

# THE CURRENT SITUATION OF MANAGING AN EDUCATIONAL MODEL OF SKILLS IN SOCIAL EVILS PREVENTION AND COMBAT AND SUSTAINABLE COMMUNITY DEVELOPMENT FOR LOWER SECONDARY SCHOOL STUDENTS IN HANOI CAPITAL CITY

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The management of educational activities on social evils prevention and control skills for students in lower secondary schools in Hanoi capital city has been conducted mainly by integrating the content of education on social evils prevention and control skills for lower secondary school students through teaching core subjects, through educational activities outside of class time, through extracurricular activities and through collective activities.

The results of a research survey on the current situation of management and development of an educational model of social evils prevention and control skills and sustainable community development for lower secondary school students in Hanoi capital city have clarified demonstrates theoretical and practical issues and is the basis for the author to build a system of management solutions to develop an educational model of skills in social evils prevention and sustainable community development for students in lower secondary schools in Hanoi capital city in the current digital transformation context in order to actively prevent social evils in schools, contribute to comprehensive personality education for students in lower secondary schools

**Keywords:** *Management; Model; Educating skills in social evils prevention and combat and sustainable community development; Lower secondary school students; Ha Noi city.*

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## 1. Introduction

Improved social life leads to development evils such as addiction, violence, gambling, cheating... These evils are like a dangerous epidemic spreading throughout the school. According to education experts, the root cause is their lack of skills to live with life's difficulties such as parents' divorce, family breakdown, decline in schooling, etc. They have been drawn into the wrong path. pragmatic life, demanding, not brave enough to say "no to evil". The Ministry of Education and Training launched and implemented the emulation movement "Building friendly schools, active students" that created a new face in schools, contributing to the cohesion of teachers, students and the community in the community. One of the current 5 very 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 becomes more and more urgent for the younger generation, especially junior high school students, an age where psychophysiology has

undergone many changes, lack of deep understanding of society, lack of life experience, hyperactive, easily manipulated... if not properly educated from the beginning. The education of social evils prevention and control skills in schools contributes to training and forming students to live more responsibly and to know how to choose appropriate behaviors, to cope with pressures and challenges in school life; promote social behavior, reduce crime rate.

The management of social evils prevention and control skills education activities for students in lower secondary schools has been carried out mainly by integrating the content of education on social evils prevention and control skills and sustainable community development for secondary school students through teaching subjects, through educational activities outside of class time, through extracurricular activities, group activities. However, in recent years, the activities of education on social evils prevention and control skills and sustainable community development for junior high school students have only stopped at the implementation according to documents of the Ministry of Education

and Training. Hanoi Department of Education and Training and Divisions of Education and Training. The school has not actively developed a plan to carry out the task of educating students on social evils prevention and control skills and sustainable community development for junior high school students and diversifying forms of education on social evils prevention and control skills and sustainable community development for junior high school students.

The author has chosen to research the topic: “The current situation of managing an educational model of skills in social evils prevention and combat and sustainable community development for lower secondary school students in Hanoi capital city”.

## 2. Research overview

In Latin America (Costa Rica-1996), seminars on health education through life skills education in schools were held. In Asian countries, life skills education programs have also been widely deployed thanks to the sponsorship of international organizations, especially UNICEF, UNESCO...

In Southeast Asia, education programs related to life skills appeared mainly in the late twentieth century and were deployed in many countries such as Laos, India, Cambodia, Thailand.... Life skills are seen as an effective means of developing adolescents' ability to make healthy and optimal lifestyle choices, physically, socially and psychologically.

In 1996: UNICEF approved the program “Educating life skills to protect health and fight HIV/AIDS for young people inside and outside school” (Yem, Khanh & Lien, 2003). In particular, in the statement of commitment of the United Nations Special Subcommittee on HIV/AIDS (June 2001) countries agree that “by 2005 ensure that at least 90% and by 2010 at least 95% of young people and women aged 15 to 24 have access to the educational information and services needed to develop life skills to reduce vulnerability to HIV transmission” (Nga, 2010).

In the book “Life Skills Curriculum” (2006) author Gracious Thomas emphasized the role of teachers to educate children in life skills based on a value system for HIV prevention and control /AIDS. And in the book “Training life skills for students - Safe common sense” of Guangxi Publishing House in 2008 to help children understand the basic principles of getting out of danger such as: Stay calm, constantly develop signal for help... And author Carre Lynn in the work “Helping children integrate into society” (2008) introduced many movement games that support the development of some life skills such as skills for children. communication, social behavior, self-reliance, prevention and control skills (Nga, 2010).

