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**THAI NGUYEN UNIVERSITY**

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**DEVELOPING SOCIAL ACTIVITY COMPETENCE  
FOR STUDENTS IN PEDAGOGIC UNIVERSITIES  
IN THE NORTHERN MOUNTAINOUS AREA IN CREDIT -  
BASED TRAINING SYSTEM**

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## **LIST OF PUBLISHED WORKS RELATED TO THE DISSERTATION**

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2. Nguyen Ba Duc, Ha My Hanh (2012), "Advisory capability of lecturers in credit-based training", *Journal of Educational*, (283), tr. 39-40.
3. Ha My Hanh (2013), "Developing social capability for pedagogic students", *Journal of Educational*, (310), tr. 15-16.
4. Ha My Hanh (2013), "History of research on the capacity of social activity", *Journal of Educational*, (321), tr. 14-16.
5. Ha My Hanh (2013), "The necessity to developing social working capability for students of pedagogic universities", *Journal of Educational*, (324), tr. 8-9.
6. Nguyen Thi Tinh, Ha My Hanh (2014), "Development of teacher training program under the orientation of professional application at College of education - Thai Nguyen University", *Journal of Educational*, tr. 15-16.
7. Ha My Hanh (2014), "Design and organize creative experient activity for pedagogical university students towards capacity development in social activities", *Journal of Science and Technology - Thai Nguyen University*, (15), tr. 127-130.
8. Ha My Hanh (2015), "Actual situation development of social work capacity for college students in the Northern mountainous region", *Journal of Educational*, (349), tr. 28-30.
9. Ha My Hanh (2015), "Diversifying activities in youth union and associations towards developing capacity in social activities for pedagogical university students", *Journal of Educational*, (358), tr. 20-22.
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## INTRODUCTION

### 1. Rationale for the research

Teachers are considered as factors that determine the quality of teaching and training, therefore, to enhance educational quality, we must first improve the quality of teacher staff and the quality of training teaching staff. In the period of knowledge economy, both international and region integration requires teachers not only professional knowledge but also other pedagogic skills such as social competence, career developing capacity, foreign language and informatics technology.

Social activity competence is one constituent competence in teachers' social competence, which has been formed, developed since students took part in outdoor activities held by high schools, then it is strengthened, perfected and developed strongly during their training time at Pedagogic schools. Thanks to social activity competence, teachers are able to maintain close contact among schools, families, society and organizes effectively social experiencing activities for students. They can also have positive impacts on the community, the nation and possess some skills such as advocacy of parents' taking their children to school, collocation with school to educate students, mobilization social community to develop education system, improving cultural community life, promoting education socialization. Moreover, developing social activity competence for pedagogic students also contributes to the building and developing other competence during training procedure including: professional competence, method capacity and individual competence.

In the Northern mountainous areas, there are many ethnic groups and children of ethnic people living, learning who have different cultural identity. The economic, cultural, social and intellectual level is far more underdeveloped than that of delta areas, therefore, most people here aren't still aware of the importance of learning; even a small number of ethnic citizens aren't aware appropriately the guidelines and policies of the Party and the Government on the building, protecting the country and are vulnerable to be taken advantage of by the enemy to conduct the war of peace process, to damage the building and protecting the nation.

Parents of ethnic pupils and pupils themselves in the Northern mountainous areas are the main serving subjects of teachers and students of pedagogical universities in the northern mountainous areas after graduation. So, this requires teachers in the Northern mountainous area and pedagogic graduated students to possess professional competence, educating capacity, professional skills. In addition to those skills, they also need to have persuasive and advocacy skills so that parents will let

their children continue going to school; the residents here are able to aware correctly the guidelines and policies of the Party and the Government and the community and especially, pupils here can eliminate all bad and out of date custom and habits, simultaneously, preserve and develop the cultural heritage values of their ethnic, communities, local... These capacities can be called social activity competence of teachers.

Training basing on the credit system at Pedagogic universities has brought about a number of benefits to the learners such as: students are more active in learning process, learning basing on learners' capacity, demand and their own improvements. This makes significant and positive contribution to the development of social activity competence for students. However, such kind of training system also leads to the disruption of administrative and traditional class, have influence on not only the organizing of group activities of students but also their participation in social activities and their experiencing activities. Consequently, this has negative impacts on the development of social activities competence of students in pedagogic universities, in general, and students in pedagogic universities in the Northern mountainous area, in particular.

