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BUSINESS ETHICS EDUCATION IN TEACHING CIVIC EDUCATION IN HIGH SCHOOL AT PRESENT

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SCIENTIFIC WORKS RELATED

TO THE THESIS PUBLISHED

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INTRODUCTION

1. Rationale

Vietnam is currently in the process of developing the market economy (ME) and socialist orientation is an indispensable objective trend. The market economy not only brings up the positive development changes but also contains a number of negative impacts, especially the moral regression like business ethics. Together with the completion of legal corridor and code construction in business ethics, it is essential to focus on propaganda and education of business ethics for any subject participating in the current active market economy.

In the real situation of teaching Civic education (CE) in high school (HS), it can be said that the ethical business education (EB Edu.) in Vietnamese students is not seriously concentrated. Hence, we need to launch some methods to promote the ethical business education of high school students via Civic Education. It will meet the urgent requirements of economic – social development to improve people's awareness of business morality and make Civic Education more interesting, realistic and closed to students. Moreover, it will contribute to achieving the target of educating citizen's personality in Vietnam socialist orientation market economy.

Therefore, I decided to study about **" Business ethics education in teaching Civic Education in high school at present".**

2. Objectives

Based on researching the theory and reality, the study aims to propose some pedagogical measures applied into teaching the business ethics in Civic Education, contribute to enhance the business ethics for High school students, ensure and improve the teaching quality of Civic Education in Vietnam.

3. Research object and subjects

- Research object is the process of educating the business ethics via teaching Civic Education in High School.
- The research subjectsare the regulations and measures for educating business ethics in teaching Civic Education in High School.

4. Scientific theory

If the regulations and measures of the study proposed in educating business ethics via Civic Education are applied, the teaching quality will be strengthened, besides, we can obtain the objectives of educating business ethics and form the citizen personality for those students in Vietnam socialist orientation market economy.

5. Tasks and scope

5.1. Research tasks

- Research the theoretical basis on educating business ethics in teaching Civic Education in High School.
- Supervise, evaluate the real situation of educating business ethics in teaching Civic Education in High School.
- Propose integrated regulations and measures for educating business ethics in teaching Civic Education in High School.
- Organize pedagogy–based experiment to evaluate the effectiveness and impact of measures mentioned in this study.

5.2. Research scope

- The contents of educating business ethics via Civic Education lessons in High School include moral education, State law education and citizen's insights towards the economy.
- Surveys on the reality of educating business ethics via Civic Education in some provinces such as Son La, Hanoi, Binh Phuoc Lam Dong, Hai Phong, Bac Giang, Khanh Hoa and Ho Chi Minh City will be conducted and there will be some reality-based practice in various High School in Hanoi, Son La, Binh Phuoc, Lam Dong, Hai Phong, Bac Giang And Khanh Hoa.

6. Theoretical and research methodology.

6.1. Theoretical methodology:

The study is based on the Marxist – Leninist theoretical methodology; policies Party and State on morality and educating business ethics; modern teaching theory; theory and methodology of teaching Civic Education.

6.2. Research methodology:

6.2.1. Theoretical research methodology:

The methods of analysis, synthesis, systematization, generalization are used to collect and process information, then, build the theoretical basis of the study.

6.2.2. Realistic research methodology:

- Observation method: observe attitude, attention, excited expression, positive awareness of students in teaching Civic Education related to business ethics through observed lesson and teaching.
- Survey method: Use questionnaires for teachers and students to collect information related to the study.
- Experimental method: Organize pedagogical experiment to analyze, evaluate, compare within experimental groups and control groups through its impacts; therefore, the scientific hypothesis can be examined.

Furthermore, the study also uses other supporting methods such as Expertise-based method (about outline construction and theoretical basis, questionnaire creation), researching product method (research on lesson plans), methods of processing collected data based on statistical and SPSS software.

7. Arguments to be defended

- Business ethics education plays an important role in forming and developing the personality of the young generation in Vietnam. There are many ways to educate business ethics for students, including teaching in schools, especially high schools is the most basic way.

- In the training program in high schools, Civic Education is a subject that has many advantages for the business ethics education for students.

- The promotion of business ethics education in teaching Civic Education in high schools must ensure the basic principles: ensuring the objectives of teaching, ensuring practicality, promoting the positive of learners.

- In order to improve the teaching effectiveness of Civic Education and to carry out the task of business ethics education for high school students in teaching the subject, it is necessary to focus on the following measures: Choosing the contents of teaching Civic Education related to business ethics to integrate, use the methods and forms of teaching organization in accordance with the business ethics education, renovating the method of examination and evaluation in order to promote the business ethics education...

8. New contributions of the thesis

- Clarify some of the theoretical issues of business ethics education and the prevailing argument of Civic Education in the business ethics education for high school students.

- Assess comprehensively the current status of business ethics education for students in teaching Civic Education in our current high schools.

- Propose principles and measures to integrate business ethics education in teaching Civic Education in high schools.

