basic skills to live.

- Life skills education from a pedagogy of integration perspective

Life skills education from a pedagogy of integration perspective is a process of organizing specific educational activities to help students transform their knowledge and attitudes into positive behaviors. Life skills education from a pedagogy of integration perspective aims to create a positive lifestyle for children to develop positive behaviors in line with the goal of comprehensive personality development, thereby creating knowledge and knowledge. for them. Value and behavior meet social requirements. Life skills education from a pedagogy of integration perspective is contributing to the realization of orientation for learners, helping learners to meet the challenges of life, on the other hand positive learning methods, providing opportunities for Practitioners, life skills learning process also helps strengthen relationships in the school. It is therefore necessary to identify life skills education from a pedagogy of integration perspective as a goal that educational activities in the school should achieve. Only by doing so, can life skills education from a pedagogy of integration perspective be implemented regularly, continuously and effectively.

1.2.2. Goals of life skills education from a pedagogy og integration perspective

Goals of life skills education from an integrated pedagogical perspective equip students with life skills appropriate for active teaching methods and techniques and

more appropriate ways, which shape students' positive, healthy behaviours and habits, helping eliminate negative behaviours and habits in relationships, daily situations, create favourable conditions for students to well carry out their rights and duties, and fully develop physically, intellectually, spiritually and morally.

1.2.3. Content of life skills education from a pedagogy of integration perspective

- Teaching students general life skills like self-awareness skill, communication skill, active listening skills, value determining skills, skill of persistence, decision-making skill, cooperation skill, stress management skills, skill of conflict resolution, support seeking skill, self-confidence skill, sympathy skill.

- Life skills education associated with specific issues of the target group such as self-protection to avoid accidents, injuries, sexual abuse, child abduction ... for small children; or using substances; love and reproductive health for adolescents;

- Or relating to challenging issues in today's social context.

1.2.4. Principles, methods and organization of Life skills education from a pedagogy of integration perspective

Life skills education should follow the following basic principles: Interaction, experience, progress and behavior change.

The methods of life skills education from a pedagogy of integration perspective for lower secondary school students include groupwork, case study, problem-solving, role play, games, project-based and some teaching techniques such as group breaking technique, task assignment technique, questioning technique, table cloth technique, graft technique, brainstorm technique.

The model of life skills education from a pedagogy of integration perspective for lower secondary school students can be exploited through the exploitation of educational potential in the subject content and also through active teaching methods and techniques. critical thinking and creative thinking. For example: Life skills education through integration into Citizen Education, life skills education through integration into Biology, life skills education through integration into Literature. Education through specialized topics on life skills in the form of activities outside of class time. Educate life skills through integration into extra-curricular activities. Educate life skills through educational situations and practical situations in life. In the above forms, the integration of life skills education in the content of the subjects will be more convenient and effective.

1.2.5. Forces providing life skills education from a pedagogy of integration perspective

Life skills education from a pedagogy of integration perspective for students is mainly provided by the staff of teachers, school officials, social organizations and parents. Those who participate in the life skills education for the children must be enthusiastic about education, patience, good coordination of family, school and social forces and especially have the trust, love love you. For school units, social organizations should properly perform the roles and functions of their organizations and at the same time adopt activities contributing to the implementation of the school

year's tasks such as creating a favorable environment for students' activities, lively learning to teach them life skills through practical activities.

1.2.6. Testing and assessment of results of life skills education from a pedagogy of integration perspective.

Life skills education is an important educational content, the assessment of the life skills education results from a pedagogy of integration perpective based on the content of the subject and the educational activities demonstrating the nature of integration, Intergalactic of various kinds of relevant knowledge and practicality. Life skills education is the orientation for the children to live in modern society in three basic relationships: human beings with themselves; man with nature; people with social relationships. Knowing the life skills, the children will know how to translate knowledge - "what do you know" and attitude, value - "what do you think, feel, believe" into concrete actions in reality - " what and how "is positive and constructive.

1.3. Providing training for lower secondary school teachers

1.3.1. Traits of lower secondary school teachers

Teachers' labour work is human, the younger generation is growing up with its personality. The object is both the subject and subject of the educational process and the impact on the subject is not always the same effect, the effect is not proportional to the number of times the impact. Therefore, the teacher must use a variety of methods to influence the object, can not stereotype machines as other workers. The effect of the teacher's living in the personality of the object of education should work pedagogy is both collective and personal mark deep. Derived from the position and role of junior high school teachers, motivated teachers' education, needs and characteristics are completely different from those of students. Teachers want to learn the content of knowledge can be applied immediately to the reality of life, the current work.

1.3.2. Concepts

- Training: Training is a process of updating and supplementing knowledge, skills and attitudes to improve the capacity, qualifications and qualities of laborers in a field of activity in which workers have had certain professional qualifications through some form of training.