Majority of students in pedagogic universities in the Northern mountainous area come from rural or mountainous areas and children of ethnic people, and they have to suffer from the negative sides of credit - based training system, as a result, they have some following shortcomings like: lack of confidence in front of the crowd, embarrassment or timidity, anxiety, dare not express their own opinions when involved in teaching and educating activities, limitation on persuasive skills, lack of active in participating social activities, group activities and problem - solving skills. Therefore, developing social activity competence for students in pedagogic universities in the Northern mountainous area is really necessary.

It is clearly shown through the reality that teachers in the Northern mountainous area have some limitations on social activity competence because of different reasons, one of which is teachers in the pedagogic universities do not really pay attention to develop social activity competence for student during teaching process.

Because of these above reasons, the author decided to conduct a doctoral dissertation: ***“Developing social activity competence for students in pedagogic universities in the Northern mountainous area in credit - based training system”***.

## **2. Purpose of the research**

Developing social activity competence for students in pedagogic universities in the Northern mountainous area in credit - based training system is to meet the requirement of teaching career standard in consistent with education reform trends nowadays.

## **3. Objects and Subjects of the research**

### ***3.1. Objects of the research***

The process of developing social activity competence for students in pedagogic universities.

### ***3.2. Subjects of the research***

The measures to organize teaching and educating in order to develop social activity competence for students in pedagogic universities in the Northern mountainous area.

## **4. Scientific hypothesis**

Social activity competence is one constituent competence of social competence that the teacher must possess to meet the current teaching requirement. Due to different reasons, students' social activity competence in pedagogic university in the Northern mountainous area in credit - based training system still very limited on awareness, skills and their attitudes about social activity. If we can find out synchronous measures from developing teaching program of dominant subjects; organizing integrated learning, organizing activities for pedagogic practice, designing and organizing experiencing activity; developing practical experiencing environment to renovate testing and evaluating method under social activity competence. Doing this can help develop social activity competence for students in pedagogic universities contributing to the improvement of teacher training quality.

## **5. Duties of the research**

5.1. Building theoretical base about developing social activity competence for students in pedagogic universities in credit - based training system.

5.2. Surveying the reality of developing social activity competence for students in pedagogic universities in the Northern mountainous area in credit - based training system.

5.3. Recommend some measures to develop social activity competence for students in pedagogic universities in the Northern mountainous area in credit - based training system.

5.4. Carry out an experiment in order to determine the effectiveness and feasibility of the suggested measures in developing social activity

competence for students in pedagogic universities in the Northern mountainous area in credit - based training system.

## **6. The scope of the research**

- *Objects of the study and spatial scope:* The author carried out a survey the reality of developing social activity competence for students in pedagogic universities in credit - based training system on 450 students, 200 teachers of three pedagogic universities: Pedagogic University of Thai Nguyen, Hung Vuong University and Tay Bac University.

- *Content scope:*

+ The doctoral dissertation focuses on researching the measures to develop social activity competence for students in pedagogic universities in the Northern mountainous area in credit - based training system.

+ The experiment is restricted in teaching pedagogy subject, method of the Union work, Ho Chi Minh Young Pioneer, in Pedagogic university of Thai Nguyen and Tan Trao University.

## **7. Methods of the research**

### **7.1. Methodology**

The research is based on systematic approach, practical perspective and personality perspective in researching process.

### **7.2. Specific methods**

7.2.1. *For the theory:* Analysis, synthesis, systematization, generalization

7.2.2. *For practical method:* Observation, interview, questionnaire, experimental method, ask for expert's ideas.

7.2.3. *Supported method:* mathematical statistics and computer software.

## **8. Some main scientific points of the thesis**

**8.1.** Developing social activity competence for students in pedagogic universities in the Northern mountainous area in credit - based training system must pay attention to both particularities of students in each pedagogic university in the Northern mountainous area and the specific characteristics of credit system: maximize the positive, proactive and creative ability of students through propagating activities, persuading ethnic minority citizens on issues of economy, population, environment, health, education and the practical experiencing activities in the Northern mountainous region.

**8.2.** Developing social activity competence for students in pedagogic universities in the Northern mountainous area is an indispensable demands to meet the professional standards, developing

social activity competence for pedagogic students is identified from developing teaching program in general, and developing teaching program for each subject in particular, to organizing teaching and experiencing activity, developing the environment and renovating testing and evaluation.