9. Structure of the thesis

In addition to the opening, conclusion, reference materials, appendix, thesis contents are shown in 4 chapters:

Chapter 1: Overview of research works on business ethics education in teaching Civic Education in high schools

Chapter 2: Theoretical and practical basis of business ethics education in teaching Civic Education in high schools at present.

Chapter 3: Principles and measures to integrate business ethics education in teaching Civic Education in high schools at present.

Chapter 4: Pedagogical experiment

CHAPTER 1
OVERVIEW OF RESEARCH WORKS ON BUSINESS ETHICS EDUCATION IN TEACHING CIVIC EDUCATION IN HIGH SCHOOLS

1.1. Research on business ethics and business ethics education

1.1.1. Research on business ethics

In the history of human society, business ethics is a matter of concern at an early stage and is mentioned in many forms right from the start of business with the division of labor, business formation and development. In Vietnam, since the transition to market mechanisms, business ethics was paid more attention. There are a number of business ethics books published and taught in universities of the economic sector of authors such as Mai Ngoc Cuong, Nguyen Manh Quan, Duong Thi Lieu, Bui Xuan Phong, Ngo Dinh Giao ...

The authors have focused on analyzing and emphasizing the indispensable role of business philosophy in the operation of the enterprises so that business subjects select the appropriate business method because the business philosophy is inseparable but closely linked with business ethics. The ethical business environment will bring confidence to customers and employees, the dedication of our employees, and the satisfaction of customers who is profitable for the enterprise.

Thus, business ethics is approached and analyzed in different ways by the authors, but the authors basically refer to the need and role of business ethics in the market economy. Ethical business is the secret to success in the enrichment of each entrepreneur. If following the standards of business ethics, business subjects will succeed, survive and develop in a sustainable way.

1.1.2. Research on business ethics education

Business ethics education is an important and urgent issue in our country today. By the fact that some people grow rich quickly by a illegal and immoral way for their immediate interests, personal interests, group interests are negatively impacting the sustainable development of the country. Therefore, besides the macro solutions such as mark mechanism and laws, it is necessary to educate business ethics. Ethical education must be linked to business practices so that learners can see the role of ethics and the consequences of unethical behavior in business in order to form self-consciousness in complying with the rules and standards of business ethics for the learners – business subjects of the future. This issue was addressed by many authors in our country such as Hoang Van Hoa, Nguyen Trong Chuan, Pham Van Duc, Nguyen Huu De ...

The authors have intensively studied the theoretical and practical issues on business ethics and business ethics education in the market economy in our country. However, practice always changes. The violations of business ethics appear more and more in society. This requires more practical measures to prevent illegal business practices in order to improve business ethics for enterprises, individuals and organizations in the process of building a socialist-oriented market economy in our country today.

1.2. Researches on business ethics education in teaching Civic Education in high schools

Business ethics education for students is very necessary to contribute to forming the personality of new laborers in the future, decide the brand and the development of the country in the current trend of international economic integration. This is a matter of concern not only for enterprises, individuals, business organizations but also for the education system because students are the next workforce and also the future owner of the country. It is necessary to set standards of business ethics for students through teaching Civic Education such as honest, hard-working, economy, self-motivated, creative, enterprising, dare to take responsibility for their work, have scientific degrees and labor discipline; Live and work under the Constitution and the Law; Use material wealth sparingly and reasonably to contribute to environmental protection for sustainable development. Therefore, there are many studies and approaches to business ethics education for students at general level or it's mentioned as an aspect of ethics and law as authors: Dinh Cong Son, Nguyen Van Cu, Le Van Doan, Tran Thi Mai Phuong ...

1.3. Overview of the research results inherited in the thesis and thesis issues continued to research

The overview shows that the research of business ethics and business ethics education for the subjects in the economy in general and high school students, in particular, has been concerned by many scientists. However, the above-mentioned works referred only the issue of business ethics education for high school students in a general way, not specific or just stopped at the article, scientific articles, there is no deep research on the content and measures of business ethics education for high school students in teaching Civic Education.

The thesis author respects the research results of scientists at home and abroad, selectively inherits the contents related to the research issues of the thesis.

To solve the issues, the thesis will study the following basic contents:

Firstly, clarify the theoretical basis for business ethics education in teaching Civic Education.

Secondly, analyze and evaluate the current status of business education in teaching Civic Education in our current high schools.

Thirdly, propose some principles and measures of business ethics education in teaching Civic Education in high schools.

CHAPTER 2
CHAPTER 2: THEORETICAL AND PRACTICAL BASIS OF BUSINESS ETHICS EDUCATION IN TEACHING CIVIC EDUCATION IN HIGH SCHOOLS AT PRESENT

2.1. Theoretical basis of business ethics education in teaching Civic Education in high schools

2.1.1. Some concepts

2.1.1.1. Ethics

Ethics originated and existed for a long time in human history, arising from the demands of social life. This is a specific category of human society that deals with relationships and codes of conduct in all human activities including business activities. Humans should self-aware and regulate their behavior in accordance with ethical norms that have been formed and existed in that society. From there, leading people to the good things, do good things to build a human society.

