

**THAI NGUYEN UNIVERSITY**  
**UNIVERSITY OF EDUCATION**

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**EDUCATING LIFE SKILLS FOR PRIMARY SCHOOL  
STUDENTS FROM ETHNIC MINORITY GROUPS IN THE  
CENTRAL HIGHLANDS THROUGH TEACHING ACTIVITIES**

**Major: Theory and History of Education**

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## INTRODUCTION

### 1. Rationale for choosing the research topic

1.1. Along with the socio-economic development, complex problems and potential dangers arise, which directly affect the lifestyle, morality and quality of people, especially the young generation. In the context of international integration and the current market mechanism, the young generation is often influenced by positive and negative factors. They always have to choose values and face many difficulties, challenges and negative pressures. If they lack life skills, they are easily drawn into negative and violent behaviors; form a selfish, hybrid, pragmatic lifestyle, and are prone to developing personality distortions. To ensure sustainable development, many countries have constantly innovated education to improve the quality of human resources, equip future generations with a solid cultural foundation and high adaptability to all changes of nature and society. Educational innovation has become an urgent need and a global trend.

1.2. In recent years, the Ministry of Education and Training has implemented the policy of introducing life skills teaching into schools. Teaching life skills is one of the evaluation criteria of "Friendly School". However, life skills education has not met the requirements and goals of educational innovation. On the other hand, life skills education has not been linked with the educational needs of learners and the society. Life skills education activities in primary schools are still heavily theoretical, mainly still integrated in lessons of main subjects and extracurricular activities at school. In particular, the time spent on life skills education is not really satisfactory, heavily influenced by the traditional educational perceptions and reluctance to approach, change and integrate with new educational values.

1.3. Primary school is the fundamental level of education that plays an important role in the process of forming and developing a comprehensive personality in each person. Therefore, life skills education for students plays an extremely important role. Life skills education will help students acquire the necessary knowledge and skills to respond appropriately to situations arising in life, contributing to harmonious and balanced development and creating a solid foundation for their future personality development.

1.4. Through the actual survey of the teaching process in primary schools, it can be shown that teachers have not really paid attention to life skills education for students. The process of implementing life skills education in primary schools is still formal, irregular and unplanned. Especially, this process faces many difficulties due to specific

characteristics of culture and lifestyle, especially problems of language barrier, interest and motivation to study. This makes it necessary to find specific measures to effectively educate life skills for these students.

1.5. Regarding the current correlation between regions in Vietnam on the quality of life skills education for primary school students, the life skills of primary school students in the Central Highlands in general and ethnic minority primary school students (EMPS students) are poorer due to their circumstances and learning opportunities. The limited manifestations of life skills are easy to see in primary school students of EMPS students; for example, they lack confidence in communication, are slow to adapt to a living environment, lack flexibility, are gullible and easily deceived; skills to handle situations, protect oneself against life- and health-threatening risks, etc., need attention. The above analysis is the reason for the author of the thesis to choose the topic "Educating life skills for primary school students from ethnic minority groups in the Central Highlands in an active teaching approach" as the thesis topic.

## **2. Research aim**

On the basis of theoretical and practical research on life skills education for primary school students in the Central Highlands, propose measures to educate life skills for EMPS students in the Central Highlands through teaching activities to realize the goal of comprehensive education for EMPS students in the current context.

## **3. Research subjects and objects**

3.1. Research subject: The process of educating life skills for primary school students.

3.2. Research object: Life skills education for EMPS students in the Central Highlands through teaching activities.

## **4. Scientific hypothesis**

Life skills education for EMPS students has been implemented in different forms and has achieved certain results. However, life skills of primary school students in the Central Highlands still have many shortcomings and limitations for many reasons, including the reason that the approach to life skills education is not suitable for EMPS students. Therefore, if we can develop measures for educating life skills through teaching activities, they will contribute to improving educational outcomes in general and life skills education outcomes for EMPS students in the Central Highlands in particular.

## **5. Research tasks**

Study the theoretical basis, assess the actual situation, propose measures to educate life skills for EMPS students in the Central Highlands through teaching activities and experiment on the measures.

## **6. Research scope**

*6.1. Research content:* Life skills education can be done through many different ways; however, in this thesis we only focus on teaching. Life skills education through teaching activities can be carried out in two directions: exploiting subject content and increasing the use of active teaching methods and techniques in these subjects to educate life skills.

*6.2. Survey participants:* Ethnic minority students in grades 4 and 5 at primary schools in the study area.

*6.3. Survey locations:* The survey was conducted in 3 provinces: Kon Tum, Gia Lai and Dak Lak.

## **7. Research Methods**

*7.1. Methodology:* System-structure approach; activity-personality approach; Social-historical approach; Practical approach.

*7.2. Specific research methods*

*7.2.1. Theoretical research methods:* Analyze, compare, synthesize, and generalize to clarify instrumental concepts; active teaching forms, methods and techniques that have the potential to educate life skills, etc.

*7.2.2. Practical research methods:* Observational method; Survey method by questionnaire; Interview method; Expert method; Pedagogical experiment; Statistical methods, etc.

## **8. Arguments to be defended**

Based on the aims, research tasks and scientific hypothesis to be proved, the thesis makes the following arguments to be defended:

- Life skills education for primary school students in general and EMPS students in the Central Highlands in particular plays an extremely important role, helping students acquire the necessary life skills to successfully and effectively solve problems that arise in life.

- Life skills education for EMPS students in the Central Highlands currently has many limitations and has not met the requirements; many of the life skills of EMPS students are still weak due to various reasons.

- To educate life skills for EMPS students in the Central Highlands through teaching activities, it is necessary to take the following measures: : (1) Determine the matrix to integrate the content of life skills education for EMPS students; (2) Design lessons that integrate life skills education for EMPS students; (3) Organize lessons with integrated life skills education for EMPS students; (4) Evaluate lessons that integrate life skills education for EMPS students; (5) Foster the competence to exploit the potential of life skills education through lesson study.

## **9. New contributions of the thesis**

### ***9.1. Theoretical contributions***

The research results of the thesis contribute to systematizing and building a theoretical framework on life skills and life skills education for EMPS students in the Central Highlands in accordance with the psychological and physical characteristics of the students in ethnic

minority areas; develop some concepts of life skills, life skills education, and life skills education through teaching activities, thereby establishing a theory of life skills education for EMPS students through teaching activities with the objective elements of life skills education, principles, contents, methods and paths of life skills education, and assessment of life skills education results; at the same time, point out the factors affecting the process of educating life skills for EMPS students in the Central Highlands through teaching activities.

## **9.2. Practical contributions**

- The thesis has analyzed the current situation of life skills education for EMPS students in the Central Highlands through teaching activities on the basis of sticking to the theoretical framework that has been built, and identifying the causes and limitations of life skills.

