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DEVELOPING A PROGRAM TO SUPPORT THE DEVELOPMENT OF CORE QUALITIES FOR PRIMARY SCHOOL STUDENTS IN VIETNAM

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ABSTRACT

Program development has become the concern of many experts in the field of education. Up to now, the construction of teaching programs for students, especially support programs in general education, is gradually becoming popular. Research results have shown that building a program to support the development of core qualities of primary school students has certain meanings; help students develop comprehensively, meet educational goals; contribute to improving the quality and effectiveness of education in primary schools. Based on the survey results, the study proposes a process for developing program content to support the development of core qualities for primary school students and illustrative examples for this process. This article's suggestions indicate research directions on building support programs for teaching and educational activities in Vietnamese high schools.

KEYWORDS: educational program, support program, core qualities, elementary students

1. INTRODUCTION

The development of the economy, society, science, and technology has strongly impacted the educational process of countries. In that context, each person must have the right qualities and abilities to adapt and develop. As the subject of the cognitive process, the learner demonstrates self-study competency and competency to apply knowledge to solve real-life situations. However, building a model for developing the core qualities of students in high schools in Vietnam is still an open issue, and little research has been focused on it. High schools in Vietnam have implemented educational programs to develop students' quality and capacity (General Education Program 2018) and initially achieved certain results. However, the program does not directly affect the core qualities of students. Therefore, it does not meet the needs of modern society. To overcome the above situation, it is required that teaching and educational programs focus on developing core qualities that help students develop themselves and, at the same time, effectively meet the tasks posed by practice. This study aims to propose a support program to develop core qualities for students in primary schools;

improve the effectiveness of teaching and educational activities in particular, as well as the quality of training in general.

Educating core qualities for students brings great meaning, especially in the current educational reform context. Firstly, quality education helps students be aware of life values such as love, tolerance, respect, cooperation, solidarity, and responsible living...; then, it is applied to build a good life for themselves and their families, others, and the whole community. Second, quality education will help students improve their confidence, dynamism, and positivity in integrating with the world when they themselves receive global human values. Third, quality education will contribute to improving the quality of teaching and education in high schools, indirectly creating a change in the quality of Vietnamese human resources and creating competition for human resources in the context of globalization. This study aims to answer the following research questions:

1. What is the status of teachers' awareness at primary schools about the program to support the development of core qualities for students?
2. Measures to develop support programs to develop core qualities for Primary students? How to do that?

2. LITERATURE REVIEW

2.1. Support program

Many authors have done research on support programs in the process of educating students. Jan Milton [1] pointed out, Primary School Sex Education Programs need to be developed and implemented. Jane Sherman MA, BPhil [2] launched the Nutrition and Health Education Program for Primary Schools in Zambia. This program has raised the awareness of both teachers and parents about Nutrition and Health for children. Lyons, Zachary [3] The English Language Support Program for post-primary Schools. It outlines the background of the English language support materials that were developed for use in post-primary classrooms. This document is said to be very effective for teachers in the teaching process. Clint Jean Louis [4] developed the Basic Life Support (BLS) program. This is considered a basic life education program in schools. This program is a student support program in which PE teachers guide students in BLS education in schools. İslamoğlu, Özge [5] launched a project titled "TUBITAK 4004: Nature Education and Science Schools Support Program: We Protect Our Cultural Heritage in Trabzon" conducted on more than 30 students from grades 5 to 8. This program is seen as a support program to increase students' awareness of Trabzon's cultural heritage.

Thus, the support program is a parallel program that helps the program to teach the subject more effectively. The support program is used when the course curriculum is completed. Therefore, developing a subject support program is a process of designing, adjusting, and modifying based on the continuous evaluation of the old program at all stages. Philip H. Taylor [6], R.M. Harden [7], and R. Oliver [8] all said that the product of this process is a plan describing a complete and complete

educational program from objectives, content, training methods, the means of support to the way to measure and evaluate the learning results of students in high schools.

2.2. Core Qualities

Qualities are understood as behavioral standards that make up a person's value. Based on behavioral standards, we can evaluate human behavior as good or bad, beneficial or harmful, about what is done, taboo, or about the responsibility and obligation of each person. Qualities are good qualities expressed in people's attitudes and behaviors and the ability to create human personality [9].

