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ETHICAL EDUCATION FOR HIGH SCHOOL STUDENTS IN VOCATIONAL EDUCATION CENTERS IN HANOI

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ABSTRACT OF
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INTRODUCTION

1. Rationales for the research topic

Ethical education is one of the most important aspects in the development of pupil's personality in upper secondary education at vocational education centers, in general, and for students in all fields, in particular. The role and position of ethics and ethical education in the development of children’s personality has been concerned by intellectuals, educators, teachers both of the West and the East.

Over the years, our country has transformed itself in a profound and comprehensive reform: from a bureaucratic - centralized economy to a multi - sectoral economy operating under a regulated market economy gorvernment's. Within the renovation, we have had great achievements in terms of economy, society, cultural education.

After 30 years (from 1945 to 1975), Vietnamese people resigned their struggle against the French and US imperialists, the North and the South united, continued to build the state under the socialist regime and shifted from subsidies. The market mechanism to integrate with the world and the region has encountered many advantages and disadvantages as well as drastic competition in all aspects to survive and develop, including education. Although the cause of education has been paid much attention by the Party and the State, in the context of the global economic recession, the domestic market economy is still cluttered with fierce competition and foreign lifestyle rushing. On the other hand, some of the good traditional ethic values have not been preserved, promoted, even beaten distorted, deflated. Assessing the actual situation of education and training, Resolution 2 of VIII Meeting emphasized: "Particularly worrying there is a part of students with moral degeneration, faint in ideal, pragmatic way of living, lack of ambition to set up, for the future of themselves and the country. In the coming years, it is necessary to "strengthen people’s mind education, citizenship, patriotism, Marxism Leninism, Ho Chi Minh thoughts ... organizing students to participate in social, age-appropriate sports and with a comprehensive education requirement". Therefore, ethical education for students is currently the concerning issue for the whole society, especially high school students in vocational education centers.

Through observation and investigation in some educational centers, we have found that: most of high school students have poor learning results from primary and secondary schools due to their difficult family economic situations so that they must participate in labor work with parents to earn a daily living. Therefore, most of them have self-deprecation in their learning. They said that when they came to classrooms, they could not catch up with their peers at prestigious universities. In addition, the complex change of the social environment has had a negative impact on the formation and development of their personality in general, for the students in the other centers in particular.

Cognitive misconceptions about ethic and behaviors are so common in vocational education centers. The picture is not yet complete but has been set up for the centers being an urgent need to implement "Teaching words, teaching well-beings" for children to become true citizens in the future. At the same time, they will be the labor forces playing an important role in the industrialization and modernization of the country.

Originating from the theoretical orientation of a very important position of ethic in the process of forming and developing students' personality, and the urgent demand of the country building the socialism under the market mechanism. In addition to the superficial, comprehensive education of the younger generation, I chose to study the subject: ***"Ethical education for high school students in vocational education centers in Hanoi the current context"***. This is an issue that is both timely and urgent, but there is not much research in the science of education that demands the development of today's society.

2. Research purposes

Based on theoretical and practical research on ethical education for high school students in vocational education centers, the dissertation proposes measures of ethical education for high school students in vocational education centers with the students' characteristics in the present context, in order to contribute to improving the quality of ethical education for high school students.

3. Subjects, objects of research

Research subjects: Ethical education process for high school students in vocational education centers.

Research objects: Ethical education measures for high school students in vocational education centers in Hanoi in the current context.

4. Scientific hypotheses

Ethical education for high school students in vocational education centers is the important task for the whole society. However, in fact, that task has not been paid enough attention by those forces mentioned aboove. If analyzing to clarify the nature of ethical education in the context of educational reform, tightly coordinating the vocational education centers - families - society, from which to develop the measures of ethical education for high school students in vocational education centers in Hanoi with scientific basis, synchronous and feasible, creating such the innovative factors such as objectives, contents, methods and forms of ethical education for students and promoting the active participation that will contribute to improve the learning quality in particular and comprehensive education for high school students in Hanoi vocational education centers according to the requirements of innovative education reform in general today.

5. Research tasks

- Researching the theorical basis of ethical education for high school students in vocational education centers in Hanoi in the current context.
- Surveying and assessing the status of ethical education for high school students in vocational education centers in Hanoi.
- Proposing the solutions for ethical education for high school students in vocational education centers in Hanoi in the current context.
- Pedagogical experiments.

6. Scope of research

6.1. In terms of contents: The dissertation has studied theories, statues and

measures of ethical education for high school students in vocational education centers in Hanoi in the current context.

6.2. Numbers of surveyers: 550 people at 03 vocational education centers in such districts as Cau Giay, Tay Ho and Gia Lam, including 75 management officers and teachers; 60 parents, 415 tenth - grade pupils.

7. Research methods

In this study, the system – synchronicity and structure – function approaches were employed to inquire theory and practice.

With these approaches, groups of research methods were categorized as follows: document research, practice research, experimental research, and statistical research.

8. Arguments

Argument 1: Ethical education plays an important role in education process for high school students in vocational education centers, essentially devoting to comprehensively develop students' personalities in centers meeting the educational requirements in the current contexts.

Argument 2: Ethical education for high school students is targets and important results as well in education process hold for high school students in vocational education centers. The core point is that we need to hold that process adequately with students' characteristics, the characteristics of those centers and educational branches in the current context.

Argument 3: Solutions for ethical education for high school students in vocational education centers should be built systematically sychronically with a tight relationship with phyosio – psychological students' characteristics, the characteristics of vocational education centers, developing the good conditions to push ethical education for high school students in vocational education centers getting high achievements.

9. New contributions of the dissertation

In terms of theories: The characteristics of ethical education for high school students in vocational education centers giving out ways and factors impacting ethical instruction for upper secondary school students.

In terms of practices: Information of status of ethical education for high school students in vocational education centers in Hanoi, causes of this fact, that will be essential practical bases for proposing measures in order to enhance quality and effectiveness of ethical education for high school students in centers with the current context; and measures of ethical education for high school students in centers in Hanoi efficiently for the centers with conditions in common to apply those.

10. The dissertation structure

In addition to Introduction, Conclusion, Reference, Research annexes, the dissertation includes three chapters:

Chapter 1: Theorical foundations of ethical education for high school students in vocational education centers in the current context.