Teacher training is an activity which increases the existing level of knowledge, skills and attitudes in order to improve and improve the pedagogical capacity to help the staffs and teachers to perform more effectively their work. .

The thesis approaches teacher training in life skills education from a pedagogy of integration perspective as a process of organizing activities to supplement the knowledge, skills and attitudes on life skills education to help teachers Improve the capacity of organizing life skills education activities from a pedagogy of integration perspective for students.

1.3.3. Objectives of providing further training in life skills education from a pedagogy of integration perspective for lower secondary school teachers

The objective of providing further training in life skills education from a pedagogy of integration perspective for junior high school teachers is to: (i) Form and develop the

capacity of learners, especially the capacity to solve real life issues of life skills education , (ii) create the relationship between the subjects together with the real knowledge of life skills education, (iii) avoid duplication of content in different subjects.

However, the effectiveness of teacher training for life skills education based on integrated pedagogical perspective will be influenced by a number of factors such as the content of the training program; material facilities for the training; policies for learners; Qualification and method of training of reporters and training needs of teachers.

1.3.4. Principles of providing further training in life skills education from a pedagogy of integration perspective for lower secondary school teachers

- Principles of promoting self-awareness, active and active in the self-improvement activities of teachers on life skills education
- Principles to ensure the regularity and continuity of the training activities for teachers on life skills education
- Principles of ensuring practicality in training teachers on life skills education
- Principle to promote the spirit of cooperation, sharing in the training for teachers on life skills

1.3.5. Content of providing further training in life skills education from a pedagogy of integration perspective for lower secondary school teachers

Life skills Education from a pedagogy of integration perspective is integrated in the objectives of the teacher training program, integrating the content of fostering, integration in methods and forms of fostering. In particular, teachers should be fostered the following contents:

- The objective of life skills education from a pedagogy of integration perspective
- Contents of life skills education from a pedagogy of integration perspective
- Method, form of life skills education organization from a pedagogy of integration perspective
- The forces participating in life skills education from a pedagogy of integration perspective
- Examine and evaluate the results of life skills education from a pedagogy of integration perspective

1.3.6. Methods of providing further training in life skills education from a pedagogy of integration perspective for lower secondary school teachers

- *Method of a short presentation on a topic*
- *Expert method*
- *Method of further training through practical activities*
- *Method of further training through mass media*
- *Method of self-study*

1.3.7. Forms of training in in life skills education from a pedagogy of integration perspective for lower secondary school teachers

- *Group 1 includes:* Form of training, form of shortage, form of waterfall

- *Group 2 includes:* Standard-based form, guidance, community of practice,
- *Group 3 includes:*Action research, transfer
- *Group 4 includes:* Form of professional development school, Form of teacher network, Form of self-training through E-learning

Based on the characteristics of the forms of training, the conditions and objectives of teacher training, the following methods can be used to develop life skills education based on integrated pedagogical perspective. Secondary teachers are: Form of training, form of distance training, combined form.

1.3.8. Assessment of training results of life skills education from a pedagogy of integration perspective for lower secondary school teachers

Evaluating results to classify the quality and capacity of the teacher after being trained to arrange and arrange the work accordingly. The assessment should be objective, open, and reflect the quality and competence of the teacher and should clarify the strengths, limitations and opportunities for personal development of the teacher. Currently, assessment of performance is usually done through tests to assess the minimum knowledge and skills that a learner needs to be able to handle a job. Evaluation of training results must be a combination of process evaluation such as: passive participation, participation through information exchange, participation through consultation, participation through encouragement of material contribution Participation through the process of engagement, engagement through interaction, and finally self-mobilization in conjunction with end-of-life assessments with the goal of developing self-assessment and evaluation needs. Practice. Teacher training outcomes of life skills education will be evaluated by the ability to organize life skills education activities for students in the school.

1.4. Factors affecting training for lower secondary school teachers in life skills education from a pedagogy of integration perspective

1.4.1. Objective factors

1.4.2. Subjective factors

CONCLUSION OF CHAPTER 1

1. Research on providing further training for teachers is done in different ways. The development of teachers in schools mainly occurs through content management and human resource development such as layout, evaluation and treatment policies. The issue of fostering the education of living skills according to the integrated pedagogical perspective for teachers at schools in the present context has not been fully studied.

2. Life skills education from a pedagogy of integration perspective is a process of organizing specific educational activities to help students transfer their knowledge and attitudes into positive behaviors. Educating living skills from an integrated pedagogical perspective aims to create positive living styles for children to build up positive behaviors appropriate to the goal of comprehensive development of their personality, attitudes,

values, and behaviors that meet social requirements. Educating life skills from an integrated pedagogical perspective is to contribute to the realization of the learners oriented attitude, helping learners have the ability to meet the challenges of life. Therefore, it is necessary to identify life skills education from an integrated pedagogical perspective, which is the goal that educational activities in the school need to address.

