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Management of Communication and Cooperation Capacity Education for Secondary School Students in the North Mountainous Region of Vietnam

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Abstract

Communication and cooperation is a typical path for the development of countries as well as of individuals. Communication and cooperation are not only necessary in daily life but also in learning, it also plays a very important role. Teaching in the direction of educating communication and cooperation competencies is a form of placing students in a positive learning environment, in which students are divided into groups to communicate and cooperate in all activities. Cooperative learning helps students practice and develop working skills, communication skills, creating conditions for students to learn from each other, promote their responsible and active roles in society on the basis of cooperative work. Thanks to cooperative activities, students

can work together to do things that they cannot do on their own in a certain period of time. For the lower secondary level, the education and training of students' communication and cooperation capacity is very necessary, creating conditions for them to have many opportunities to exchange, learn from each other, and help each other. and especially contribute to capacity training for students. In order to educate effective communication and collaboration skills, a management process is required. In this article, a number of issues of educational management of communication and cooperation capacity will be presented for students in secondary schools in the Northern mountainous region of Vietnam.

Keywords: Education Management, Communication and Cooperation Capacity, Management of Communication and Cooperation Capacity Education

1. Introduction

When approaching the study of students' cooperative learning skills, there are two main trends: The direction of skills research on the basis of operational psychology. Representing this tendency were Soviet psychologists. Although the studies deal with different issues, we find that the views of the Soviet authors are not contradictory but complementary. The second direction studies skills on the basis of behavioral psychology. Representatives of this trend are authors such as J.B. Watson, B.F. Skinner, E.L. Thorndike, E. Tolmen...^[2].

According to D. W. Johnson, Roger T. Johnson & Holubec (1994): "Communication and cooperation are all activities that students do together in groups, inside or outside the classroom. There are 5 most important characteristics that every hour of communication and cooperation must ensure: Positive interdependence; sense of responsibility of each individual; mutual impact; Social competencies; assessment in groups"^[1].

Ronan Van Rossem (2002), studied 1241 children aged 6-7 years old in 71 grades of 49 schools on the differences in school adaptation and student learning adaptation. The results show that: the characteristics of the classroom and the social structure of the class such as inclusion and openness are the factors that make the above difference^[8]. Thus, children's cooperation skills affect the difficulties or advantages in school adaptation and learning adaptation.

The ability to communicate and cooperate actively creates a solid foundation for brain development and cognitive ability. To help children develop this skill, they have designed 3 training programs for students at the beginning of high school, including: Adaptation to school (training cooperation skills and problem-solving skills); Socio-emotional skills (training empathy skills, managing emotions) and Association Games (helping to demonstrate behavior and practice basic social skills necessary for successful group learning).

Educational programs on communication and cooperation skills such as: Promotion Alternative Thinking Strategy, Second Step, The Incredible Years Series, ... develop cooperation skills in children of preschool to elementary school age, conducted by teachers in schools with training contents including: Understanding of cooperation (self-recognition, ability to control one's

own activities, control one's emotional behavior); Self-control skills, action management skills; Job orientation and conflict resolution skills; Social skills (cooperation, empathy, emotional control,...); Making friends; Assertiveness and self-protection skills; Skills to deal with change.

According to UNESCO, the purpose of learning is "Learning to know, learning to do, learning to live together, learning to assert yourself". Therefore, in the teaching process, teachers need to use a variety of assessment teaching methods to create conditions for students to develop the qualities and competencies required by the general education goals. Cooperation is one of the common competencies of the New High School Program after 2018^[10].