Chapter 2: Practical statue of ethical education for high school students in

vocational education centers in Hanoi in the current context.

Chapter 3: Ethical education measures for high school students in vocational education centers in Hanoi in the current context and pedagogical experiment.

Chapter 1
THEORICAL FOUNDATIONS OF ETHICAL EDUCATION FOR HIGH SCHOOL STUDENTS IN VOCATIONAL EDUCATION CENTERS IN HANOI IN THE CURRENT CONTEXT

1.1. Overview of the research

The research works have made important contributions to further clarification for the fundamental issues of Marxism and the ethical education in general and for high school students in particular, including high school students in vocational education centers. The research results of these mentioned works are also amongst the issues related to my thesis desertation. We would like to summarize the most common ideas acknowledged as follows:

1) Ethical education for students in the current context to achieve the education level is extremely difficult, because literacy is more important than teaching. The contents of teaching being implemented under the program concentric but not deep, evaluation results remain superficial.

2) The educational environment in general, especially the social environment has so many negative phenomena which have a very strong appeal to teenagers, students.

3) The educational methods for students are monotonous, not linked with reality, with families, with good people, good affairs in society for children to imitate.

4) The mass media, especially the daily newspapers, is concerned with many social phenomena that cause the reader's curiosity, even on television screens, foreign cartoon violence or horror does not bring any positive education to children.

5) In summary, the targeted education impacts made by the vocational education centers are not enough to counteract the spontaneous power of the environment with many negative factors. The education process has not changed into the self-educating process.

6) Most of the researchers in the above mentioned works as well as many educators, psychologists, sociologists have given the opinions of worrying for all ages not only for young people who are studying at schools. Therefore, in order to prevent and reverse the degeneration phenomena, the participation of many forces, many social and political organizations seriously and fully must be functional.

1.2. High school students' ethic in vocational education centers in the current context

1.2.1. Definition of ethic

Ethic is a form of social consciousness, including a system of social norms and norms, so that students in vocational education centers may self-evaluate and regulate their behaviors in the relationship between individuals with individuals, between individuals and society to suit their interests and well-being and the social progress.

1.2.2. Roles of ethic in the social life

Ethic plays a very important role in people life. It is a problem that is constantly raised and resolved to ensure that individuals and communities survive. Living in society, one has to think about the problems of pathology in order to find ways and means to work in order to combine their interests and the community.

1.2.3. The current context

Humanity is now living in a society that is constantly changing with the rapid development of the science and technology revolution, the globalization trend and the knowledge economy. Modern society has brought many negative effects to high school students' ethic. Educational activities aim to help high school students in the centers have the right understandings, attitudes and feelings, and at the same time to form in them positive behaviors, habits. That makes the students more and more have been greatly appreciated, contributing to their preservation and promotion of cultural values and spirituality in the process of building and developing the country.

1.2.4. High school students in vocational education centers in the current centers

High school students in centers are very diverse with different ages (from 16 to 30 years), so they have different physical, psychological and social development. Many students are very eager to take care of all activities, listen to the teacher, strictly follow the rules, regulations of the Center, however there is also a number of pupils (especially the first grade) students with low academic achievement and learning capacity who are slow or stubborn, irritated, aggressive while studying and training. Some of them do not know how to control their emotions, easily causing the actions contrary to the regulations of the Center and the rules of the class.

High school students in the centers have many different situations. Part of high school students due to difficult family economic conditions can not afford to pay tuition to private schools; on the other hand, the children also have to work, helping families so that they do not have time to attend classes, classroom. Besides, there are many students after finishing secondary school level, they are unable to study higher level, deciding to learn a job at the same vocational training in the center. Each person has a situation, but everyone has the desire to build their own for a better future, with stable income, so they always try themselves to overcome difficulties in the process of vocational training.

1.2.5. Ethical norms of high school students in vocational education centers

Ethic is an important criterion in high school students' personality. It reflects the degree of full and proper occupation of social norms, so as their self-assessment and adjustment in their behaviors related to other individuals, between individuals and society to suit the interests and well-beings and the social progress.

The standard system of high school pupils at the vocational education centers includes five groups reflecting the main relationships that pupils in centers facing with as follows: group of ethical norms showing students' cognition, group of ethical norms that guide their self-improvement; group of norms that reflect students' relationship with others; group of norms that reflect students' relationshipwith jobs; group of norms concerning with the role of high school students in building habitat.

1.3. Ethical education for high school students in vocational education centers in the current context

1.3.1. Targets of ethical education for high school students in vocational education centers.

The goal of ethical education process for high school students in the vocational education centers is to form and develop their awareness, attitudes, sentiments, moral belief, creating their ethical behavioral habits.

1.3.2. Contents of ethical education for high school students in vocational education centers.

The specific contents of ethical education for high school students at the vocational education centers include: Moral education of awareness, attitudes, sentiments, moral belief for students.

1.3.3. Methods of ethical education for high school students in vocational education centers

Some appropriate methods of ethical education used for high school students in vocational education centers such as holding conversation, sampling, role play, games, project – based learning.

1.3.4. Forms of ethical education for high school students in vocational education centers

Ethical education is the process of impact to shape the youth personality for social purposes. The ethical education process in general, in vocational education centers in particular, is implemented through the following basic forms: a) Ethical education for students through teaching general subjects; b) Through organizing diverse activities; c) Through collective activities (together classmates or amongst grades); d) through self-education.

1.3.5. Educational forces engaging in ethical education for high school students in vocational education centers

Educational forces engaging in ethical education for high school students in vocational education centers include domestic educational forces (management officers, Head teachers, class collectors, Youth Union, School Parents Association); family education; Education officials in the society (cadres of Party committees at all levels, officials of local administration, officials of the Veterans Association, officers of Study Promotion Association, cadres of the Red Cross, cadres of the Elderly Association, cadres of Women's Union, leaders of enterprises).

1.3.6. Assessment of ethical education for high school students in vocational education centers

Assessment rules: In order to be able to obtain the results of ethical education for high school students in the vocational education centers, evaluation activities should be complied with such following principles as To ensure the assessment purposes; to ensure objectivity; to ensure the combination of educational forces in the assessment process; to ensure the publicity; to ensure comprehensiveness and systematization.