3. Teacher training is a process of updating and supplementing knowledge, skills and attitudes to improve the capacity, qualifications and qualities of the employees in a field of activity that the employee has presented. Certain professional qualifications through a form of training. The content of life skills education is independent of the content of the subject is used to integrate the effect of life skills education based on integrated pedagogical perspective also depends a lot on the capacity of teachers. The training of life skills based on integrated pedagogical perspective for junior high school teachers should be implemented in a coordinated manner from teacher training to objectives, contents, methods and forms of organization, identification of supporting resources , participating forces and the task of examining and evaluating the results of life skills education from a pedagogy of integration perspective.

Chapter 2

THE CURRENT SITUATION OF PROVIDING FURTHER TRAINING IN LIFE SKILLS EDUCATION FROM A PEDAGOGY OF INTEGRATION PERSPECTIVE FOR LOWER SECONDARY SCHOOL TEACHERS

2.1. Overview of surveys of the current further training in life skills education from a pedagogy of integration perspective for lower secondary school teachers

2.1.1. The purpose of the survey

2.1.2. Survey locality

2.1.3. Survey content

2.1.4. Survey tools and methods

2.1.5. Selecting survey sample and conducting surveys

2.2. Research results of the current training for lower secondary school teachers in life skills education from a pedagogy of integration perspective

2.2.1. The current situation of life skills education from a pedagogy of integration perspective in lower secondary schools

2.2.1.1. Lower secondary school teachers'awareness of life skills education from a pedagogy of integration perspective

The results in Table 2.2 show that teachers have shown their choice of life skills education from the point of view of integrated teaching. However, the teacher's ideas are distributed in options, which focus on the formation and development of the necessary skills, including the ability to apply knowledge to effectively solve the situation. practical situations. This is in line with the nature of integrated teaching according to current

research. However, there are still many teachers who do not understand correctly about life skills education from the point of view of integrated teaching, so there need to be specific measures to help them fully and deeply aware of this problem.

2.2.1.2. The current situation of implementing objectives and content of life skills education from a pedagogy of integration perspective for lower secondary school students.

The results in Table 2.3 show that life skills education from a pedagogy of integration perspective for students is done to a very small extent occasionally through collective activities such as: through activities under the flag and a number of activities on the theme, subject, integration through the subject is also only occasionally. Implementation effectiveness is also low and effective at a moderate level. Other forms have also been implemented but few and have not yet yielded good results.

2.2.1.3. The current situation of levels of implementation and effectiveness of the implementation of methods of organising life skills education from pedagogy of integration perspective for students.

The results in Table 2.4 show that the life skills education for students is practiced on a very small to occasionally basis through collective activities such as: Through the activities under the flag and some activities of the subject, subject, integration through the subjects also only occasionally. Implementation effectiveness is also low and effective at a moderate level. Other forms have also been implemented but few and have not yet yielded high results. To better understand this issue, we consider the level of performance and effectiveness based on the average and direct communication with some teachers on the above content. The results show that the life skills education in the current school is mainly done through out-of-class-hour educational activities. In addition, the teacher also said that the implementation of integrating life skills into the subjects is not suitable because the transmission of knowledge in the subject also takes up the duration of the lesson should integrate other contents in studying the subject is very difficult.

2.2.1.4. The current situation of capacity to organize life skills education activities from a pedagogy of integration perspective

Table 2.5 shows that most of the capacity for preparation, capacity and evaluation capacity of teachers is only achieved at the level of imitation. Only the ability to handle pedagogical situations and support learners is close to maturity. Further study of this organization's organizational plan shows that teachers have difficulty in identifying the objectives, requirements of the activity, and building a scale for evaluating the results as well as the use of facilities. support for this activity.

2.2.1.5. The cueerent situation of advantages and disadvantages of organizing life skills education activities from a pedagogy of integration perspective for students

The results in Table 2.7 show that, in the South East, their main constraints are prioritized as follows: first, coordination with mass organizations and spatial forces education; Second, the school leaders have not paid much attention, The third is

not enough time to make. At the same time, the difficulties in the southwestern schools are organized as follows: firstly, content selection and methods of integrating life skills for students; Second, teachers do not receive any training or training related to the integration of life skills; Third, there are not enough programs or documentation related to integration. Schools in the South Central Coast and the Central Highlands have other difficulties, first of all the teachers are inexperienced in the life skills education for students, second, in combination with mass organizations and educational forces, third is not enough time to implement. However, to find out more about this issue, we looked at the differences of the difficulties in the area.

2.2.2. The current situation of further training in life skills education from a pedagogy of integration perspective for lower secondary school teachers

2.2.2.1. Lower secondary school teachers' awareness of the purpose of further training in life skills education from a pedagogy of integration perspective

Most of the interviewed teachers are qualified and have working experience. Most of them are aware of the significance and importance of life skills education in the context of integration pedagogy.

