

MANAGING AND DEVELOPING AN EDUCATIONAL MODEL OF SOCIAL EVILS PREVENTION AND FIGHTING SKILLS TO BUILD A SUSTAINABLE COMMUNITY IN LOWER SECONDARY SCHOOLS OF HANOI, VIETNAM IN CURRENT CONTEXT OF INDUSTRIAL REVOLUTION 4.0

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Abstract

The research team approved surveys, analysis and data processing on the status of education in social evils prevention and control skills in lower secondary schools in Hanoi, Vietnam. The research team has deeply analyzed the strengths, weaknesses, opportunities and challenges of education activities on social evils prevention and control skills in lower secondary schools of Hanoi Capital City of Vietnam has since then proposed an effective system of solutions to develop an educational model of social evils prevention and control skills to build a sustainable community in lower secondary schools of the Hanoi Capital City in Vietnam in the context of the current industrial revolution 4.0. This study also details the experimental steps to develop a model of education on social evils prevention skills to build sustainable communities in lower secondary schools of Hanoi Capital City in Vietnam in the context of the current industrial revolution 4.0

Keywords: *Development management; Model of education on social evils and prevention skills; Sustainable community development; Lower secondary schools of the Hanoi Capital City, Vietnam; The context of the industrial revolution 4.0.*

1. Introduction

In the current period, we are living in the early years of the 21st century - the century of integration, Vietnamese society is affected both positively and negatively by the market mechanism. Improved social life leads to development evils such as addiction, violence, gambling, cheating... These evils are like a dangerous epidemic spreading into the whole school. That is swearing and insulting personal honor. It is cheating in exams that degrades the moral character of students. It is school violence that destroys the personality and soul of students and becomes cruel. It is an information explosion with a lot of unhealthy

information that has caused the young generation to have many distorted cognitive expressions and live far away from traditional moral values and many other dangers.

There are many causes, but according to education experts, the root cause is the lack of skills for children to live with the difficulties of life such as parents' divorce, family breakdown, academic decline... They were attracted to a pragmatic, demanding lifestyle, not having the courage to say "no to evil". From the above situation, schools have responded to the emulation movement "Building friendly schools, active students" in order to create a safe cultural environment, strengthen the teacher-student relationship and help students develop creativity, form healthy ethical lifestyle habits. One of the five most important contents of the emulation movement "Building friendly schools, active students" is education and life skills training for students. This is a practical content, associated with educational activities in schools and is becoming increasingly urgent for the younger generation, especially junior high school students, an age where psychophysiology has many changes. change, lack of deep understanding of society, lack of life experience, hyperactivity, easily manipulated...if not properly educated from the beginning, students are prone to fall and get caught up in the bad.

The education of social evils prevention and control skills in schools will help students to be aware of the dangers of social evils that have affected people's lives, thereby directing them to form their own lives. social norms and habits. Up to now, the implementation of educational activities on social evils prevention and control skills in high schools in general and especially in lower secondary schools in particular has not been regular and if implemented, the effectiveness of such activities has not been achieved. The results are not high, the implementation is not synchronized, the system is not updated. Education activities on social evils prevention and control skills for students in lower secondary schools have been carried out mainly by integrating the content of education on social evils prevention skills through teaching social evils prevention and control skills. basic subjects, through educational activities outside of class time, through extracurricular activities, and collective activities. However, the activities of education on social evils prevention and control skills for junior high school students in recent years have only stopped at the implementation according to documents of the Ministry of Education and Training, the Department of Education and Training. Training and the Department of Education and Training. The school has not actively developed a plan to implement the task of educating social evils prevention skills for lower secondary students, has not well directed the educational forces in the school, and has not diversified forms of education. Knowledge of social evils prevention and control skills education for junior high school students.

Students who are educated in social evils prevention and control skills will identify their obligations towards themselves, their families and the community. Therefore, educating children with necessary skills to know how to prevent and combat social evils is the responsibility of school administrators and teachers.