In 2003, the workshop “Quality of life skills education” organized by UNESCO in collaboration

with the Vietnam Institute of Educational Sciences clarified and more fully the content of the concept of life skills.

In 2003-2004, the Vietnam Institute of Educational Sciences coordinated with UNESCO to conduct a research on “Life skills education in Vietnam”, presenting an overview of the awareness, current situation and orientation of technical education. ability to live in Vietnam.

In 2007, with the ministerial-level science and technology project “Educating some life skills for high school students” led by author Nguyen Thanh Binh, the research results showed that the skill of finding life Their help is limited. On the basis of understanding the current situation, identifying the needs of life skills education, the topic has built a life skills education program for students through educational activities outside of class time (Binh, 2013).

The educational experiment program “Healthy living, healthy living and life skills” supported by UNICEF was implemented in 20 schools in Lang Son, Hanoi, Hai Phong, Ho Chi Minh City, An Giang, and Kien Giang. Specific content of the program: Dissemination of children's rights; Avoid smoking, alcohol, beer; Prevention of child sexual abuse; Avoid and respond to stressful situations.

In the program “Education for healthy living and life skills”, the skills needed for the field of health protection, prevention and control of social evils for high-risk groups have been mentioned, providing more skills to be able to cope with the challenges of society, applied to solve different social problems in different situations of each type of audience.

From the school year 2008-2009, the Ministry of Education and Training issued Directive No.40/2008/CT-BGDĐT dated 22/7/2008 on launching the emulation movement “Building friendly schools – Active students” poles “in high schools in the 2008-2013 period with the goal of mobilizing the synergy of forces inside and outside the school to build a safe, healthy, friendly educational environment, promoting the Students' active and creative initiative in learning and social activities in an appropriate and effective way, one of the five contents that need to be implemented is to practice life skills for students.

In the 2010-2011 school year, the Ministry of Education and Training issued an official dispatch on strengthening the implementation of life skills education for all levels of education and allowed the publication of an integrated set of documents on life skills education through different educational institutions. These include “Life skills education in Geography in junior high school”, “Life skills education in Citizenship education in junior high school”.

The “Children's Friends” program is implemented within the framework of cooperation

between the Government of Vietnam and UNICEF for the period 2010-2016. The program is implemented in Dong Thap, Kon Tum, Ninh Thuan, Dien Bien, An Giang and Dong Thap provinces. Ho Chi Minh City to educate children out of school life skills with the following contents: Dissemination of the Law on protection, care and education of children; International Convention on the Rights of the Child; Skills to prevent and combat child abuse; Child injury prevention...

Life skills education at the lower secondary level is carried out mainly through the school's curriculum of subjects and educational activities along with a number of foreign-funded projects and programs. At the lower secondary level, subjects are exploited and integrated into life skills education for students in a number of specific subjects such as: Citizenship Education, Literature, Geography, Biology and educational activities. outside of class time.

In 2013: The Ministry of Education and Training develops plan No. 1088/KH-BGDĐT dated August 29, 2013 on completing the set of educational materials on life skills in a number of subjects and primary education activities. , middle schools and high schools nationwide. The plan has adjusted the integration of life skills education for high school students in Literature, Geography, Biology, Citizenship Education and extracurricular activities.

From the school year 2013-2014, the Ministry of Education and Training issued Circular No. 26/2012/TT-BGDĐT dated July 10<sup>th</sup>, 2012; Circular No. 31/2011/TT-BGDĐT dated August 8<sup>th</sup>, 2011 promulgating regulations, contents and regular training programs for teachers of preschool, general education and continuing education, including content life skills education for students. Through the implementation of regular training, teachers have been equipped with knowledge and methods of organizing life skills education activities integrated in other subjects and educational activities.

In 2014: The Ministry of Education and Training issued Circular No. 04/2014/TT-BGDĐT dated February 28<sup>th</sup>, 2014 together with regulations on management of life skills education and extracurricular activities. The course, consisting of 5 chapters and 18 articles, stipulates the subjects, scope, contents, methods and responsibilities of the competent authorities regarding licensing procedures for life skills education institutions and centers.

In 2015: The Ministry of Education and Training issued Official Letter No. 463/BGDĐT-GDTH dated January 28<sup>th</sup>, 2015 guiding the implementation of life skills education at preschool and general education institutions. communication and continuing education.