From the 2002-2003 school year, Vietnam has implemented the renovation of general education throughout the country. In the reformed secondary school curriculum, it aims to educate communication and cooperation capacity through the integration of a number of subjects such as: Citizenship Education, Social Nature, Science,... In 2008, the Ministry of Education and Training and the Ministry of Education and Training. Training has issued Directive No. 40 of the Ministry of Education and Training on launching emulation movements and plan No. 307 dated 22/07/2008 on the implementation plan of "Construction", friendly schools, active students" in high schools in the period 2008 - 2013 in which life skills education and cooperation skills for students are identified as one of the five basic contents of this emulation movement^[4]. Since then, in the annual school year plans issued by the Ministry of Education and Training or the Departments of Education and Training and secondary schools across the country, education in communication and cooperation skills for students has always been an important part of the curriculum. Educational content is indispensable and it is one of the contents in the management work of managers. From the school year 2010 - 2011, the Ministry of Education and Training has implemented the plan 453 dated 30/07/2010 on training and implementing education on communication and cooperation skills in a number of subjects and educational activities in high schools, junior high schools, high schools nationwide^[5]. This plan has been continuously improved and promoted until now.

In addition, there are communication and collaboration training programs for teachers and parents with teaching strategies that develop communication and cooperation skills for children and adolescents. Teaches methods of how to teach communication and cooperation skills by integrating them into school and home learning curricula to help children understand and know how to regulate emotions, establish and maintain friendships, solve social problems and succeed in school.

Communication and cooperation capacity for middle school students

Communication and cooperation capacity of students is an activity of information exchange, psychological contact and understanding between speakers (teachers) and listeners (students) in order to achieve the desired goal. Communication creates new impressions and emotions between subjects. Through communication, ideas become the object of reflection, refinement, discussion, and revision, helping to build lasting meaning for ideas and making them

public.

Communication helps students think to present their results to teachers and classmates clearly and convincingly. In the process of communication, ideas are also evaluated and considered from many perspectives to help people understand the problem more deeply. At the same time, the process of communication also creates interaction and emotional connection.

Today's students can cooperate with teachers in the following aspects: "Speak" clearly thoughts and ideas effectively through oral, written and non-verbal communication skills in many areas. different forms and contexts.

Cooperation is working together to help each other in a job, a certain field, for a common purpose. Cooperation takes place in the following aspects:

- Demonstrate the ability to work effectively and respectfully with diverse teams;
- Use flexibility and willingness to help in making the compromises necessary to achieve common goals;
- Assume shared responsibility for the collaborative work and valuable individual contributions made by each team member.

Teachers are the ones who direct students' self-study activities, helping students find knowledge on their own through the process of personalization and socialization. Students are active subjects of learning activities. Through communication and cooperation, students exchange ideas to help each other in acquiring knowledge, forming skills and techniques, and searching for knowledge by their own actions. The environment is where the collaborative process that makes personalized knowledge socialized. The interaction between teachers, learners and the environment in a certain order creates the unity of the teaching process, making this process move to create knowledge, skills, attitudes and maturity at school.

Therefore, the communication and cooperation capacity of secondary school students is a combination of communication and individual cooperation ability to organize and control the relationships of movement and development in a certain order. in order to perform well the learning and training tasks of students at the secondary school level.

Educating communication and cooperation capacity for middle school students

Educating communication and cooperation capacity for secondary school students is a conscious, purposeful, planned and oriented activity of the educational subject that affects middle school students, in order to realize the goals. improve the communication and cooperation ability, perform well the learning and training tasks of students at the lower secondary level.

Management of communication and cooperation capacity education for secondary school students

According to many international documents, the English term "cooperative learning" means "cooperative learning" in Vietnamese, emphasizing the subject's role in learning activities. This is a very popular approach to learning in developing countries and is highly effective. This learning perspective requires the direct participation of learners in the learning process, and requires learners to work together to achieve common learning outcomes.

According to Nguyen Chien Thang *et al.* (2018), "In teaching communication and cooperation, the teacher is the organizer for students to study in small groups, students together perform a certain task in the shortest time. determined. In groups under the direction of the group leader, students combine individual work, pair work, group work, sharing experiences and collaborating together to solve assigned tasks^[12].

Cooperative learning is a way of learning in which learners are organized into groups to work together to complete learning tasks, between them there is interaction, support, interdependence, from which habits and Cooperation skills are formed and developed.

Thus, management of communication and cooperation capacity education for secondary school students is the principal's influence in mobilizing resources (human, material, financial) in an optimal way to achieve the goal. The purpose of educational activities for students' communication and cooperation ability is to contribute to the formation of a comprehensive student.

