

MANAGING AND DEVELOPING EDUCATIONAL MODEL OF SOCIAL EVILS PREVENTION SKILLS FOR STUDENTS IN HIGH SCHOOLS IN LAM DONG PROVINCE IN THE CURRENT PERIOD

- THE CURRENT SITUATION AND THE PROBLEMS RAISED

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Social evils have caused serious harm and immeasurable consequences in all aspects of human life. Currently, social evils infiltrating the school has been and is adversely affecting the formation and development of student character. The authors have conducted a study on the management of social evils prevention and control skills education for students in high schools in Lam Dong province in the 2016-2020 period, to clarify the basis, theory and practical basis, through which the authors group build a system of educational management measures on social evils prevention skills for students in high schools in Lam Dong province, to prevent social evils in schools, contribute to comprehensive education of students' personality in the current period in the context of integration and meet the requirements of fundamental and comprehensive renovation of education in Vietnam.

Keywords: Social evils; Educate students on social evils prevention and control skills; Managing and developing the educational model of social evils prevention skills; Students in high schools; Lam Dong Province.

1. Introduction

In the current period, we are living in the early years of the twenty-first century - the integration century, Vietnamese society is influenced both positively and negatively by the market mechanism. The enhanced social life leads to evils such as addiction, violence, gambling... These evils are like a dangerous epidemic spreading throughout the school environment. There are many causes, but according to education experts, the root cause is the lack of skills to live with life's difficulties such as divorced parents, broken family, poor study... They were attracted to the pragmatic lifestyle, demanding, not enough to say "no to evil".

From the above situation, schools have responded to the emulation movement "Build friendly schools, positive students" to create a safe cultural environment, connect teacher-student relationships and help students. develop creativity, form healthy ethical lifestyle habits. One of the five very important content of the emulation movement today "Build friendly schools, positive students" is education and training life skills for students. The

implementation of educational activities on social evils prevention and control skills at high schools in general and in particular high schools in particular has not been regular and if implemented, the effectiveness is not high, and not yet implemented. sync, not system, not updated.

The management of social evils prevention and control skills education activities for students at high schools in Lam Dong province has been carried out mainly by directing the integration of contents of education on prevention and fighting skills. social problems for high school students through teaching basic subjects, through extracurricular activities, extracurricular activities, collective activities. However, the education of social evils prevention skills for high school students over the past years has only been implemented according to the documents of the Ministry of Education and Training, the Department of Education and Training. Schools have not actively developed plans for the implementation of the task of educating social evils prevention skills for high school students, have not yet well directed the educational forces in schools

and diversified forms of education. social evils prevention skills for high school students.

For the above reasons, the authors chose to study the topic: “Managing and developing educational models of social evils prevention skills for students in high schools in Lam Dong province in current stage. Current situation and the problems raised”.

2. Research Methodology

Group of theoretical research methods; Group of practical research methods; Mathematical statistical methods

3. Overview of the research problem

3.1. Studies of life skills education and management of life skills education

In 2001: UNICEF approved the program “Life skills education to protect health and fight HIV/AIDS for young people inside and outside schools” (UNICEF, 2001).

Survival skills education was mentioned in the Dakar World Education Forum in May 2000; in implementing the Convention on the Rights of the Child; in the International Conference on Population and Education Development for All. In particular, in the statement on the commitments of the United Nations Special Sub-Committee on HIV/AIDS (June 2001) countries agreed that “By 2005, ensure that at least 90% and by 2010 At least 95% of young people and women aged 15 to 24 can access the educational information and services needed to develop life skills to reduce the vulnerability of HIV infection ” (Nga, 2010).

Besides, the advent of the works also helps readers get more complete information about life skills education. In the book “Life Skills Curriculum” (2006), author Gracious Thomas emphasized the role of teachers to educate children on life skills based on a value system for HIV prevention and AIDS control.

Author Carre Lynn in the work “Helping children to integrate into society” (2008) introduced many movement games to support the development of a number of children’s life skills such as social behavioral communication skills, independence, prevention and fighting skills (Nga, 2010).

It can be said that in foreign countries, young people have been educated on basic life skills about situations that will happen in life, how to deal with and cope to overcome those difficulties as well as how to avoid conflicts, conflict, violence between people. These are important life skills for people to be able to cope with risks in life.