The 2018 general education program was developed by the Vietnamese Ministry of Education and Training in reference to educational programs in the world [10], [11], [12], [13]. The Vietnamese program identifies the core qualities of students in primary schools, specifically:

Patriotism: This is a millennial tradition of the Vietnamese nation, built and built up over the years. Patriotism is expressed through love of nature, heritage, and people of one's country; be proud and protect those sacred things.

Kindness: Kindness is knowing how to love and care for people; cherish everyone; respect differences; be empathetic, and be generous and willing to help others.

Diligence: The virtue of being diligent in studying, working hard, eager to learn, and enthusiastically participating in joint work that is suitable for oneself.

Honesty: Honesty is honesty and integrity in study and daily life. Always keep promises, boldly admit and correct mistakes, and protect the right and the good.

Responsibility: Be responsible to yourself, to your family, to the school and society, and the living environment. Only when a person is responsible for what he does, that is when he or she matures and knows how to dedicate himself to a better society.

3. RESEARCH METHODS

Research using observation method in the implementation process at primary school. The observed and recorded issues include teaching and educational activities that form the development of core qualities for primary school students; student behaviors that demonstrate the qualities described in the 2018 general education curriculum; the orientations, goals, and organization that administrators and teachers carry out.

After observing the primary school, we consulted experts. We developed a questionnaire to learn about the current situation of building and using the program to support the development of core qualities for elementary students. Learn. The questionnaire consists of two parts: part I asks about demographic information, and part II asks about awareness and the actual situation of implementing

the development and use of programs to support student quality development. Part II uses a five-point Likert scale. Respondents are required to be serious, responsible, and honest in answering the questions posed in the questionnaire. The study sent questionnaires to 80 teachers in some primary schools in the suburbs of Hanoi. After being collected by the researcher, the questionnaires were entered, data cleaned, and 70 answer sheets were kept. The data were analyzed by descriptive statistics using M. Excel software.

The study used the interview method to learn more about the actual situation of the building and use the core quality development support program for elementary school students. We conducted interviews with five primary school teachers. We compared and contrasted with the information collected through the survey and, at the same time, directly assessed the survey subjects about the product development support program. Core for elementary school students.

4. Results and discussion

4.1. The actual situation of building programs to support the development of core qualities for primary school students.

Determining learning goals and educational activities is necessary and first done in the process of teaching or organizing educational activities. The results of the teacher survey are shown in Table 1.

Table 1. Objectives of developing a quality development support program for primary school students

No.	Goal	Total score	Average	Level
1	Students understand and remember the expressions of each quality	51	2,68	5
2	Forming students' trust and affection for behaviors	58	3,05	4
3	Create conditions for students to experience and practice training	79	4,16	1
4	Accompany students to support and correct misbehavior.	76	4,00	2
5	Practice to become a habit of expressing the quality	66	3,47	3

From Table 1, we can see that: Teachers are very focused on the goal of "Creating conditions for students to experience and practice." Teachers choose this goal to give students certain qualities through experience and practice activities in different situations, through which learners draw lessons for themselves. Next is the goal of "Accompanying students to support and correct wrong behaviors." For primary school students, companionship helps them realize what behavior is allowed and what is not, which is good, and which is bad... This is important because they do not have much capital to live. Haven't had much experience. The goals "Practice to become a habit of displaying qualities" and "Forming in students trust and affection towards behaviors" are also selected by teachers. With this goal, teachers will coordinate with students' parents and other educational forces, creating favorable

conditions for children to practice anytime, anywhere, in any space and time. The important thing to help them is to create trust, form the wishes to be fulfilled in them, and promote self-discipline to perform the manifestations of each quality. Teachers' selection of quality development goals for students is based on some bases, as shown in Table 2.

Table 2. Bases for building quality development programs for primary school students

No.	The basis for determining program goals	Total score	Average	Level
1	Through the analysis of the 2018 high school program, the subject program	75	3,95	1
2	Understanding student needs	65	3,42	2
3	By learning many social needs	61	3,21	4
4	Based on the output standards of primary school students	63	3,32	3
5	From my own experience	54	2,84	5
6	Through the purpose/requirements/lessons of each subject topic	75	3,95	1

The results of Table 2 show that teachers mainly based on "General education program 2018" and "Purpose/requirements/lessons of each topic." These will be the foundational and legal bases for choosing to build and develop a program to support the development of core qualities for students. Teacher N.T.V said: *When I was trained on the 2018 high school curriculum and the subject curricula, I found that there is a clear path for quality development, so it is only necessary to base it on that.* Design appropriate, specific goals for each learner. In addition, "finding students' needs", and "exploring the needs of society", ... are also the basis for teachers to build a roadmap for developing core qualities suitable for each student.

