Solutions to improve the quality of professional ethics for students of preschool education in the path of fundamental and comprehensive renovation of education and training in Vietnam

Soluções para melhorar a qualidade da ética profissional para alunos da educação pré-escolar no caminho da renovação fundamental e abrangente da educação e treinamento no Vietnã

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Abstract

Over the past time, with the attention of the whole political and social system, at all levels and sectors, which is directly the education sector, the quality of education and training in Vietnam has been gradually improved, educational activities have been gradually improved. Education has achieved many achievements. In the system of educational levels, preschool education is the first level of education for children, laying the foundation for physical, thinking, intellectual, emotional, and aesthetic development. Adapt, get used to their own reflexes and awareness of their lives. In the current context of Vietnam, professional ethics for students of preschool education plays an important role, contributing to determining the quality and effectiveness of pedagogical activities and improving the quality of education and training make an important contribution to the development of high-quality human resources for Vietnam in the future. The article presents and analyzes basic solutions to improve the quality of professional ethics for students in preschool education in the current roadmap of fundamental and comprehensive renovation of education and training in Vietnam today. The results show that the current preschool education program in Vietnam still revolves around the goals related to helping children perceive, helping children develop language, helping children develop physically and educating children in spiritual life. Child god. Regarding

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Professional ethics education activities for students of early childhood education in the current period, there are still some shortcomings. Solutions to improve the quality of professional ethics for students of early childhood education in the roadmap of fundamental and comprehensive renovation of education and training in Vietnam in the coming time, which the article focuses on, is to improve raise awareness and responsibilities of leaders and managers at all levels; professional ethics education for students of early childhood education through teaching political theory modules and specialized courses related to preschool education; professional ethics education for students of early childhood education through pedagogical practice; promote the role of the Youth Union organization and cultural, artistic, physical training and sports activities. The limitation of the article is that it has not shown and analyzed the orientations and requirements of providing solutions to improve the quality of professional ethics for students of early childhood education in the fundamental innovation roadmap. comprehensive education and training in Vietnam in the current period.

**Keywords:** Education. Early Childhood Education. Solutions. Professional Ethics.

**Resumo**

Nos últimos tempos, com a atenção de todo o sistema político e social, em todos os níveis e setores, que é diretamente o setor educacional, a qualidade da educação e do treinamento no Vietnã melhorou gradualmente, as atividades educacionais foram aprimoradas gradualmente. educação alcançou muitas conquistas. No sistema de níveis educacionais, a educação pré-escolar é o primeiro nível de educação das crianças, estabelecendo as bases para o desenvolvimento físico, mental, intelectual, emocional e estético. se adaptar, se acostumar com seus próprios reflexos e consciência de suas vidas. No contexto atual do Vietnã, a ética profissional para alunos da educação pré-escolar desempenha um papel importante, contribuindo para determinar a qualidade e eficácia das atividades pedagógicas e melhorar a qualidade da educação e do treinamento, dando uma importante contribuição para o desenvolvimento de recursos humanos de alta qualidade para o Vietnã no futuro. O artigo apresenta e analisa soluções básicas para melhorar a qualidade da ética profissional para alunos da educação pré-escolar no atual roteiro de renovação fundamental e abrangente da educação e treinamento no Vietnã hoje. Os resultados mostram que o atual programa de educação pré-escolar no Vietnã ainda gira em torno dos objetivos relacionados a ajudar as crianças a perceber, ajudar as crianças a desenvolver a linguagem, ajudar as crianças a se desenvolverem fisicamente e educar as crianças na vida espiritual. deus criança. Em relação às atividades de educação ética profissional para alunos da educação infantil no período atual,
Introduction