According to the author, *ethics is the system of values and social norms in which people depend on to regulate their behavior in a manner consistent with the interests of the community and society.*

2.1.1.2. Business

Business is an area closely related to daily life, a form of basic human activity. In the most general sense, business is human enrichment in the marketplace. From an economic perspective, business is a category associated with commodity production, an overall form of economic activities, reflecting the relationship between people in the process of production, distribution, exchange and consumption in order to get more money than the original amount. Business is comprised of three sectors: goods production, sales and services.

2.1.1.3. Business ethics

Business ethics is a very important part of society applied to business activities and relationships. If ethics is the general, business ethics is the specific and separate expression of social ethics in the business sector.

Business ethics is a system of basic social norms that evaluate, guide, regulate and control the behavior of subjects in business activities (possibly an individual , a group of people or a certain occupational group) voluntarily.

2.1.1.4. Business ethics education

Business is an area closely related to the daily life of people. Therefore, Business ethics education is a very important part of society in general and social ethics in particular.

It's understood that: *Business ethics education is the process of educating the subjects in the economy in order to form their awareness, attitudes, principles and behaviors of business ethics in accordance with the values and standards of business ethics of the present society.*

2.1.2. Some theoretical issues on business ethics education in teaching Civic Education in high schools

2.1.2.1. The advantage of teaching Civic Education to the business ethics education for high school students

For the Civic Education, the goal is not just "teaching languages", but also aims to "teaching people" to form and orient the good values for personality of citizens in the society. Therefore, through each lesson, class, the Civic Education teachers must actively educate and nurture to help each student develop his or her reason for living, ideals and beliefs. Educating students to become useful citizens for themselves, families and society, always having a sense of responsibility for their future and the growth of the country. This is also one of the characteristics and strengths that make the advantages of Civic Education in business ethics education for high school students compared to other subjects.

2.1.2.2. Integration of business ethics education in teaching Civic Education is consistent with the trend of modern teaching.

Integration is one of the educational perspectives that has become a trend in curriculum development in many countries around the world. There are three main forms of integration: Full integration, form of insertion, form of contact. Including the contents of business ethics education in teaching Civic is a form of integration of insertion and contact, because in the current Civic Education program, there is no lesson in business ethics.

2.1.2.3 Factors affecting the business ethics education in teaching Civic Education in high schools

Whether business ethics education in teach Civic Education is effective or not depends on many factors, including subjective and objective factors. The subjective factor belongs to teachers and students, the objective factor is the external conditions that affect the organization and implementation process, such as: teaching space, modern facilities ...

2.2. Practical basis of business ethics education in teaching Civic Education in high schools today

2.2.1. The real situation of business ethics education in teaching Civic Education in high schools

2.2.1.1. About the content of education

2.2.1.2. About the form and method of education

2.2.1.3. The real situation of examining and evaluating the learning outcomes of students in business ethics education in high schools

2.2.2. Evaluation of the real situation of business ethics education in Civic Education in high schools

2.2.2.1. Evaluation of the survey results of the real situation

Survey results of real situation of business ethics education in Civic Education in high schools shows the following achievements and restrictions:

Achievements: The majority of teachers and students are aware of the role and the need of integrated business ethics education in Civic Education in high schools for the process of training, development of personality, ethics, living of students. Most of teachers have actively approached the resources, updated the information related to pedagogical profession and lesson content, actively innovated form and method of teaching, ... actively explored, collected and designed teaching aids; renovated the way of examining and evaluating the learning results of the students ..., thereby helping students achieve some positive results expressed through their awareness and actions.

Restrictions: Many teachers still focus on teaching theory, not help students have the ability to contact and apply knowledge into practice, not clearly define content and address of integrated business ethics education ... Many students are not interested in Civic Education lessons. The thought of passive learning is still prevalent in a not small part of high school students.

2.2.2.2. Cause of the real situation

Firstly, because current Civic Education curriculum and textbooks are still unfocused, and the concepts are still very dry, difficult to be suitable to cognitive abilities of students. Contents of Civic Education has a lot of knowledge to integrate the topics but still have no specific content on business ethics education.

Secondly, the innovation of methods of teaching, examination and evaluation has not really changed, sometimes stopped in the form ...

Thirdly, the lack of materials and research works on integrating business ethics education in Civic Education in high schools is also one of the reasons leading to the above real situation.

2.2.3. Some issues related to the integration of business ethics education in teaching Civic Education in high schools today

The survey shows the necessity to integrate business ethics education to the subject. However, in order to do that, teachers need to have basic knowledge about teaching methods, and at the same time they must study and improve their knowledge in order to improve the quality of teaching. It is necessary to study and understand the content of the curriculum and teaching objectives as well as basic characteristics of Civic Education in high schools. From there, the teacher will know how to timely apply, integrate the contents or practical meaning into each unit of knowledge of the subject so that such contents are applied in real life, especially the contents of business ethics education.