From the years 1995 - 1996, the term “life skills” began to be known in Vietnam through the

UNICEF project in collaboration with the Ministry of Education and Training and the Vietnam Red Cross with the program “Technical Education. “living standards” for young people in and out of schools” to protect their health and prevent HIV/AIDS”. According to UNICEF: “Life skills are psychosocial skills related to knowledge, values and attitudes and ultimately manifested by behaviors that allow individuals to adapt and handle effective life demands and challenges ” (UNICEF, 2001).

In 2003, the seminar “Quality of life skills education” by UNESCO in coordination with the Vietnam Institute of Educational Science has clarified and more fully the concept of life skills. UNESO believes that: Life skills are adaptive abilities and positive behaviors that allow individuals to fully cope with the needs and challenges of everyday life (UNESCO, 2003).

In 2007, with the ministry-level science and technology topic “Education of some life skills for high school students” led by the author Nguyen Thanh Binh, the research results show that the Their help is limited. On the basis of studying the current situation and determining the needs of life skills education, the topic has built a chapter on education of life skills for students through out-of-class-hour educational activities (Binh, (2013).

It can be said that in Vietnam in recent years, there have been many studies on life skills education, a number of works have studied in-depth a number of fields and methods of life skills education, The topics analyzed and clarified the current situation and the urgency of life skills education, some topics mentioned specific forms of life skills education in high schools, and proposed measure of life skills education for pupils and students. However, at present in high schools, the education of life skills for students is only done at an integrated level in some subjects: Literature, History, Citizen Education, Geography, Biology...has not fully exploited the internal resources of life skills education through such forms as extracurricular activities, creative experiences, after-school educational activities... to effectively implement educational contents, life skills for students.

Education of life skills is one of the important and necessary contents in the realization of comprehensive education goals of high schools. From the school year 2009 - 2010, the Ministry of Education and Training has introduced the life skills education program integrated into educational activities in schools. Accordingly, in recent years, there have been many studies on the management of life skills education activities.

At the master’s level, there are research works

of authors such as: Author Nguyen Thi Thanh Nhan, Hanoi University of Education (2014): “Management of life value education - Life skills for students at Nguyen Sieu High School, Hanoi City ”; Author Nguyen Thi Hanh Hanoi National University of Education (2015): “Management of life value education activities - Life skills for students at Thanh Oai A High School, Hanoi City”; Thesis of Master Tran Thi Thu Hien - University of Education (2017) with the topic “Management of life skills education for students at Que Lam High School, Phu Tho Province” has clarified the content. of the concepts of life skills, life skills education, characteristics of life value education, life skills for high school students.

Besides, there are a number of doctoral dissertations on management of life skills education activities such as the thesis “Education of life skills for high school students through extra-curricular activities” by Phan Thanh Van (2010) showed the current situation of life skills education for high school students through extra-curricular activities and proposed some solutions to improve the above activities.

In general, the above studies have focused on clarifying the theoretical issues of life skills and management of life skills education activities. Giving appropriate management measures for each time, each school and locality. These measures all contribute to solving the problems posed for the school and can be applied in the management of education in schools in the current period.

3.2. Studies on social evils prevention and control skills education and management of social evils prevention skills in high schools

World organizations such as the United Nations, the World Health Organization (WHO), the National Drug Control Program of the United Nations (UNDCP) have repeatedly warned and launched campaigns on a global scale. , calling on humanity to join forces, unanimously stopping and repelling social evils, bringing peace to life.

The Party and State’s views on social evils prevention and control skills education are reflected in the Law on drug prevention and fight and resolutions, directives, and guiding documents on education and training.

Over the past years, State agencies, researchers from the Ministry of Public Security, the Ministry of Education and Training, the Ministry of Labor, Invalids and Social Affairs, and the Center for Social Sciences and Humanities have studied evils. social, crime under many different angles, has clarified the theoretical problem about the nature of social evils, signs from the perspective of legal science,

education, medicine for the fight. competition against social evils.

However, the above works have not mentioned the issue of educating and managing the education of social evils prevention skills for students in high schools to contribute to educating students’ behavior and awareness. according to the standards of the society in order to gradually limit and eliminate social evils from the school in the current period.