Recent researches have also focused on clarifying the theoretical issues of life skills and the management of life skills education activities.

Appropriate management measures have been proposed for each time, each school and each locality. These measures contribute to solving the problems posed for the school and can be applied in the management of education. education in schools in the current period.

Besides the rich programs, documents and research topics related to life skills education for middle and high schools, in the book "Practical activities to learn about life skills for students" by Tran Thoi Kien (editor) presented ways of setting activity topics, planning activities to specific activities to form necessary skills for students. Or in the book "Education of life values and life skills" for secondary school students by the group of authors Nguyen Thi My Loc, Dinh Thi Kim Thoa, Dang Hoang Minh, presented psychophysiological characteristics of the age group. influence the formation of life skills for students. In addition, the authors have designed thematic groups along with activities to form life skills for junior high school students (Loc, Thoa & Minh, 2010).

Today we are living in an era of integration, cultural exchange is taking place strongly. That's why we are having the conditions to improve our material and spiritual lives, absorbing the beauty and beauty of different cultures. The mass media is likened to an "extension arm" of information to the young generation. In the process of development and integration, it cannot be without its downsides, especially the social evils that are creeping into the school environment, in the student generation. Social evils are a hot and painful issue that disrupts the happiness of many families, threatens the future of the nation's race, is a major cause of HIV/AIDS infection and is considered a major cause of HIV/AIDS infection. This is really a danger of the country in the time of opening up and international integration. The fight against social evils and crime is becoming one of the urgent and important global and regional issues.

### **3. Research Methods**

- Group of theoretical research methods
- Group of practical research methods
- Group of methods of mathematical statistics

### **4. Research result**

On the current situation of management and development of an educational model of social evils prevention and control skills and sustainable community development for junior high school students in Hanoi city in the current digital transformation context.

#### **4.1. Survey content and methods**

Perception of administrators, teachers, staff, students about life skills education in general and skill education for social evils prevention and control and community development sustainability

in particular; the need to educate students on social evils prevention and control skills and sustainable community development; Participating forces, factors and conditions affecting the education of social evils prevention and control skills and sustainable community development for students; Contents, methods and forms of organizing education on social evils prevention and control skills and sustainable community development for junior high school students in Hanoi capital city.

\* For educational forces inside and outside the school

Survey the level of awareness of the subjects about the education of social evils prevention and control skills and sustainable community development; The level of management and coordination of forces involved in the process of organizing and implementing educational content on social evils prevention and control skills and sustainable community development.

\* With student

Survey of awareness on the importance of education on social evils prevention and control skills and sustainable community development; on the harms and dangers of social evils; understanding and applying social evils prevention and control skills and sustainable community development; the level of practice of social evils prevention and control skills and sustainable community development in schools; awareness of propaganda in the community to well implement the standards of society.

\* Survey method

- Observe activities by attending educational sessions on social evils prevention and control skills.

- Studying the management plan of education on social evils prevention and control skills of a number of administrators, homeroom teachers, subject teachers, and Youth Union officials in the school.

- Investigate by questionnaire, discussion, interview, exchange and live chat on contents related to the education of skills in preventing and combating social evils and sustainable community development for students in schools, to the management board, teachers, staff, students, students' parents, and local officials and unions who are directly responsible for the prevention and control of social evils.

#### ***4.2. The current situation of management and development of an educational model of social evils prevention and control skills for students in junior high schools of Hanoi capital in the current context of digital transformation***

*4.2.1. The reality of managing educational programs on social evils prevention and fighting skills and sustainable community development for students in the classroom through subjects*

According to Article 2 of the 2005 Education

Law, the educational objective is to train Vietnamese people to develop comprehensively, to have morals, knowledge, health, aesthetics and professions, loyal to the ideal of national independence. However, the content and methods of education in schools today still attach great importance to teaching literacy, not paying enough attention to teaching how to be human, especially the education of life skills for students, including education. In fact, when building a curriculum and teaching content in the classroom, teachers have to build three goals: providing knowledge, training skills, and forming attitudes. This is a principle requirement in teaching and education. Everyone must be deeply aware of this requirement. However, it can be said that because they have to run with time, have to convey a lot of content while time is limited, teachers tend to focus only on providing knowledge and pay little attention to training skills for students, especially skills to deal with society, cope with and integrate into life, skills to prevent and combat social evils.