2. Result and discussion

2.1 Educating communication and cooperation capacity for secondary school students in the Northern mountainous region of Vietnam

2.1.1 Objectives of communication and cooperation capacity education

The goal of communication and cooperation competence education for students is to develop the student's personality in terms of the ability to communicate and cooperate so that each student has a correct sense of the meanings of that capacity, and at the same time creates a the basis for children to have the right behavior in relation to others (grandparents, parents, teachers, friends...) and with society in order to meet the requirements of the goal of comprehensive human education for social progress and prosperity of the country.

Managers help organize practice activities, train students' communication and cooperation skills in order to form students' behaviors, habits of communication and cooperation behavior towards standards through management activities. Students realize the meaning of communication and cooperation, solidarity between people in learning, personal life and society. Management helps students understand and master the communication and cooperation requirements of students in school, life...and students' communication and cooperation skills need to be formed... Management helps students shape into emotions, positive feelings, beliefs with the expressions of communicative and cooperative behavior of students towards standards. At the same time, create opportunities for students to handle situations and participate in many activities that demonstrate communication and cooperation skills. Know how to care and help you and have a sense of solidarity with you...

2.1.2 Content of communication and cooperation capacity education

Translating knowledge (what we know), attitudes and values (what we think, feel, or believe) into manipulations, actions, and mastery of those operations and actions as the ability to perform economic (what to do and how to do it) in a positive and constructive way.

The content of communication and cooperation competence

education for students in lower secondary schools focuses on learning skills and practical experience, which are skills that are applied to interact with others and effectively solve problems. subject matter. The formation of skills is always applied in accordance with age, living conditions ...

Educating students to be more aware of communication and cooperation is necessary, communication and cooperation skills need to be formed: cooperation skills; communication skills, self-affirmation; teamwork skill; self-control skills, self-control..., basic requirements for students' communication and cooperation in school...

Through the organization of group activities, collective activities, multi-dimensional communication activities in schools. In this activity, students exchange, share, and coordinate with each other in learning activities through the implementation of learning tasks. From those activities, students express their personal thoughts and feelings about the problem, listen to the exchange and discussion ideas of their friends in the group and adjust their knowledge by themselves.

2.1.3 Methods of teaching communication and cooperation competence

Method 1: Educating students' needs and positive attitudes about communication and cooperation with training of communication and cooperation capacity.

This method aims to provide, supplement, improve and perfect the experiential knowledge about the communication and cooperation capacity of students, and at the same time, educate the needs, positive attitude, understand the characteristics in communication. Next, act together. This is an important basis for them to practice and work together.

Method 2: Design learning and experiential tasks to practice communication and cooperation capacity.

Ask teachers and students to design communication and cooperation tasks in learning at different levels in order to practice communication and cooperation skills and promote creativity, thinking... in solve the given learning tasks.

Method 3: Instruct students in collaborative learning with information technology-enabled communication and collaboration competencies.

Teachers apply information technology in teaching to create discussion groups from which teachers - students through practical teaching video clips... Teachers assign tasks to each student in each group, set rules, terms of participation. Students join the group as assigned, bring their individual learning content to the group, thereby exchanging, discussing and agreeing on the group's lesson content. Thereby, teachers can also evaluate the process of accumulating participation and the ability of students through the number of times of speeches.

Method 4: Innovating, testing and evaluating students' learning results in the direction of developing cooperation skills.

In this method, there are two methods of testing and evaluation: testing, individualized assessment in the group and checking and evaluating the overall results of the group. Individualized testing and assessment methods in groups: the goal of testing and assessing the ability of each student in the group, ensuring fairness, objectivity and individualization in teaching. At the same time, it also builds positive dependence between group members. With this method, each student takes a test with its own content, if all members score good or higher, each member of that group

will be added bonus points.

Method of testing and evaluating the overall results of the group: The score of the group will be taken as the common learning point of all members, through this method to enhance the efforts of each individual but need to combine closely. closely among members to achieve the best results together.