Assessment targets: The assessment activities of ethical education for high school students in the vocational education centers to reach the following objectives as To collect information on the ethical education results and consider whether they

meet the requirements; To identify the level of students' development in attitudes, attitudes, emotions, behaviors and habits after the education process.

Assessment contents: Students' awareness after the ethical course; their attitudes and emotions; as well as their behaviors and habits.

Assessment methods: Verbal assessment; students' performances.

Assessment criteria and scales: Criteria and scale of self-esteem; Criteria and scales of Attitude and sentiment; Criteria and scales of behavioral habits.

1.4. Factors impacting on results of ethical education for high school students in vocational education centers

There are a number of factors that have influence the students' outcomes in ethical education in vocational education centers, in which we can consider the following basic factors: tight management and planning-based management of Director Board in centers; head teachers' constant attention to the class; the quality teaching of Civic Education course in the center; the youth's active participation; the close coordination between educational forces, especially the relationship between the family and the center; exemplar of staffs in the centers; the good impact of good student samples; students' self-awareness and self-cultivation.

Conclusions for chapter 1

Morality is a special form of social consciousness that plays an important role in social life. It is formed through the education process which is a long, continuous process crossed between education, self-education and re-education.

The vocational education Center is part of the national education system, contributing to high school students' personality development in particular, and raising the education quality of centers in general. .

High school pupils at these centers have similar characteristics, which derives from their own characteristics in the centers. Ethical education for high school students is an important part of the comprehensive educational process.

In order to improve the ethical education quality, educators must understand deeply the psychological characteristics of this age period, family circumstances, socioeconomic conditions, and properly assess the situation of students in the centers. Then, planning and directing the plan implementation for ethical education. In those activities, we should give the impacts on both pedagogical staff and collective student community, contributing to enhancing social forces in the centers nationwide. In particular, for education and training centers, educators must remain strong ethical professional values, have plans to develop contents, programs, forms, solutions in implementation of ethical education processes.

Chapter 2
STATUES OF ETHICAL EDUCATION FOR HIGH SCHOOL STUDENTS IN VOCATIONAL EDUCATION CENTERS IN HANOI IN THE CURRENT CONTEXT

2.1. General points of the study

Purposes and objects of the surveys: We did the survey in order to investigate

the status of ethical education for high school students in vocational education centers in Hanoi, with 73 management officers and teachers; 60 parents, 418 students in the centers in Hanoi.

Contents of the surveys: We did a number of items in the surveys concerning with the fact of ethical education for high school students in vocational education centers in Hanoi.

Time and location: From March 2016 to August 2016, in 3 vocational education centers of districts Cau Giay, Tay Ho, Gia Lam of Hanoi City.

2.2. Ganeral points of vocational education centers in Hanoi

2.2.1. Numbers of vocational education centers in Hanoi

According to the Decision No. 5399 launched by the People's Committee of Hanoi today, there are 30 vocational education centers including 12 urban centers; 17 centers located in rural và one town-portion center.

2.2.2. Management officers, teachers and pupils in vocational education centers

Management officers, teachers in vocational education centers: According to the report on continuing education of the school year 2016 - 2017 by Hanoi Department of Education and Training Hanoi so far the number of staff in the centers is 100 people, the number of teachers is 1114 people; 100% of managers, teachers in the centers are qualified and above the training standard.

Pupils in vocational education centers: According to the report on continuing education of the school year 2016 - 2017 by Hanoi Department of Education and Training Hanoi so far the number of students in the centers is 19925 people.

2.3. Study results

2.3.1. Statues of high school students' ethic in vocational education centers in Hanoi

According to the report on continuing education of the school year 2016 - 2017 by Hanoi Department of Education and Training Hanoi, high school students' conduct in vocational education centers has been shown in the figure as following:

Figure 2.1. *High school students' conduct in vocational education centers in Hanoi*

Level of Conduct	Total	Grades					
		10th grade		*11th grade*		*12th grade*	
		Quan.	*%*	*Quan.*	*%*	*Quan.*	*%*
Excellent	*14839*	*5485*	*37,0*	*5183*	*34,9*	*4171*	*28,1*
- Boys	9989	3715	*37,2*	3376	*33,8*	2898	*29,0*
- Girls	4850	1770	*36,5*	1807	*37,3*	1273	*26,2*
Fair	*4380*	*1892*	*43,2*	*1641*	*37,5*	*847*	*19,3*
- Boys	3472	1457	*42,0*	1305	*37,6*	710	*20,4*
- Girls	908	435	*47,9*	336	*37,0*	137	*15,1*
Average	*666*	*359*	*53,9*	*232*	*34,8*	*75*	*11,3*
- Boys	614	340	*55,4*	214	*34,9*	60	*9,8*
- Girls	52	19	*36,5*	18	*34,6*	15	*28,8*

Low	*40*	*22*	*55,0*	*14*	*35,0*	*4*	*10,0*
- Boys	40	22	*55,0*	14	*35,0*	4	*10,0*
- Girls	0	0	*0,0*	0	*0,0*	0	*0,0*
Badly	0	0	*0,0*	0	*0,0*	0	*0,0*
Total	19925	7758	*38,9*	7070	*35,5*	5097	*25,6*

2.3.2. Statues of ethical education for high school students in vocational education centers in Hanoi

2.3.2.1. Statues of cognition by management officer, teachers and parents about ethical education for high school students in vocational education centers

** Management officer, teachers and parents' cognition about the importance of ethical education to creating high school students' personality*

The research results show that most of the managers, teachers and parents all confirm that ethical qualities have the role of "important" or "very important" for the formation of students' personality (percentages > 30%). However, there is also a number of staff, teachers and parents not fully aware of this issue.

** High school students' ethical qualities in vocational education centers*

About the existing or yet-existing qualities of high school students in the centers: The results of the survey showed that in general, there is consistency between the groups that can participate in the survey in assessing the existing or yet-existing qualities which is necessary for high school students in the centers.

Regarding proper ethical behaviors, the survey results show that: Most managers and teachers say that high school students only regularly perform the action of "Filial piety with grandparents, parents" ranged from 56.2% to 81.7% (parents have the higher rate of assessment).