CHAPTER 3
PRINCIPLES AND MEASURES TO INTEGRATE BUSINESS ETHICS EDUCATION IN TEACHING CIVIC EDUCATION IN HIGH SCHOOLS AT PRESENT

3.1. Principles of integrating business ethics education in teaching Civic Education in high schools

3.1.1. Ensure the compliance with the target of lesson

The content and structure of Civic Education curriculum in high schools does not have a separate article on business ethics. However, educational objective of the subject contains the content of business ethics education. Therefore, when integrating the contents of business ethics education, teachers must specifically follow the teaching objectives in each lesson as well as the whole program. If the integration does not follow the target of lesson, it will only focus on the business ethics education. Or some teachers just pay attention to the content of the lesson, not interested in content and methods of business ethics education.

To implement the principle of ensuring the target of lesson, when integrating business ethics education in teaching Civic Education in upper secondary schools, teachers should note some following issues:

- *Design integrated contents:* Teachers need to organize knowledge units to turn them into a lesson.

- *Thoroughly grasp the target of lesson:* Teacher does not change the characteristics of the subject, business ethics education knowledge hidden in the content of lesson must have a close logical relationship with the knowledge

available in the lesson. The knowledge of the lesson is considered as the basis for business ethics education knowledge.

- *Select appropriate contents and knowledge units:* Teachers need to exploit the content of business ethics education selectively and systematically focusing on each specific section, lesson and item.

3.1.2. Business ethics education must be implemented in a lively and attractive way linking theory with practice

To ensure the principle of practicality in business ethics education in particular as well as in teaching Civic Education for high school students in general should be noted in the following aspects:

- When integrating the contents of business ethics education, teachers need to clarify the practical basis of the problem, using examples, images, information, events, etc. in practice to illustrate the transmission contents.

- In teaching each content of business ethics education, teachers need to follow the contents of Civic Education in order to link the content of business ethics education with the situations and problems that have been arising in real life.

- Organizing teaching activities and using active teaching methods in the direction of ability development for learners

The practicability of integrated business ethics education requires teachers to select and use pedagogical methods to encourage students to apply what they have learned in the experience and behavior in daily life. In addition, through pedagogical methods, teacher must help students see the role and practical significance of the topic of business ethics education.

3.1.3. Business ethics education must ensure the ability and orientation in the subject

To ensure the principle of ability, the following basic requirements must be fulfilled:

Firstly, determine the volume and level of knowledge in teaching.

Secondly, teachers need to base on the specific conditions to select integrated topics of business ethics education to suit the ability of students. Since then, teachers use teaching methods and teaching techniques as well as teaching organization methods which are suitable for each student.

Thirdly, teachers need to grasp and understand the psychological and physiological characteristics of students ... to determine the volume of knowledge and language, method of presenting for students easy to understand and easy to contact.

Fourthly, the assurance of principle of ability in teaching Civic Education requires teachers to pay attention to the individual student objects.

3.1.4. Development of positiveness, activeness and practical experience of students

Ensuring the positiveness, activeness and creativeness of students in the integration process of business ethics education as well as in the process of teaching Civic Education, teachers must always create favorable conditions for students to actively and creatively participate in the process of teaching, step by step turning the teaching process into self-learning process of the students. In this process, students are the subject of learning activity, teacher is the designer, organiser and instructor. The pedagogical methods chosen and used by the teacher must create conditions, promote learning activities for students.

3.2. Integrative measure of business ethics education in teaching Civic Educaytion in high schools

3.2.1. Selection of the content in Civic Education lesson to integrate business ethics accordingly

Civic Education has 5 parts, but not any part, any lesson, any content can also integrate with the content of business ethics education. Depending on the content of each lesson, each section that teachers integrate accordingly, not forced. Integration must ensure the characteristic of the subject. Do not turn school time into time for presenting business ethics education, business ethics education is just a content that is naturally integrated harmoniously in the unit of knowledge of the subject, does not increase learning content leading to overload.

3.2.2. Using appropriate teaching methods and techniques in order to raise the effectiveness of business ethics education in teaching Civic Education in high schools.

3.2.2.1. Method to set an example

Setting an example is the use of exemplary examples, “good people, good thing” specifically and lively in life to stimulate the positiveness, self-consciousness of students.

When using the method of setting an example to achieve good education effect, the teacher of the subject should note::

- Choosing typical examples, suitable for psychological characteristics of the ages, creating a good impression, strong emotions to stimulate the attitude, healthy emotions of students.

- When setting the example, it is necessary to introduce the event, analyze the causes, meanings, lessons learned from the examples, to help students fully understand the meaning and follow. It is necessary to be objective, fair and correct when setting the example

- Educational examples need to have clear, concrete, vivid and non-abstract backgrounds.