2.1.4 Forms of communication and cooperation capacity education

- By way of classroom teaching: The Ministry of Education and Training is piloting at some schools from elementary to high schools the program of general education, integrated life skills in the mainstream curriculum of some schools. subject. Thereby, the education of communication and cooperation capacity for students will be increasingly improved and students themselves will also be more aware of their learning outcomes as well as their role in their future. family and society as a whole.
- Integrating in collective activities, Team activities, Youth Union, and general education through educational activities outside of class time, through the subject of Experiential activities. In addition to raising awareness for students through teaching and direct exchange with students, well-organizing collective activities at the beginning of the week, at the end of the week, Team activities, and Youth Union will help students shape many personalities in life. Through diverse and rich organizational forms, close to students, it is possible to make the most of the role of Teams and Youth Unions in personality orientation and life value system for students, especially in capacity education. communication and cooperation.

The subject of communication and cooperation capacity education in junior high school has many participating forces, including: educational managers, teachers, staff at secondary schools, students' parents, social forces in the community. However, with the function and task of organizing educational activities for students in lower secondary schools, the main subject in charge of educating communication and cooperation capacity in secondary schools is the teacher.

2.1.5 Evaluation of the results of communication and cooperation capacity education

The purpose of the assessment is to collect accurate, timely, valuable information on the degree to which the program requirements are met; the progress of students during and after the stages of communication and cooperation capacity education for secondary school students. Assessment results are the basis for orienting students to continue to practice and improve themselves and also an important basis for educational institutions, managers and teachers to adjust programs and activities. education in schools.

Evaluation content is the expression of qualities and competencies identified in the activity. The requirements for the development of the quality and capacity of each individual are mainly assessed through educational activities on communication and cooperation capacity, through the process of participating in collective activities and products. students' products after each activity. For activities under the flag and class activities, the assessment content is mainly the

student's contribution to the collective activities, the number of hours participating in the activities and the effective implementation of the collective activities. In addition, factors such as motivation, spirit, attitude, sense of responsibility, and positivity towards the general activities of students are assessed regularly during the process of participating in communication competence education activities. cooperation for high school students.

Combining the teacher's assessment with the peer assessment of students, the assessment of the student's parents and the assessment of the community, the class teacher is responsible for synthesizing the assessment results.

Evaluation data is based on information collected from teachers' observations, from students' opinions, peer assessment of students in class, comments from parents and the community, information on hours (number of times) participate in communication and cooperation capacity education activities for junior high school students; quantity and quality of finished products kept in operational records.

Assessment results for each student are the results of regular and periodic evaluation of quality and capacity and can be divided into a number of levels for grading. Educational activities for communication and cooperation capacity, recorded in the student's learning records.

2.2 Management of communication and cooperation capacity education for secondary school students in the Northern mountainous region of Vietnam

2.2.1 Planning for communication and cooperation capacity education

Communication and cooperation is one of the important competencies that students need. Many teachers have used communicative and collaborative learning in their classrooms, developing techniques into a teaching best practice – and sharing them. From forming study groups using rubrics - an assessment tool, these ideas will make every lesson truly relevant and fun! These shares include: some teacher tips, scorecards for students' communication and cooperation efforts, and many other reference materials. The planning tasks that the principal needs to perform include:

- Determine the goals and contents of the communication and cooperation capacity education activities for students in secondary schools.
- Analyze and assess the current situation of strengths, weaknesses, advantages and disadvantages, causes of the current situation of communication and cooperation capacity and education of communication and cooperation capacity for students conducted in the past time.
- Develop a plan to educate students on communication and cooperation ability by week, month and year in accordance with the topic to orient the specific educational plans of teachers in each age group of students.
- Identify specific measures and actions to implement the communication and cooperation capacity education plan for students.
- Develop a plan to use the funds of resources, facilities, supplies and means to serve the organization of communication and cooperation capacity education activities in the school.

- Develop a plan to organize training courses for teachers on communication and cooperation skills education for students.
- Develop a plan to coordinate forces inside and outside the school for communication capacity education activities for students
- Make a plan for regular and periodic testing and monitoring of communication and cooperation capacity education.

2.2.2 Organization of communication and cooperation capacity education

The principal organizes and builds educational forces and conditions inside and outside the school to educate students on communication and cooperation capacity.