Regarding students' negative behaviors, the research results showed that: Most managers, teachers and parents insist that most students still "sometimes" perform negative behaviors. The comments that high school students perform negative behaviors with the frequence "*usually*" and "*never*" only occupy a small percentage of the total number of opinions surveyed.

** Factors impacting on ethical education process for high school students in vocational education centers*

Management officer, teachers and parents' opinions of factors which lead to students' positive ethical behaviors.

Figure 2.2. *Management officer (M.o), teachers (T) and parents' (P) opinions of factors which lead to students' positive ethical behaviors*

No.	**Factors**	**M.o,T**		**P**	
		$\bar{X}$	***Rank.***	$\bar{X}$	***Rank.***
1	Director Board's tight and well planning management.	3,49	2	3,05	7
2	Head teachers' regular attention.	3,56	1	3,07	5
3	High teaching quality of Civic Education course.	3,33	7	2,93	8

4	Active Youth Union's activities attracting students.	3,40	5	3,05	6
5	Tight and regular coordinations between educational forces, especially between families and schools.	3,30	8	3,76	2
6	Staff's exemplar.	3,44	4	3,77	1
7	Impacts by good samples of good students in the centers.	3,38	6	3,07	4
8	Students' self-awareness, self-cultivation.	3,45	3	3,63	3

From the data obtained in Figure 2.2, we find that: Most of the managers, teachers in the centers participated in the survey determine the factors affecting the high school students' active ethical behaviors. The managers and teachers assure that these factors are important for the high school students' positive behaviors with the rates ranging from 3.38 to 3.56 for four levels. However, several managers and teachers of the centers are not fully aware of this issue. Specifically, a few of them makes their mind of the first item (1.4%), the second one (1.4%), the third one (5.5%), the fourth one (2.7%), the sixth one (2.7%), the seventh item (5.5%), and the eighth item (2.7%) with the "least important" level. Even 1.4% of the managers and teachers choose the item "active participation of the delegation attracted students" with the "not important" level.

Management officer, teachers and parents' opinions of factors which lead to students' negative behaviors.

The results of the study showed that: Most of the surveyed subjects identified the factors affecting high school students' negative behaviors. Specifically: There is a similarity in the managers, teachers and parents' opinions of the underlying causes of this situation: "Family and society not pay enough attention to full education"; "Adults not yet exemplary"; "Contents of ethical education are not practical"; "Influence of information and communication booms"; "Movies, unhealthy books, online games"; "The lack of life skills" ... The attention to the factors affecting the implementation of high school students' negative behaviors proves that so far, most of managers, teachers and parents have interested in the work of ethical education. This is an important basis for enhancing the coordination between the Centers and students' parents in organizing higher education for middle school students in the centers.

2.3.2.2. Statues of cognition by management officer, teachers and parents about the importance of ethical education for high school students in vocational education centers

The results of the study showed that:

- *Cognition by management officer, teachers about the importance of ethical education for high school students in vocational education centers:* Most of the managers and teachers in vocational education centers are aware of the importance of education for high school students. Besides, there is still a part of the management board, teachers have not really paid attention to this issue with the choice "*Paralysis*", even not fully aware of the meaning of ethical education for high school students.

- *Cognition by parents about the importance of ethical education for high school students in vocational education centers:*The majority of parent participants were

aware of the meaning of ethical education for their children. The results of the study have confirmed the high level of parents' cognitive ability, and it also shows the parents' interest in the Ethical education course. However, the results of the study also showed that there is still a part of parents involved in the survey is not fully aware of the meaning of the ethical education process or not really interested in this issue.

2.3.2.3.Targets of ethical education for high school students in vocational education centers

The results of the study showed that most of managers, teachers and parents are fully aware of the importance of targets of ethical education for high school students in vocational education centers.

2.3.2.4. Contents of ethical education for high school students in vocational education centers

The results of the study showed that: In recent years, vocational education centers have focused on studying and improving the contents of ethical education for high school students. It can be said, the contents of ethical education for high school students are now quite rich and diverse. According to the managers, lecturers' opinions in the centers, the contents of ethical education for high school students were regarded in high importance with the rate ranging from 2.89 to 3.45.

2.3.2.5. Methods of ethical education for high school students in vocational education centers

The research results showed that: The methods regularly used during ethical education for high school students including: conversational methods (exchanges between students and teachers) with a ranking 1st; the exemplary method (a good example of a friend) ranked No. 2; the encouragement method (the encouragement of teachers) ranked No. 3. This shows that the centers have done very well the traditional methods in ethical education for students

2.3.2.6. Forms of ethical education for high school students in vocational education centers

The results of the survey in the figure above combined with the teaching practice show that the main forms are regularly implemented by Centers such as: Collective activities; through Civic Education courses; combined with parents; the example of teachers; Set a good example, the good with the scores varying from 2.56 to 2.77 corresponding to three levels. This proves that ethical education is now well-organized with traditional forms for students.

2.3.2.7. Educational forces engaging in ethical education for high school students in vocational education centers in Hanoi

The research results showed that: The majority of the staff and teachers participated in the survey accurately assess their roles and responsibilities as educational subjects for high school students. This is an important basis for organizing and implementing the educational process for students. However, there is still a part of the staff and teachers have not been fully acknowledged and evaluated their responsibilities in the centers.

Conclusions for chapter 2

In general, most high school pupils in vocational education centers have good ethic. However, there are still a large number of students with "*moderate*" and "*weak*"

level ones, especially students in grades 10 and 11.

Educational forces have paid more and more attention to ethical education in the whole society. This is reflected in the full awareness of the majority of managers, teachers and parents participating in the survey on the importance of the ethical education process of ethic for high school students in the centers. However, there are still some managers, teachers, parents and pupils having not been properly aware of these issues. The goals of ethical education have been relatively well defined. This is confirmed by the perception and assessment of the survey participants. Many contents, methods and forms of ethical education for high school students have been applied, however, the level of implementation has not been regular and has not really brought about high efficiency. There are numeral educational forces involved in the ethical education process for high school students in the centers. However, apart from centers and families as the educational forces, the others have not really shown their roles and responsibilities in the ethical education course.