Table 2.8. Awareness of the teacher about the purpose of the training of life skills education from a pedagogy of integration perspective

No	Content	No	%
1	Developing capacity to integrate life skills education for teachers	487	46,0
2	Formulating and applying knowledge to solve and handle situations arising in the practical life skills education for students	629	59,4
3	Establishing links between learned concepts, systematizing knowledge and applying them in real life education and life skills education for students.	268	25,3
4	Flexibly applying methods and forms of teaching	263	24,8
5	Improving teaching quality	269	25,4

2.2.2.2. Needs for training for lower secondary school teachers in life skills education from a pedagogy of integration perspective

The thesis studies the needs for knowledge systems and skills related to life skills and life skills education from the point of view of critical thinking; on the skill of organizing life skills education activities from the point of view of integration; on method of training; on the form of fostering; the duration of training; about the time of training; about the conditions that support life skills education from a pedagogy of integration perspective. The results show that most teachers want to be trained on the above topics, especially life skills education method from the point of view of E-Learning. In addition, teachers also want to experience this through practical activities, design practices, and the organization of life skills education activities from a pedagogy of integration perspective for students in training courses.

2.2.2.3. The current situation of implementing content of training for lower secondary school teachers in life skills education from a pedagogy of integration perspective

More studies of the effectiveness of teachers' participation in refresher courses from the contents of the teacher training program on the life skills education in different units, the survey results show that there are still many teachers didn't know about effects of these programs. Other teachers are less effective in evaluating teachers' perceptions of the school's annual teacher improvement curriculum, which is more effective on an average of 2.58.

2.2.2.4. The current situation of forms of training in life skills education from a pedagogy of integration perspective for teachers

The results in Table 2.12 show that the level of using the forms of training for teachers in life skills from a pedagogy of integration perspective is still quite monotonous. In particular, form of training through supplementary training, form of fostering waterfall model and form of refresher training based on standards have average score from 3.54 to 3.72 On a very frequent use level. Other forms of retention earn average scores at occasional levels. In particular, there is a form of fostering through E-Learning which has an average score of 2.21 at very low levels. In fact, when communicating with teachers about this form, almost all teachers know very little about the form of fostering through the form of e-Learning but they feel excited and actively participate if they are fostered because they give This is a form that is quite suitable for the actual conditions of teachers in the localities today.

2.2.2.5. The current situation of using forms of evaluation of training results of lower secondary school teachers in life skills education from the perspective of integrated pedagogy.

The results of Table 2.13 show that the forms of evaluation of training results are used in many different levels. In particular, the form of assessment summed up by the score of the written test in the class achieved the highest average score of 3.42 achieved at regular use. The form of assessment and evaluation is based on the score of the oral quiz, the practice of organizing the activity, the summative assessment through the score of the project, the personal plan or group after the training with average grade Relatively high levels of 3.28 to 3.29 are reached at occasional levels. The remaining forms are also used but are at a very low level with an average score of 2.04 to 2.49, in which the form of evaluation of the exercise, the number of visits, the exchange The content of fostering through E-Learning is the least used. In fact, the form of score-based assessment is more commonly used than the form of assessment. However, the form of score-based assessment does not promote learners' positive attitudes of attending training courses and self training.

2.2.3. The current situation of factors affecting the training for lower secondary school teachers in life skill education from a pedagogy of integration perspective

The current situation of participation in life skills education from a pedagogy of integration perspective is due to many reasons, mainly due to the lack of conditions and opportunities for teachers to participate (accounting for 46.7%). There are also some other reasons such as unsuitable teacher training (19.9%), lack of conditions (27.0%) , the school leaders have not paid much attention (9.5%). It is notable that 24.5% of teachers said that this is not their task so they do not care about this problem.

Table 2.15. Level of influence on effectiveness of further training for teachers in life skills education from a pedagogy of integration perspective