Principals must make teachers aware of their heavy but glorious responsibility to train people, so that teachers must truly love students, have a sense of responsibility for all behaviors, language, In order to be able to give good education, teachers themselves must be an example for students to follow, trust and respect students. To do so, the principal must focus on fostering work, and must organize so that the teachers in the school have enough professional expertise and skills to educate students.

In addition, the principal also needs to pay attention to creating the necessary conditions for students to learn by having fully equipped facilities to serve teachers during class. The organizational tasks that the principal needs to perform include:

- Establishing a steering committee for communication and cooperation education activities for students.
- Disseminate and implement the school-wide communication and cooperation capacity education plan.
- Assigning tasks to each department, each member, selecting, arranging and arranging staff, teachers and students of the school.
- Develop and promulgate regulations, rules, regulations, standards and regimes related to communication and cooperation capacity education.
- Allocating funds and material conditions for the implementation of the communication and cooperation capacity education plan.
- Well organize activities on a large scale, mobilize resources, have close coordination between other educational forces inside and outside the school.

2.2.3 Directing communication and cooperation capacity education

This principle requires the school to be associated with the practical life of the society, the whole country and the locality, to be sensitive to the changing situation of the locality and the whole country, to bring those practices into the classroom. class, into school activities to educate students to have better communication and cooperation skills.

Guiding and guiding students during class time; Educating students in the spirit of the collective. Because the collective here plays a role in fostering and encouraging good qualities such as teamwork, discipline, comradeship and friendship, cooperation and mutual help, humbly learns from others, etc. It promotes and regulates the motivations that stimulate students to develop study skills, communication and

cooperation capacity with teachers. Directive tasks that the principal needs to perform include:

- Directing the development of strategies, visions and processes for the organization on communication and cooperation capacity education activities for secondary school students.
- Disseminate, consult and implement regulations and contents of communication and cooperation capacity education activities to all staff and teachers assigned to perform tasks.
- Directing the implementation of goals, contents, methods, means and forms of activities in educating communication and cooperation capacity for secondary school students.
- The principal regularly urges and encourages the subject to organize communication and cooperation capacity education activities for junior high school students.
- Monitor and adjust the plan to achieve the set goals on the basis of collecting information to evaluate and learn from experience and timely shape the communication and cooperation capacity education activities for middle school students in an appropriate manner. and make corrective decisions when necessary.

2.2.4 Examination and evaluation of communication and cooperation capacity education

Subjects of assessment: Communication and cooperation capacity of middle school students and management style of administrators in secondary schools. Help promote the communication and cooperation process of middle school students to be more and more progressive, confident, bold..., scientific and effective management process. Actual survey at secondary schools, questionnaires directly to officers, teachers, staff and students of secondary schools.

The examination is a reflection of the actual situation and results of the educational activities of the students' communication and cooperation ability after the manager implements the implementation plan and compares that situation with the documents. relate to; Test results form the basis for further evaluation, consulting and promotion tasks. Evaluation is to determine the level of performance of the tasks of the educational activities of the communication and cooperation capacity of students in accordance with regulations, in accordance with the context and actual conditions of the school. The inspection and evaluation tasks that the principal needs to perform include:

- Develop a plan to test and evaluate specific communication and cooperation capacity education activities: to be conducted regularly, periodically or irregularly.
- Check all stages: from preparation, organization, implementation process of teaching activities and education of communication and cooperation capacity.
- Determining standards, testing and evaluation contents: measuring actual results, comparing actual measurement results with standards and finally adjusting deviations in order to effectively implement the stated management objectives. suggest.
- Determine the form/method of testing/assessment.
- Build up the inspection / evaluation force.
- Manage feedback of evaluation results.

- Summarize evaluation, grade from there praise and criticize promptly and make reasonable adjustments in order to well implement the set goals.