- Based on the analysis of psychological and social characteristics and living context of EMPS students in the Central Highlands combined with the opinion poll of the management staff and teachers, we have identified the life skills that need to be educated for EMPS students in the Central Highlands.

- The thesis has proposed 5 measures to educate life skills for EMPS students in the Central Highlands through scientific and feasible teaching activities, contributing to improving the quality of life skills education for primary school students.

- The thesis has also confirmed the necessity and feasibility of the proposed measures along with the effective experimental implementation of measures to educate life skills for EMPS students in the the Central Highlands through teaching activities.

- The research results of the thesis can be used as a reference for universities and colleges that train primary school teachers, or as fostering materials for primary school teachers on life skills education.

## **10. Structure of the thesis**

In addition to the introduction, conclusion, recommendations, references and appendices, the thesis consists of 3 main chapters:

### **Chapter 1. THEORETICAL BASIS OF LIFE SKILLS EDUCATION FOR PRIMARY SCHOOL STUDENTS OF ETHNIC MINORITIES IN THE THE CENTRAL HIGHLANDS THROUGH TEACHING ACTIVITIES**

#### **1.1. Literature Review**

##### **1.1.1. Studies on life skills and life skills education**

##### **1.1.1.1. In the world**

Research on life skills and life skills education has been done by researchers around the world, from WHO, UNESCO, UNICEF, SEL, to countries, research centers and educational institutions; however, the concepts and contents of life skills education in different countries are

different and the content of life skills is much broader than that of only psychological and social abilities. The concepts and contents of life skills education which are deployed show both the common features and the specific characteristics of each country.

#### *1.1.1.2. In Vietnam*

Life skills and life skills education are issues that many organizations and scientists are interested in researching. In the general school education system, the life skills program and life skills education are introduced through extracurricular activities, integrated into a number of dominant subjects or class meetings. Only in 2008 did high schools decide to include this content in their educational curricula.

#### **1.1.2. Studies on life skills education through teaching activities**

##### *1.1.2.1. In the world*

In most countries, at the school level, life skills education focuses on short-term extra-curricular activities, often held at the secondary level and do not cover all students. As a result, some observation-based studies have suggested that the education sector is not fully exploiting the advantage of schools in providing long-term and systematic interventions to the large numbers of students learning in their school system.

##### *1.1.2.2. In Vietnam*

Some scholars have researched on life skills and life skills education. For example, Nguyen Thanh Binh [3], [4], [5], [7]; Luc Thi Nga [54]; Ngo Giang Nam [53]; Nguyen Thi Thu Hang [39]; and Phan Thanh Van [82] have surveyed, evaluated and proposed concepts, programs, contents and methods of life skills education in order to find out the problems that need to be solved and enhance life skills education for everyone in Vietnam. These studies especially emphasize that the development of life skills education contents need to be appropriate to the context and psychological characteristics of the age group.

#### **1.2. Some basic concepts used in the thesis**

##### **1.2.1. Life skills**

###### *1.2.1.1. The concept of life skill*

Life skills are a system of psychosocial competencies expressed through self-mastery actions, the ability to behave positively with people around, the ability to control and effectively deal with situations in life based on the individual's knowledge, attitudes, and behaviors.

###### *1.2.1.2. Classification of life skills*

The concept of life skills is very diverse, so the classification of life skills is also quite diverse. According to Nguyen Thanh Binh [3][4][5], there are currently 4 ways to classify basic life skills: According to the World Health Organization (WHO); UNESCO; UNICEF; and Bloom's Taxonomy.

##### **1.2.2. Life skills education**

*Life skills education is a process in which, under the lead role of the educator and through educational activities and daily activities, students' behavior and change are in accordance with positive behavior, helping*

*them to effectively control and manage their own needs and challenges in their relationships at home, school and society based on positive life values.*

### ***1.2.3. Educating life skills through teaching activities***

*1.2.3.1 Life skills education through teaching activities is actually performing the educational function of teaching.*

Life skills education through teaching activities is the process in which teachers organize and integrate life skills education in teaching and learning activities in order to help students participate in the learning process in an active and proactive way, thereby acquiring knowledge, forming subject skills, and at the same time practicing to acquire certain life skills - in other words, life skills education through teaching and learning activities can achieve the goal of teaching activities and the goal of life skills education at the same time.

#### ***1.2.3.2. Stages of forming life skills through teaching activities***

The stages of forming life skills through teaching activities also follow an experiential learning process with the following steps: children's old experiences are exploited; then old experiences are transformed into new experiences; next, they are allowed to practice new experiences to form skills based on new experiences; and then they continue to strengthen these skills in the process of applying them in real life.

### **1.3. The process of educating life skills for EMPS students through teaching activities**

#### ***1.3.1. Psycho-social characteristics of EMPS students***

##### ***1.3.1.1. Cognitive characteristics***

##### ***1.3.1.2. Communication characteristics***

##### ***1.3.1.3. Personality traits***

***In summary:*** EMPS students have their own characteristics of psychology, communication and personality; therefore, in the process of educating life skills, besides having to obey to the characteristics and principles of general life skills education, the process of educating life skills for EMPS students must also ensure compliance with specific principles derived from the unique characteristics of the students from ethnic minorities.

#### ***1.3.2. Objectives of life skills education for EMPS students through teaching activities***

The goal of life skills education for EMPS students through teaching activities aimed at developing socio-psychological competences and helping them to have positive and constructive attitudes and behaviors, and at the same time changing passive and negative behaviors and habits.

#### ***1.3.3. Contents of life skills education for EMPS students through teaching activities***

The content of life skills education for primary school students is a system of necessary and age-appropriate life skills so that students can meet the requirements in learning, activities, communication and daily life; and respond effectively to situations encountered in daily life.



**1.3.4. Principles of life skills education for EMPS students in the Central Highlands:** *Principle of interaction; Principle of experience; Principle of behavior change*

**1.3.5. Approaches to life skills education for EMPS students through teaching activities**

**1.3.5.1.** *A content-based approach to life skills education in dominant subjects.*

Life skills education through content-based teaching is to exploit the potential of life skills education in the lesson content of the subjects to form and develop life skills for students.

When implementing the subject program, teachers need to identify and select lessons with potential for life skills education suitable for EMPS students in the Central Highlands and make plans to implement them. On the basis of course objectives and contents; psychological characteristics and activities of students; living environment, etc. teachers choose lessons with content that are close to students to teach life skills.