The building of an educational model of social evils prevention and control skills

for junior high school students in the current period will aim to implement two basic components that are closely related to each other:

1) Organize educational activities on skills to prevent and combat social evils for junior high school students in the current period (in the context of the Industrial Revolution 4.0). Participants and beneficiaries are teachers, staff, parents and junior high school students.

2) Managing educational activities on social evils prevention and control skills for junior high school students in the current period (in the context of the Industrial Revolution 4.0).

In order to have a friendly, healthy and safe cultural environment in each middle school, according to the motto "Friendly school, active students", building each middle school will as a solid fortress to prevent and combat social evils for junior high school students, the development of an effective model of education on social evils prevention and control skills for junior high school students in the context of Industry 4.0 is a very important and urgent thing to do in the current period.

2. The current situation of managing education on social evils prevention and control skills for students in junior high schools today

Education of social evils prevention and control skills for junior high school students is one of the very important educational contents. Middle school students are the age when many physical, intellectual and cognitive changes in behavior begin. Equipping them with skills to prevent and combat social evils will help them confidently step into their future lives, and avoid potential bad behaviors and phenomena. Strengthening the skills of students to prevent and combat social evils is to contribute to moral education, to train students to obey the law, to improve the quality of human resources for society in the context of the current.

Recently, social evils in schools (school evils) tend to increase in complexity and become a painful problem for many schools, many families and society. Specific manifestations of school evils such as: students dropping out of school, skipping classes, cheating in exams, swearing, school violence, being selfish, pragmatic, insensitive in relationships with teachers, friends, use of force, violence, fights, spending money, demanding, accessing harmful, depraved cultural products, addicted to Game, playing video games at Internet cafes, addicted Smoking, using stimulants, gambling, drinking alcohol... causes a lot of bad consequences to moral education and social standards in schools, affecting all aspects of social life.

Thus, we see that the management of students in schools and families is not really tight, there is still a phenomenon of students dropping out of school, especially outside of school hours, students are still hanging around Internet cafes playing video games. , playing games, accessing many unhealthy information flows without control, then quarreling, fighting, playing around leading to addiction, using stimulants such as e-cigarettes, smoking Shisha ...

Thus, if students are not well managed and educated, to let loose, they are easy to fall into the path of social evils quickly. Before the development of today's society, the education of social evils prevention and control skills is an urgent and very necessary issue for young people, especially students of lower secondary school age, which is the age in the world. a period of development with rapid physical, intellectual, psychological and personality changes. Therefore, educating children on social evils prevention and control skills is extremely necessary to properly meet the standards of today's society. Recognizing that importance, over the years, Hanoi's lower secondary schools have paid attention to the education of students in social evils prevention and control skills. There are skills to prevent and combat social evils that have been taught so far, but not as much as drug prevention and control skills; HIV/AIDS prevention and control skills and these skills were also recognized by students and their parents. However, there are still some skills that need special attention, especially in the current period such as skills to prevent and combat school violence; or skills that have not been regularly educated such as skills to prevent and combat child sexual abuse; skills in preventing and combating tobacco and alcohol; skills to cope with stressful situations... need to be focused on implementing and developing specific educational plans for students.

The research team conducted a survey of 39 teachers, 87 parents, and 261 students about the goals and survey results about the necessity for the goals, the results are as follows: The questionnaire shows that the majority of teachers and students' parents see the necessity of educating students on social evils prevention and control skills for students in the current period. Survey results with the necessary level for the goals are highly appreciated (over 85%). Thus, parents are aware of the importance of this work. This is a favorable factor for schools in implementing education on social evils prevention skills for students in schools.

For students, most of them are also aware of the education of social evils prevention and control skills in school. The survey results on the essential for the goals reached approximately 60%. However, there is still a part of students who are not aware of the importance of education in social evils prevention and control skills, and over 10% rate it as less necessary (goals 1 and 6).

The school has organized education on social evils prevention skills for students in many forms, has done a good job for students to learn the rules and sign the commitment at the beginning of the year (100%). Next is education through teaching that integrates classroom subjects, through educational activities outside of class time, in combination with educational organizations in schools, in combination with families and with a sense of building Good educational environment.