Table 3. The actual situation of the content development program for primary school students

No.	Content	Quantity	Percent (%)
1	The content has ensured science and logic	60	50,4
2	The content is not guaranteed to be scientific and logical	4	3,36
3	The content is related to reality and has not achieved the goal	55	46,2
4	The content has not been linked to reality and has not achieved the goal	3	2,52
5	The content is presented in a clear, specific, detailed way	57	48
6	The content only specifies the main contents, not detailed content.	10	8,4

Table 3 shows that most teachers have agreed on the program's assessment to develop students' quality. Specifically: 50.4% of teachers said that "Content has ensured scientific and logical character"; 46.2% of teachers commented that "The content is related to reality and has not achieved the goal"; 48% of teachers affirmed that "The content is presented in a clear, specific and detailed way." A small percentage (3.36%) of teachers rated "The content is not logical, not yet scientific",... This is clearly

demonstrated in the content of subjects and educational activities. Compulsory education in primary schools to meet the goal of developing core qualities for students. However, the content, although specified in detail, has not yet shown a high degree of integration between knowledge and practice units. This causes certain difficulties when forming a system of necessary qualities for students. Therefore, to improve the quality of core education for students, teachers want to have a support program outside of school hours or integrate it into class hours so that learning activities are rich, effective, and effective. More attractive.

Table 4. Methods of Formation and quality development for elementary school students

No.	Methods	Total score	Average	Level
1	Presentation	52	2,74	5
2	Discussion groups	56	2,95	4
3	Play as a character	65	3,42	3
4	Experience	73	3,84	1
5	Game	70	3,68	2
6	Practice	73	3,84	1
7	Reward, adjust	73	3,84	1

The results of Table 4 show that: The method that teachers use the most is the method of experience, practice, training, and adjustment reward. This is the main method of educating and developing students' core qualities; the characteristic of quality formation and development is that the student subject needs to be practiced many times through different practical situations, help students understand the manifestations of qualities, then take actions that are appropriate for you. In addition, the method of reward and encouragement is very necessary for the process of educating, forming, and developing students' qualities. Students are recognized and encouraged to motivate them to perform standard behaviors and promptly correct non-standard behaviors. These methods promote students' initiative in forming a system of necessary qualities. Next is the game method, the role-playing method. These are two attractive and attractive methods suitable for the psycho-physiological characteristics of primary school students. With the role-play method, students can experience putting themselves in the shoes of others to handle situations; The game method is gentle but highly effective because students can both learn and play. Group methods of presentation and group discussion are also frequently used by teachers in the early stages to form learners' perceptions of qualities and to identify manifestations of specific qualities. On that basis, students will form the right orientation in action.

Table 5. The organizational form of teaching to develop core qualities for elementary school students

No.	Forms	Total score	Average	Level
1	Class activities, club activities	70	3,68	2
2	Talk, talk with experts	46	2,42	5
3	Extracurricular activities	59	3,11	4
4	Combined with the forces in and outside of school	63	3,32	3
5	Integrating through subjects	75	3,95	1

The results of Table 5 show that teachers often use the following forms: Integrating across subjects. According to teachers, the time spent on extracurricular programs is not much, so the effective solution is through the subject, through teaching letters to teach people. In primary schools in Vietnam, compulsory education is an activity that lasts 3 hours/week, so many teachers have chosen the form through classroom activities and club activities. Each week the girls have a specific activity theme associated with the criteria and expression of core qualities. Many teachers also choose the form of cooperation with forces inside and outside the school to coordinate implementation. According to Mr. N.V.T., "*The school cooperates with parents through the daily contact book and workbook; in the parent-teacher meetings, the school and the homeroom teacher will agree on how to practice coordination and content. Coordination, helping students practice their qualities, routines, and manners*". In addition, the school also cooperates with the youth union and other organizations outside the school to organize activities associated with holidays and festivals for students. Teachers also select the form of seminars, exchanges with experts, and extracurricular activities. However, through observing the activities of teachers, we find that it is still quite monotonous to choose the combination of practical, experiential, and practical organizational forms. Therefore, the positivity and effectiveness of the development of core qualities for primary school students have not been fully promoted.