In the context of current integration, education on social evils prevention and control skills for students has received more attention. Education on social evils prevention and control skills for high school students has not yet been arranged as a separate subject in the system of subjects in high schools because the education on social evils prevention and control skills must be taught by the teacher. education anytime, anywhere when there are suitable conditions and opportunities.

To find out the current status of the program, the content of educating students on social evils prevention and control skills and sustainable community development for students in the classroom through core subjects, the author conducted an investigation, Interviews with administrators (question 5 - Appendix 1), homeroom teachers, subject teachers (question 7 - Appendix 2) in the opinion poll. The survey results show that the school steering committees have paid attention to the management and education of social evils prevention and control skills and sustainable community development, but need to focus on better management at the stage of change. new teaching and education skills of social evils prevention and control and sustainable community development through subjects and management of the examination and assessment of educational activities on social evils prevention and control skills and development sustainable communities across subjects (very good and good level is 60%); manage the implementation of the education program on social evils prevention and control skills and sustainable community development through the subjects (very good and good 70%). And through the teacher's evaluation data for with the direction and management of education on social evils prevention and control skills and



sustainable community development for students in Hanoi capital's lower secondary schools, the steering committee also showed its concern to the educational activities of social evils prevention and fighting skills and sustainable community development for students of the schools today, but the very good and good levels are not highly appreciated (about over 70%). In which, innovation management, teaching, and education on social evils prevention and control skills and sustainable community development across subjects have 63.8% of the opinions rated very good and good, 36.2% Ratings are average and not good.

#### *4.2.2. The current situation of managing educational programs on social evils prevention and control skills and sustainable community development for students through extracurricular activities*

In the middle schools of Hanoi capital, extracurricular activities, collective activities, educational activities outside of class time, through elective topics, through experiential activities... have created favorable conditions. events for students to exchange, learn, and share experiences on social evils prevention and control skills and sustainable community development: propaganda about the dangers of social evils such as school violence Street; child sexual abuse, drugs, HIV/AIDS; illegal racing, dropping out of school, hanging out in bars; playing games for money... to help students seriously consider the dangers of social evils, and teachers, especially homeroom teachers, need to grasp and understand each individual's thoughts. students in the class, promptly correcting individual students. To find out the current status of the management and education of social evils prevention and control skills for students in secondary schools in Hanoi city, the author conducted a survey by interviewing and student questionnaires about the level of implementation of extracurricular activities programs that have been organized at schools in the education of social evils prevention and control skills (Question 8 – Appendix 3) and analysis of results. The obtained results show that educational activities outside of class time are mainly carried out in traditional forms such as activities under the flag, group activities (98.1%-80.8% at regular level). ); followed by talk about example, extracurricular activities by topic, contest to learn, criticize behavior, bad performance (72%-70.1%-64%-62.8%); He also listened to expert advice and invited the police to talk and introduce on a regular basis (52.9%-52.1%). The remaining forms of education such as painting propaganda propaganda; through educational situations and real life situations; state the regulations and requirements for the implementation of skills to prevent and combat social evils, and the awareness of the dangers of social evils is still at the level of non-conventional education (regularity is less than 50%), especially

in that form through educational situations and real life situations; stating the regulations and requirements for the implementation of skills to prevent and combat social evils and awareness of the dangers of social evils, nearly 40% of students said that they have not been implemented.

#### *4.2.3. The current situation of management of forces participating in education of skills in social evils prevention and control and sustainable community development for students of lower secondary schools in Hanoi city*

In recent years, the education of social evils prevention and control skills for students in secondary schools in Hanoi capital has had the contribution of educational forces inside and outside the school. How to determine the functions, tasks, and instructions for the implementation of education on social evils prevention and control skills and sustainable community development of the school board, the author used question number 8 (Appendix 2) in the opinion poll for teachers of schools and analyzing specific results, it can be seen that the establishment of a steering committee, defining functions and duties for each member of the steering committee, building The plan to guide the implementation and develop a regulation on coordination in education of skills in social evils prevention and control and sustainable community development in schools has not been given due attention, opinions are assessed at the level of good and normal are approximately equivalent, in which the content stipulates the functions and duties for each member of the Steering Committee for education on skills in preventing and combating social evils, develop a regulation on coordination of forces in education of skills in social evils prevention and combat and sustainable community development at a good level even lower than the normal level (38.2 - 57.2); 32.2 - 53.9) and assessed the participation of forces in the education of social evils prevention and control skills at a good level of 48%.