**1.3.5.2.** *Life skills education in the approach of active teaching when teaching subjects*

Life skills education in the approach of active teaching methods and techniques is the process in which teachers organize and teach subjects using active teaching methods and techniques in order to stimulate interest in learning; help students promote the ability to self-study, independently discover the knowledge of the subject, and at the same time exploit the potential of life skills education of each teaching method and technique in the process of students performing the learning tasks; create opportunities for students to develop some basic life skills such as communication, listening, cooperation, critical thinking, decision-making skills, etc.

**1.3.6. Ways of educating life skills for EMPS students through teaching activities**

**1.3.6.1.** *Life skills education through teaching dominant subjects*

**1.3.6.2.** *Life skills education through the use of active teaching methods and techniques*

**1.3.6.3.** *Life skills education through specialized topics in subjects*

**1.3.6.4.** *Life skills education through experiential activities in subjects.*

**1.3.7. Evaluation of the results of life skills education for EMPS students through teaching activities**

The evaluation of the results of life skills education through teaching activities firstly needs to assess whether the quality of the lessons can achieve the set goals of knowledge, attitudes and skills. Besides, it is also necessary to evaluate the formation and practice of life skills set out in the goal of the lesson.

**1.4. Factors affecting the process of educating life skills for EMPS students in the Central Highlands**

**1.4.1.** *Perception of administrators and teachers about the necessity of life skills education for EMPS students*

**1.4.3.** *Influence of family education and society*

#### ***1.4.4 Influence of the living environment***

#### ***1.4.5. Influence of students' physicality, positivity and initiative in the process of educating life skills for EMPS students in the Central Highlands***

### **Summary of Chapter 1**

1. Historically, research on life skills education for students in general and for primary school students in particular has been done worldwide and in Vietnam. In general, the studies have clarified the concept, content, classification of life skills, principles and methods of life skills education, life skills education paths, which has created a rich basis of theories for the study of life skills. However, in Vietnam as well as in the world, there have not been many in-depth research topics on life skills and specific life skills education for different groups of students; especially, there has not been any research topic on life skills education for EMPS students through teaching activities, especially in the approach of active teaching methods and techniques.

2. According to the system-structure approach, life skills education for primary school students is defined as an educational process that begins with the identification of purposes (objectives), content, methods, principles, etc. to suit specific objects and conditions. Life skills education for primary school students can be done through many ways, in which integrating life skills education in an active teaching approach is an effective way to achieve dual goals.

3. EMPS students in the Central Highlands have their own characteristics in terms of living, psychological and learning conditions. Moreover, life skills education for EMPS students in the Central Highlands also faces certain difficulties, influenced by many objective and subjective factors. Therefore, in order to improve the effectiveness of life skills education for students, teachers need to determine the level of influence of factors to organize life skills education for them appropriately.

## **Chapter 2. CURRENT SITUATION OF LIFE SKILLS EDUCATION FOR EMPS STUDENTS IN THE CENTRAL HIGHLANDS THROUGH TEACHING ACTIVITIES**

### **2.1. Overview of the natural, socio-economic and primary education conditions of the Central Highlands**

#### ***2.1.1. Natural, socio-economic conditions in the Central Highlands***

Socio-economic conditions in the Central Highlands are still difficult; people mainly live in rural areas, and people's living standards are quite low compared to the national average. With the convergence of ethnic groups living together with many outdated customs and habits, the education level is low; the area is large; the population is scattered in clusters. Therefore, primary schools, especially schools in communes, have to be divided into many separate spots, some of which are about 10 km away from the central school. The work of educational socialization is still limited; the participation of the community in education is neither

high nor regular. The above factors have greatly affected the education work in general, life skills education for EMPS students in particular.

### **2.1.2. Overview of primary education in the Central Highlands**

The number of primary schools in 4 years (2016-2020) increased by 22 schools (5.6%). Specifically, Kon Tum was the province with the largest increase in the number of primary schools with 13 schools (10.3%); in the remaining provinces, the number of schools increased insignificantly.

**Table 2.3. Number of primary classes in the Central Highlands**

*Unit: class*

No.	Provinces	2016-2017	2017-2018	2018-2019	2019-2020
	The whole country	279.862	283.490	277.526	279.974
	The Central Highlands	23.146	23.324	23.202	22.511
1	Kon Tum	2587	2547	2533	2603
2	Gia Lai	6324	6572	6712	6131
3	Dak Lak	7580	7580	7328	7175
4	Dak Nong	2476	2391	2405	2402
5	Lam Dong	4179	4234	4224	4201

*Source: Statistics of 2020-GSO.gov.vn*

**Table 2.5. Number of EMPS students in the Central Highlands**

*Unit: student*

School year	2016-2017	2017-2018	2018-2019	2019-2020
The whole country	1.319.029	1.354.009	1.381.917	1.416.710
The Central Highlands	247.354	246.378	245.565	247.343
Kon Tum	35.270	35.721	35.922	36.746
Gia Lai	84.692	83.352	81.987	81.134
Dak Lak	71.227	70.783	70.722	71.781
Dak Nong	25.124	25.039	24.847	24.693
Lam Dong	31.041	31.483	32.087	32.989

*Source: Statistics of 2020-GSO.gov.vn*

## **2.2. Organize a survey on the current situation**

### **2.2.1. Survey purpose**

In order to collect actual and objective data on the reality of life skills, life skills education for EMPS students in the Central Highlands to have a practical basis for proposing measures to improve quality of life skills education for EMPS students in the Central Highlands through teaching activities.

### **2.2.2. Survey content**

Concept and current situation of life skills and life skills education for EMPS students in the Central Highlands through teaching activities: objectives, content, methods, pathways and assessment results of life skills education; the difficulties of teachers when educating life skills for EMPS students.

### **2.2.3. Survey methods and tools**

2.2.3.1. *Survey methods:* Survey by questionnaire (anket); Interview method; Observation method; Mathematical statistical methods

2.2.3.2. *Survey tools*

We use 3 survey tools:

(1) Survey questionnaire on the current situation of life skills education, (2) Interview with administrators, teachers and students, (3) Observation sheet.

### **2.2.4. Survey participants and locations**

We conducted a survey with a total of 590 administrators and teachers in 10 primary schools where the majority of students are ethnic minorities. At the same time, we conducted in-depth interviews with 55 people (including 30 administrators, teachers and 25 students) in 5 primary schools.

### **2.2.5. The procedure of the survey**

The survey locations were in 3 provinces in the Central Highlands including: Kon Tum, Gia Lai and Dak Lak. The survey period was from February to December 2020.

### **2.2.6. Criteria and rating scale**

## **2.3. Survey results**

### **2.3.1. Actual situation of awareness of administrators and teachers in the Central Highlands about life skills education for EMPS students**

#### **2.3.1.1. The reality of awareness of administrators and teachers about the need to teach life skills to EMPS students**

Table 2.8 shows that 100% strongly agree and agree, in which high agreement accounts for 82.71%. Thus, all administrators and teachers are properly aware of the role of life skills education for EMPS students today.