4. The management of social evils prevention and control skills education for high school students in Lam Dong province

4.1. Current situation of managing the educational program on social evils prevention skills for students in the classroom through subjects

Education of social evils prevention and control skills must be done through each subject and in educational activities. Therefore, the opportunities for education on social evils prevention and control skills are many and varied. Some of the following organizational methods can be mentioned: Through teaching subjects; through optional topics; through extracurricular educational activities; through experience activities.

Close coordination of social evils prevention and control skills education with educational activities has been integrated into the educational program for many years, such as education on environmental protection; drug prevention, HIV/AIDS; prevent child sexual abuse; adolescent reproductive health; behavioral culture education... creates many opportunities and conditions for the deployment of education on skills of social evils prevention and control.

In the high schools of Lam Dong province in recent years, the integration of school violence prevention and control education has been integrated; prevention of drugs and social evils in the curriculum of subjects such as: Citizen Education, Biology, Literature, Geography, Fine Arts...Considering propaganda and education as a basic task. and must be done regularly and continuously.

Survey results show that the school steering committee has paid attention to the educational management of social evils prevention skills, but needs to focus on better management in the innovation of teaching skills education. preventing and combating social responsibility through subjects and managing the inspection and evaluation of educational activities on skills of preventing and fighting against social responsibility through the subjects (very good and good level is

60%); manage the implementation of educational programs on social responsibility prevention skills through subjects (very good and good level 70%) and through the teacher's evaluation data for the instruction and management of education carefully. The steering committee has also shown the steering committee's attention to social evils prevention and control skills for students in high schools in Lam Dong province. However, at present schools, the level is very good and good has not been appreciated (about over 70%), in which, management of innovation and teaching of social evils prevention skills through the subjects has 63.8% of the respondents rated it as very good and good, 36.2% rated it normal and not good. This result shows that the school steering committee needs to further strengthen the management of teaching innovation in general as well as renovate the teaching and education of skills to prevent and combat social evils for students through successful high efficiency subjects.

4.2. The situation of managing the program of educating social evils prevention skills for students through out-of-class-hour educational activities

In the high schools of Lam Dong province, extracurricular sessions, collective activities, after-school educational activities, elective topics, experience activities ... have been organized to create conditions allowing students to exchange, learn and experience sharing skills of social evils prevention: propagating about the dangers of social evils such as school violence; child sexual abuse, drugs, HIV/AIDS; Illegal racing, dropping out of school, going to the inn; playing games for money... in order to help students to seriously recognize the danger level of social evils and teachers, especially homeroom teachers, need to grasp and understand the feelings of each students in the class, promptly shaping the individual students.

In recent years, the propaganda about the consequences of social evils for students in schools has always been concerned and directed by all levels, branches, and administrators at the schools with many forms diverse and rich knowledge to help students understand the harmful effects of social evils and know how to prevent and prevent themselves.

In order to effectively educate students on social evils prevention skills, the Department of Education and Training of Lam Dong has instructed schools to organize consultancy conferences and skills propaganda. prevention and control of social evils in many different forms.

Analysis of survey results shows that after-school educational activities are carried out mainly

in traditional forms such as activities under the flag, group activities (98.1%-80.8% at frequency); followed by talking about examples, extracurricular activities by topics, contests to learn, criticize behavior, bad behaviors (72%-70.1%-64%-62.8%); also listen to consultants and invite the police to talk and introduce on a regular basis (52.9%-52.1%). The remaining forms of education such as propaganda painting; through educational situations and real-life situations; state regulations and requirements for the implementation of skills to prevent and combat social responsibility and awareness of the danger level of social responsibility are still at the level of non-routine education (the frequency is below 50%), especially through educational situations and real-life situations; stating the regulations and requirements for implementing social responsibility prevention and fighting skills and awareness of the danger level of social responsibility, nearly 40% of students said that they have not done it yet.

Thus, in order for the high efficiency of educating social evils prevention skills through out-of-class-time educational activities, schools need to focus on promoting more forms of after-school education. to learn about real life situations and skills to prevent and fight social evils so that they can deeply understand and realize the immeasurable dangers of social evils in today's social life.

4.3. Situation of the management of the forces participating in the education of social evils prevention skills for students in high schools in Lam Dong province

Over the past years, the education of social evils prevention skills for students in high schools in Lam Dong province has been contributed by educational forces inside and outside the school.