The results of ethical education have just been shown in a small number of students, they are not high; many moral qualities have not formed in high school students who are studying in the centers. In addition, the results of ethical education for high school students are not really firm, not well established behaviors and habits for students.

There are a number of objective and subjective factors that influence the ethical education process for high school students in the centers.

Chapter 3
MEASURES OF ETHICAL EDUCATION FOR HIGH SCHOOL STUDENTS IN VOCATIONAL EDUCATION CENTERS IN HANOI IN THE CURRENT CONTEXT VÀ PEDAGOGICAL EXPERIMENTS

3.1. Principles in promoting the measures

Principles for proposing measures include: to ensure the goals of ethical education for high school students in the vocational education centers; to ensure feasibility; to ensure inheritance; to ensure the systematic and synchronous nature; to ensure efficiency.

3.2. Measures of ethical education for high school students in vocational education centers in Hanoi in the current context

3.2.1. Fostering educational forces' cognition about the importance of ethical education for high school students in vocational education centers

3.2.1.1. Aims of this measure

Implementing this approach aims to help educational forces in the requirements of morality in students' personality and the importance of ethical education for high school students, basing on that they actively participate in the educational process.

3.2.1.2. Contents of the measure

To foster educational forces (administrators, teachers, parents, officials, agencies, unions) related knowledge systems.

To examine and evaluate the results of cognitive training for educational forces.

3.2.1.3. Ways of implementation

Leaders of the Education Department regularly advise the Party committees, authorities, Department of Education and Training to develop and perfect the system of mechanisms and policies to direct educational forces' awareness raising activities on ethical education.

Department of Education and Training, Section of Education and Training that directly blamed the leaders of Department of High Schools for the development of high school education with such components as educational management officials at the Department of Education Section; leaders of agencies, departments, unions ...

Based on the results of the survey and evaluation, the Task Force Commitee coordinates with the concerned parties to finalize the development plans and contents for awareness raising for specific target groups.

Leaders of Department of Education and Training; Department of Continuing Education; management officers, teachers and centers for implementing the training contents as the defined plan.

Leaders of the specialized boards shall coordinate with the forces in evaluating the results of fostering awareness for educational forces

3.2.1.4. Conditions of the measure

It is necessary to have the contents of propaganda/fostering to raise awareness for educators in the field of ethical education for high school students in vocational education centers.

There should be active support and contributions from leaders of agencies, departments, unions.

There should be staffs with capabilities of working and a high sense of responsibility.

Performance should be checked and evaluated regularly

3.2.2. Using active teaching methods in courses which have high potentials for ethical education for pupils, especially Civic Education courses

3.2.2.1. Aims of the measure

Implementing this measure in order to enhance the effectiveness of ethical education for students, basing on step by step innovating teaching methods in courses which have high potentials in ethical education for students, especially Civic Education courses.

3.2.2.2. Contents of the measure

To unite contents, teaching programs of courses which have high potentials in ethical education for students in general, and Civic Education in particular that are oriented by the comprehensive general education newly passed.

To highlight the importance of Civic Education for high school students in the Centers.

To improve the objectives, contents, methods, means and forms of organization and methods of assessing the teaching results in Civic Education courses in vocational education centers.

To improve teachers' professional skills teaching Civic Education in vocational education centers.

3.2.2.3. Ways of implementation

The Department of Education and Training should direct the establishment of a professional committee to evaluate the current situation of Civic Education teaching in vocational education centers, on the basis of which the conferences will be held to improve the objectives, contents, means, forms of teaching Civic Education course in centers.

The directors of vocational education centers should strengthen the implementation of examining and evaluating results of teaching Civic Education in the centers.

The director of the Center for Education and Training shall effectively carry out rewards for organizations and individuals that have recorded many achievements in teaching and studying Civic Education in centers.

The directors of the centers have coordinated with relevant agencies to hold conferences on the importance of Civic Education and the teaching it in schools.

3.2.2.4. Conditions of the measure

There should be a Civic Education program in high schools in the direction of ensuring balance, comprehensive, appropriate and effective.

It is necessary to have teachers with the devotion and the basis of professional expertise.

It is necessary to strengthen the system of facilities and equipment for teaching Civic Education in schools.

3.2.3. Diversifying forms of ethical education activities for students oriented by experiencing

3.2.3.1. Aims of the measure

Implementing this measure in order to step by step diversify the forms of ethical education activities for students oriented by experiencing, diversify and bring into full play the advantages of the extra-curricular activities associated with reality, to enhance the quality and effectiveness of ethical education for high school students in the centers.

3.2.3.2. Contents of the measure

Studying local practicalities, practicality of educational capacity owned by participating forces in the educational process for high school students in the centers, as well as characteristics of students.

Developing and improving the content of extra-curricular activities in line with the reality of educational capacity owned by participating forces in the educational process for high school students in centersl as special education grades of students.

Implementation of extra-curricular activities for ethical education in centers.

3.2.3.3. Ways of implementation

Leaders of the General Department of Education and Training instruct local practicalities, educational forces' competences in ethical education process for high school students in vocational education centers, as well as students' characteristics.

To develop and improve the contents of extra-curricular activities in line with the realities of education of the forces involved in the educational process for high

school students in the centers, as well as students' characteristics.

To implement extra-curricular activities to promote higher education for high school students in centers of education - education and training in line with reality

3.2.3.4. Conditions of the measure

There should be a team of specialists designing extra-curricular topics in ethical education for high school students at the centers.

There should be a team of cadres with professional qualifications and support of local agencies, departments, unions and people in charge of peer education for high school pupils in vocational education centers.

Need to ensure the facilities, equipment for the operation.

3.2.4. Effectively using the educational methods, practice and training ways in organizing ethical education activities for high school students in vocational education centers.

3.2.4.1. Aims of the measure

Applying this measure will help educators to study, select and effectively use the educational methods, practice and training ways in organizing ethical education activities for high school students in vocational education centers, contributing to ensuring and improving the educational quality for students, meeting social requirements of morality and students' personality in new education and training centers better and better, doing well ethical education tasks and contents for pupils in centers with the context of educational innovation.