No	Content	Level (%)					Ave.	Sta. Dev.
		1	2	3	4	5		
1	Further training program							
1.1	Objectives of further training program	4,5	10,1	29,7	46,3	9,4	3,45	0,95
1.2	Content that meets practical needs	1,3	10,4	23,7	49,3	15,3	3,66	0,90
1.3	Distribution rate of theory and pratice	2,5	12,1	37,4	37,6	10,4	3,41	0,91
1.4	Flexible structureof program	2,0	15,0	33,4	39,1	10,5	3,41	0,93
1.6	Clearly and scientifically compiled material	2,0	10,1	24,6	43,0	20,3	3,69	0,96
1.7	Methods are suitable for adults' learning style and traits	1,6	16,1	24,6	37,0	20,7	3,59	1,03
1.8	Appropriate form of organizing training	2,5	9,5	15,7	37,6	34,7	3,54	0,94
1.9	Appropriate forms of testing and assessment	1,6	11,3	33,1	39,6	14,4	3,53	0,92
2	Teachers, trainers							
2.1	Deep and updated expertise	1,9	10,6	26,5	38,6	22,4	3,69	0,99
2.2	Using various, combined methods	2,5	10,2	28,0	38,2	21,1	3,65	1,00
2.3	Ensuring class attendance and lesson plans	1,6	9,4	35,6	38,1	15,3	3,56	0,92
2.4	Spending a lot of time commenting, encouraging and motivating students to study and do research to develop their own capacity	1,6	9,5	29,2	44,3	15,4	3,62	0,91
2.5	Using multiple forms of testing andassessing (group discussions, assignments, ...) in the learning process.	3,0	6,1	35,6	41,5	13,8	3,56	0,90
2.6	Using ICT effectively to support teaching	1,3	11,0	26,4	45,8	15,5	3,63	0,91
2.7	Pedagogical style that is suitable for educational environment	1,3	7,1	30,0	43,9	17,7	3,69	0,89
2.8	Teachers' qualifications that meet training needs	1,6	7,8	29,3	41,9	19,4	3,69	0,92
2.9	Having teaching experience in special subject	1,3	8,5	24,6	43,7	21,9	3,76	0,93
2.10	Teachers and educational managers' awareness and thoughts	1,6	7,4	26,9	42,8	21,3	3,75	0,92
3	Teaching organization, management							
3.1	Planning and organizing work	1,9	10,7	33,1	41,5	12,8	3,52	0,91
3.2	Monitoring and evaluation to draw experience	1,3	8,8	35,7	44,5	9,7	3,52	0,84
3.3	Policy of the host institution	2,3	8,8	38,6	36,9	13,4	3,50	0,91

No	Content	Level (%)					Ave.	Sta. Dev.
		1	2	3	4	5		
3.4	Policy of training class	1,9	12,1	34,8	37,0	14,2	3,49	0,94
3.5	Lecturers are fully informed of study plan	1,6	7,5	32,5	45,5	12,9	3,60	0,86
3.6	Classes have a rational number of students, right participants	2,6	8,1	37,3	42,6	9,4	3,48	0,87
3.6	Teaching/learning time is favourably arranged	2,5	8,1	31,7	43,1	14,6	3,39	0,92
3.8	Reasonable tuition fee	3,3	10,1	33,2	37,5	15,9	3,53	0,98
3.9	Information related to the teaching process in time, smoothly (schedule, classrooms, students ...)	1,6	9,6	35,8	41,9	11,1	3,51	0,87
3.10	Interactive relationships between learner - learner; learner – trainer	1,3	8,1	33,0	44,3	13,3	3,60	0,87
4	Supporting resources							
4.1	Learning materials and training/further training facilities	2,0	11,1	35,5	37,9	13,5	3,50	0,93
4.2	Learners' spirits, attitudes, needs	2,0	6,5	36,3	37,3	17,9	3,63	0,92
4.3	Material facilities, equipment	2,9	10,3	32,7	38,8	15,3	3,53	0,97
4.4	Spychological atmosphere in the classroom	2,0	6,8	34,9	37,6	18,7	3,64	0,92

Surveying the influence level of four factors: further training program; teachers; management, organization of classes and resources to support the quality of teaching activities on life skills education from a pedagogy of integration perspective. Most of the mean values of factors show that the level of influence on the quality of teacher in life skills education based on the pedagogical approach is almost close to the level of influence, there are many relatively strong influencing factors. To clarify this, the thesis conducted the Cronbach's alpha coefficient of four factors with the result that: 0.6 <0.94; 0.95; 0.94; 0.92 <1 (See the Corrected Item-Total Correlation column: The total variable correlation is greater than 0.4, so accept the variables in the 4 factors.) Consider Cronbach's Alpha if Item Deleted: more than Cronbach's Alpha should accept the variables) so that the data of the scale used by the thesis is consistent and reliable [86]. So the regression equation is as follows:

$$Y = 0.349X1 + 0.265X2 + 0.255X3 + 0.132X3 +- 0.053$$

From the regression equation, the most influential factors on the quality of life skills education in the integrated pedagogical perspective are the fostering programs, including objectives, contents, methods, Evaluation of training results. Therefore, when proposing measures to improve teachers' effectiveness on life skills education based on integrated pedagogical perspective, attention should be paid to the development of appropriate scientific programs and the use of various forms of fostering for teachers. Besides, we also have to pay attention to the forms of training through E-learning.

CONCLUSION OF CHAPTER 2

The content of the study in Chapter 2 has clarified the following issues:

1. Teachers are aware of the significance, importance, level of implementation as well as the effectiveness of organizing life skills education from a pedagogy of integration perspective and advantages and disadvantages of life skills education from a pedagogy of integration perspective for students in lower secondary schools.