To find out the current status of this content, the author conducted interviews with the following forces:

- Management officer: How are the specific tasks of the forces directly implementing the plan of educating skills on prevention and control of social responsibility for students at the school nowadays?

Comments are as follows:

- + Rector Board (Steering Committee): General direction

- Head teachers: Implement plans, integrate social evils prevention skills education through the following forms: study regulations, sign commitments not to violate social evils (commitment to prevention and combat drugs, HIV/AIDS and some other commitments) at the beginning of the school year, integrated into the weekend activities.

- + Subject teachers: Deploy plans to integrate

social evils prevention and control skills through a number of class subjects.

+ Union and Team cadres: Deploying activities of social evils prevention skills through after-school activities (based on topics, topics); Organize clubs, exchange activities, experience or set an example.

+ The educational forces outside the school, political and social organizations: Participate in coordination with the school in the education of skills on prevention and control of social responsibility for students.

* For teachers:

1: Could you please tell us, in recent years, which educational forces have participated in the education of social evils prevention skills?

2: Please tell us, how the school has directed the staff to participate in fostering and training on social evils prevention skills education ?

Through the survey results, it is found that the establishment of the steering committee, specifies the functions and tasks for each member of the steering committee, develops an implementation guidance plan and develops regulations on coordination in education, the fight against social evils in schools has not been given adequate attention, the opinions at a good and normal level are approximately equivalent, in which the content specifies the functions and tasks for each member. in the Steering Committee for education on social evils prevention skills; the development of regulations on coordination of forces in the education of social evils prevention skills at a good level is lower than the normal level (38.2%-57.2%; 32.2%-53.9%) and the assessment of the participation of forces in social evils prevention and control skills education at a good level has not reached 50% (at 48%).

4.4. The real situation of managing the conditions for educating social evils prevention and fighting skills for high school students

* About facilities:

- Documents: Book "Life value education and life skills for high school students - Education Publishing House", documents of the Ministry of Education and Training, topics on prevention and control of social responsibility such as: Documents for staff administrators and teachers.

System of functional rooms, technical equipment to operate to achieve desired educational efficiency: Multi-purpose projectors, amplifiers, radio speakers.

* Regarding finance: Funding for additional investment in equipment, facilities and documents necessary for the operation; funds for professional

training and fostering on organizing activities to educate teachers on social responsibility prevention and control skills; funding for capacity fostering for union officials, teams, class staff; funding for mandatory activities under the direction of all levels, departments and unions for out-of-class-hour educational activities, topics with inviting reporters of the centers, room consultants , against social responsibility for students.

* Management and awareness of managers, teachers, and staff in educating about social evils prevention skills for students

Besides financial resources, facilities, and teaching equipment to support the activities, the prerequisite role is the educational force in each school. Managers must create consensus, consensus, promote each individual's strengths and abilities, and encourage and arouse potential for each member to join hands in building a friendly cultural school environment, creating a healthy playground that attracts students to participate in order to form skills and standard behavioral habits in life.

Survey results show that the opinions of managers and teachers are relatively similar about the level of management of facilities, equipment and funding for the education of social evils prevention skills for high school students of Lam Dong province. Specifically, the management and use of functional rooms for the education of social responsibility prevention and control skills at a very good and good level (80% of managers-84.9% of teachers); management and use of equipment for social responsibility prevention skills education (80% of managers - 65.1 teachers); And the content of investment funding for the operation at a not good level is approximately 30%.

Thus, one of the weakest stages in the education of social evils prevention skills as assessed by the steering committee and teachers is the management and mobilization of funds for this activity. For a long time, this issue has not been really taken seriously. The funding sources for education on skills in social evils prevention are often deducted from a small part of the budget.