#### *4.2.4. The current situation of managing conditions for the implementation of skills education on social evils prevention and control and sustainable community development for junior high school students*

Each educational activity in the school in general, and the education of skills in social evils prevention and control in particular, is conducted effectively in the school. In addition to planning, organizing, directing, inspecting, Assessing the implementation of the plan, the school's steering committee on social evils prevention and control skills also needs to pay attention to the conditions affecting the implementation of education on social evils prevention and control skills. opportunities for students such as: Management of training, retraining, professional improvement training on

skills in preventing and combating social evils for teachers, management of facilities in general and teaching equipment in general. Separately, the funding is for educational activities on social evils prevention and control skills in schools.

The author used question 6 (Appendix 1) in the questionnaire for administrators and question 9 (Appendix 2) in the poll for teachers about the level of management. Management of facilities in general and teaching equipment in particular, funding for educational activities on social evils prevention and control skills for junior high school students in Hanoi capital and analysis of the results shows that The opinions of administrators and teachers are relatively similar on the level of management of facilities, equipment, and funding to serve the education of social evils prevention and control skills for high school students. base of Hanoi capital. Specifically, the management and use of function rooms in service of the education of social evils prevention and control skills are at a very good and good level (80% of managers and 84.9% of teachers); management and use of equipment for education on social evils prevention and control skills (80% of administrators and 84.9 teachers); As for the content of funding investment for activities that are not at a good level, they are estimated to be approximately 30%.

#### *4.2.5. Actual situation of factors affecting the management and education of social evils prevention and control skills and sustainable community development for students in junior high schools of Hanoi city*

To find out the current status of factors affecting the education of social evils prevention and control skills and sustainable community development for students, the author conducted a survey of 30 administrators, teachers and students. parents (Questions 7 - Appendix 1) for administrators; question number 10 (Appendix 2) for teachers; question number 3 (Appendix 4) for parents of students in the poll.

The survey results show that there are many factors affecting the education of social evils prevention skills for students in schools: the attention of teachers and administrators (86.7%); school management (80%); actively training of students (76.7%); educational content and methods (73.3%); test and evaluate (66.7%).

Based on the above data, we see that 86.7% of teachers and staff think that the attention of teachers and administrators is the most important. After all, the education of social evils prevention and control skills and sustainable community development for students in the school really needs the attention of the team of teachers and family members. school.

To survey the actual status of students' awareness about education in social evils prevention

and control skills and sustainable community development (perception of social evils through information sources, the author used Question 9 (Appendix 3) for students in the poll.

The above results show that the evils that students are aware of from school are still more than from other information sources (55.5%), of which drug evils (75.1%); dropped out of school to hang out at Internet cafes (70.1%); child sexual abuse (67%); use of stimulants (64%); school violence (63%); violent gaming crime (61%). That shows that Hanoi city's middle schools have organized education on skills in preventing and fighting social evils for students in recent years. However, it is necessary to implement more widely and pay more attention so that students can really see clearly the danger level of current widespread social evils so that they can have a sense of propaganda in their families. family and community (when the sources of information they do not receive are from the family or the local government).

In order to understand students' awareness of the harmful effects of social evils, the author has conducted a survey on students' awareness of the harmful effects of social evils through question 10 (Appendix 3) for students. students in the poll.

The survey results show that: The level of students' awareness of the harmful effects of social evils is very good and good is also low (41.9%). Most schools only propagate about the harmful effects of drug abuse (63.2%), while other social evils are not well understood by students, there are perceived evils at a normal level and not good accounts for a high rate such as school violence (73.2%); spreading depraved cultural products (79.3%), extortion and theft (59.8%); child sexual abuse (54.7%), use of stimulants (54.8%).

#### *4.2.6. General assessment of the current situation of management and development of an educational model of social evils prevention and control skills and sustainable community development for students in lower secondary schools of Hanoi city in the current digital transformation context*

##### *4.2.6.1. Strengths*

- Developed an education plan on social evils prevention and control skills and sustainable community development for students in Hanoi's lower secondary schools in the current digital transformation context, contributing to improving the quality of life. high quality education for all students.

- Conducted professional guidance to guide teachers to prepare relevant lessons, integrate and integrate educational content on social evils prevention and control skills for students and sustainable community development into subjects. during regular school hours.