#### **2.3.1.2. Current status of perceptions of administrators and teachers about life skills education for EMPS students**

Table 2.8 shows that up to 80% of administrators and teachers think that life skills education is to equip students with all the skills of life. This shows that most administrators and teachers confuse life skills with skills of life. This mistake will lead to the wrong direction of life skills education implementation; as a result, the teacher's implementation of life skills education will not be successful. In addition, 51.61% of teachers and administrators believe that life skills education is to equip learners with knowledge about life skills.

#### **2.3.1.3. The reality of basic life skills, necessary to educate for EMPS students in the Central Highlands**

**Table 2.9: Necessary life skills to educate for EMPS students**

No.	Necessary life skills to educate for EMPS students	Very necessary (%)	Necessary (%)	Sometimes necessary (%)	Unnecessary (%)
1.	Confidence	79.09	14.91	5.140	0.847
2.	Communication	88.50	8.261	3.230	0
3.	Negotiation	28.84	50.71	15.12	5.590
4.	Persuasion	40.60	47.57	9.270	2.53
5.	Goodwill towards others	25.25	49.25	14.30	5.12
6.	Decision making	74.38	18.13	6.12	1.18
7.	Problem solving	15.25	76.37	4.35	4.02
8.	Critical thinking	21.18	71.13	6.32	1.36
9.	Creative thinking	81.20	17.52	1.10	0.17
10.	Self-awareness	79.59	17.11	3.12	0.17
11.	Managing emotions	43.72	50.07	3.65	2.54
12.	Time Management	77.00	17.91	3.73	1.40
13.	Active listening	19.49	64.13	9.36	7.01
14.	Cooperation	87.11	9.98	2.55	0.35
15.	Resolving conflicts and disagreements	69.17	22.03	6.25	2.55
16.	Presenting thoughts and ideas	71.60	19.76	5.24	3.40
17.	Taking responsibility	80.98	15.9	2.77	0.34
18.	Self defense	80.68	16.18	2.62	0.51
19.	Seeking for help	79.80	17.40	2.45	0.24
20.	Perseverance	70.13	15.38	9.60	4.88
21.	Environmental protection	74.57	17.32	5.75	2.34
22.	Hygiene life skills	82.59	13.13	5.24	4.23
23.	Preventing child abuse and trafficking	73.82	16.69	5.24	4.23
<b>Total:</b>		<b>62.90</b>	<b>29.17</b>	<b>5.70</b>	<b>2.23</b>

Thus, administrators and teachers have realized the importance and necessity of a number of skills that need to be educated for EMPS students. However, due to the lack of time in the training program, it is necessary to select the necessary life skills to train in advance. Therefore, when developing content, the program should focus on educating these basic life skills, which are necessary for EMPS students in the Central Highlands.

### **2.3.2. The reality of the results of life skills education of EMPS students in the Central Highlands**

**Table 2.10. Assessment of life skills of EMPS students in the Central Highlands**

No.	Life Skills	Average score	Grade	Standard Deviation	Rank
1.	Confidence	2.23	Weak	0.723	15
2.	Communication	2.16	Weak	0.812	17
3.	Negotiation	2.85	Average	0.683	4
4.	Persuasion	2.60	Average	0.581	9
5.	Goodwill towards others	4.05	Fair	0.904	1
6.	Decision making	2.37	Weak	0.900	14
7.	Problem solving	2.45	Weak	0.696	12
8.	Critical thinking	2.21	Weak	0.627	16
9.	Creative thinking	2.65	Average	0.652	8

No.	Life Skills	Average score	Grade	Standard Deviation	Rank
10.	Self-awareness	2.91	Average	0.671	2
11.	Managing emotions	2.89	Average	0.742	3
12.	Time Management	2.52	Weak	0.690	11
13.	Active listening	2.08	Weak	0.927	18
14.	Cooperation	2.66	Average	0.746	7
15.	Resolving conflicts and disagreements	2.65	Average	0.806	8
16.	Presenting thoughts and ideas	2.45	Weak	0.825	12
17.	Taking responsibility	2.83	Average	0.706	5
18.	Self defense	2.55	Weak	0.686	10
19.	Seeking for help	2.81	Average	0.617	6
20.	Perseverance	2.00	Weak	0.776	19
21.	Environmental protection	2.42	Weak	0.795	13
22.	Hygiene life skills	1.93	Weak	0.724	20
23.	Preventing child abuse and trafficking	1.93	Weak	0.771	20
<b>Average score</b>		<b>2.53</b>			

Of the total of 23 surveyed life skills, up to 13 life skills (56.52%) are assessed as Weak, there are 9 life skills (39.13%) which are assessed as Average. Only 1 life skill (4.35%) is assessed as Fair. Of the 23 life skills of EMPS students, only one life skill “goodwill towards others” is assessed as Fair by administrators and teachers (average score = 4.05). However, the skill to prevent child abuse and trafficking are very weak (average score = 1.93). This is the cause leading to the phenomenon that EMPS students are easily deceived, bribed, and taken advantage of.

### ***2.3.3. The reality of life skills education for EMPS students in the Central Highlands***

#### ***2.3.3.1. The goals of life skills education for EMPS students in the Central Highlands***

The survey results in Table 2.11 show that administrators and teachers highly appreciate the implementation of the goals of life skills education for EMPS students in the Central Highlands with an average score of (3.41) or more.

#### ***2.3.3.2. Actual situation of implementing contents of life skills education for EMPS students***

***Table 2.12: Contents of life skills education for EMPS students in the Central Highlands***

No.	Life skills that have been educated for EMPS students	Implementation level							
		Very often		Often		Sometimes		Never	
		SL	%	SL	%	SL	%	SL	%
1.	Confidence	479	80.50	90	15.12	24	4.033	2	0.336
2.	Communication	491	83.22	77	13.05	21	3.559	1	0.169
3.	Negotiation	157	26.29	347	58.12	55	9.212	48	6.365
4.	Persuasion	251	43.50	309	53.55	15	2.599	2	0.346
5.	Goodwill towards others	305	51.69	278	47.11	6	1.016	1	0.169
6.	Decision making	466	78.98	105	17.79	12	2.033	7	1.186
7.	Problem solving	429	72.71	133	22.54	24	4.067	4	0.677