Professional ethics is understood to include the principles, rules and standards of a particular profession, on the basis of which the members of that profession self-assess and adjust their own behavior in accordance with the standards of the profession needs, interests, goals and progress of society. When referring to professional ethics, it is essentially a concept of ethics in general, but it is limited to a narrower scope, concretized and specific to each individual profession. Like social ethics, professional ethics also includes rules and standards recognized by public opinion and they regulate and regulate behaviors in social relationships, as well as other behaviors. behavior of individuals in the course of operation of that professional field. In any profession, in any situation, if there is no professional ethics and no compliance with the individual ethical standards of each profession, people will not be able to love their profession, stick to the profession, live their lives. I don't have the spirit of training and striving to improve my skills, improve efficiency and productivity. In Vietnam, Early Childhood Education is the first level of education in the national education system, laying the foundation for the comprehensive development of Vietnamese people, nurturing, caring, and educating children from 3 months old to 6 years old. Currently, preschool education has been very popular, preschool education institutions are opened in many places, from urban to rural areas, remote areas. Early Childhood Education today are being educated, nurtured, and
developed language, recognition and necessary skills, creating a premise for an important stage of development later. Early Childhood Education is a golden period for the development of young children, especially the complete development of the brain. This is the period when children need to receive care in adequate nutritional conditions, modern educational methods, and a good training environment. Convergence of all these factors helps children to form good character, healthy lifestyle and become good citizens in the future. Early Childhood Education in the national education system has a common goal of child development, in addition, the specific goals of early childhood education programs contain other important goals. Early childhood education serves as an important foundation for other levels of education. At each different age, children will receive their own educational methods. Therefore, it is necessary to do research to come up with basic solutions to improve professional ethics education for students in the field of Early Childhood Education in the current period in Vietnam.

Methodologies and Data

The article uses logical and historical methods, analysis and synthesis. The article also uses materials of previous researchers and documents related to the work of improving the quality of professional ethics for students in Early Childhood Education in the path of fundamental and comprehensive reform of education. Education and training in Vietnam today.

2.1 Research Question

Question 1: What are the shortcomings in today's professional ethics education for students in Early Childhood Education?

Question 2: What is the basic solution to improve the quality of professional ethics for students in the field of early childhood education in the path of fundamental and comprehensive renovation of education and training in Vietnam today?

2.2 Research Purposes

The purpose of the article is from analyzing and clarifying theoretical and practical issues related to the work of professional ethics education for students in Early Childhood Education today, analyze the basic solutions to improve the quality of professional ethics for
students in the field of Early Childhood Education in the path of fundamental and comprehensive renovation of education and training in Vietnam today.

Results and Discussion

3.1 Objectives of the Early Childhood Education Program and the Shortcomings in the Education of Professional Ethics for Students of Early Childhood Education Today

Early childhood education program is a framework program with an open nature, expressing the goals of early childhood education, stipulating requirements on content and methods of early childhood education and assessing children's development, the basis for the management, direction and organization of child rearing, care and education at all early childhood education institutions in the Vietnamese territory; at the same time is the commitment of the Government of Vietnam to ensure quality for the whole system and each early childhood education institution. The program stipulates educational contents applicable to all early childhood education children, and at the same time empowers localities, early childhood education institutions and teachers to choose and supplement some educational contents, educate and implement educational plans suitable to early childhood education children and local conditions and early childhood education institutions. Legally, the current early childhood education program in Vietnam is governed by Circular No. 01/2009/VBHN-BGDĐT dated April 13, 2021 of the Minister of Education and Training promulgating the Program Early childhood education, effective March 31, 2021.