3.2.4.2. Contents of the measure

To identify and select methods of ethical education in accordance with its contents, the characteristics of students at the Centers for Education and Training, and professional qualifications of educational forces.

To use the combination of methods in ethical education for high school students in vocational education centers.

To evaluate the effectiveness in using methods of ethical education for high school students in vocational education centers.

3.2.4.3. Ways of implementation

Leaders of the Department of Education and Training need to instruct the directors of the Centers for Education and Training to organize events to find out psychological characteristics and cognitions of students in the centers.

The center directors should organize seminars to unify the content plan and the way of studying students' characteristics in the centers.

To supervise the teaching staff in centers to study students' characteristics according to the defined plan.

Based on those above, the center directors organize symposiums to identify groups of people who need education and common characteristics of each. Group and methods can be applied in the course of PE for students

3.2.4.4. Conditions of the measure

Attention should be paid by educational leaders for the improvement of content

and methods in ethical education for high school students in the centers.

There should be a staff responsible for the ethical education process for high school students in the centers. The staff has good professional capacity, high sense of responsibility in the work process.

It is necessary to ensure the system of facilities for ethical education process for high school pupils in vocational education centers in general and for the implementation of educational methods in particular.

3.2.5. Effectively coordinating educational forces outside of centers organizing ethical education activities for high school students in vocational education centers

3.2.5.1. Aims of the measure

To implement this measure helps to strengthen responsibilities and mobilize resources of educational forces outside of centers organizing ethical education activities for high school students in vocational education centers in Hanoi in particular, enhancing the effectiveness of ethical education for pupils in general.

3.2.5.2. Contents of the measure

To strengthen the leading role of the vocational education centers in the education process for high school students in centers.

To strengthen the leading role of the vocational education centers in coordinating the educational forces in ethical education.

3.2.5.3. Ways of implementation

Leaders of Party committees at all levels, government authorities are to study, develop and perfect mechanisms and policies related to the general education process for high school pupils in vocational education centers and strengthen the process of socialization in education.

Leaders of the Party committees at all levels and authorities will study appropriate measures to enhance the role of the Centers in the education process such as:

Managers, teachers of vocational education centers should actively develop plans to coordinate forces in educating students.

Managers and teachers in vocational education centers should thoroughly study the characteristics of educational forces, and then study and apply appropriate measures to coordinate forces in ethical education for students effectively.

3.2.5.4. Conditions of the measure

Communication and dissemination on the roles and positions of vocational education centers.

- Effectiveness of socialization of ethical education for high school students in centers.

- The regular attention and investment of the Party committees and local authorities on the ethical education process for high school students in the centers.

- Participation and support of a large number of educational forces in ethical education for high school children in vocational education centers.

- The team of managers and teachers of vocational education centers to meet the requirements on qualifications and qualities according to the professional standards promulgated by the Ministry of Education and Training, have experience in ethical

education for high school students in Centers.

3.2.6. Building a healthy educational environment, strengthening the facilities for ethical education process.

3.2.6.1. Aims of the measure

To implement this measure is to help educational forces exploit positive factors, fight, improve and eliminate non-positive factors from their families, centers for education and training and education and construction. A healthy environment, favorable for the process of higher education for high school students in vocational education centers.

3.2.6.2. Contents of the measure

Improve the mechanisms and policies on building the environment of ethical education for high school students in the centers.

Survey on the state of the environment of moral education for high school pupils in vocational education centers - education and training in the family, the centers - education and social and social. Accurately identify the full range of positive and negative factors from the current environment.

Organize seminars on building up the environment for general education for high school pupils at the Centers for Education and Training.

Organize the activities of building and improving the positive environment in the course of peer education for high school students in vocational education centers.

Examine and evaluate the performance of construction activities and improve the positive environment in the Ethical education course for high school students in the centers.

3.2.6.3. Ways of implementation

The directors of the Centers for Education and Training should advise the Party Committees and the Government on the improvement of the mechanisms and policies for the development of the environment of ethical education for high school students in the centers.

The Director of the Centers for Education and Training has coordinated with other agencies, committees, sectors, mass organizations and organizations to make plans and organize seminars on building the environment of ethical education for high school students in the centers.

Based on the agreed plan, leaders of agencies, committees, sectors, mass organizations and associations undertake activities to build and improve the positive environment of the ethical education process for high school students in the Centers for Education and Training.

The Director of the Centers has coordinated with other agencies, committees, branches, mass organizations and organizations to conduct a comprehensive evaluation of the educational environment, clearly defining the results. There have remained the problems, so that study of measures to complete this activity at the next stage.

3.2.6.4. Conditions of the measure

There should be mechanisms and policies to improve and synchronize the construction of the environment for high school students in vocational education centers.

There should be active participation of leaders of agencies, committees, sectors, mass organizations and organizations in building up the environment of ethical education for high school students in the Centers.

There should be a team of cadres in charge of building up the of ethical education for high school students in the Centers with high working capacity and high responsibility.

There should be the support and consent of all educational forces in the process of building up the environment of ethical education for high school students in vocational education centers.

3.2.7. Well assessing the outcomes of ethical education for high school students in ethical education centers

3.2.7.1. Aims of the measure

Implementing this measure aims to help the staff in charge of the peer education process for high school students in the Centers to collect information on the status and quality of ethical education activities for students. Identifying the achievements and remaining issues in this progress, studying the measures are in order to effectively address outstanding issues of ethical education for high school students vocational education centers at present.

3.2.7.2. Contents of the measure

To assess the reality status of plan implementation of ethical education for high school students in the centers.

To assess the reality of contents, methods, forms of moral education for students.

To assess the ethical education participants' educational capacities.

To assess the current situation of physical facilities and equipment serving ethical education for students.

To assess the environment of PE for high school pupils at the Centers for Education and Training.

To assess the results of PE for high school students in the Centers.

3.2.7.3. Ways of implementation

The director of the vocational education Centers should organize a committee to check and evaluate the results of ethical education for high school students. The head of the Board should a deputy director of the Center, the members include the head of the professional team, the qualified and experienced teachers and the leaders of the parents' representative board.

The Director of the Center for Education and Training supervises the Examination and Evaluation Committee to develop a plan for examining and assessing the results of ethical education for high school students.