2. The majority of surveyed teachers have not participated in life skills training courses from a pedagogy of integration perspectivefor various reasons. Therefore, teachers themselves have to study to carry out this activity. The content of fostering and the form of fostering are not abundant and not suitable with the working conditions of the majority of teachers.

3. The thesis also explored and generalized from content knowledge, skills to methods and forms as well as timing, timing and supporting conditions related to the need for training of teachers. this problem. In particular, teachers wishing to be supported with content and specific implementation guidelines so that teachers can arrange self-study time through E-learning. The results of the survey mentioned above show that the demand for training provided by teachers is very appropriate. If they are fully satisfied, they will be better able to achieve the goal of comprehensive education for students.

4. The above-mentioned practical researches are the basis for proposing the training measures for teachers, especially towards the training of junior teachers on life skills education from integration perspective for perspective through E-Learning to meet Teacher training and lifelong learning needs to develop a career in a fundamental and inclusive innovation trend in education today.

Chapter 3

PROVIDING FURTHER TRAINING FOR LOWER SECONDARY SCHOOL TEACHERS IN LIFE SKILLS EDUCATION FROM A PEDAGOGY OF INTEGRATION PERSPECTIVE THROUGH E-LEARNING

3.1. Principles of training for lower secondary school teachers in life skills education from a pedagogy of integration perspective

3.1.1. Principle of ensuring practicality

3.1.2. Principles of ensuring practical work, experience to develop learning motivation for learners

3.1.3. Principle of ensuring specificity and create regular interaction during the training

3.2. Designing a website to provide training for lower secondary school teachers in life skills education from a pedagogy of integration perspective

3.2.1. Purpose and meaning of designing a website to provide training for lower secondary school teachers in life skills education from a pedagogy of integration perspective

Designing a website for teachers through E-Learning is a new direction suitable to the characteristics of the trend of applying information technology to the innovation of teaching methods today. E-Learning has many advantages and is a form of effective

training. E-learning can be taught with a variety of subjects, increasing the chance of learning for everyone, developing self-learning and enabling learners to "learn for life". Regular training and facilitation of teachers' participation in training courses is important for school development. Regular teacher training through E-Learning is an advantageous model that allows teachers to gain knowledge for professional development.

3.2.2. Implementation

Innovating training methods and forms of life-life education from a pedagogy of integration perspective for lower secondary school teachers through E-Learning is a very appropriate form in time and budget for compensation activities. The teachers are increasingly limited. In addition, this form aims to improve the self-reliance and self-evaluation of the teachers, not to focus on the teacher rating but to focus on measures to improve performance. To develop, improve the quality and efficiency of their work.

Step 1: Design a Secondary School Teacher's Website for Life Skills Education from an Approach to Integrity in E-Learning

Step 2: Create an interactive environment between learners, learners

Step 3: Organize forums for exchanging topics on fostering secondary teachers through E-Learning

Step 4: Guide and adjust self-test, self-evaluation of learners through E-Learning.

3.3. Organizing training for lower secondary school teachers in life skills education from a pedagogy of integration perspective through E-Learning

3.3.1. Identifying lower secondary school teachers' need for further training in life skills education from a pedagogy of integration perspective through E-Learning

To identify the need for training of teachers, it is necessary to analyze the current status of teachers: Who are they? What role do they play in education reform? What level are they in? How professional and professional capacity? What are their strengths and weaknesses? What should be fostered, method, form of fostering? Based on that, school leaders can organize management, influence teachers to carry out the task of training and self-training in a more active way.

3.3.2. Designing training content for lower secondary school teachers in life skills education from a pedagogy of integration perspective through E-Learning

Designing training content is an indispensable stage when organizing training process. The traing content in life skills education from a pedagogy of integration perspective for lower secondary school teachers is appropriate, ensures scientificity and practicality, suitable for the practical conditions of teachers and localities will be one of the important factors, decide the quality of training.

Diagram 3.1. Process of designing training content for lower secondary school teachers in life skills education from a pedagogy of integration perspective

3.3.3. Guidance on teachers' self-training activities in life skills education from a pedagogy of integration perspective through E-Learning

Teachers' self-training activities in life skills education from a pedagogy of integration perspective through E-Learning is to help teachers use Internet technology and browse the Web to conduct learning activities through the use of e-learning. design and organize online forums; Create and organize teachers self-test, self-assessment through the system of exercises, questions, tests ... to improve the ability to gain knowledge, skills formation The ability to self-nourishing anywhere, anytime through the means of Web browser. In the form of learning through E-Learning, learners will actively organize their study plans, actively participate in searching for learning materials and share positive opinions in the learning forum with lecturers, colleague. On the other hand, the positive and self-awareness also expressed in the self-test activities, self-assessment of learning results through the system of questions, exercises, tests tested on the website established . Active and active, self-learners will decide the outcome of self-improvement through E-Learning.