While using the method of setting example, teachers should use bad examples when taking advantage of illicit tricks to gain profits for themselves. Thereby, students will see the consequences of the implementation of unethical behavior in business such as administrative penalties, criminal penalties ... to deter, prevent students from "imitate" the violation of business ethics.

3.2.2.2. Case study method

Cases are selected from real or probable situations. When developing a case, it should include the following:

- Case description: The case should be clearly described and performed teaching theoretical functions such as: case should contain problems and conflict; Case need to have many solutions;

- Mission: Identify the tasks students should address when researching the case. Tasks need to be defined clearly, just for the students and for the purpose of the lesson.

- Requirements and results: This section sets out the requirements that must be met in the case study. The introduction of requirements is to orient the case study.

3.2.2.3. Role play method

Role play is one of the teaching methods interacting between teachers and students, between students and students, between students and learning environment. It encourages students to enter into real life and try to put themselves in different positions to solve specific situations of life.

Using role play in teaching Civic Education in general and in business ethics education in particular will help students to practise their behavior and express their attitude before practicing. In addition, this is a teaching method that encourages the change of attitude and behavior of students in the positive way, trains students the skills of solving problem, actively handle situations in real life, contributing to developing creativity, enhance learning motivation and effectiveness.

3.2.2.4. Problem-based learning

Problem solving method or problem-based learning or problem posing and solving is the method by which a teacher sets a (or system of) cognitive problem, moves the student to a problematic situation, then the teacher co-ordinates with the student (or guide, control the student) solve problems, come to the necessary conclusions of the learning content.

When implementing teaching methods, the teacher should pay attention to the following requirements:

Firstly, selecting the types of problem-based learning in different levels of difficulty in accordance with level of knowledge and solving ability of students.

Secondly, the selected problem situation must be consistent with the content of the Civic Education lesson and stimulate the curiosity and creativity of students.

Third, the problematic situation created must contain conflict that are consistent with the content of the lesson and stimulates the reception and resolution of the situation. Problematic situations can be solved either by the class or through study groups.

Fourth, exploiting the support of teaching facilities and equipment to create richness, diversity of situations.

Fifthly, focusing on independence and self-reliance of students in the process of receiving and solving situations under the guidance of teachers.

3.2.2.5. Group discussion method

The use of group discussion method in business ethics education will help reducing the subjective, one-side and increase scientific objectivity of the knowledge of students. Thanks to the open discussion atmosphere to help students feel more relaxed, confident in presenting their opinions and listen to criticize the opinions of other members. Thus, the knowledge and social experience of students more abundant, communication skills, cooperation of students are fostered and developed.

3.2.3. Measures to organize teaching activities to improve the effectiveness of business ethics education in teaching Civic Education in high schools

3.2.3.1. Guiding students to learn about production and business activities

In order to carry out this activity, teachers can organize extra-curricular lessons, which can directly contact prestigious and ethical production and business establishments in the locality to take students to learn about production and business process of each enterprise or company.

3.2.3.2. Guiding students to learn about the market

Instruction activity of teacher for students to learn about the market to improve the effectiveness of business ethics education for students is very necessary and very practical. However, in the distribution of the program, the number of extracurricular lessons is limited, only one lesson in a , so teachers can guide students to observe the market in various forms such as: Teachers ask students to find out about simple market activities such as markets,

shopping centers, grocery stores ... Comment on types, models, quality and prices of goods as well as orgin of items that are sold in those markets ... Through which, teachers help students form skills and culture in consumption towards the quality and safety products with reasonable price and express their opinion on facilities selling poor quality products and violate the business ethics.

3.2.3.3. Experience activities

Experience activities organized in a variety of forms, each of which has a certain educational significance. Therefore, in order to improve the effectiveness of business ethics education in teaching Civic Education, teachers can organize some experiential activities suitable with the content of the subject such as: sightseeing, picnic activities; Holding competitions, exchange activities.

3.2.4. Using a variety of teaching aids to improve the effectiveness of business ethics education

When using common teaching aids such as textbooks, pictures, images, study cards, diagrams, tables, audio, films ... subject teacher must master the characteristics, requirements and usage of each teaching aid. The connection through information technology and communication also help teachers quickly get feedback from students, close and grasp the course of psychology of students, most students show more confidence and brave than the direct exchange in the class.

3.2.5. Method of examination and evaluation

In order to ensure the evaluation of the student's performance in general business education in high schools, the following specific measures should be taken:

Firstly, based on the characteristics of the subject, it is necessary to use a variety of measures of examination and evaluation.

Secondly, it is necessary to comply with the rules for the construction of the test.

In addition, teachers can conduct examining and evaluating through experiential activities because the organization of experiential activity is the effective form of teaching the skills and abilities of students, linking theories with practice at the place of study and visit.

CHAPTER 4
PEDAGOGICAL EXPERIMENT

4.1. Plan of pedagogical experiment

4.1.1. Purpose of pedagogical experiment

Pedagogical experiment is to verify the feasibility and effectiveness of the method of business ethics education in teaching Civic Education in high schools today.