The director of the vocational education Center should coordinate with the concerned agencies to ensure all favorable conditions for the process of examining and assessing the results of ethical education for high school students.

Basing on the obtained results of the monitoring and evaluation, the Director of the

vocational education center needs to publicize the results of moral education for high school students in centers.

3.2.7.4. Conditions of the measure

The plan for examining and assessing the results of ethical education for high school pupils in vocational education centers is built in a complete, detailed and appropriate manner.

The system of principles for examining and evaluating the results of ethical education for high school pupils at the centers of education and training should be consistent and synchronous.

Members of examination and evaluation board should be persons who have the capability to inspect, evaluate and take responsibility in this activity.

Involvement and active participation of educational forces inside and outside vocational education centers should be strongly supported.

Mechanisms of emulation and rewards related to ethical education process for high school pupils at the Centers need caring for.

Ensure the system of infrastructure and funding sources for the process of educating high school students in vocational education centers.

3.3. Relations amongst the measures

It can be seen that each of the measures in ethical education for high school students in vocational education centers has its own functions, roles and effects; on the other hand there are close dialectical connections amongst them.

3.4. Pedagogical experiment

3.4.1. General points of the experiment

Aims: Scientific examination of the hypotheses, feasibility and effectiveness of the methods of ethical education for high school pupils in vocational education centers in Hanoi in the context of the current situation.

Contents: Due to objective and subjective conditions, I could not allow all measures to be taken, the thesis author selects the method of "*Diversifying and organizing various types of extracurricular activities related to life reality for students*" to carry out pedagogical experiments.

Hypothesis: If using the methods of ethical education for high school students in vocational education centers in Hanoi in the current context in a reasonable and synchronous way, will positively affect the process and results of ethical education for upper secondary school students.

Subjects: We conducted experiments on high school students in vocational education centers in Hanoi. Participants were divided into 2 groups (experimental group and encounter group – Exp. Group and Enc. group). In Exp. group (n = 100), students engaged in ethical education with the promoted measures, meanwhile the Enc. group (n = 100) engaged in the moral education process as the normal one.

Process: The pilot process is implemented in three phases, as follows: Phase 1 Pre-survey and impact preparation (February to June 2017); Phase 2: Implementation of the experiment (from June to August 2017); Phase 3: Carrying

out the inspection and evaluation of the results of the experiment (from September 2017 to October 2017).

3.4.2. Experiment result analysis

3.4.2.1. Results of pre-experiment

Pre-experiment results of high school students' ethical attitudes, emotions, behaviors, habits in vocational education centers have been shown in Figure 3.1 as follow:

Figure 3.1. *Pre-experiment results of high school students' ethical attitudes, emotions, behaviors, habits in vocational education centers*

Contents \ Level		Good		Fair		Average		Low		Badly		$\overline{X}$	Sta.
		Quan.	*%*	*Quan.*	*%*	*Quan.*	*%*	*Quan.*	*%*	*Quan.*	*%*		
Cognitions	EnG	*2*	*4,0*	*7*	*14,0*	*7*	*14,0*	*19*	*38,0*	*15*	*30,0*	*2,42*	*0,883*
	ExG	*3*	*6,0*	*4*	*8,0*	*9*	*18,0*	*22*	*44,0*	*12*	*24,0*	*2,43*	*0,847*
Attitudes	EnG	*2*	*4,0*	*2*	*4,0*	*4*	*8,0*	*20*	*40,0*	*22*	*44,0*	*2,13*	*0,703*
	ExG	*3*	*6,0*	*1*	*2,0*	*3*	*6,0*	*20*	*40,0*	*23*	*46,0*	*2,09*	*0,767*
Habits	EnG	*3*	*6,0*	*5*	*10,0*	*4*	*8,0*	*23*	*46,0*	*15*	*30,0*	*2,32*	*0,913*
	ExG	*3*	*6,0*	*2*	*4,0*	*2*	*4,0*	*29*	*58,0*	*14*	*28,0*	*2,25*	*0,810*

ExG: Experimental group

EnG: Encounter group

The table shows that most high school students in both groups do not really have good sense of attitudes, behaviors, behaviors and habits in accordance with the established norms of behaviors. Thus, it is possible to affirm that there is a similarity of consciousness, attitudes, emotions, behaviors and habits between the two groups at the time before the experiment.

The t-test compares two independent samples of the Sig coefficients. 0.05 showed no statistically significant difference in mean of pre-experiment scores between the two groups on all three Indicators: Awareness, Attitude; and Behavior, habits.

3.4.2.2. Results of post-experiment

Post-experiment results of high school students' ethical attitudes, emotions, behaviors, habits in vocational education centers showed as below:

Figure 3.2. *Post-experiment results of high school students' ethical attitudes, emotions, behaviors, habits in vocational education centers*

Contents \ Level		Good		Fair		Average		Low		Badly		$\overline{X}$	Sta.
		Quan.	*%*	*Quan.*	*%*	*Quan.*		*Quan.*	*%*	*Quan.*	*%*		
Cognitions	EnG	*1*	*2,0*	*5*	*10,0*	*11*	*22,0*	*22*	*44,0*	*11*	*22,0*	*2,47*	*0,794*
	ExG	*9*	*18,0*	*25*	*50,0*	*15*	*30,0*	*1*	*2,0*	*0*	*0,0*	*3,61*	*0,604*
Attitude	EnG	*2*	*4,0*	*1*	*2,0*	*9*	*18,0*	*23*	*46,0*	*15*	*30,0*	*2,19*	*0,694*

s	ExG	*8*	*16,0*	*24*	*48,0*	*14*	*28,0*	*4*	*8,0*	*0*	*0,0*	*3,54*	*0.598*
Habits	EnG	*2*	*4,0*	*4*	*8,0*	*6*	*12,0*	*24*	*48,0*	*14*	*28,0*	*2,30*	*0,839*
	ExG	*6*	*12,0*	*25*	*50,0*	*16*	*32,0*	*3*	*6,0*	*0*	*0,0*	*3,44*	*0,559*

The research results gained in Figure 3.2 showed that:

In terms of high school students' ethical cognition

Looking at the data table shows that there is a great difference in the perception of the Exp. group and the Enc. group. Exp. Group: SD is 0.190. The number of students with good grades increased rapidly compared to the previous survey results. Specifically, 18.0% of students have good grades, 50.0% of students have good grades, 30.0% of students have everage points 2.0% that means weak. The degree of misleading behavior, this confirms the effectiveness of the measures of ethical education for high school students in vocational education centers in Hanoi in the current context.