**8.3.** Gaps in awareness, training programs, organizing learning in training, experiencing activity, environment conditions... are barriers to the development of social activity competence for students in pedagogic universities in the Northern mountainous area in credit - based training system.

**8.4.** The system of measures to develop social activity competence for students in pedagogic universities in the Northern mountainous area in credit - based training system is built adequately basing on the characteristics of students in the Northern mountainous area and is suitable to the characteristic of credit system, it is also adapted to the specific conditions of pedagogic universities which helps to remove these barriers and create motivation to develop social activity competence for students in pedagogic universities in the Northern mountainous area in credit - based training system.

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

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

- Clarifying and systematizing the theory of developing social activity competence for students in pedagogic universities in credit - based training system. Especially, some terms are clearly defined such as tool; characteristics of living environment, communication, studying, particularities of social activities among students in pedagogic university in the Northern mountainous area; elements, ways and requirement of developing social activity competence; factors affecting the development of social activity competence for students in pedagogic universities in the Northern mountainous area in credit - based training system.

- Recommending the process and six measures to develop social activity competence for students; the recommended measures covered basic requirements which need doing in teaching process, not only professional knowledge, skills but also developing social activity competence for pedagogic university students in general, and in pedagogic universities in the Northern mountainous area, in particular. Noticeably, these recommended measures take the particularities of students in the Northern mountainous area and shortcomings appearing while organizing teaching basing on credit system into consideration.



## **9.2. Practical contribution**

- Conducting a survey, evaluating the reality of developing social activity competence for students in pedagogic universities in the Northern mountainous area in credit - based training system. Basing on this, the author identified the advantages, disadvantages and analyzing the causes of the inadequacies in the developing social activity competence process for students in pedagogic universities in the Northern mountainous area in credit - based training system currently.

- The findings of the doctoral dissertation would be used as an useful referent resource when developing some other competences.

## **10. The structure of the dissertation**

Besides INTRODUCTION, CONCLUSION, RECOMMENDATIONS, REFERENCE, the dissertation consists of four chapters.

### **Chapter 1**

#### **THEORETICAL BACKGROUND OF DEVELOPING SOCIAL ACTIVITY COMPETENCE FOR STUDENTS IN PEDAGOGIC UNIVERSITIES IN THE NORTHERN MOUNTAINOUS AREA IN CREDIT - BASED TRAINING SYSTEM.**

### **1.1. Literature review**

#### **1.1.1. In the world**

##### *1.1.1.1. Research on social activity competence*

Educational ideas from the early sixteenth century to the nineteenth century appeared in some countries such as Britain having Thomas More (1478 - 1535) and Robert Owen (1771 - 1858); in Czech Republic having J.A Comenxki (1592 - 1670); in Switzerland having Petxtalozi (1746 - 1827); in Soviet Union having Marxist viewpoints C. (1818 - 1883); Anghen F. (1820 - 1895); V. I. Lenin (1870 - 1924); and Macarenco AX (1888 - 1939). These are the initial basis for finding ways, methods to promote the role of families, schools and society in the development process of social activity competence for pedagogic universities students.

From the end of the 20<sup>th</sup> century to the early of the 21<sup>st</sup> century, in the scene of globalization and internationalization, social activity competence is considered in terms of system skills that employees need to have and are criteria to evaluate them for example: Australian Business Council and Australian chambers of commerce and industry with the sponsorship of Ministry of Education and Training national scientific, Australian Council has published "employable skills for the future" (2002); Ministry of Human Resources and Skills Development in

Canada; In the United Kingdom, Ministry of Economy, innovation and skills; In Singapore, WDA developing local labor office has established ESS vocational skill system (Phan Quoc Vietnam 2009).

*Overall assessment:* In the world, although most of the research on social activity competence did not studied directly about this issue, such skill system that the ministries, agencies and organizations of the government shows that the study and the development of the social activity competence for pedagogic students are very necessary and is one of must- have competences to determine the Output standard for students at pedagogic universities in northern mountainous area, in particular and universities students in Vietnam, in general.

*1.1.1.2. Study trend of social activity competence development*

***- Developing social activity competence under the perspective of training program***

In the nineteenth century, in the US, the author William E.B. (1982) in his book "Guidance handbook on developing training programs based on competence" has launched development programs aimed at forming and fostering the learners' competence by describing clearly output standard, then arrange them in an order.

In Australia, in November 1991, a conference on competence - based training has been organized at the National center. The topic of the seminar focused on four main issues and was in agreement about the issues relating to the development of students' competence through training programs including social activity competence.