4.2. Develop a program to support the development of core qualities for elementary students

4.2.1. The process of developing a program to support the development of core qualities for elementary students

Based on the results of the teacher survey, the study proposes a process of building a program to support the development of core qualities including the following four steps:

Step 1: Analyze learner needs

In the development of support programs, the needs analysis is aimed at some of the following audiences:

On the part of learners: It is necessary to find out the input information of learners, and learners' attitudes towards the subject. What qualities have the students formed and developed and to what extent have these qualities been demonstrated? Find out the cognitive capacity of students, ... This is

the basis for planning and building appropriate support programs suitable for each object.

Step 2: Determine the goal of the support program

The identification of program goals helps teachers and learners orient teaching and educational activities in schools. Objectives specify the desired goal to be achieved; orientation for learning and creating learning motivation for students. Objectives of the program to supplement and assist in the implementation of the general goals of the general education program 2018.

Step 3: Make a plan to build and implement the support program

Based on the results of the analysis of needs and objectives, the planning to develop support programs is carried out according to the following tasks:

First, analyze specific manifestations of qualities through subjects and educational activities in primary schools. From there, the goals and contents of teaching the subjects and educational activities are determined to ensure realizing that goal.

Second, identify learning topics: this work includes determining the topic name and the number of topics formed from the goal of supporting students in addition to the required subjects and educational activities in the classroom. School. From the identified topics, name each activity for each period. The activity name can be the same or different from the topic name. It is possible to build more sub-topics and in-depth topics, ... Also, indicate the location and ability to implement topics.

Third, topic compilation: This is the specific construction of the detailed content of the topic based on the defined structure. Topics can be compiled with such contents as the topic's objectives; specific activities of the topic to achieve that goal, and Anticipating test and evaluation plans when implementing the topic. The more detailed and specific the compilation work, the more it helps teachers and learners perform.

Fourth, test, evaluate the topic, and put it into mass implementation. Test the topic to assess the feasibility and effectiveness of the topic; at the same time, edit, supplement, and correct if necessary.

Step 4: Implement the support program and evaluate the support program

This is the process of transferring the support program into teaching practice in primary schools. After a certain implementation period, the program's superiority and limitations are checked and evaluated. There are appropriate changes from there, and the new support program is more optimal.

4.2.1. Proposing the content of the program to support the development of core qualities of grade 1 students

Based on the needs of Vietnamese students and the goal of forming and developing qualities for grade 1 students, the study proposes a teaching plan to support the development of core qualities for grade 1

students. 1 in a school year (step 3). Each week, the school conducts a quality education activity for 1 teaching period. As follows:

Table 6. Teaching plan to develop core qualities for students in grade 1

Week	Title	Teaching goals
1	Introduce yourself	- Students will know how to introduce themselves (name, age, interests, ...) - Students practice self-discipline believe
2	Say Thank you	- Learn born know way speak word have a cold thanks right circumstance - Students know the meaning of saying the word thanks in life
3	Be aware of your own feelings	- Students can name four emotions: happy, sad, angry, scared, scared - Students know how to use four emotions.This into reality
4	Make a polite phone call	- Students know how to answer when yesincoming caller - Students know How to make a phone call proactively? polite conversation for relatives
5	Go to school on time and on time	- Students learn the importance of regular attendance and punctuality - Students can apply lessons in my schooling
6	Help in the class	- Students know how to get help from friends, and teachers when there is a problem - Students practice confidence and polite communication skills
7	Principle 5 finger	- Students can repeat the five-principle finger - Students understand the five-finger rule - Students can apply the five principle finger in handling the situation
8	I am human honest	- Students recall concepts honest - Students understand the meaning of honesty in life
9	Independence in personal life	- Students learn individual chores that are appropriate for their age - Students understand the meaning of doing their own work, practice independence
10	Next lessons every sentence story	- Students know behind each sentence. Every story has a lesson - Students practice drawing lessons from stories
11	Wait when it's turn	Students understand the need to wait when it's not their turn yet
12	Expressing love love	- Students know how to love by taking care by concrete action - Students are trained in communication skills next
13	Understanding other people's feelings	- Students name four emotions through facial expressions, from which to behave appropriately - Students are trained in communication skills continue, behave
14	Listen teacher!	- Students understand the importance of of listening to teachers in class - Students can apply listening in learning
15	Courageous confession	- Students realize their mistakes when breaking the rules or when hurting others - Students know how to say their mistakes I have the courage to admit my mistakes