4.1.2. Principles of pedagogical experiment

The process of pedagogical experiment must adhere to the following principles:

Firstly, on knowledge content. It's neccessary to ensure the quality of scientific and objective knowledge, following the training programs and Civic Education textbooks of 10th, 11st and 12nd grades issued by the Ministry of Education and Training.

Secondly, on experimental subject. It is necessary to ensure the diversity of experimental schools and professional standards of experimental teachers in high schools.

Thirdly, on the evaluation of experimental results. It is necessary to ensure the objectivity, comprehensiveness and consistency in the assessment process between the experimental and focus groups.

4.1.3. Objects of pedagogical experiment

At the time of experiment, selecting two classes per school (one experimental class and one focus class). In the first semester, selecting 10 classes from 5 schools (5 experimental classes with total 192 students and 5 focus classes with total 189 students); In the second semester, also selecting 10 classes from 5 schools (5 experimental classes with total 195 students and 5 focus classes with total 195 students). There were 20 classes in total (10 experimental classes and 10 control classes). The total number of students participating in the experimental classes is 387 students, focus classes is 384 students.

4.1.4. Teacher of pedagogical experiment

Experimental teachers are trained in the field of Political Education at the Pedagogical Universities, have solid professional ability and have been teaching for 4 years or more with good ethical qualities, responsible and enthusiastic in work, proficient in information technology, enthusiastically support and actively participate in the process of renewing teaching method in high schools.

4.1.5. Content of pedagogical experiment

Teaching compositions for experimental and focus groups are knowledge of Civic Education of the 10th, 11st and 12nd grades as shown in Table 4.2

Table 4.2. Content of experimental teaching

No.	Content	No. of period
1	**Lesson 10: Ethical view (Civic Education of 10th grade)** 1. Ethical view 2. The role of ethics in the development of individuals, families and society.	01
2	**Lesson 4: Competition in production and circulation of goods(Civic Education of 12nd grade)** 1. Competition and the cause of competition 2. Purpose of competition and types of competition 3. Dual nature of competition	01
3	**Lesson 4: Equality of citizens in some sectors of social life (Civic Education of 12nd grade)** ***2nd period*** 2. Equality in labor	01

After selecting experimential lessons, the author designs the lesson plans of 10th, 11st and 12nd grades using proposed measures (appendix). The lesson plans are designed in detail so that teachers can easily use active teaching methods and techniques, in which the method of presentation, problem and group discussion is mainstream. In the design of lesson plans, taking into account the creativity of teachers in the process of teaching and learning in class and the ability to absorb lessons, characteristics of students in each class, each high school in different areas.

4.2. Pedagogical experiment method and preparation process

4.2.1. Pedagogical experiment method

Before experimental teaching, the teacher checks the cognitive level of the experimental and focus class with a 45-minute test, which was then compared to the cognitive level of the students before and after the experimental teaching. Experiment. After discussing with the participating teachers and the collaborating teachers, the author has revised and improved the teaching plan (lesson plan), the test question system and conducted the experimental teaching

for the 1st time. In the focus classes, teachers actively teach according to self-prepared lesson plans.

After the first experimental teaching, organizing discussion and drawing lessons, getting feedback from teachers and students. Based on the results of the discussion, continuing to complete the teaching plan, the question to conduct the second experimental teaching. After the end of the second experimental teaching, we collected the test results of the experimental classes and the focus classes, invited the experimental teachers and collaborating teachers to discuss and evaluate the feasibility of pedagogical measures.

4.2.2. Preparation process of pedagogical experiment

4.2.2.1. Selection of experimential school

I have contacted the teachers at high schools in some provinces such as Xuan Dinh High School (Tu Liem District, Hanoi), Minh Khai High School (Tu Liem District, Hanoi), Son La High School (Son La City, Son La Province), Thuan Chau High School (Thuan Chau District, Son La Province), Chieng Son High School (Moc Chau District, Son La Province), Binh Long High School, Nguyen Chi Thanh High School (Dam Rong District, Lam Dong Province), Nguyen Binh Khiem High School (Vinh Bao District - Hai Phong), Ly Thuong Kiet High School, Viet Yen District, Bac Giang Province Hoang Hoa Tham High School, Dien Khanh District, Khanh Hoa Province as the place of experiment.

4.2.2.2. Selection of experiment and focus objects

Experimental and focus objects are 10th, 11st and 12nd graders. The selection of experimental and focus classes is based on the results of investigation and examination of students' input as a basis for evaluating the development of the level of awareness on business ethics and the ability to use and actual contact of students after finishing each topic/lesson.

4.2.2.3. Prepare conditions for experimentation

Preparation of teaching room; teaching and learning aids and equipment; programs and materials for experimental teaching and learning; teaching plans (lesson plans); subjects, contents that can be integrated into business ethics education; Meeting room for learning from experience.