3.3.4. Testing and assessment of lower secondary school teachers' training results in life skills education from a pedagogy of integration perspective

Designing tools and organizing examinations and evaluations of training results is important for assessing the level of attainment of knowledge, skills and attitudes of teachers participating in training in practice compared to objectives set out. Examination and evaluation aim to collect, analyze, process information, explain current situation against educational objectives, find causes and propose measures to improve the results of training. At the same time, the assessment of the ability to apply the knowledge and skills of life skills education from a pedagogy of integration

perspective has been achieved through refresher courses. This is a way to determine the level of achievement of teaching goals in refresher training focused on assessing the problem solving ability of learners through practical activities through three steps: information gathering, analyze and process information, confirm the results of training.

3.4. Pedagogical experiment

3.4.1. Overview of pedagogical experiment

3.4.1.1. Experimental purpose

3.4.1.2. Selecting experimental sample

3.4.1.3. Designing experimental content

3.4.1.4. Organising experiment

3.4.2. Criteria for evaluating experimental results

3.4.2.1. Assessing learners' learning outcomes

3.4.2.2. Evaluating learning attitudes

3.4.2.3. Assessing effectiveness and feasibility level of training methods through E-Learning

3.4.3. Analysing pedagogical experiment results

3.4.3.1. Learning outcomes

The thesis surveyed 187 teachers (control group) and 190 teachers (experimental group) on the level of attendance of training on issues related to life skills education from a pedagogy of integration perspective, the results are as follows:

Diagram 3.2. Test scores after the impact of the two groups on on the design of activities of life skills education from a pedagogy of integration perspective

The results in diagram 3.2 show that the test score of the experimental group had an average value of 6.31 which is higher than the control group of 5.42. To determine the effect of the impact, the thesis conducted to test the difference in mean of the experimental group and the control group with the following hypothesis:

- H0 is no difference in the scores of the teachers in the test before and after the impact
- H1 is the difference in GV scores in the pre-test and post-test

With Sig value. = 0.00 <0.05. There is a difference in the mean score of the control group. This means that, after attending the training course on methodology of life skills education from the integrated pedagogical perspective for junior high school teachers through E-learning has changed the teacher's activities in a positive way.

3.4.3.2. Attitude of learning

To assess learning attitudes, the thesis surveyed the level of satisfaction of teachers when participating in workshops on training through E-learning, results as follows:

Table 3.7. Level of satisfaction of teachers when participating in training courses in life skills education from a pedagogy of integration perspective through E-learning

No	Comtent	Evaluation level (%)					Ave.	Sta. Dev.
		1	2	3	4	5		
1	Useful, practical, updated contents	0	0	28,9	62,2	8,9	3,80	0,58
2	Appropriate methods	0	0	31,1	60,0	8,9	3,78	0,60
3	Flexible organization	0	0	22,1	74,2	3,7	3,82	0,47
4	Appropriate study time	0	0	23,2	67,9	8,9	3,86	0,55
5	Encouraged Interaction in the classroom	0	0	20,2	70,9	8,9	3,85	0,54
6	Lecturers with solid, enthusiastic expertise	0	0	18,3	69,1	12,6	3,87	0,55
7	Technical facilities for teaching	0	0	26,8	64,2	8,9	3,82	0,57
8	Learners are armed with appropriate and necessaryskills	0	0	28,9	62,1	8,9	3,80	0,59
9	The learning outcomes equate the set objectives	0	0	26,8	64,2	8,9	3,86	0,55

Table 3.7 shows that the majority of teachers expressed satisfaction after receiving training in methods of life skills education from a pedagogy of integration perspective and orientation. Implementing the program of fostering life skills education according to integrated pedagogical perspective. Exchanging with teachers on this issue, teachers said they are wondering because when mass training, it would be difficult as the flexibility in the form of organization, study time, basis teaching materials as well as the enthusiasm of teachers ... in this activity. The results in Table 3.8 show that most teachers choose the level of agreement and agree totally on the structure, objectives, content, duration, implementation guidelines and meet the expectations of the participants of training classes with relatively high average.

3.4.3.3. Evaluating effectiveness level and feasibility level of training forms for teachers in life skills education from a pedagogy of integration perspective through E-Learning

Chart 3.3. Levels of effectiveness and feasibility of teacher training courses in life skills education from a pedagogy of integration perspective through E-learning

In general, through teacher training courses on methods of life skills from a pedagogy of integration perspective, 47.9% teachers evaluated the effectiveness of 45.8% teachers have evaluated the feasibility. However, when implemented in practice, the feasibility also depends on many other factors in terms of management mechanism. This is reflected in the teacher's perception after training in the life skills education program in termsof integration pedagogy through E-learning and there are still some teachers who are confused about this issue.