- Officers of the Youth Union and Youth Team

consciously develop plans to organize extracurricular activities in combination with professional groups, including the content of education on skills in preventing and combating social evils and sustainable community development for students.

- Homeroom teachers have paid attention and regularly cooperate with students' parents in educating skills to prevent and combat social evils and develop sustainable communities.

- The schools have organized the implementation of educational plans on skills in preventing and combating social evils and sustainable community development to all teachers and staff.

- The schools have examined and evaluated the education of skills in social evils prevention and control and sustainable community development.

- There is coordination and response of families, mass organizations and local authorities in educating students on social evils prevention and control skills and sustainable community development.

#### 4.2.6.2. Drawbacks

- The school administrators put the content of the educational program on social evils prevention and control skills and sustainable community development for students, which is still formal, inappropriate, lack of creativity, the program of activities is still incomplete. The examination and assessment of education on social evils prevention and control skills and sustainable community development is still heavy on records and books without a clear evaluation criterion.

- Teachers' habit of focusing on theoretical knowledge will be a major obstacle when implementing education on social evils prevention and control skills - a type of education aimed at creating habits, attitudes, behaviors, properly deal with the evils of social life. The teaching staff has not been properly trained, in accordance with the standards of education in skills to prevent and combat social evils and are not full-time. Administrators and teachers still face many difficulties and confusion during implementation. The selection of contents of education on social evils prevention and control skills is not appropriate, making the education of social evils prevention and control skills and sustainable community development still ineffective and unattractive. Students participate in understanding and preventing social evils.

- The coordination of mass organizations and forces inside and outside the school has not been effective, has not brought into full play the strength of forces educating skills in social evils prevention and control and community development. lasting.

- The form of organization of education on social evils prevention and control skills is very rich and diverse, but the conditions for activities are limited such as physical facilities, investment funds and

support for activities from socialization sources.

#### 4.2.6.3. Causes of strengths and weaknesses

##### a) Cause of strength

- On the side of the Hanoi Department of Education and Training, the Divisions of Education and Training have done well in the following areas:

- + Direct the lower secondary schools to carry out the education on skills of social evils prevention and control and sustainable community development closely, in a timely and planned manner.

- + Directing and scoring educational programs on social evils prevention and fighting skills and sustainable community development for students; through which the units learn, exchange, draw experience and replicate the operating model.

##### - On the school side:

- + There is the direction of the professional team, the organization of the Youth Union - the team to build an educational program on skills to prevent and combat social evils for students and to develop the community sustainably each semester and each competition period.

- + Directing the professional team and teaching staff to integrate and integrate the content of education skills in preventing and combating social evils and developing sustainable communities through classroom subjects.

- + Directing the educational forces in the school to coordinate in organizing educational activities outside of class time, extracurricular activities and collective activities on educating students on social evils prevention and control skills; propagate and coordinate with forces outside the school to participate.

- + Most of the students are self-conscious and actively participate in educational activities on social evils prevention and control skills and sustainable community development and gain understanding, awareness of harms and levels the danger of social evils; know some basic skills in social evils prevention and control and sustainable community development; Conscious in learning, training, self-cultivation, forming awareness, attitude and behavior in accordance with social standards.

##### b) Cause of the downside

- There is no general framework for education on skills in social evils prevention and control and sustainable community development for junior high school students.

- Sources of specific guidance documents on prevention and control of social evils and sustainable community development for junior high school students; Social evils prevention and control and sustainable community development for teachers are still limited. Teachers have not had the conditions to consult and research, so the content, methods and forms of organizing education



on skills in preventing and fighting social evils and sustainable community development are still poor and not rich. not lively, still heavy on formality, not really attracting students to participate.

- The mobilization and coordination with forces outside the school is not regular; The power of local government organizations and mass organizations has not been brought into play, so the effectiveness is still limited.

- The examination and evaluation of administrators as well as functional agencies is not specific, there are no scoring criteria and the contents of emulation assessment in the education of students of each school have not been included. schools as well as for teachers. In management, education on social evils prevention and control skills and sustainable community development have not been widely propagated among teachers.

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

- The level of culture, lifestyle and family education methods have great influence on children's personality. Faced with the need to survive, many students' parents have to struggle to make a living, outsourcing the teaching of their children to the school. The relationships in the family lack standards: parents divorce, family bankruptcy, family members fall into the phenomenon of smoking, drinking, gambling ...