4.2.2.4. Construction of evaluation scale

In the experimental teaching process, after each topic/ lesson, we conducted evaluating the level of awareness of students as shown in Table 4.3..

Table 4.3: Evaluation scale of the level of awareness of students when integrating business ethics education into Civic Education in high school

No.	Ability level	Score	Evaluation
	Level 1 (M1)	0-4	Weak, poor
	Level 2 (M2)	5-6	Average
	Level 3 (M3)	7-8	Fairly good, good
	Level 4 (M4)	9-10	Excellent

4.2.2.5. Method of handling experiment resutls

After collecting data, the author synthesizes and handle the results according to the mathematical statistical method in the science of education. We measured the knowledge, skills (by the test) and attitude of students after the impact (by questionnaire). The data collected were investigated by us in the context of actions research.

4.3. Conducting pedagogical experiment and evaluating experimental results

4.3.1. The first experiment

4.3.1.1. Survey of input ability

Based on the data, there was no significant difference in the score between the experimental group and the focus group. The rate of students reaching level 1 was in both groups (8.47% in experimental group, 9.90% in focus group), the rate of students reaching level 2 in both groups was not much difference (61.38% in experimental group, 62.49% in focus group), the rate of students reaching level 3 in both groups was equal (29.09% in experimental group, 27.08% in focus group). There are students reaching the level 4 but accounting a low rate (1.06% in experimental group, 0.53% in focus group). The most common score in both groups was mod = 6, score in the middle of point set was 6.

4.3.1.2. The first experiment result

- The first test result

The first experiment is conducted in the first semester of the 2016-2017 school year. After the end of experimental teaching of the first topic, we evaluated the level of awareness of students in both the experimental and focus groups through the first test and the results were as follows:

The rate of students reaching level 1 (<5): experimental group accounted 1.04%, focus group accounted 5.29%.

The rate of students reaching level 2 (5-6 score): experimental group accounted 39.07%, focus group accounted 63.49%.

The rate of students reaching level 3 (7-8 score): experimental group accounted 54.69%, focus group accounted 30.69%.

The rate of students reaching level 4 (9-10 score): experimental group accounted 5.20%, focus group accounted 0.53%.

The first test result showed that after the experimental teaching of the first topic, the difference of score between the two groups appeared. The Cohen table showed that the level of pedagogical impact in the experimental teaching of the first topic was moderate. This was the basis for us to conduct the experimental teaching of the second topic.

- The 2nd test result in the first experiment

Based on aggregate data of scores and level of awareness of the experimental group and the focus group's students, it was found that the values obtained after the experimental teaching of 2nd topic were significantly different from the first topic; in which the positive values were in favor of the experimental group, namely:

The rate of students reaching level 1 (score <5): In the experimental class, none of the students was at level 1 while in the focus group, 3.70% of student is rated at level 1. The rate of students reaching level 2 (5-6 score) in the experimental group decreased to 28.64%; Meanwhile, in the focus group, the rate was still high at 64.02% which was twice as high as in the experimental group. The rate of students reaching level 3 (7-8 score) in the experimental group was quite high at 61.46%, while the focus group was only 30.69%. The rate of students reaching level 4 (9-10 score) in the experimental group increased to 9.89%. In the control group, the good score was higher than the first test but only 1.59%.

The results of the 2nd test showed that, after the experimental teaching of the first topic, the difference of score between the two groups continued to increase. The Cohen table showed that the level of pedagogical impact in the experimental teaching of the second topic was high. The above results have contributed to confirm the measures of business ethics education in Civic Education have brought positive effects.

4.3.2. The second experiment

4.3.2.1. Survey of input ability

Prior to conducting the second experiment, we continued to survey the input level of awareness of students experimental and focus groups. The survey

result showed that the score between the experimental group and the focus group were similar. The rate of students reaching level 1 was in both groups (9.74% in experimental group, 8.20% in focus group), the rate of students reaching level 2 in both groups was not much difference (60.01% in experimental group, 59.50% in focus group), the rate of students reaching level 3 in both groups was equal (29.74% in experimental group, 31.29% in focus group). There are students reaching the level 4 but accounting a low rate (0.51% in experimental group, 1.02% in focus group). The most common score in both groups was mod = 6, score in the middle of point set was 6.

Thus, the results of the input survey of the two focus and experimental groups showed that the level of awareness of the students before the pedagogical impact in the second experiment is equivalent, This is an objective basis for us to evaluate the results of the second experiment.

4.3.2.2. The second experiment result

- *The first test result*

The aggregated data showed the differences in the scores of students of the focus and experimental group after the experimental teaching of first topic (in the second experiment), namely:

The rate of students reaching level 1 (<5) focus group accounted 5.64%, while experimental group accounted 1.03%. Thus, although the number is much lower than the input test, the rate of students reaching level 1 of the focus group was five times higher than that of the experimental group.

The rate of students reaches level 2 (5-6 score): focus group accounted 60.51% while experimental group accounted 38.46%.