CONCLUSION OF CHAPTER 3

1. Given research on theories and the current situation of training for lower secondary school teachers in life skills education from a pedagogy of integration perspective, the thesis innovates training forms from identifying teachers' needs for training, create content, design of a website, design of testing and evaluation tools and providing training for lower secondary school teachers in life skills education from a pedagogy of integration perspective through E- Learning.

2. Experimental results of teacher training in life skills from a pedagogy of integration perspective through E-Learning indicate that levels of awareness and ability to design educational activities on life skills. The experimental group was higher than the control group. In the process of participating in E-Learning, teachers expressed their satisfaction on related issues such as purpose, content, method, organization and evaluation. Especially, it helps learners to improve their organizational skills and attitudes, and more actively implement this issue in the school.

3. In experimenting, evaluation of training results still takes time to recognize changes in perceptions, attitudes and behaviors of learners. This suggests that the form of fostering teachers' lifelong learning from the point of view of ESL teachers through E-Learning is effective, feasible and relevant to the requirements of educational realities, especially suitable for the organization of regular training for teachers today.

CONCLUSION AND RECOMMENDATIONS

1. CONCLUSION

1.1. Providing training in life skills education from a pedagogy of integration perspective is being studied and widely applied in many countries in the world and, at the same time, is one of the urgent requirements that are timely for radical and comprehensive renovation of our country's education. Life skills are shaped, developed through experience and associated with activities in life, so educational activities in schools must serve the purpose of life skills education for students.

1.2. The thesis generally evaluated the real situation of life skills education, the real situation of teacher training in this issue has not met the current education requirements, teachers are very interested in attending courses of life skills education from a pedagogy of integration perspective. In addition, teachers also mentioned difficulties, especially training methods that are not appropriate and flexible enough to meet local conditions.

1.3. The results of practical research on training of secondary school teachers on life skills education from the viewpoint of integration perspective also determine the most influencing factors on the quality of training for teachers on life skills education from the point of view of integration perspective. Training programs, including objectives, contents, methods, forms, examination and evaluation of training results.

1.4. Organising teacher training in life skills education from a pedagogy of integration perspective through E-learning from surveys of learners' needs to scientific design of training contents; flexibly applying training methods, active teaching methods and an objective assessment process in a learning environment appropriate for learners attending training courses will contribute to increasing the effectiveness of teacher training and effectiveness of life skills education for students in lower secondary schools.

1.5. Pedagogical experimental results show that organising lower secondary school teacher training in lide skills education from a pedagogy of integration perspective through E-Learning is feasible with high result, primarily identifying teachers' cognitive levels, attitudes, and behaviour that have changed in a positive and relatively stable way. These training methods are in line with teachers' practical

needs and expectation in this issue. However, when implemented, attention should be paid to the specific characteristics of each locality which needs an appropriate modification.

2. RECOMMENDATIONS

2.1. For Ministry of Education and Training

- Guide manager and teacher training institutions to well organize teacher training to ensure compliance with procedures and effectiveness;

- Enhances supervision, support and guidance work for localities to apply methods of teacher training through E-Learning.

2.2. For institutions providing training and further training for teachers and educational managers

- Coordinate with educational institutions to organise and develop training from identifying training needs, creating training content, selecting training methods to organising examination and evaluation of training results;

- Need to show concerns and provide support for teachers and create conditions for teachers to well perform their professional development and self-directed professional development;

- Make better use of material facilities and equipment and means for teacher training in life skills education from a pedagogy of integration perspective through E-learning.

2.3. For lower secondary schools

- Build a teacher training plan in which training in life skills education from a pedagogy of integration perspective is one of the school's important tasks;

- Actively provide training for a team who later work as experts and directly take responsibility for organizing life skills education from a pedagogy of integration perspective for students through E-Learning;

- Coordinate with other educational organisations to promote life skills education work from a pedagogy of integration perspective for students in order to meet the goals of comprehensive education.

PUBLISHED THESIS-RELATED SCIENTIFIC RESEARCH WORKS

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2. Dinh Thi Kim Loan (2016), Providing training in teaching capacity from a pedagogy of integration perspective for teachers to meet the requirements of education renovation, Journal of Educational Equipment No. 131, July 2016 p. 66-69.
3. Dinh Thi Kim Loan (2016), The Current situation of teachers' demand for life skills education from a pedagogy of integration perspective in some lower secondary schools in Ho Chi Minh City, Journal of Education No. 388, August 2, 2016, pp. 11-14
4. Dinh Thi Kim Loan (2016), Solutions forTeachers' Training in Life Skills Education for Lower Secondary Students in Ho Chi Minh City, Journal of Teaching and Learning Today, November 2016 . pp. 52-55.
5. Dinh Thi Kim Loan (2018), Providing training in integrated teaching capacity for teachers to improve the quality of life skills education inlower secondary schools, Journal of Educational Management Science, No. 01 (17) March 2018 pp. 84-89.