In order to understand students' awareness in the prevention and combat of social evils, the research team conducted a survey of students in the following areas:

- The survey results show that: The level of students' awareness of the harmful effects of social evils is very good and good is still low (average 41.9%). The school only propagates

about the harmful effects of drug evils (at a very good and good level of 63.2%), while other social evils are not well understood by students, there are perceived evils in school. the level of normal and not good accounts for the same high rate as school violence (73.2%); spreading depraved cultural products (79.3%), extortion and theft (59.8%); child sexual abuse and stimulant use (54.8%). Is it an alarm in the awareness of the harmful effects of social evils for students today, when school violence and drug use are dangerous evils that easily happen to students of all ages lower secondary school.

- The survey shows that: At a very good level for educational skills to prevent and combat social evils, all are below 40%. Skills to recognize the causes of social evils, skills to recognize consequences, severity of social evils and skills to show attitudes and behaviors against social evils not good level still accounts for a high rate of over 50%. Most of the children only know the skill of recognizing what is a social evil. Thus, schools need to deploy deeply, widely and effectively to educate students on social evils prevention and control skills in order to achieve the goal of education and comprehensive personality development for students.

- Survey data has shown students' attitudes towards social evils violations. Although students have been able to dissuade and prevent (55.7%) and report to teachers, teachers and schools (68.6%) but not much; and still students have attitudes of alienation, disregard, indifference, even indifference to the manifestations and behaviors of social evils (53.1%). This shows that the education of social evils prevention skills for students as well as understanding the harms and seriousness of social evils has not been really effective as expected. Comparing the difference between boys and girls, it can be seen that male students tend to dissuade and prevent wrongdoing, but girls tend to abuse wrongdoing with schools and teachers.

Regarding objective reasons: The biggest reason students fall into social evils is first of all due to the loose management of the family (accounting for 85%) and also from the lax management, lack of attention from the teachers. family should be next to be easily dragged, seduced, fallen by friends (accounting for 70%), followed by the lack of strict management by the authorities (accounting for 60%).

Regarding subjective reasons: Due to impulsiveness, lack of understanding, wanting to assert themselves (accounting for 65%), not fully understanding the harmful effects of social evils (accounting for 55%), in addition to the lack of information Information about the dangerous level of social evils (accounting for 45%) and along with other causes that push students into social evils raised the question: So what should the responsible people do to eliminate them? remove social evils from social life.

As we said above, social evils have a great temptation when people cannot control themselves, there are objective and subjective reasons for social evils to enter the school. With their age, due to their limited awareness, they cannot control themselves before social evils, but social evils are very sensitive issues for students of school age, related to emotions.

and gender should be extremely complicated. Students often disagree between the perception and behavior of each individual. Along with the influence of Western lifestyle, Sex movies, Dark Web, Violent games ... spread on the Internet, there are students who have access to video tapes to pass on to each other for use. Because of the lack of knowledge about safe sex and premarital sex, it has led to the inevitable pregnancy of female students. At the same time, with the loose management, especially outside of school hours, if there are no resolute and timely preventive measures, social evils spreading among students will be unavoidable.

From the above situation, it has created a basis for a group of experts to build a model of education on social evils prevention skills for students, including the development and implementation of measures to educate students on social evils prevention skills. anti-social evils and the management of educational activities on social evils prevention and control skills for students of lower secondary schools in order to promote their advantages and overcome existing deviant limitations. In today's junior high school students, creating new changes in quality in the management and education of social evils prevention and control skills for students, contributing to the education and comprehensive development of their personality. In the past time, the school has launched and directed the educational forces in the school such as professional groups, homeroom teachers, subject teachers, officials of the Youth Union - Team, Board of representatives of students' parents. jointly implement educational activities on skills to prevent and combat social evils for students of the whole school. The organization of social evils prevention and control skills education activities and the management of social evils prevention and control skills education for students initially created a change in awareness for teachers, staff, and students. students and students' parents.