The rate of students reaching level 3(7.8 score): focus group accounted 32.31%, experimental group accounted 54.87%.

The rate of students reaching level 4 (9-10 score): in focus group is higheer than the input test but not significantly at 1.54%, while the experimental group was 5.64%.

- *The 2nd test result in the second experiment*

The tables show that the values obtained after the experimental teaching of 2nd topic are much different from the first topic; in which the positive values were in favor of the experimental group:

In focus group, there was still 3.59% of students rated at level 1 (score <5), although it was down 2.05% compared to 5.64% in the first test, none of

the students was at level 1 in experimental group. The rate of students reaching level 2 (5-6 score): was 58.97% in focus group, only 0.54% lower than in the first test, while the experimental group decreased 10.25% compared with the results of first test, to 28.21%. The rate of students reaching level 3 (7-8 score) was only 35.39% in focus group, increasing by 3.08% compared to the first test result, while in the experimental group, it was 62.57%, increased by 7.7% compared to the first test result. The rate of student at level 4 (9-10 score): the focus group was 2.05% (only 0.51% higher than first test result), the experimental group was 9.22 % (3.58% increase compared to first test result).

The above results show that the application of business ethics education methods in Civic Education in high schools has brought significant effect to experimental group. These results have contributed to confirm the pedagogical measures proposed in the thesis are feasible and bring positive effects.

4.3.3. Evaluation of teachers and students after the experiment

4.3.3.1. About the teacher's comment

- By observing the activities of students in classroom as well as during the experiment, 100% of teachers said that the majority of students in the experimental group have deeper awareness and discrimination of values and business ethics than those of the focus group. Teachers support the integration and insertion of business ethics education through teaching Civic Education to improve teaching effectiveness and promote positivenes, creativity and practical contact ability to students

4.3.3.2. About the student's comment

Student said that the integrated content of business ethics education in the experimental teaching hours was very practical and close to their life. Students were interested in participating in the lecture, understood more knowledge, saw the practicality, usefulness of the subject, it's very practical for themselves when participating in professional activities later ...

4.3.4. General evaluation of experiment results

Firstly, during the experimental teaching hours, the students expressed their interest, positiveness and actively solved the lesson contents under the guidance of teachers.

Secondly, after the experimental teaching hours, the learning ability of the students expressed quite clearly, such as self-learning ability, problem solving

and detecting ability, internet use, group collaboration and presentation abilities…

Thirdly, the rate of good and excellent students through tests in the experimental classes was higher than that of the focus classes. In contrast, the rate of weak and poor students was lower.

Fourthly, the experiment results together with feedback from teachers and students participating in the experiment confirmed the feasibility and effectiveness of measures to integrate business ethics education in Civic Education in high developed and proposed in the thesis.

CONCLUSION AND RECOMMENDATIONS

1. CONCLUSION

From the researchc of pedagogical theory and experiment, the author has proved and confirmed the scientific hypothesis of the thesis is correct, feasible. Based on that, we draw some following conclusions:

1.1. Business ethics education for students is an important content of teaching Civic Education in high schools, contributing to the comprehensive education of students' personalities, forming the good qualities of future citizens.

1.2. From the theoretical basis, the author has conducted the survey of the real situation of business ethics education in teaching Civic Education in high schools today. The survey was conducted by methods of interview, observation, especially through the questionnaire. The survey questionnaire system addressed both teachers and learners, which outlined full impact factors as well as aspects of business ethics education in high schools.

1.3. Business ethics education for students can be done through many different paths, but teaching is the most basic and appropriate way.

1.4. The pedagogical experiment results have been tested and the data obtained demonstrated the correctness and feasibility of the proposed measures in the thesis, contributing to improving the quality and effectiveness of business ethics education in Civic Education in high schools today.

2. RECOMMENDATIONS

Through theoretical research, survey and experimental development, we found some problems in teaching Civic Education. In order to improve the effectiveness of business ethics education in high schools, the authors proposed the following recommendations:

2.1. The Ministry of Education and Training needs to research to rebuild contents of Civic Education in high schools integrated with business ethics education to replace the current abstract content with content containing the basic business ethical standards which are practical and close to the life and necessary for the development of students. At the same time, increase the duration of teaching Civic Education so that teachers have more favorable conditions to enhance the business ethics education for students in high schools.

2.2. To effectively apply positive teaching methods, high schools should ensure good facilities for teaching and learning of teachers and students, invest many modern teaching equipment. The Ministry of

Education and Training should provide materials serving business ethics education to students in teaching Civic Education in high schools.

2.3. To improve the quality and effectiveness of business ethics education for students in teaching Civic Education, the Ministry of Education and Training should survey and evaluate to gradually standardize the Civic Education teachers in high schools. At the same time, the incentives should be applied to Civic Education teachers.

2.4. The Ministry of Education and Training and high schools should pay attention to investment for teachers to participate in annual training on content, enhance training on teaching methods for teachers.

2.5. With the results achieved, the thesis can be applied in the high schools across the country.