In Germany, a research conducted by Thomas Deissinger and Shilke Hellwig (2011) presented the viewpoint of the structure and function of the training program based on competence.

In West Africa, research by Boahin, Peter Hofman and WH Adriaan investigated into the reality to find out students and teachers' awareness of training program towards competence and test factors affecting the application of such training program in colleges in Ghana.

From these studies, we found that the development of social activity competence for students at pedagogic universities was possible through the development of training programs by determining output standard towards competence, in general and social activity competence, in particular. However, in the development process, we should clearly identify the advantages and disadvantages, the factors affecting the development of social activity competence so that we can build measures which are suitable to the level and conditions of regions or localities.

***- Development of social activity competence under the perspective of the teaching process***

In 19th century, in America, Kurt Lewin, a social psychologists, emphasized the importance of manners in group and created a theory of cooperative learning. Then, Morton Deutsch developed theory of cooperation and competition on the basis of "the background theories" of Lewin. In 1940, Morton Deutsch offered theories of the situation of cooperation and competition (Nguyen Thi Thanh 2013).

In the 20th century, in China, there were some representatives like: Liu Yu Sheng, Gao Yan; Zhan Xing; Zheng Qun Li and Zheng Shu Zhen who thought that cooperative teaching helped students develop cooperative learning skills, create equality and harmony in the development of pupils and students.

*Overall assessment:* The studies on development of social activity competence in the world are approached in two ways:

- Development of social activity competence under perspective developing training program according to output standard and competence including social activity competence; however, there was no research on social activity competence and of development of social activity competence for students, in general and for students in pedagogic universities, in particular

- Development of social activity competence under the view of teaching process towards cooperative teaching, developing cooperative learning for students, however they did not highlight the cooperative relationship between one to another in a group, between one individual and a group, between a group and a group, and the measures of teaching organization to develop social activity competence, in particular haven't received sufficient care to be studied and developed through teaching organizations.

***1.1.2. In Vietnam***

***1.1.2.1. Study trend of social activity competence***

Social activity competences are derived from educational ideology of President Ho Chi Minh - who laid the foundation and directed the forming of new education system for the country. He always upheld the principle of educating perfect human, basic content of education is to train people to build socialism, and they have good life style as well as are good at their majors.

Inheriting his thoughts, Resolution of the 4th Congress of the Party (1979) issued Decision No. 14 - NQTU on education reform: Considering education as important parts of the ideological revolution;

performing duties of caring and educating our younger generations from the time when they are small to the time when they become adults, *well implementing educational principles learning must be with practice, combined education with productive labor, attached schools to the society*. This guiding ideology is developed, improved and completed to suit actual requirements through Congresses VI, VII, VIII, IX, X of the Communist Party of Vietnam.

In the XXI century, in the context of international integration, in an article "Seven critical skills to newly graduated students", the author has pointed out seven skills that employers require in students today.

Besides a number of articles, essays, books have mentioned social activity competences such as: Pham Van Nhan researching on skills of youth activities; Tran Thoi pointing out some skills of young volunteers; Nguyen Van Ho, Nguyen Nhu An mentioned social activities skills in terms of specific skills of teachers - who tied to a specific job.

#### *1.1.2.2. Research trend of developing social activity competence*

##### ***- Developing social activity competence is discussed in terms of training programs***

Nguyen Van Tuan (2008) in the document of the solution for developing vocational training program systematized training theories according to the common base of competence trainings; advantages and limitations, the difference between the competence - based training with traditional training.

Nguyen Huu Lam (2004) in his article "Competency model in education, training and human resource development" analyzed the limitations of the current system of education program such as heavy knowledge, lack of many practicing skills, lack of link to real social development.

Pham Hong Quang (2013), in "Developing teacher training programs - The issues of theory and practice," analyzed the capacity of the teachers, especially social activity competence inside and outside school which is one of the most important competences of teachers. From determining the competences of teachers, author indicated this as the theoretical background for the development of educational programs.

##### ***- Developing social activity competence under the perspective of the teaching process***

Some typical authors of this study trend include: Nguyen Cuong; Pham Hong Quang; Nguyen Thi Thuy Hanh; Nguyen Thi Quynh Phuong, Nguyen Thi Thanh, Cao Thi Thang, Nguyen Thi Minh Phuong and Tran Thi Thu Hue.