4.5. Situation of factors affecting the educational management of social evils prevention skills for students in high schools in Lam Dong province

Factors affecting the educational management of social evils prevention skills for students include objective and subjective factors. The survey results show that there are many factors affecting the education of social evils prevention and control skills for students in schools: the attention

of teachers and administrators (86.7%); school management (80%); active training of students (76.7%); content and educational methods (73.3%); checked and evaluated (66.7%). Based on the data, it can be seen that 86.7% think that the attention of teachers and managers is the most important. After all, the education of social evils prevention skills for students in the school really needs the attention of the teachers and members of the school. Each student's active training in social evils prevention and fighting skills is also very important, the process of self-training and cultivation should also have a combination with family management and appropriate operating methods. Survey results show that the evils that students are aware of from schools are still higher than from other information sources (55.5%), of which, drug abuse (75.1%); drop out of school is an Internet cafe (70.1%); child sexual abuse evils (67.8%); using stimulants (64%); school violence (62.8%); violent gaming evils (59%). This shows that high schools in Lam Dong province have organized education on skills of prevention and fighting against social evils for students in recent years. However, it is necessary to deploy more deeply and pay more attention so that students can really see the dangers of current widespread social responsibility so that they can consciously propagate in the family and community. when their information resources are not received or received very little from families or local authorities.

4.6. General assessment of the management of social evils prevention and control skills education for students in high schools in Lam Dong province

4.6.1. Strengths

Schools have developed a plan to educate students on social evils prevention skills, contributing to improving the quality of their comprehensive education:

- Implemented professional guidance to instruct teachers to prepare related lessons, integrate and integrate the content of education on social evils prevention and control skills for students into subjects in the main school hours.

- Staff of Youth Union, Youth Team consciously develop plans to organize extracurricular activities in combination with professional groups, including the content of educating students about social evils prevention skills. Organize extracurricular educational activities on the whole school scale or in blocks and classes. The scope and form of organization are increasingly plentiful.

- The homeroom teacher has paid attention and regularly coordinated with the parents of students in educating the skills of preventing and fighting against social evils. Depending on the conditions of

the class, the homeroom teacher develops a plan by semester, by month, by school year or by topics ...

- Schools have organized the implementation of the plan of educating social evils prevention and fighting skills to all staff, teachers and staff at the same time to direct specific contents.

- Schools have examined and evaluated the education of skills on social evils prevention and control.

- There is the coordination and response from families, mass organizations, and local authorities in educating students about social evils prevention and control skills.

4.6.2. Drawbacks

- School administrators put the content of educational programs on social evils prevention and fighting skills for students in a form, inappropriate, lack of creativity and the program's activities were still sketchy, not detailed. Specifically. The examination and evaluation of the educational work on social evils prevention and control skills are still heavy in terms of records and books without building a clear evaluation criterion.

- Teachers' habit of focusing on theoretical knowledge will be a major obstacle when developing social evils prevention skills education - a type of education aimed at creating habits, attitudes, and behaviors. behave properly before the evils of social life. The contingent of teachers has not been properly trained and strictly meets the standards of education on social evils prevention and control skills, and is not full-time. Managers and teachers still face many difficulties and confusion in the implementation.

- The coordination of mass organizations, forces inside and outside the school is ineffective, has not brought into play the strength of forces educating social evils prevention skills.

- The form of educational organization on social evils prevention and fighting skills is very plentiful and diverse, but the conditions to serve the operation are limited such as facilities, investment funds, and support for activities from socialized sources.

5. Discussion

Through investigation into the situation of the organization of social evils prevention and control skills education and management of social evils prevention skills for students at high schools in Lam Dong province.

Some problems are raised are:

- There should be a general program framework for educating social evils prevention skills for high school students like some other educational topics.

- There should be limited resources for specific instructional materials on prevention and control of social evils for high school students. Teachers do not have the conditions to refer and research, so the content, methods and forms of educational organization of social evils prevention and control skills are still poor, not rich, lively, and heavy. form, not really attracting students to participate.

- Need to mobilize, coordinate with forces outside the school on a regular basis; It is necessary to bring into play the strength of local government organizations and mass organizations.

- The inspection and evaluation work of administrators as well as authorities are not specific, there are no scoring criteria and have not included the content of emulation evaluation in the education of students of each school as well as for teachers. In management, education on social evils prevention skills has not been widely propagated among teachers.

- A part of teachers and school staff are not fully aware of the importance and practical significance of the education of social evils prevention skills. Activities of Youth Union in this work are not really comprehensive and effective.

- Lifestyle and educational methods in each family have a great influence on awareness and behavior formation for their children. In the face of the need to survive, many students' parents are engrossed in making a living and assigning teaching their children to the school. Relationships in the family lack standards: parents divorce, family bankruptcy, family members fall into the phenomenon of drug addiction, alcohol, gambling ...