No.	Life skills that have been educated for EMPS students	Implementation level							
		Very often		Often		Sometimes		Never	
		SL	%	SL	%	SL	%	SL	%
8.	Critical thinking	122	20.67	444	75.25	16	2.711	8	1.355
9.	Creative thinking	196	33.22	374	63.38	11	1.864	2	1.525
10.	Self-awareness	454	76.94	129	21.86	5	0.847	1	0.338
11.	Managing emotions	192	32.54	372	63.05	17	2.881	38	1.525
12.	Time Management	325	55.08	256	43.38	8	1.355	2	0.169
13.	Active listening	405	68.64	172	29.15	12	2.033	1	0.169
14.	Cooperation	504	85.42	79	13.38	5	0.847	7	0.338
15.	Resolving conflicts and disagreements	274	46.44	304	51.52	7	1.186	4	0.847
16.	Presenting thoughts and ideas	425	72.64	140	23.93	18	3.076	8	0.341
17.	Taking responsibility	360	61.53	212	36.23	9	1.538	9	0.683
18.	Self defense	323	54.83	258	43.80	5	0.848	2	0.509
19.	Seeking for help	324	54.91	250	42.37	14	2.372	9	0.338
20.	Perseverance	372	63.15	194	32.93	21	3.565	1	0.339
21.	Environmental protection	397	67.28	186	31.52	5	0.847	1	0.338
22.	Hygiene life skills	399	67.74	174	29.54	11	1.867	2	0.848
23.	Preventing child abuse and trafficking	248	42.03	294	49.83	25	4.237	5	3.898

The results in Table 2.12 show that the life skills that are often taught by administrators and teachers are: cooperation skills (85.42%); communication skills (83.22%); confidence skills (80.42%); decision-making skills (78.98%); self-awareness skills (76.94%). These skills are often interested by administrators and teachers because they are basic skills, which are specifically reflected in the content of the subject curriculum, and at the same time, these are the skills that students use frequently in daily life.

#### 2.3.3.3. The reality of life skills education for EMPS students in the Central Highlands through teaching activities

**Table 2.13. Evaluation of administrators and teachers about life skills education paths for EMPS students through teaching**

No.	Life skills education pathways	Effectiveness level						Average Score	Standard Deviation	Rank
		Effective		Little effective		Not yet implemented				
		SL	%	SL	%	SL	%			
1.	Life skills education through integration into subjects contents	354	60.00	221	37.46	15	2.5	3.71	0.749	1
2.	Life skills education through	320	54.24	253	42.88	17	2.88	3.64	0.736	2

No.	Life skills education pathways	Effectiveness level						Average Score	Standard Deviation	Rank
		Effective		Little effective		Not yet implemented				
		SL	%	SL	%	SL	%			
	experiential activities in subjects									
3.	Life skills education through integration in teaching methods and techniques	231	39.15	301	51.02	58	9.83	3.35	0.791	3
4.	Life skills education through specialized topics	263	44.58	176	29.83	151	25.59	3.28	0.989	4
5.	Other ways	0	0	0	0	0	0	0	0	5
Average Score			49.49		40.30		10.19	3.49		

The results in Table 2.13 show that life skills education paths are used by schools with different levels of effectiveness, in which “life skills education through specialized topics” has the highest percentage for "not yet implemented" at 25.59%, although this is an effective form of education because it is closely related to the reality of school life and the real relationships of children.

*a. Reality of life skills education for EMPS students in a content-based approach in teaching subjects*

Based on the results in Table 2.13 and Diagram 2.2, it can be seen that "life skills education through integration in the content of subjects" is assessed by administrators and teachers as being effective, achieving the highest rate of 60%.

*b. The current situation of using active teaching methods and techniques to teach life skills to EMPS students in the Central Highlands*

**Table 2.14: Level of using active teaching methods and techniques for EMPS students in the Central Highlands**

No.	Teaching methods which have been used	Level of implementation								Average Score	Standard Deviation
		Very often		Often		Sometimes		Never			
		Number	%	Number	%	Number	%	Number	%		
1	Presentation	19	3.22	188	31.86	296	50.17	87	14.75	3.23	0.734
2	Conversation	403	68.31	129	21.86	57	9.66	1	0.17	4.58	0.721
3	Group teaching	412	69.47	145	24.45	34	5.73	2	0.34	4.63	0.606
4	Problem Solving	158	26.77	317	53.73	103	17.46	12	2.03	4.05	0.721
5	Project-based teaching	43	7.28	187	31.69	256	43.39	104	17.63	3.27	0.866
6	Case study	40	6.77	204	34.58	261	44.24	85	14.41	3.32	0.831
7	Role play	183	31.17	295	50.26	88	14.99	21	3.56	4.08	0.783
8	Games	167	28.31	285	48.31	97	16.44	41	6.95	3.96	0.894
9	Tablecloth	21	3.56	188	31.86	278	47.12	103	17.46	3.20	0.793
10	Puzzle piece	34	5.76	179	30.34	289	48.98	88	14.92	3.26	0.785
11	Questioning technique	87	14.74	279	47.29	189	32.03	35	5.93	3.70	0.787
12	Mind Map	53	8.98	211	35.76	257	43.56	69	11.69	3.42	0.810
13	Brainstorming		18.14	202	34.24	265	44.92	16	2.71	3.67	0.810



The results in Table 2.14 show that administrators and teachers evaluate the actual status of the implementation of active teaching methods in teaching EMPS students in the Central Highlands as quite often. Specifically, active teaching methods are used by administrators and teachers at a high frequency, in the order of Group teaching (69.47%) and Conversation (68.31%). The average scores of these methods are all above the upper threshold of 4.2, corresponding to the very frequent level, in which the group teaching method has the highest average score (4.63), followed by the conversation method (average score = 4.58).

#### *2.3.3.4. The reality of assessing the results of life skills education for EMPS students in the Central Highlands through teaching activities*

Under the direction of the management levels to integrate life skills education in teaching activities, the lesson objectives must reflect the life skills education goals. Accordingly, it is necessary to evaluate the results of life skills education for students. However, in fact, teachers do not know how to evaluate, so the evaluation of the results of life skills education for EMPS students in the Central Highlands through teaching has not been carried out according to a uniform process. The assessment of the results of life skills education for EMPS students in the Central Highlands is mainly based on the feelings of teachers.

#### ***2.3.4 Difficulties and factors affecting life skills education activities for EMPS students in the Central Highlands***

##### *2.3.4.1. Difficulties in life skills education for EMPS students in the Central Highlands*

The results in Table 2.15 show that up to 95.42% of teachers identified difficulties in life skills education for EMPS students in the Central Highlands as "Students lack self-discipline, positivity, and initiative". This is considered the biggest difficulty. Next, the teachers said that "There is no time" (82.54%). Difficulties such as "There are no guiding documents on life skills education for EMPS students" and "Facilities and funding to support the process of educating life skills are limited"; "Lack of educational coordination between the family and school"; "School leaders don't care" account for over 70%.