Pham Hong Quang (2006), in a study on "educational environment", said that the process of vocational training of pedagogic university students in northern mountainous areas needed to pay more attention on social activity competences because of their future working environment.

Nguyen Thi Thuy Hanh (2011) "The situation of cooperative learning skills of pedagogic college students"; Nguyen Thi Quynh Phuong (2012) "Train cooperative learning skills for pedagogic university students"; Nguyen Thi Thanh (2013) "Teaching towards developing cooperative learning skills for pedagogic university students". The authors clarified the characteristics of pedagogic university students then deeply studied the system of cooperative learning skill needed among pedagogic university students in general, however, these studies did not focus properly on developing social activity competence for pedagogic university students in the Northern mountainous area in training by credit system.

Moreover, some articles by Nguyen Kim Quy (2003), Nguyen Thi Hong Nam (2003), Vu Thi Minh Hang (2003), Nguyen Ba Kim (2006) through group activities, students together completed the job that they can not accomplish by themselves in given time.

***- Developing social activities competence under the perspective of the educational process***

Tung Bui Sy, Le Kien Thiet, Phan Nguyen Thai, Nguyen Trong Tien (2007) referred to social activities perspective in educational activities of Ho Chi Minh Young Pioneer in the syllabus "Professional activities of Ho Chi Minh Young Pioneer "

Nguyen Van Ho (2013) pointed out that "Developing adaptive vocational capacity for students in the training process at the pedagogic universities"; Duong Thi Nga (2012), "Developing adaptive vocational capacity for pedagogic college students". These authors showed that social activities are really meaningful and especially an important requirement for students when they become teachers in the future.

Tran Khanh Duc (2014) in his book, "Education and human resource development in the 21<sup>st</sup> century," pointed out the overall model of the teachers in modern education that teachers are not only experts (researchers science), educators, managers, but also social activists.

A research by a group of authors Nguyen Vinh Khuong, Mai My Hanh, Quang Thuc Hao, Huynh Van Son referred to the real issues of Ho Chi Minh pedagogic university students in practice.

Bui Sy Tung, Le Kien Thiet, Phan Nguyen Thai, Nguyen Trong Tien in syllabus "Professional activities of the Ho Chi Minh Young Pioneer" mentioned social activities under the perspective of educational activities of the Ho Chi Minh Young Pioneer.

Moreover some doctoral dissertations, master thesis, articles have addressed various aspects of social activities competence.

*Overall assessment:* Previous researches of both abroad and domestic researchers have suggested the author some issues related to students' social activities competences according to output standard of training program, activities competences are essential among teachers, they are formed during training process in pedagogic universities according to output standard. However, the researchers have just only mentioned developing training programs according to competence including social activities competences, cooperative learning skills development, communication skills, and adaptive skills. Therefore, there should be an in-depth research trend on pedagogic university students' social activities competences, a development of pedagogic university students' social activities competences in general and a development of pedagogic university students' social activities competences in the Northern mountainous area credit - based training system, in particular.

## **1.2. Some key definitions**

### ***1.2.1. Competence***

### ***1.2.2. Social activities***

### ***1.2.3. Social activity competence***

### ***1.2.4. Developing social activity competences for pedagogic university students***

## **1.3. The basic problems of developing social activity competences for pedagogic university students in the Northern mountainous in credit - based training system**

### ***1.3.1. Psychological features of students***

### ***1.3.2. Features of the environment, communication, learning and specific social activities of pedagogic university students in the Northern mountainous area***

### ***1.3.3. Elements of developing social activity competences for pedagogic university students in northern mountainous areas in credit - based system training***

#### ***1.3.3.1. Objectives of social activity competence development***

#### ***1.3.3.2. Content of social activity competence development***

#### ***1.3.3.3. Method of social activity competence development***

#### ***1.3.3.4. Principles of social activity competence development***

*1.3.3.5. Format of social activity competence development*

*1.3.4. Ways of developing social activity competence*

**1.4. Developing social activity competences for pedagogic university students in credit - based training system**

*1.4.1. Particularities of credit - based training system and its impact on social activity competences*

*1.4.2. The requirement for the development of social activity competences in credit - based system training*

*1.4.3. Factors affecting the process of social activity competence development for pedagogical university students in credit - based system training*

*1.4.3.1. Training program and its output standard*

*1.4.3.2. Educational environment*

*1.4.3.3. Teaching competence, social activity competence of teachers*

*1.4.3.4. Students' activeness*

### **Conclusion Chapter 1**

1. Social activity competences have been studied in many parts of the world and also in Vietnam. However, these studies only mentioned the perspective of competences and social activity competences... The problem of developing social activity competences for pedagogic university students in the Northern mountainous area remains as a "gap" which should be further studied.