The current early childhood education program in Vietnam still revolves around the following goals: Firstly, to help children perceive. Before entering early childhood education, most children receive education and instruction from their families. However, education from parents does not bring much breakthrough for children and not all parents can spend a lot of time with their children. Kindergarten environment will give children many opportunities to explore, stimulate their curiosity and curiosity. From there, it helps children to form important skills such as observation, judgment, comparison, classification, helping children understand more about the surrounding world, environment and society. Children understand more about themselves, thereby gradually forming and shaping their personality. Modern educational methods help children comprehensively develop skills and knowledge necessary for life. Second, help children develop language. Early childhood education in the national education system has an important goal that is to help children develop language and increase their
ability to speak. In the process of learning, communicating with friends, teachers, children will know how to learn, express personal feelings more clearly than children who do not go to school. Children also know how to ask questions, raise their own questions about the world around them. This is the foundation for children to develop reading and writing skills when entering higher education. Third, help children develop physically. Programs at the early childhood education level are often associated with fun activities, so children can learn and experience, thereby improving their physical fitness. Kindergarten has a large space where children can freely move, combining activities organized by teachers to help children become more flexible and active, stimulating the growth of height and weight. In addition, physical activities also give children the habit of training, health care, personal hygiene after each exercise and how to keep themselves safe during activities. Nutrition in meals at early childhood education is always concerned. The menu is changed daily with main meals and side meals. A balanced diet between nutrient groups. Children are also checked weight and height periodically to monitor and adjust. Children are given the opportunity to develop both physically and mentally. Fourth, educate the child's spiritual life. Under the guidance and protection of a team of experienced and well-trained teachers and a continuously adjusted and reformed training program, early childhood education children learn to love, be polite to adults, unite with friends, have a rich outlook on life. Children realize many good things around and increase their sensory capacity. This is the foundation for developing hidden talents in children.

Regarding professional ethics education activities for students of early childhood education in the current period, they often focus on training students comprehensively in ethics - mind - body - beauty; In which, special attention is paid to moral training for students through: week of civic activities at the beginning of the year, training orientation of the class teacher, activities of the Youth Union, contests and competitions on learning the law, telling Uncle Ho's story, pedagogy, teaching specialized subjects, etc. The teachers of the teacher training institutions have all focused on moral training for students. However, the work of moral education is generally social ethics, communication culture and behavior. Currently, in the training program of most educational institutions to train early childhood teachers, the school does not have a separate topic, a separate module on professional ethics education for students of early childhood education. The education of professional ethics is only mentioned and integrated by the lecturers through specialized modules on methods. Therefore, students are not allowed to explain thoroughly and deeply about their own professional ethics in addition to social ethics in general. Students are not allowed to practice much through
hypotheses when conflicts, misunderstandings, conflicts between teachers and students, teachers and parents, and between teachers in the same school, etc. Because the profession of a early childhood teacher is a hard job, with a lot of pressure, solving work in many intertwined relationships; Therefore, if you are not really skillful, sensitive, yielding, patient, it is easy to have conflicts and conflicts. Students receive little attention, guidance, psychological counseling, orientation, ... in dealing with relationships in life, in work related to their profession. In the teaching process of lecturers, teachers only teach students academic knowledge, theory, general pedagogical skills, and teach students to practice preparing and teaching specialized modules such as: Methods for children familiarize yourself with literature; Methods for children to get acquainted with math; Explore the surroundings; Methods of teaching children to sing, draw, read, tell expressively, ... Students have not been trained, role-play, put themselves in real situations to solve problems of conflicts and conflicts related to the following careers. This Students are not confident when solving real professional problems that occur when they have 10 weeks of experience as a teacher during the internship. Only a small number of students are confident, brave, and have a firm stance when dealing with conflicts and conflicts that occur between students, colleagues, teachers and parents.

3.2 Basic Solutions to Improve the Quality of Professional Ethics for Students of Early Childhood Education in the Roadmap of Fundamental and Comprehensive Renovation of Education and Training in Vietnam