##### *2.3.4.2. Factors affecting life skills education activities for EMPS students in the Central Highlands*

The results in Table 2.16 show that factors such as "School education", "Teacher's pedagogical competences", "Students' positivity and initiative" are assessed by administrators and teachers as having strong influence on life skills education activities for EMPS students with average scores ranging from 3.66 to 3.88.

#### ***2.3.5. General assessment of the current situation***

##### *2.3.5.1. Achievements*

##### *2.3.5.2. Limitations*

##### *2.3.5.3. Causes of limitations*

### **Summary of chapter 2**

The reality of life skills and life skills education for EMPS students in the Central Highlands in the approach of active teaching methods can be initially concluded as follows:

*Firstly:* The perception of administrators and teachers in the Central Highlands about life skills education for students is relatively proper but not really complete.

*Secondly:* Life skills of EMPS students in the Central Highlands are at a weak level. Many skills are still too inadequate and weak to meet the requirements of social life, especially communication skills, hygienic living, prevention of child abuse and trafficking, rejection of depraved customs pressure, active listening, critical thinking, etc.

*Thirdly:* Objectives, contents, methods and forms of organization of life skills education for students are not really synchronous and ineffective. Life skills education for students is mainly done through the way of integrating into the content of subjects in the school, but it is not really effective. The methodological approach to life skills education through teaching has not been exploited, although teachers use active teaching methods and techniques, but they do not know how to exploit the potential of life skills education of active teaching methods and techniques. Therefore, the issue of fostering management staff and teachers with life skills education competences, and compiling guiding documents on life skills education for students is very necessary.

*Fourthly:* The assessment of the results of life skills education for EMPS students in the Central Highlands has not been carried out according to a certain process, based on criteria and evaluation methods; therefore, the results are not objective.

*Fifthly:* Due to the disadvantageous topography of ethnic minority areas and the influence of many factors such as economic, social, psychological and educational factors, it is necessary to improve students' cognitive competence, positivity and initiative, creating opportunities for students to experience reality, practice skills, overcome shyness and lack of confidence in activities. This will improve the quality of life skills education for EMPS students in the Central Highlands.

### **Chapter 3. MEASURES OF LIFE SKILLS EDUCATION FOR EMPS STUDENTS IN THE CENTRAL HIGHLANDS THROUGH TEACHING ACTIVITIES**

#### **3.1. Principles of building measures**

##### ***3.1.1. Principles of ensuring the goals***

##### ***3.1.2. Principles of ensuring systematicity***

##### ***3.1.3. Principles of ensuring inheritance***

##### ***3.1.4. Principles of ensuring feasibility***

#### **3.2. Measures to educate life skills for EMPS students through teaching activities**

##### ***3.2.1. Determining the matrix for integrating the content of life skills education for EMPS students***

###### ***3.2.1.1. Purposes and significance of the measure***

The identification of the matrix of integrating the content of life skills education for EMPS students in the Central Highlands through teaching activities helps teachers to exploit the full potential of life skills education when teaching subjects in each class, avoiding arbitrariness or omission of lessons that can integrate life skills education in a content-based or active teaching approach.

#### *3.2.1.2. Contents and implementation procedure*

To determine the matrix of integrating the content of life skills education for elementary students, teachers can follow the following steps:

Step 1: Study the program and textbook content of each subject of their class to decide which life skills can be integrated, with which approach, and in which lesson. It is also possible to assign each teacher in the same grade to study the curriculum and textbook content of a subject, and then a group of teachers in the same grade will synthesize into a matrix.

Step 2: Develop a matrix (an overall plan) to integrate life skills education contents for EMPS students in the Central Highlands through teaching subjects.

Step 3: Discuss and give suggestions among a group of teachers teaching the same grade to unify and complete the matrix.

#### *3.2.1.3. Implementation conditions*

Teachers properly understand the essence of life skills so that they can identify which life skills can be integrated in the lessons. At the same time, teachers must also be able to apply active teaching methods and know how to exploit the potential of life skills education of each active teaching method.

### ***3.2.2. Designing lessons integrating life skills education contents for EMPS students***

#### *3.2.2.1. Purpose and significance of the measure*

The design of lessons integrating life skills education content for students in a content-based or active teaching approach is the basis for teachers to organize lessons and effectively, helping teachers turn the goals of developing students' life skills into practical actions.

#### *3.2.2.2. Content and implementation procedure*

Designing lessons integrating content of life skills education in an active teaching approach should take the following steps:

Step 1: When building lesson objectives (knowledge, skills, attitudes), teachers need to rely on the matrix of integrating life skills education content to identify life skills that can be integrated in the lesson to educate students on life skills, especially life skills that EMPS students in the Central Highlands need.

Step 2: Identify the core knowledge of the lesson and the life skills that need to be taught to students through the content of the lesson, and at the same time, teachers need to choose and coordinate active teaching methods and techniques suitable with the teaching content to promote the positivity of students and to teach life skills to EMPS students in the Central Highlands. Active teaching methods and techniques can be: group

teaching, problem solving, games, situations, projects, etc.

Step 3: Design lessons that integrate life skills education content for students in the form of activities following an experiential learning process, in which teachers must know how to integrate and coordinate active teaching methods and techniques in a flexible way. At the same time, teachers must determine a reasonable and appropriate time for each activity to achieve the goals of the lesson and train life skills for students.

Step 4: Design a tool to check the results of the lessons with integrated life skills education content for EMPS students in the Central Highlands.

### *3.2.2.3. Conditions for implementing the measure*

Teachers must have solid professional knowledge, deep understanding of life skills, good pedagogical skills; understand and master active teaching methods to design lesson plans that integrate life skills education content suitable to learners' levels and practical conditions of the school, but it still ensures the specified objectives, content and time.

### ***3.2.3. Organize lessons integrating life skills education content for EMPS students***

#### *3.2.3.1. Purpose and significance of the measure*

Organize lessons that integrate life skills education content to realize the goal of life skills education for EMPS students through content, lesson plans, each activity of the lessons and each stage in the learning process.

#### *3.2.3.2. Content and method of implementation*

Step 1: The teacher introduces the lesson, announces the goals, lesson content and the goals and content of life skills education for students.

Step 2: Create a favorable, lively and attractive learning and life skills training environment for students by approaching active teaching methods to create a comfortable and confident psychology, and at the same time encourage students to actively participate in learning activities and develop life skills for themselves.

Step 3: Organize lessons to form knowledge, skills, attitudes and train life skills for students.

Step 4: Consolidate the content of knowledge and skills that have been formed for students through practicing the skills.

Step 5: Wrap up the lesson

#### *3.2.3.3. Conditions for implementing the measure*

Implementing this measure requires teachers to have the competence to organize and integrate life skills education in both content-based and active teaching approaches. This is an important condition that determines the success of the measure as well as the organization of the lesson.