2. Developing social activity competences for pedagogic university students is a process of change, an increase of social activity competences for pedagogic university students to higher level, from being imperfect to being perfect. This makes learning process get high efficiency.

3. In the process of developing social activity competence for students based on particularities of the environment, communication, learning and typical social activities of pedagogic university students in the Northern mountainous area; basing on psychological characteristics of students, aims, contents, principles, methods and impacts of credit - based training system to social activity competence. There is a need to pay particular attention to the ways and the subjective elements, objective elements affecting the development of social activity competences for pedagogic university students.

**Chapter 2**  
**REALITY OF DEVELOPING SOCIAL ACTIVITY**  
**COMPETENCE FOR PEDAGOGIC UNIVERSITY STUDENTS**  
**IN THE NORTHERN MOUNTAINOUS AREA**  
**IN CREDIT- BASED TRAINING SYSTEM**

**2.1. A general overview of the universities in the Northern mountainous area**

**2.2. Analysis current educational training program in the pedagogic universities for the students' social activity competence development**

**2.3. The practical researches of developing social activity competence**

**2.4. Organizing a survey of the reality of developing students' social activity competence in pedagogic universities in credit- based training system in the Northern mountainous area**

**2.4.1. Survey purposes**

**2.4.2. Subjects of the survey**

**2.4.3. Survey Methodology**

**2.5. Survey findings**

**2.5.1. Teachers and students' awareness of the meaning of developing social activity competences for pedagogical university students in northern mountainous area**

Awareness of students has little difference with this teacher but it also reflects the differences between perceptions of teachers and students. However, basically most of the teachers and students highly judged two criteria: Helping students meet requirements teacher professional standards and help students improve their ability of participating social activities.

**2.5.2. The reality of content of developing social activity competence for pedagogic university students in the Northern mountainous area**

***i) The reality of the knowledge which was supplied for students***

Teachers and students were both interested in knowledge of their career such as professional knowledge, knowledge of teaching, education and scientific related knowledge. Practical knowledge about the relationship between teachers and students, students and students, teachers and ethnic communities, especially knowledge of dissemination, advocacy, persuasion; knowledge regarding economic development policies, population, environmental sanitation, poverty reduction,... of local which teachers and students got less interest. Reasons for this is that this knowledge has not been integrated into the curriculum and determined in the output and in the process of teaching and training for pedagogic students.



***ii) The reality of social activity skills which were trained for pedagogic students***

Basing on findings from the surveys and the observation of the activities of teachers and students it can be concluded that skill training for students just focused on basic skills, teachers were not often interested in training some skills for students such as persuasive skills, encouraging and attracting other people to join. One of the reasons why is due to outdated forms and teaching methods, teachers have not applied modern teaching methods and techniques which are skill developing orientation for students, so there are no synchronous positive activities during teaching process, additionally, teachers focused too much on supplying knowledge rather than other skills for students during training programs.

***iii) The reality of attitudes towards social activity which were fostered for pedagogic students***

Through the results collected from questionnaires, interviews and general observation when we investigated teachers and students, it can be concluded that attitudes about social activities have all been fostered students but the level of performance may differ. Politeness, courtesy, openness in communicating relationship showed relatively high results, but the results of accountability of individuals before the activities involved or held were relatively low due to the affects of teaching and learning which pay much attention to knowledge not the formation of attitudes and skills for students to study and it is partly due to the impact of the environment where they live, learn and communicate of students in the Northern mountainous area.

***2.5.3. The reality of the methods to develop social activity competence for students in the Northern mountainous area***

From the results of the investigation by questionnaires, observations and interviews with teachers and students, it was found that teachers used a variety of methods, but with different levels of frequency: the most regular method is raising the issue; group discussion. In contrast, the one which teachers rarely use, or even has never been used is learning through practical projects. This was caused due to the impact of credit - based system factors, learning environment, teacher competences and positive, proactive character of students.

***2.5.4. The reality of ways of developing social activity competence for students in the Northern mountainous area***

The development process of social activity competence for pedagogic students was done by many different methods, but the result

achieved only at average level. The reason is that the integration social activity competences into classroom is not focused, practical activities, extracurricular activities, school subjects, educational activities outside class,... have not been held regularly especially they are not widely applied to all students, and not built up coordination mechanisms between training institutions and schools and this creates barriers that affect the development of pedagogical competence development, in general and social activity competence development, in particular.