2.3 Factors affecting the educational management of communication and cooperation capacity for secondary school students in the Northern mountainous region of Vietnam

2.3.1 Objective factors

Economic, social, cultural and traditional conditions in the locality

These conditions have a direct impact on the educational coordination between the school, the family and the society, affecting the educational organization's communication and cooperation capacity. The principal must pay attention to issues such as the Party's guidelines and policies, local policies, exploit strengths, and limit local difficulties in order to enlist the support of the government. the right to educational participation of mass organizations and local people; actively and effectively coordinate educational work between schools and families.

Direction of management levels on communication and cooperation capacity education for students

The guidelines, policies and laws of the state, management policies of the education and training sector related to the education of communication and cooperation capacity for students, especially in the context of educational innovation, have affected the current situation of educational management of communication and cooperation capacity for students. However, at present, the system of guiding documents is still incomplete, inconsistent, overlapping, lacking in time, policies are not yet created, so students are not interested in participating in learning. teachers have not yet created the motivation for them to feel secure in their work and devote themselves to the cause of education and training... so it has had a significant impact on the management of educational activities on communication and cooperation competence for school students. Secondary School. Thus, the guidelines and policies of the industry, if developed and implemented regularly, timely and clearly, will bring high efficiency to the management of communication and cooperation capacity in general and educational activities. communication and cooperation capacity education for students at lower secondary schools in particular, on the contrary, will inhibit the development of education and the management of communication and cooperation capacity education activities for students at lower secondary schools as well. has no practical effect.

Funding for organizing communication and cooperation capacity education activities for students

Depending on the location, the funding for communication and cooperation education activities is more or less mobilized, especially schools in rural, mountainous and ethnic minority areas. . The ability to mobilize financial resources from economic and social organizations, benefactors, PHHS will contribute to the results of communication and cooperation capacity education in schools, if financial resources are abundant. It will be the basis and motivation to effectively organize communication and cooperation capacity education in schools.

2.3.2 Subjective factors

Perception of administrators and teachers about the importance of communication and cooperation capacity education activities for students

School management staff is the level that directs the implementation of communication and cooperation capacity education activities in educational institutions. In order for the education of communication and cooperation capacity to properly implement the guidelines, guidelines and policies of the Party and State, it is necessary to have at least one member of the school's management board with enthusiasm and expertise in school activities. Communication and cooperation capacity education activities are mainly responsible for directing and implementing this work in schools. In addition, the management staff demonstrated the ability to propagate and disseminate policies and legal documents on education in general and to educate the communication and cooperation capacity to teachers and students in particular to raise awareness. for subjects.

Competence and experience of administrators and teachers in communication and cooperation education activities for students

It can be seen that the management of communication and cooperation capacity education for students requires the Principal to have organizational capacity and experience in operating. Capable and experienced principals will know how to promote the strengths of the school, the strengths of the teachers, and the departments involved in the educational management of communication and cooperation. The lack of management capacity and experience will lead to negative consequences, such as incorrect identification of goals, contents, educational methods or the management of functions that do not meet requirements. actual needs, requirements of students and of society.

The ability to implement communication and cooperation competence for secondary school students has a direct impact on the quality of education for students. If teachers have weak capacity to organize activities, the educational results of students' communication and cooperation capacity cannot be high, and the effectiveness and objectives set out will not be achieved. If teachers have the ability to educate students on communication and cooperation skills well, the educational results of communication and cooperation skills are also high.

Teaching facilities and equipment to serve the communication and cooperation capacity education activities for students

This is a source to serve the communication and cooperation capacity education, which is a necessary condition for the organization of communication and cooperation capacity education activities if the communication and cooperation capacity education activities have not been conducted yet. If properly invested in schools, the effectiveness of communication and cooperation capacity education will not be high.

3. Conclusion

The management of communication and cooperative competence education for secondary school students in the

northern mountainous region of Vietnam is the principal's impact on optimally mobilizing resources to achieve the goals of the high-school activities. Students' communication and cooperation efforts contribute to the formation of a well-rounded student. The management of communication and cooperation capacity education for secondary school students in the Northern mountainous region of Vietnam needs to be carried out synchronously through the four functions of planning, management, organization, direction, inspection, evaluation and management. It is necessary to pay attention to the influence of objective and subjective factors in order to achieve the best results.

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