### ***3.2.4. Evaluate the lessons integrating life skills education content for EMPS students***

#### *3.2.4.1. Purpose and significance of the measure*

In each lesson, right from the stage of lesson planning, the teacher has set the goal of integrating life skills education to implement in the

teaching process, so it is necessary to evaluate the implementation of the goal after each lesson or evaluate the level of realizing the set goals.

#### **3.2.4.2. Content and implementation procedure**

Step 1: Determine the assessment objectives

Step 2: Determine the criteria/manifestations of the life skills to be integrated in the teaching content to design assessment tools

Step 3: Conduct the assessment

#### **3.2.4.3. Conditions for implementing the measure**

Teachers must be able to analyze the manifestations of each life skill and design appropriate assessment tools and objectives.

### **3.2.5. Foster the competence to exploit the potential of life skills education through lesson study**

#### **3.2.5.1. Purpose and significance of the measure**

Fostering the competence to exploit the potential of life skills education through lesson study creates opportunities for teachers to jointly design content, observe and reflect on lessons, collaborate in research, and learn by dialogue and share experience to perform well the task of teaching life skills for students.

#### **3.2.5.2. Content and implementation procedure**

Fostering the competence to exploit the potential of life skills education for teachers can go through two basic stages:

Stage 1: Foster the competence to exploit the potential of life skills education for teachers through fostering courses.

Step 1: Identify the needs and contents of fostering the competence in life skills education for teachers;

Step 2: Make a plan to foster the competence to exploit the potential of life skills education for teachers;

Step 3: Organize fostering courses;

Stage 2: Teachers develop their competence to exploit the potential of life skills education through professional meetings and lesson study at school.

*Step 1: Design an illustrative lesson*

*Step 2: Organize and observe the lesson*

*Step 3: Analyze the lesson*

*Step 4. Apply the lesson in other classes*

#### **3.2.5.3. Conditions for implementing the measure**

Teachers need to be fully aware of the importance and role of teaching competence in general and the ability to use active teaching methods and techniques to educate life skills in particular, in improving the education quality of the school. Accordingly, they need to have a sense of self-research, self-improvement, and competence training to exploit the potential of life skills education for students.

### **3.2.6. The relationship between measures**

The system of life skills education measures for EMPS students in the Central Highlands is built with a close, dialectical relationship and interactions with each other. Each measure has a certain purpose, significance and independence. Depending on the time and conditions of each school, a certain measure can be a breakthrough or a focus.

### 3.3. Pedagogical testing and experiment

#### 3.3.1. *Testing the necessity and feasibility of life skills education measures for EMPS students in the Central Highlands through teaching activities*

#### 3.3.2. *Pedagogical experiment*

##### 3.3.2.1. *Experiment purpose*

Test the feasibility and effectiveness of measure 2 "Design lessons integrating life skills education content for EMPS students" and measure 3 "Organize lessons integrating the content of life skills education for EMPS students", thereby confirming the positive impact of the proposed measures on improving the quality of life skills education for EMPS students in the Central Highlands through teaching activities.

##### 3.3.2.2. *Participants, time and location of the experiment*

Participants: The proposed measures are experimented on EMPS students in 2 primary schools in Kon Tum province, including 01 school in remote areas and 01 school in rural areas.

Time: The experiment was conducted in the academic year 2020-2021.

##### 3.3.2.3. *Content and methods of the experiment*

The experiment content focuses mainly on the progress of EMPS students in the Central Highlands. Within the framework of this thesis, we do not have the ambition to experiment with all the life skills that must be taught to students, but we only experimented with 2 life skills, namely:

*Group of skills to protect oneself:* Skills to use clean and safe food; skills to prevent diseases due to lack of nutrients; skills to prevent drowning accidents.

*Group of skills to protect the environment:* Skills to protect the forest environment; skills to protect the soil environment; skills to protect the water and air environment.

In addition to the above two life skills, through teaching lessons in the approach of active teaching methods, there are many life skills that have the potential to be educated such as communication, cooperation, problem solving, and conflict resolution.

##### 3.3.2.4. *Experiment process and evaluation*

##### 3.3.2.5. *Methods of processing the pedagogical experiment results*

##### 3.3.2.6. *Analysis of the pedagogical experiment results*

#### ❖ **Analysis of students' academic results in science subjects**

*Description of the statistical parameters of learning outcomes of the experimental and control groups after the experiment*

### Grade 4

**Table 3.10. t-Test results**

		Paired differences		t	df	Sig. (2-tailed)
		Mean	Standard Deviation			
Pair 1	Scores of the experimental group of 4th graders (after experiment) Scores of the control group of 4th graders (after experiment)	.44	.65	3.38	24	.002

The experiment results in the paired t-Test table show that there was a statistically significant difference in the mean score after the experiment between the experimental group and the control group with  $t = 3.38$  ( $p < 0.01$ ). This is one of the evidences to confirm the effectiveness of the proposed measures.

### Grade 5

**Table 3.11. t-Test results**

		Paired differences		t	df	Sig. (2-tailed)
		Mean	Standard Deviation			
Pair 1	Scores of the experimental group of 5th graders (after experiment) Scores of the control group of 5th graders (after experiment)	.76	.97	3.92	24	.001

The experiment results in the t-Test table show that there is a statistically significant difference in the mean score after the experiment between the experimental group and the control group with  $t = 3.92$  ( $p < 0.01$ ). This is one of the evidences to confirm the effectiveness of the proposed measures.

❖ **Analyze the results of students' self-protection and environmental protection skills integrated in the lesson in the approach of active teaching methods and techniques.**

*a. Analyze the results of skills to use clean and safe food of grade-4 experimental group and control group before and after the experiment*

Compare the mean of each skill of the experimental group and the control group after the experiment

**Table 3.15. t-Test results**

		Paired differences		t	df	Sig. (2-tailed)
		Mean	Standard Deviation			
Pair 1	Skills to use clean and safe food of the experimental group (after the experiment) Skills to use clean and safe food of the control group (after the experiment)	.16	.37	2.14	24	.043
Pair 2	Skills to prevent diseases due to lack of nutrients of the experimental group (after experiment) Skills to prevent diseases due to lack of nutrients of the control group (after experiment)	.16	.37	2.14	24	.043
Pair 3	Skills to prevent drowning accidents of the experimental group (after the experiment) Skills to prevent drowning accidents of the control group (after the experiment)	.80	1.00	4.00	24	.001

The experiment results in the t-Test table show that there is a statistically significant difference in the mean score after the experiment between the experimental group (grade 4) and the control group (class 4B). Pair 1 skills to use clean and safe food with  $t = 2.14$  ( $p < 0.05$ ); Pair 2 skills to prevent diseases due to lack of nutrients  $t = 2.14$  ( $p < 0.05$ ); Pair 3

skills to prevent drowning accidents  $t = 4.00$  ( $p < 0.01$ ). These are the evidence to confirm the effectiveness of the proposed measures.