***2.5.5. Advantages and disadvantages of the teaching methods basing on credit system in developing social activity competence for pedagogic students***

100% of teachers and students agreed that the training method basing on the credit system helps students be more dynamic, proactive and aggressive in their study, from building learning plan, arranging suitable time to exchanging ideas, studying in groups, and expressing their opinions, their perspectives with teachers. All these things help students form skills like designing, structuring, teamwork skills, work independently, ability to adapt,... However, besides that there are still some disadvantages such as traditional class model is broken and this makes communication and sharing skills among students limited. It is difficult to make the connection between students and students' group activities. They are worried about improving their grades so they are interested little in social activity competences and general activity of class, faculty or university. Moreover, social activity competences of students are not being concerned because according to this training method, almost full-time and facilities: lecture halls, classrooms, speakers,... are used for training so that social activity competence skills training is paid little attention by teachers.

***2.5.6. The reality of difficulties in developing social activity competence for pedagogic university students***

During the development process of social activity competence for pedagogic students, teachers faced many difficulties and obstacles. This is also one of the reasons why developing social activity competence for students has not been paid adequate attention, although teachers are all aware of its necessary role and meaning to pedagogical students, in particular and students, in general. This is truly urgent matters requiring managers and teachers to pay more attention to research for good measures.

### ***2.5.7. Reality of social activity competence of pedagogic students in the Northern mountainous area***

From the results of questionnaires, observations and interviews, it can be confirmed that pedagogical students today begin to possess some basic but not very proficient skills of social activity competence. This is due to many reasons. One of these is because teachers have not paid adequate attention and another reason is because of lacking experiencing environment for pedagogic students in the Northern mountainous region to develop social activity competences.

### **2.6. General assessment of the situation**

1. Awareness of most teachers and students of social activity competences is generally appropriate, they also appreciate the role of developing social activity competence for pedagogical students which helps students meet the requirements of professional standards after graduation. However, there is still a small number of people who are not fully aware of this, thus raising awareness among teachers, students about social activity competence developing is our permanent and necessary job.

2. The investigation through questionnaires, observations and interviews showed the result of developing the social activity competence for students in Pedagogic University is not really high. In the process of teaching, lecturers do not attach special importance to provide the knowledge, attitudes, especially social activity skills and do not promote the roles of the measures in the process of developing the social activity competence for students in Pedagogic University

3. The training method basing on credit system as well as other teaching methods, besides some advantages which help students be dynamic, positive and flexible teaching program, there are still some disadvantages which makes the traditional model of class to be broken leading to limiting communication skills and sharing among students. Moreover, students spend most of their time attending the class for mark improving, or get higher mark, therefore, they don't care much about training social activity competence and general activities held by class, faculty, and university. Additionally, lecturers pay less attention to students' social activity competence because according to such training method, training activities take more full time and make more use of facilities than training social activity competence.

4. The study showed that lecturers and students had to tackle many difficulties in the process of developing the social activity competence for students in Pedagogic University. In particular:

students' passivity in learning; students' shyness, students' timid feeling when speaking; lack of facilities and learning conditions; difficulties in designing and organizing lessons including the content of developing the social activity competence for students; lack of environments which develop the social activity competence for students; difficulties in mobilizing education force to develop the social activity competence for students,... These are issues that need to be concerned and improved more.

5. The investigation of the reality of developing the social activity competence for students in Pedagogic universities shows that there are some social activity skills, but the development of these skills is mainly at medium level, students are able to achieve some basic skills but lack of proficiency and stability, and are necessary to continue developing.

### **Conclusion Chapter 2**

The social activity competence of students in pedagogical universities remains limited due to many different reasons, which are mainly from the training programs, training organization and living, learning and communicating environment in pedagogical universities in the Northern mountainous area.

The development of the social activity competence for students hasn't received proper concern which is shown in organizing teaching, in organizing education activities, real professional experience, real life. Lecturers and students not only haven't exploited the advantages of training credit - based system to develop the social activity competence but also are affected by its drawbacks.

Lecturers in pedagogic universities still face many difficulties in developing the social activity competence for students: designing competence, organizing activity competence, performance result assessment, coordinating competence with the social forces to organize activities for students. In addition, lecturers have some difficulties related to finance, facilities, students' positive activity participation and environments attracting students' participation.