In terms of high school students' ethical attitudes

The results of the data analysis showed that the average post-experiment score of the two groups were higher than before the experiment.

There is a clear difference between the two groups. Specifically, in the Exp. group no longer had a poor level (while in the Enc. group was 30.0%), and only 8.0% in the Exp. group (while in the Enc. group is 46.0%). .

As that, the measure was conducted experiment has brought quite clear results in the development of attitudes, sentiment for high school students in the centers.

In terms of high school students' ethical habits and behaviors

After the impact of experiment measures, the Exp. group had a significant change in the mean value of 3.44. No longer have the appearance of poor behavior, habits. The standard deviation between the Exp. group and the Enc. group is 0.280. This suggests that the suggested measures had great impact on high school students in vocational education is really effective and meaningful in education.

Based on the objective, the experimental content and the defined criteria, we found that after graduation, gradual and steady changes of consciousness, attitudes, emotions, behaviors were made more compared to before experiment.

The t-test compares two samples independent of the Sig coefficients. <0.05 showed a statistically significant difference in the mean of post-experimental scores between the two classes of EnC. and Exp. on all three items Awareness scores; Attitude; Behavior, habits. Hereby, the mean of the experimental grade was significantly higher than that of the Enc. group on all three items.

• t-test pair comparison

Using the t-test to compare pairs with Sig coefficients. 0.05 showed no statistically significant difference in mean scores in both the pre and post-test scores across all three assessments. The t-test compares the pair with the Sig coefficients. <0.05 showed a significant difference in pretest and posttest mean tensile scores on all 3 items.

Conclusions for pedagogical experiment

The results show that high school students in the vocational education centers have a relatively clear change in their attitudes and behaviors and habits after being influenced by appropriate education methods. Improving knowledge as well as behaviors and habits of high school students in the centers must be a long process, persistence, persistence, repeat systematically. At the same time, in order to apply successfully new good behaviors in the Center, students need to be self-conscious, active to meet the requirements of the times, as well as the need for investment. It is appropriate in terms of time, effort, staff's enthusiasm; teachers of centers in fostering the educated people to achieve the set goals. The results of experiment proved that the education we have given is correct and very important. However, in order to verify more accurately, we have to study more deeply and have a long-term experiment to find the advantages and disadvantages of each measure and maximize the efficiency in use of the process of teaching for pupils at the vocational education centers in the context of fundamental and comprehensive reform of education.

Conclusions for Chapter 3

Ethical education for high school students in vocational education centers is a long and complicated process. It is a synchronized process of raising awareness and forming attitudes, emotions, beliefs, and behavioral habits in accordance with ethical standards. In order to achieve the desired effect, the dissertation was based on the results of the survey and based on the theoretical basis of general education for high school students in vocational education centers in Hanoi. Proposed specific measures, in particular, educational administrators and teachers appreciate the feasibility and necessity of all these measures. Therefore, it is necessary to synchronously and coherently apply these measures together as a prerequisite for achieving the optimum results in vocational education centers in Hanoi.

In addition, during the research, the method of "*Diversifying and organizing various types of extracurricular activities related to life reality for students*" has been carried out at the Center for Educational Rehabilitation of Gia Lam district, Hanoi City. Experimental results show that there is a change and a more positive change in perceptions, attitudes and behaviors of students. This allows for the initial confirmation of the correctness of the scientific hypothesis and the completion of the study of the thesis. In particular, the proposed measures are feasible and initially have been tested in the practice of ethical education for high school students in the Centers in Hanoi.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

1.1. Through the research overview of the topic, the thesis author clarifies the grounds for asserting the novelty of the thesis "Ethical education for high school students in Vocational Education Centers in Hanoi in the current context".

The dissertation has systematized and developed the concepts of morality, education, education and vocational education for high school students in vocational education Centers.

1.2. Over the past years, the process of educating high school students in Hanoi has received the attention of the managers, teachers, teachers and students of the centers. Most of the focus groups are fully aware of the importance of ethics, the quality of ethical education and the meaning of ethical education, as well as the role of the forces involved in ethical education. However, there are still some managers, teachers; parents and students have not been properly aware of these issues. In addition, we can see that the level of awareness of these subject groups varies considerably. The teachers, teachers have the most correct, followed by the parents and finally the students.

The ethical education process in vocational education Centers in Hanoi has been improved more and more in all elements of this process. The content and forms of ethical education for students are quite diversified, but the level of implementation in many contents and forms is not regular. Many contents and forms of education for students have not really matched with the characteristics of students and the actual conditions of the center, the local. The role and responsibilities of the community forces in ethical education are very weak. However, the results of general education for high school students in the centers are not high, in a small part of students, many qualities are not formed in high school students in the center. In addition, the results of ethical education for students also have not really solid, not good set up behavior, habits in students.

1.3. Based on the results of theoretical research, and at the same time based on the basic principles, the thesis has proposed seven measures of ethical education for high school students in the Centers for Education and Training in Hanoi in the present context. Through the experimental process of "Diversifying forms of education in the direction of combining the content of key activities with extracurricular activities" at the Center for Educational Rehabilitation of Cau Giay District, Hanoi. Experimental results show that there is a change and a more positive change in perceptions, attitudes and behaviors of students. This allows for the initial confirmation of the correctness of the scientific hypothesis and the completion of the study of the thesis.

Proposed measures have been feasible and initially tested in the practice of ethical education for high school children in the vocational education Centers in Hanoi. The reform and multiplication of measures of ethical education for high school students in the Centers for Education and Training in Hanoi, but also for centers in provinces with the same conditions.

2. Recommendations

To the Party and the Government

To the Ministry of Education and Training

To Hanoi Bureau of Education

To vocational education centers

To educators engaging to ethical education works for high school students in vocational education centers

To other educational organizations, branches, associations

To researchers.

PROCLAIMED WORKS

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