In the 2016-2021 period, together with the whole country, the education sector will focus on performing the tasks assigned in the Resolution of the 13th Party Congress, the National Assembly's Resolution on the 5-year socio-economic development plan 2016- 2020 and the Government's Action Plan for the 2016-2021 term; focus on implementing the Central Government's Resolution 29-NQ/TW on fundamental and comprehensive renovation of education and training, and the National Assembly's Resolution 88/2014/QH13 on the renewal of educational curricula and textbooks common. The implementation process has advantages, opportunities and difficulties and challenges intertwined. In which, there are many big, new and unprecedented tasks, such as: building a general education program to change from equipping knowledge to developing quality and capacity; organize the compilation of textbooks according to the method of socialization; implement university autonomy in a comprehensive way… to carry out fundamental and comprehensive renovation of education and training as required by Resolution 29. In particular, the emergence of the Covid-19
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The pandemic has seriously affected all aspects of socio-economic life. Students have to switch to online learning and television learning on a large scale, for a long time. Overcoming the intertwined difficulties and challenges, the whole education sector has made great efforts to overcome difficulties, organized the synchronous deployment of groups of tasks and solutions and achieved some outstanding results such as:

**Firstly,** perfecting the institution, gradually improving the efficiency of state management of education and training; complete and improve the quality of education universalization; to renovate general education curricula and textbooks; renovating the inspection and assessment of education quality, focusing on high school graduation exams and university and college admissions; the quality of general education is improved; university autonomy is promoted, the ranking of Vietnamese universities increases; strengthen political, moral and lifestyle education for pupils and students. The general education program is built in a methodical manner, following a strict process, from the master program to the subject programs and educational activities; from formulating and promulgating programs to compiling and evaluating textbooks. After nearly 2 years of implementing the program, the new textbooks show initial positive results, schools, teachers and students are more excited, proactive and creative in the teaching and learning process.

**Secondly,** in the period 2016-2021, the quality of both mass and spearhead general education has been improved, which has been recognized and appreciated internationally. According to the World Bank's 2020 report on Human Capital, Vietnam's Human Capital Index reached 0.69, ranking 38th out of 174 economies. In the PISA assessments, Vietnam also outperformed the average of OECD countries while our investment in education was much lower. Olympic results of Vietnamese students in recent years have made great progress with 51 Gold medals in the 2016-2021 period compared to 27 Gold medals in the 2011-2015 period. Many Vietnamese students have achieved the highest scores in the test contents, in which the practical test has significantly improved, thereby confirming that the quality of general education in Vietnam is comparable to that of other countries. With higher education, having full autonomy, many schools have actively opened more training disciplines to meet the needs of society; renovating the content of training programs and teaching methods; carry out education quality accreditation towards regional and international approaches. The number of internationally published scientific works has increased continuously, many of which have been technology transferred and effectively applied in practice.
After 10 years of implementing Resolution No. 29, all levels of Party committees, Party organizations, authorities, Vietnam Fatherland Front, socio-political organizations at all levels, cadres, party members, civil servants and public employees and the whole society is more and more fully aware of the position, role and importance of innovation and development of education and training as a top national policy. In addition, the renovation of stages in education is focused on implementation, especially the management of educational programs and plans according to the decentralization, giving autonomy to the units; renovating teaching methods and forms, testing and evaluating in the direction of developing students' ability... contributing to improving the quality of education, basically overcoming the situation of students dropping out of school. The work of training and fostering professional knowledge for education administrators and teachers is concerned with implementation; The great majority of teachers always maintain moral qualities. Solutions to improve the quality of professional ethics for students of early childhood education in the roadmap of fundamental and comprehensive renovation of education and training in Vietnam in the coming time will be:

**Firstly,** raising awareness and responsibility of leaders at all levels, promoting the synergy of organizations in educating professional ethics for students in early childhood education.