***b. Analyze the results of water purification skills to protect the environment of 5th grade students of the experimental group and the control group before and after the experiment***

**Table 3.19. t-Test results**

		Paired differences		t	df	Sig. (2-tailed)
		Mean	Standard Deviation			
Pair 1	Skills to protect the forest environment of the experimental group (after the experiment) Skills to protect the forest environment of the control group (after the experiment)	.72	.98	3.67	24	.001
Pair 2	Skills to protect the soil environment of the experimental group (after the experiment) Skills to protect the soil environment of the control group (after the experiment)	.48	.82	2.92	24	.008
Pair 3	Skills to protect the water and air environment of the experimental group (after the experiment) Skills to protect the water and air environment of the control group (after the experiment)	.95	1.00	4.48	21	.000

The experiment results in the t-Test table show that there is a statistically significant difference in the mean score after the experiment between the experimental group (class 5A) and the control group (class 5B). Pair 1 skills to protect the forest environment with  $t = 3.67$  ( $p < 0.01$ ); Pair 2 skills to protect the soil environment  $t = 2.92$  ( $p < 0.01$ ); Pair 3 skills to protect the air and water environment  $t = 4.48$  ( $p < 0.01$ ). These are the evidence to confirm the effectiveness of the proposed measures.

***c. Qualitative analysis of the experiment results of life skills before and after the experiment of the experimental group and the control group.***

The observations and assessments of life skills after the experiment of the experimental group show that many life skills were formed and developed during the experiment. Many skills reached a good level, such as hygienic lifestyle, environmental protection, communication, cooperation, and problem solving.

### **Summary of chapter 3**

1. On the basis of the theoretical framework of life skills education for primary school students, together with the results of the survey on the actual situation of life skills education for EMPS students in the Central Highlands, the thesis has developed the most basic principles as a basis for proposing important measures to educate life skills for EMPS students in the Central Highlands through teaching activities. The thesis has proposed 05 measures.

2. Experiment results show that the measures to educate life skills for EMPS students in the Central Highlands through teaching activities have had positive results. However, life skills education for EMPS



students in the Central Highlands through teaching activities, including an active teaching approach, is a new issue at primary school in general, in ethnic minority areas in pa

## **CONCLUSION AND RECOMMENDATIONS**

### **1. Conclusion**

1.1. Life skills education for primary school students is an educational process that starts from determining the purpose, content, methods, organizational forms, principles, etc. to suit specific objects and conditions. Life skills education for primary school students can be done through many forms, in which integrating life skills education in teaching subjects with an active teaching approach is an effective way to achieve the dual goals.

1.2. EMPS students in the Central Highlands have their own characteristics in terms of living, psychological and learning conditions. At the same time, life skills education for EMPS students in the Central Highlands also faces certain difficulties, influenced by many objective and subjective factors. Therefore, in order to improve the effectiveness of educating students on life skills, teachers need to determine the level of influence of factors to organize life skills education for students appropriately, helping students apply knowledge in real life and have the opportunity to experience and solve social problems, and practice life skills.

1.3. The reality of life skills and life skills education for EMPS students in the Central Highlands through teaching activities is recognized and appreciated by administrators and teachers as an advantage for teachers to educate life skills effectively. However, the reality of life skills of EMPS students in the Central Highlands is assessed at a weak or average level. Many skills are still lacking and weak, not meeting the requirements of social life, especially the skills of communication, cooperation, hygienic living, environmental protection, child abuse traffickin prevention, rejecting depraved customs pressure, active listening, critical thinking, etc. The contents, methods and forms of organizing life skills education for students are not really synchronous and ineffective. Life skills education for students is mainly done through the rigid way of integrating the content in school subjects; teachers have not been fully fostered with knowledge and methods of teaching life skills for students, so they are still confused in organizing teaching and educational activities. This leads to the low quality of life skills education for students; students can only adapt to familiar situations but cannot adapt and master in new situations of life.

1.4. On the basis of theoretical research, analysis and assessment of the current situation as well as the characteristics and principles of life skills education for EMPS students in the Central Highlands, the thesis has proposed 5 measures to educate life skills for EMPS students in the Central Highlands through teaching activities as follows: (1) Determine the matrix to integrate the content of life skills education for EMPS students; (2) Design lessons that integrate life skills education for EMPS students; (3) Organize lessons with integrated life skills education for EMPS students; (4) Evaluate lessons that integrate life skills education for

EMPS students; (5) Foster the competence to exploit the potential of life skills education through lesson study.

1.5. The proposed measures to educate life skills for EMPS students in the Central Highlands through teaching activities have been experimentally organized in two primary schools with different socio-economic conditions. After the experiment, the results of the students prove the feasibility of the measures and confirmed the correctness of the stated scientific hypothesis. The proposed measures positively affected the development of life skills of primary school students in the experimental group.

## **2. Recommendations**

2.1. The Ministry of Education and Training, the Department of Education and Training, and the Office of Education and Training need to direct the development of regulations on life skills education programs for students in the direction of both ensuring the general goal and ensuring the practicality of each region and region to promulgate regulations and guidelines fully and specifically on issues related to life skills education for primary school students. This will be an important basis for schools to actively choose the form of organization of life skills education for students in accordance with the school's reality.

In the annual training programs, it is necessary to supplement the content of life skills education in the approach of active teaching methods and techniques for administrators and teachers, and at the same time support to ensure the best conditions for students. It is necessary for educational institutions to carry out the task of educating students on life skills.

2.2. Pedagogical universities need to study early to incorporate life skills education content into their training curricula; develop teaching materials for primary schools with life skills education content in the approach of active learning teaching methods and techniques; invest in research to develop and perfect the theory of life skills and life skills education, life skills education for students in general and primary school students in particular in the approach of active teaching method; annually train and foster primary school teachers to develop necessary professional and pedagogical competencies to educate life skills for primary school students.

2.3. Primary schools need to create the best conditions in terms of facilities, equipment and teaching aids for teachers to conduct life skills education activities for students; work closely with families and society to educate students on life skills; regularly organize life skills education activities such as organizing seminars, tours, extracurricular activities, etc. associated with local context in order to form and develop life skills for students.

2.4. Primary school teachers, based on the school's educational plan for the school year, need to develop an individual education plan, including content on life skills education for students in their class; at the same time, coordinate and agree with subject teachers to implement life skills education content for students.

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