16	Helping others	<ul style="list-style-type: none"> - Students understand what it means to help others in need - Students apply to help people other to build a good relationship
17	Respect close	<ul style="list-style-type: none"> - Students can list the points of Difference between themselves and others - Students know how to love and accept different things about themselves, from which to be grateful for their body
18	Pet care and protection	<ul style="list-style-type: none"> - Students understand that all animals are protected, loved, and cared for - Students are conscious of taking care of pets in my family
19	Save electricity and water	<ul style="list-style-type: none"> - Students learn the importance of electricity and water to life - Students can apply simple ways to avoid wasting electricity and water in school families and school
20	Cooperation in the study	<ul style="list-style-type: none"> - Students understand the concept of cooperation - Students understand the meaning of cooperation and have a cooperative attitude with peers in class to complete the task
21	Integrate when to a new environment	<ul style="list-style-type: none"> - Students know some changes when to a new environment - Students perform a number of actions to adapt to the new environment
22	Share gadgets with you	<ul style="list-style-type: none"> - Students understand the importance of sharing - Students practice communication and sharing skills
23	I need help!	<ul style="list-style-type: none"> - Students recognize the situation and need help - Students talk about their own difficulties when they need help
24	Homely	<ul style="list-style-type: none"> - Students know what simplicity is, and understand that simplicity is a good human virtue - Students understand expressions of simplicity in dress, and in eating,...
25	Important Contacts my weight	<ul style="list-style-type: none"> - What people do students know? Is important and necessary when we need help - Students know the numbers important phone
26	Persistence in learning	<ul style="list-style-type: none"> - Students understand the importance of persistence in learning - Students have a sense of practice and Perseverance in learning according to the program of the Ministry of Education and Training
27	Study corner mine	<ul style="list-style-type: none"> - Students are aware of cleaning and arranging your study corner - Students know how to arrange their study corners appropriately
28	My body, my feelings	<ul style="list-style-type: none"> - Students recognize emotions negative emotions of self: sad, angry, scared, ... - Students can apply three simple ways Simple to overcome negative emotions
29	Express your heart. Grateful to my parents	<ul style="list-style-type: none"> - Students understand the hardships of parents - Students know how to show their gratitude to their parents through words, actions, personality, ...
30	Focus to study well	<ul style="list-style-type: none"> - Students understand the concept of concentration - Students know three methods to focus on learning
31	Courtesy when guests come home	<ul style="list-style-type: none"> - Students learn ways to show politeness when guests come to the house - Students practice communication skills continue, behave

32	Forgive yourself	<ul style="list-style-type: none">- Students learn how to forgive themselves- Students know their mistakes and admit their mistakes and forgive them for myself
33	Dream of you	<ul style="list-style-type: none">- Students learn some occupations popularLY- Students present their dreams in front of the whole class, building confidence, skills presentation skills
34	Expressing love feel for your sisters	<ul style="list-style-type: none">- Students understand the meaning of brotherhood in the family- Students use 3 ways to help family members get along
35	Food selection	<ul style="list-style-type: none">- Students can distinguish good food and not good for health- Students are conscious of choosing healthy food for themselves
36	Summary	Students can share the results their work in the previous lesson

5. CONCLUSION

Building a quality development support program for primary school students is a practical direction, that contributes to improving the quality of education and training efficiency. To do this requires a comprehensive change and improvement from the goal to the design of the content and the innovation of methods and forms of organizing teaching and student education activities in high schools. The 2018 general education program has had a certain effect in forming core qualities for students. However, in order to fully develop core qualities for students, it is necessary to have other supporting educational programs. By using quantitative research methods and qualitative research methods through interviews with teachers and students in primary schools, observation methods, taking notes, etc., this study has shown the current situation of building core quality development programs for primary school students in terms of program objectives; on the grounds for determining program objectives; about program content; on the method of implementing the program as well as the forms of implementing the program to develop core qualities for students. Based on the analysis of the actual situations, the study also proposes the process of building a program to support the development of core qualities for students in primary schools, including steps to develop support programs and content. Specifics of a program to support the development of core qualities for students in grade 1. The results of the study are suggestions for teachers in primary schools on how to build a program to support the development of core qualities. for elementary school students.

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