6. Conclusion

Through investigation into the situation of the organization of social evils prevention and control skills education and management of social evils prevention skills for students in high schools in Lam Dong province. The authors have some comments as follows:

In the face of the development of the society in the integration period, in the face of the negative sides of the market economy, high schools in Lam Dong province have paid attention to building a safe, healthy and friendly educational environment, improve, reduce all social evils spread in the school. In recent years, school administrators have launched and directed educational forces in the school such as professional groups, head teachers, subject teachers, Youth Union officials and the mother of Students Representative Board cooperates with the implementation of educational activities on social evils prevention skills for

students at the whole school. The organization of social evils prevention and control skills education activities and educational management of social evils prevention and control skills for students has initially created a change in awareness for teachers, staff, students and students parents. However, the coordination of the participating forces has not been tight has not brought into full play the potential of the participating forces, the coordination with the forces outside the school in the education of skills to prevent and fight the society evils is not regular, lack of synchronization.

Schools have organized social evils prevention skills education through classroom subjects, after-school educational activities, students have had some basic skills, necessary but capable of applying. In the face of limited practical circumstances, the school has not really paid attention to the self-education factor of students, especially in the period of information technology integration and explosion, social evils, complex, always stalking the school, ready to find ways to entice students to participate. Building a cultural and healthy environment is not really effective.

School administrators have developed specific plans for educational activities of social evils prevention and control. However, there is still a need for more active measures in organizing and directing the education of social evils prevention and control skills. The management of social evils prevention and control skills education also depends a lot on the actual conditions of each school.

In the inspection and evaluation of management staff, specific criteria and specific plans have not been developed. The management of the conditions for the implementation of social evils prevention and control skills education has been according to the construction plan, but not regularly, closely and with additional plans to operate effectively.

Some social evils have occurred due to many reasons, so schools need to seriously step up the education of social evils prevention skills, propose effective management measures to limit mechanism and prevention of social evils in schools.

The results of the study on the management of social evils prevention and control skills education for high school students in Lam Dong province have clarified more theoretical issues and is a practical basis for the group. The author builds measures to manage the education of social evils prevention skills for students in high schools in Lam Dong province in order to prevent social evils in schools, contributing to comprehensive education. student personality in the current period in the context of educational integration and innovation.

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**QUẢN LÝ PHÁT TRIỂN MÔ HÌNH GIÁO DỤC KỸ NĂNG PHÒNG,
CHỐNG TỆ NẠN XÃ HỘI CHO HỌC SINH Ở CÁC TRƯỜNG TRUNG HỌC
PHỔ THÔNG CỦA TỈNH LÂM ĐỒNG TRONG GIAI ĐOẠN HIỆN NAY
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Tóm tắt

Tệ nạn xã hội đã gây ra những tác hại nghiêm trọng và hậu quả khôn lường về mọi mặt của đời sống con người. Hiện nay, tệ nạn xã hội xâm nhập vào nhà trường đã và đang tác động xấu tới việc hình thành và phát triển nhân cách học sinh. Nhóm tác giả đã tiến hành nghiên cứu thực trạng quản lý giáo dục kỹ năng phòng, chống tệ nạn xã hội cho học sinh ở các trường trung học phổ thông của tỉnh Lâm Đồng trong giai đoạn 2016-2020, đề làm sáng tỏ cơ sở lý luận và cơ sở thực tiễn, thông qua đó nhóm tác giả xây dựng hệ thống các biện pháp quản lý giáo dục kỹ năng phòng, chống tệ nạn xã hội cho học sinh ở các trường trung học phổ thông của tỉnh Lâm Đồng, nhằm ngăn chặn tệ nạn xã hội trong học đường, góp phần giáo dục toàn diện nhân cách học sinh trong giai đoạn hiện nay trước bối cảnh hội nhập và đáp ứng yêu cầu đổi mới căn bản và toàn diện giáo dục Việt Nam.

Từ khóa

Tệ nạn xã hội; Giáo dục kỹ năng phòng, chống tệ nạn xã hội cho học sinh; Quản lý phát triển mô hình giáo dục kỹ năng phòng, chống tệ nạn xã hội; Học sinh ở các trường trung học phổ thông; Tỉnh Lâm Đồng.