The school has organized the education of social evils prevention skills through classroom subjects and extracurricular activities. Students already have some basic and necessary skills, but their applicability to practical situations is still limited, and it is necessary to pay more attention to the self-education factor of students, especially in the integration period. , boom in information technology, complex social evils, always stalking the school, ready to find ways to entice students to participate. The school has developed a specific plan for the education of skills to prevent and combat social evils. However, more positive measures are still needed in organizing and directing the education of social evils prevention and control skills. The management and education of skills to prevent and combat social evils depends a lot on the actual conditions of the school.

3. Measures for implementing education on social evils prevention and control skills for students in lower secondary schools of Hanoi Capital City

3.1. Measure 1: Organize a seminar on education on social evils prevention skills for students with the participation of educational forces inside and outside the school

Implement this measure to create a close agreement between the school educational environment and the community education environment to prevent and limit spontaneous, negative and harmful effects of social evils. has been and is affecting and spreading in

schools every day. In order to organize a seminar on educating students on social evils prevention and control skills, the school must play a leading role in planning a master plan on purposes, requirements, content, methods and methods of organization. The implementing organization, the educational force participating inside and outside the house specifically include members representing which units and organizations? Determine the time and space where the event takes place...

Right from the beginning of the school year, based on the regulations of the Ministry of Education and Training, the Department of Education and Training and the District Department of Education and Training on moral education, lifestyle and crime prevention. Social problems for students, the school administrators have thoroughly grasped the documents related to the prevention and control of social evils, crime prevention, especially drug and HIV/AIDS. AIDS, child sexual abuse, drug addiction... to all members of the pedagogical council, students and students' parents. The school has also advised the Party committees and authorities at all levels, coordinated with other departments and unions to care for the cause of education in general, and unified awareness of the importance of moral education. Lifestyle ethics, education on social evils prevention and control skills for students with the coordinated participation of educational forces inside and outside the school, because social evils spread, can appear in any place. environment without close management and coordination.

In the current period, the Industrial Revolution 4.0 marks a great turning point for people thanks to the application of the latest technological achievements to life. It brings humanity a lot of opportunities, but it also contains many unpredictable risks. Therefore, the school also organized forums and seminars on the topic "Youth with the Industrial Revolution 4.0". In addition to propagating and introducing the utility of the industrial revolution 4.0 by the reporter, the students were also able to frankly exchange, share, and raise their views and insights about the application. of the 4.0, with what are the positive and negative impacts of this Industrial Revolution, so that schools need to put out content to manage the access to Web sites with content supporting other activities. healthy learning and entertainment activities, supplementing knowledge of classroom lectures, and preventing access to dark Web sites with bad and unhealthy content. Such organized seminars have helped

3.2. Measure 2: Directing and strengthening the implementation of educational content on social evils prevention skills for students in a systematic way through classroom subjects

In high schools, the teaching and learning activities of cultural subjects hold a central position, are the main activities of the school and through the main activities of the school and through this activity, a number of activities are carried out. other educational duties. Education on social evils prevention and control skills is an interdisciplinary and interdisciplinary type of education, so many subjects have the ability to integrate and

integrate the education of social evils prevention and control skills.

Develop a plan to teach the content of education on social evils prevention skills for students in a systematic way through classroom subjects:

Right from the beginning of the school year, the school's management board has advocated, orientated, and built plans from the Board of Directors to professional groups, to teachers on how and how to integrate and integrate knowledge about preventing and combating social evils into the teaching process, requiring teachers to make teaching plans that integrate knowledge of social evils prevention and control through their subjects in a scientific and reasonable manner, avoiding coercion , but must ensure practicality in education.

The school has organized seminars, training, exchange of information and experiences. Through these forms, teachers will be provided with more knowledge about social evils, methods of student management, educational methods of prevention and control skills, methods of detecting and dealing with social evils. In case students are caught in evils... The fostering and training we usually conduct before the start of the school year so that each teacher will actively develop a teaching plan that is related, integrated, and integrated with the content. educate students on social evils prevention and control skills with their awareness, roles and responsibilities towards students in the face of increasing dangers of social evils, especially dangers of drugs, HIV/AIDS , child sexual abuse and school violence.