Raising awareness and responsibility of leaders at all levels, promoting the synergy of organizations is a decisive factor in the success of professional ethics education for students of early childhood education. In order to do well this solution, it is necessary to ensure the comprehensive leadership role of leaders at all levels and the performance role of the authorities in the training of early childhood education students to become "engineers". soul" is good in expertise and professional ethics according to the criteria of the training industry, meeting the needs of the labor market. Determining the goals and tasks of educating professional ethics for students of is considered a fundamental goal to contribute to improving the quality and effectiveness of the education and training career, because The role of early childhood education is very important. early childhood education is like a new beginning for Children, this is the first educational environment that each child is exposed to, so it is necessary to create a healthy, joyful and sociable educational environment to work with children. stepping stone to form a child's personality, preparing children for first grade. Early childhood education pedagogy plays the most important role in Vietnamese education, because the foundation is not stable, the higher it is, the more specialized it is that it doesn't understand the problem or go wrong. Therefore, early childhood is a necessary time to form
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for children the necessary knowledge and skills for the next level of education. Early childhood pedagogy prepares children with the necessary baggage to prepare for the stage of general education. Pedagogy prepares children with the necessary baggage to prepare for the stage of general education. Those baggages are more independence, clearer expression, better thinking, etc. Kindergarten is an important stepping stone for the next important steps. Early childhood education is the first step, forming for children the feeling of wanting to go to school, the desire to go to school. Therefore, early childhood pedagogy is a launching pad for children to develop firmly in the future.

**Second,** educate professional ethics for students in early childhood education through teaching political theory modules and specialized courses related to early childhood education.

The teaching of modules has different meanings in the formation of professional ethical qualities for students of preschool education. For the specialized pre-school education modules, the integration of professional ethics education contents in order to make the content of the modules more rich, not far from vivid reality, from which education students Kindergarten will grasp the positive and negative aspects from the outside that affect their professional personality. For the political theory modules, integrating professional ethics education contents will help early childhood education students clearly see the position and role of professional ethics in early childhood education. the Party, State and society's interest in the profession. Through studying political theory subjects in which, educators (lecturers) influence the educational objects (students) to transmit, interpret, and analyze scientifically the principles of political theory. Marxism-Leninism, Ho Chi Minh's thought, the revolutionary line of the Government of Vietnam, helping students acquire scientific knowledge, form a revolutionary worldview and outlook on life; have ideals, scientific thinking, revolutionary ethics, creative capacity in practical activities; grasp the basic, core and important knowledge to build a scientific basis for awareness and firm belief in the revolutionary cause, contributing to the formation of political, ideological, ethical, and moral qualities. socialist living for students.

**Third,** professional ethics education for students of early childhood education through pedagogical practice.

For early childhood education students, performing pedagogical internships at agencies, organizations and enterprises is both the purpose, content and means of the learning and training process. Internship is meant to improve professional qualifications, practice skills, professional skills, get acquainted with the professional environment so that when graduating from school, students majoring in early childhood education can promote their
knowledge and skills learn. In the process of working and practical experience, students will clearly understand the professional ethical qualities that teachers have taught in class and will draw their own professional ethical qualities. In this content, it is necessary to realize that one of the indispensable activities in the training program of early childhood education is pedagogical internship at early childhood educational institutions. Pedagogical internship is a specific educational activity of pedagogical schools in order to form and develop the necessary qualities, competencies and skills of teachers for students according to the objectives of the training program. The process of practicing and training pedagogical skills helps learners to meet social needs with the motto "Learning with practice, linking theory with practice, theory with practice". Internship results are one of the mandatory conditions to assess the ability and capacity of learners, which is the basis for employers to choose future early childhood teachers; at the same time is also the main criterion to meet social needs. Professional practice is one of the core content that determines the quality of training. Some issues need attention to contribute to improving the quality of internships for college students majoring in early childhood education, specifically:

- Develop a coordination mechanism between early childhood teacher training institutions and early childhood educational institutions (public or private)
- Strengthening the inspection and supervision of students' internships
- Strengthening the organization of conferences, seminars, applying information technology in directing, managing and inspecting the internship work of students
- Promote training for teachers at early childhood teacher training institutions
- Develop a training program to ensure appropriate pedagogical practice time and content
- Enhancing the roles and responsibilities of early childhood educational institutions and instructors for students' internships
- Strengthening the training of pedagogical skills and skills for students before practicing at early childhood institutions
- Strengthening physical facilities for students' pedagogical practice

**Fourthly,** promote the role of the Youth Union and cultural, artistic, and sports activities in educating professional ethics for students of early childhood education.