## 5. Discussion

Through investigation and research on the actual situation of organizing skills education for social evils prevention and sustainable community development and management and education of skills in social evils prevention and control and sustainable community development for students in lower secondary schools in Hanoi city, the author has some comments and discussions as follows:

- Before the development of the society in the integration period, in the face of the negative side of the market economy, the junior high schools of Hanoi city have paid attention to building a safe and healthy educational environment, friendly, reduce all social evils spreading in school.

- In recent years, school administrators have launched and directed educational forces in the school such as professional groups, homeroom teachers, subject teachers, officials of the Youth Union - Teams, and Committees. On behalf of students' parents, they cooperate in implementing educational activities on social evils prevention and control skills for students at the whole school. The organization of educational activities on social

evils prevention and control skills and sustainable community development and management and education of social evils prevention and control skills and sustainable community development for students initially created a There is a change in awareness for teachers, staff, students and parents.

- Schools have organized education on skills in preventing and combating social evils and sustainable community development through classroom subjects, through educational activities outside of class time, etc. Students had some basic and necessary skills, but the ability to apply them to practical situations is still limited, information technology, digital transformation, complex social evils, always stalking schools, ready to find ways to entice students to participate.

- School administrators have developed specific plans for the education of skills in social evils prevention and control and sustainable community development. However, more positive solutions are still needed to organize and direct the education of social evils prevention and control skills and sustainable community development.

- In the inspection and evaluation of managers, specific criteria and plans have not been established. The management of conditions for the implementation of education on social evils prevention and control skills and sustainable community development has been according to the established plan but has not been regularly, closely and additionally planned to operate effectively.

## 6. Conclusion

Some social evils have occurred due to many reasons, so schools need to seriously promote the education of skills in preventing and combating social evils and developing sustainable communities. Management measures need to be continuously supplemented, coordinated with departments and need to have measures to propagate and educate students widely and strongly in many forms on the mass media on ways to prevent and combat in order to reduce social evils, contributing to further improving the effectiveness of education.

The results of the study on the current situation of management and education of social evils prevention and control skills and sustainable community development for students in lower secondary schools in Hanoi have shed more light on issues of social evils, theory and practice is a very important practical basis for the author to build a system of management solutions for the model of skills education in social evils prevention and sustainable community development for students in lower secondary schools of Hanoi city to effectively prevent social evils in schools, contribute to comprehensive personality education for junior high school students in the context of current digital transformation, integration and educational reform needs.



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## THỰC TRẠNG QUẢN LÝ MÔ HÌNH GIÁO DỤC KỸ NĂNG PHÒNG, CHỐNG TỆ NẠN XÃ HỘI VÀ PHÁT TRIỂN CỘNG ĐỒNG BỀN VỮNG CHO HỌC SINH CÁC TRƯỜNG TRUNG HỌC CƠ SỞ Ở THỦ ĐÔ HÀ NỘI

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Việc quản lý hoạt động giáo dục kỹ năng phòng, chống tệ nạn xã hội cho học sinh ở các trường trung học cơ sở thủ đô Hà Nội đã được tiến hành chủ yếu là lồng ghép nội dung giáo dục kỹ năng phòng, chống tệ nạn xã hội cho học sinh trung học cơ sở qua dạy các môn học chính khóa, qua hoạt động giáo dục ngoài giờ lên lớp, qua hoạt động ngoại khóa, qua hoạt động sinh hoạt tập thể.

Kết quả khảo sát nghiên cứu về thực trạng quản lý phát triển mô hình giáo dục kỹ năng phòng, chống tệ nạn xã hội và phát triển cộng đồng bền vững cho học sinh các trường trung học cơ sở ở thủ đô Hà Nội đã làm sáng tỏ các vấn đề lý luận, thực tiễn và là cơ sở để tác giả xây dựng hệ thống giải pháp quản lý phát triển mô hình giáo dục kỹ năng phòng, chống tệ nạn xã hội và phát triển cộng đồng bền vững cho học sinh ở các trường trung học cơ sở ở thủ đô Hà Nội trong bối cảnh chuyển đổi số hiện nay nhằm ngăn chặn tích cực tệ nạn xã hội trong học đường, góp phần giáo dục toàn diện nhân cách cho học sinh ở các trường trung học cơ sở.

**Từ khóa:** Quản lý; Mô hình; Giáo dục kỹ năng phòng, chống tệ nạn xã hội và phát triển cộng đồng bền vững; Học sinh trường trung học cơ sở; Thủ đô Hà Nội.