3.3. Measure 3: Direct the diversification of forms of organizing education on social evils prevention and control skills for students through experiential activities

Students are not only educated in social evils prevention and control skills through contacting, integrating and integrating in cultural subjects in the classroom, all students are also able to participate in activities. creative experiences, educational activities outside of class time... organized by the school to provide students with basic and practical knowledge, with the right attitude, belief and ability to prevent, know how to actively apply measures to prevent and combat social evils in daily life for themselves, their families and the community, contributing to reducing the possibility of spreading social evils and limiting the dangers caused by evils. caused by society.

Deploying various forms of education on social evils prevention and fighting skills for students to ensure rich, lively and attractive for them to participate in activities. For each organized activity, it is necessary to define clearly the goals of education in social evils prevention and control skills, have specific activity program content, have an assignment, and be well prepared before organizing the activity. motion. Forming social evils prevention skills for students such as skills in preventing and combating school violence, preventing and combating drug crimes, prostitution, child sexual abuse... Organizing extracurricular activities, creative experience activities, and educational activities outside of class time such

as culture, sports, fun and entertainment for students in the school so that through each of these activities, they contribute to the education of students. Moral education and lifestyle for children. The school has organized competitions: Presentation contest to learn about social evils; Examination on drug prevention and control, HIV/AIDS; Performing arts competitions, composing literature and poetry, drawing posters, propagandizing on the prevention and combat of social evils, democratic flower picking contest, presenting skits, performing self-edited animations; Role-playing game; Shadow puppets; Rhetoric through a story on drug prevention and control; Good propagandist contest...

At the beginning of each school year, the school organizes to sign commitments and covenants: Student regulations, commitments to prevent and combat social evils such as: Commitment to drug and HIV/AIDS prevention and control; Commitment to preventing and combating school violence; Committed to preventing and combating tobacco, alcohol, etc., "Don't keep, don't try, don't use drugs", "Say no to school violence". Assign the classroom teacher through weekend activities to regularly propagate the school's rules and regulations, especially to strictly comply with the following regulations: No fighting, quarreling or having aggressive behavior that poses a danger to you or others.

3.4. Measure 4: Build a friendly school environment, students actively participate in educational activities to prevent and combat social evils in the current period

Building a friendly school environment, a healthy culture is an important condition in the formation of personality for students. Moreover, a healthy, clean and friendly educational environment will not allow social evils to appear and exist. Besides the main activities of teaching and learning, other activities and movements bring a unique look to each school. But the most important thing is that a safe and healthy living environment for children is essential.

In order to build a safe, friendly and healthy environment in the school, we have directed and together with educational forces to unite, join hands to build a healthy cultural environment, ensuring security and order. , school safety, disciplined and civilized life in school. Coordinate with organizations to sign commitments to build a healthy cultural environment, organize exchanges between school teachers and students with ward government organizations in educating social evils prevention and control skills for students. the student.

The school has organized propaganda to raise awareness and understanding among teachers, staff and students of legal documents on prevention and control of social evils, basic concepts , development, spread and harmful effects of social evils. Preventive measures, typical examples in the work of preventing and combating social evils. Propaganda and education must always be considered as a basic task and must be carried out regularly and continuously.

3.5. Measure 5: Mobilize funding sources, physical facilities and means for education of skills in preventing and combating social evils

Good preparation in terms of funding, physical facilities and necessary means will contribute significantly to the success of educational activities on social evils prevention and control. In the process of organizing activities, the school has exploited the conditions of facilities: playground, training ground, system of function rooms along with means, equipment, and teaching aids as tools. effectively support teachers and students to innovate, create, and flexibly diversify forms of organizing educational activities on skills to prevent and combat social evils. Take advantage of all possibilities of mobilizing funding sources to motivate and encourage educational forces to participate well in educating students on social evils prevention and control skills through emulation and commendation assessment. reward and receive typical examples in the work of preventing and combating social evils.

The school's management board, the steering committee of the school's social evils prevention and control activities have cooperated with the Board of representatives of students' parents, mass organizations, ward authorities, and sponsors to support the school. funds and facilities in the school and through the work of educational socialization to continue investing in the procurement of school facilities in general and teaching equipment in particular, renovating the school's landscape safely. safe, clean and beautiful to meet teaching requirements and organize other educational activities, including education on skills to prevent and combat social evils to achieve the highest efficiency.