Youth Union work and the Youth movement have a great influence on the quality of education and training in general and on the formation and construction of professional ethical qualities for students in early childhood education. Many movements and activities have created a playground for students to show their intellectual bravery. Recreational activities,
culture and arts, physical training and sports, forums are indispensable requirements of youth, helping students in early childhood education improve their understanding in acquiring knowledge on Lecture hall. The promotion of the role of the Youth Union should focus on the following basic directions, specifically as follows:

- The contents and methods of educating the youth on revolutionary ideals, ethics, and cultural lifestyles continue to be innovative, quality and effective.
- The revolutionary action movements of the Youth Union are constantly renewed, meeting the development process of the country, political tasks and the needs and aspirations of young people.
- Focus on discovering, fostering, setting an example, replicating good people and good deeds
- Promote the use of social networks and modern media in educating the young generation.

**Conclusion**

After 36 years of renovation, 30 years of implementing the 1991 Platform, especially 10 years of implementing the 2011 Platform, 5 years of implementing the Resolution of the 12th Party Congress, Vietnam's education and training has made significant changes. positive variable. The quality has been gradually improved, the national education system continues to be perfected, and the network of educational and training institutions continues to expand at all levels, levels and disciplines. The role and position of educational institutions, especially early childhood education, have increasingly affirmed their position and role in the national education system. Resolution No: 29-NQ/TW, dated November 4, 2013 "On fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a defined market economy socialist direction and international integration" was approved by the 8th Central Conference (XI session). The guiding point of the Resolution is that education and training are the top national policy and the cause of the Party, State and the entire people. Investment in education is a development investment, given priority in socio-economic development programs and plans. The fundamental and comprehensive renovation of education and training is the renewal of major, core and urgent issues, from viewpoints and guiding ideas to objectives, contents, methods, mechanisms, policies, conditions for performance assurance; innovate from the leadership of the Party, the management of the State to the management of education-training.
institutions and the participation of families, communities, society and learners themselves; innovation at all levels and disciplines. In that context, professional ethics for students of early childhood education plays a very important role, contributing to determining the quality and effectiveness of pedagogical activities and improving the quality of education and training for the profession. Early childhood education, considered the first level of education in the national education system, lays the foundation for children's physical, cognitive, social-emotional and aesthetic development, making an important contribution to the development of high quality human resources for the country. The article presents and analyzes basic solutions to improve the quality of professional ethics for students in early childhood education in the current roadmap of fundamental and comprehensive renovation of education and training in Vietnam today. The results show that the current early childhood education program in Vietnam still revolves around the goals related to helping children perceive, helping children develop language, helping children develop physically and educating children in spiritual life child god. Regarding professional ethics education activities for students of early childhood education in the current period, there are still some shortcomings and limitations that need to be focused on removing typing related to content, teaching methods, and methods. organization of pedagogical practice. The solutions to improve the quality of professional ethics for students of early childhood education in the roadmap of fundamental and comprehensive renovation of education and training in Vietnam in the coming time are to raise awareness and responsibility of leaders at all levels, promoting the synergy of organizations in the work of educating professional ethics for students in the field of early childhood education; professional ethics education for students of early childhood education through teaching political theory modules and specialized courses related to early childhood education; professional ethics education for students of early childhood education through pedagogical practice; promote the role of the Youth Union and cultural, artistic and sports activities in educating professional ethics for students of early childhood education. The limitation of the article is that it has not shown and analyzed the orientations and requirements of providing solutions to improve the quality of professional ethics for students in early childhood education in the fundamental innovation roadmap. comprehensive education and training in Vietnam in the current period.
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