The school's management board shall base itself on the annual financial plan to build a project of funding sources, strengthen facilities, purchase teaching aids and equipment to serve the work of classroom skills education. against social evils. Directing teachers, staff, equipment and supplies to build a list of necessary facilities for effective education in social evils prevention and control.

3.6. Measure 6: Manage and coordinate forces involved in educating students on social evils prevention and control skills

In order for the education of social evils prevention skills for students to achieve the goals, the organization and direction of the manager is extremely important. Further strengthening the management and close coordination between the educational forces inside and outside the school will create a synchronous consistency in the process of planning, directing, organizing and evaluating. quality and effective activities to prevent and combat social evils inside and outside the school.

In order to organize and direct well, the school's steering committee has built a scientific and reasonable organizational and operating mechanism to help organizations and members inside and outside the school understand and understand the functions, their duties, scope, powers and responsibilities, thereby highly agreeing on methods and forms of organization to closely coordinate to create overall strength, friendly relationship and

solidarity in raising improve the effectiveness of educating students on social evils prevention and control skills.

To operate effectively, we must first determine the composition of the educational force involved in coordination, the role and function of each force. The force of education on social evils prevention and control skills in lower secondary organizations, parents, and teachers. student mother. Education forces outside the school such as: Police, health, study promotion association, child care committee, Youth Union, cultural department, police, local government leaders...Each educational force has its own Specific functions but activities are not separate from each other but need to have close coordination with each other. This close cooperation will create the best educational environment for students, especially in the education of social evils prevention and control skills with clear assignments and assignments.

The coordination of forces has helped the force outside the school understand and care about education, on the other hand, raise their awareness and responsibility in working with the school to educate students and educate themselves. surname. Helping students have a favorable environment to learn and practice skills and behavior in accordance with social standards. Resolutely prevent bad effects, deviant expressions that violate social norms from entering the school. Forces outside the school will work with the school to build the school into a solid fortress to prevent and prevent social evils from entering the school.

The school cooperates with community forces to promote the material and spiritual potential, which is favorable for the education in general and the education of social evils prevention and control skills for students in particular. Taking advantage of the synergy of all social forces, attracting all members to participate in order to turn educational activities as well as skills education in preventing and fighting social evils into the task of the whole people.

4. Conclusion

Social evils have caused serious harms and unpredictable consequences in all aspects of human life and are more dangerous. Currently, the risk of social evils entering schools has been having an impact. adversely affect the formation and development of students' personality, causing anxiety to the school, family and society. Therefore, education in social evils prevention and control skills is a task and an urgent requirement of educational managers, teachers, staff and other forces involved in education in schools.

Educating students on social evils prevention and fighting skills and managing education on social evils prevention skills for students in lower secondary schools has the impact of the management staff on the the force of education on social evils prevention and control skills inside and outside the school in order to effectively implement the plan and content of educational activities on social evils prevention and control skills for students, towards the goal of educating students on social evils prevention and fighting skills. educational standards, moral training, habits and behavior in accordance with social

standards and comprehensive personality development for students.

Education on social evils prevention and control skills for students and management of education in social evils prevention and control skills for students in lower secondary schools of Hanoi city includes the following contents: manage the educational program on social evils prevention and control skills for students through classroom subjects; Managing the program of education on social evils prevention skills for students through educational activities outside of class time; Managing the forces involved in the education of social evils prevention and control skills; Managing the implementation conditions, factors, and measures to educate students on social evils prevention and control skills.

It can be said that the school is not only a place to teach culture and provide knowledge for students, but also a solid fortress to prevent and combat social evils for students, and to educate students on skills to prevent and combat social evils. society for students, forming social ethical standards, contributing to building and developing a healthy and safe community.

Lower secondary schools in Hanoi have built a friendly, healthy and safe cultural environment under the motto "Friendly schools, active students", and have initially built successful schools. a solid fortress to prevent and combat social evils for junior high school students, students know and practice effective social evils prevention and control skills.

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