**Chapter 3**  
**SUGGESTED MEASURES TO DEVELOP SOCIAL**  
**ACTIVITY COMPETENCE FOR STUDENTS IN PEDAGOGIC**  
**UNIVERSITIES IN THE NORTHERN MOUNTAINOUS**  
**AREA IN CREDIT-BASED TRAINING SYSTEM**

**3.1. Rules for building measures**

**3.2. Suggested measures to develop the social activity competence for students in pedagogic universities in the Northern mountainous area**

**3.2.1. *Determining the process of developing the social activity competence for students in pedagogic universities in the Northern mountainous area which are suitable for credit-based training system***

**\* The aims of the measures**

**\* The content and the way of conducting**

Step 1: Providing knowledge of social activity

Step 2: Organizing the training of social activity skills and attitudes

Step 3: Testing, evaluating the results of the development of the social activity competence

**\* The condition of applying the measures**

**3.2.2. *Suggested measures to develop the social activity competence for students in pedagogic universities in the Northern mountainous area***

**3.2.2.1. *Developing syllabus of some predominant subject towards enhancing the social activity competence***

**\* The aims of the measures**

**\* The content and the way of conducting**

Step 1: Identifying the key social activity competence basing on output standard.

Step 2: Determining the level and criteria for each competence so that it can be measured.

Step 3: Building the syllabus for the predominant subjects basing on output standard.

Step 4: Organizing to implement subjects, experiencing activities for students towards the social activity competence

Step 5: Evaluating the results of subjects towards the social activity competence

**\* The condition of applying the measures**

**3.2.2.2. *Organizing integration of teaching and content of developing social activity competence***

**\* The aims of the measures**

**\* The content and the way of conducting**

First: Preparing necessary conditions.

Second: Conducting to organize lessons

Third: Reviewing, evaluating lessons

**\* The condition of applying the measures**

3.2.2.3. *Organizing to train pedagogic skill towards developing social activity competence*

**\* The aims of the measures**

**\* The content and the way of conducting**

Step 1: Preparing for organizing activities

Step 2: Conducting to organize activities

Step 3: Reviewing, evaluating activity organization

**\* The condition of applying the measures**

3.2.2.4. *Designing and organizing activities to experience the reality of mountainous education for students towards developing social activity competence*

**\* The aims of the measures**

**\* The content and the way of conducting**

**i. Identifying types of possible organized experience for pedagogical university students:**

**ii. Designing experiencing activities for students towards developing social activity competence according to the following procedures:**

Step 1: Determining the name of experiencing activities or activity themes which are interdisciplinary

Step 2: Determining the aims of the activity or the aims of the interdisciplinary practical experiencing activity themes

Step 3: Determining the content of activities and mobilized resources, criteria to evaluate results.

Step 4: Designing the scenario of activities

Step 5: Choosing MC and testing the activity scenarios

Step 6: Organizing the activity according to the built scenario.

Step 7: Evaluating the results of the activities and giving students feedback.

**iii. Organizing experiencing activities towards developing social activity competence**

Step 1: Preparing for creative experiencing activities

Step 2: Conducting creative experiencing activities

Step 3: Evaluating creative experiencing activities

**\* The condition of implementing the measures**

3.2.2.5. *Developing the practical experiencing environment for students through the activities of the Youth Union and Students' Association*

**\* The aims of the measures**

**\* The content and the way of conducting**

*i. Volunteering activity*

- The process of building the volunteering organization plan

- Step 1: Determining the purposes and requirements
- Step 2: Determining the content volunteering activity
- Step 3: Choosing the time and the implementing area
- Step 4: Surveying reality
- Step 5: Preparing the conditions of the implementing
- Forms of volunteering activity

*ii. The club*

-The process of establishing clubs:

Step 1: Surveying the reality and understand students' needs and expectations

Step 2: Choosing the models of proper clubs

Step 3: Building the project of establishing clubs

- Some types of clubs

**\* The condition of applying the measures**

*3.2.2.6. Innovating testing, evaluating method towards social activity competence*

**\* The aims of the measures**

**\* The content and the way of conducting**

The evaluating process will be conducted according to the following steps:

(1) Determining the aim of evaluating towards social activity competence

(2) Determining the content evaluated

(3) Determining the methods of collecting information

(4) Building tools and scales towards the social activity competence

(5) Collecting and processing the information

(6) Giving the comments about the value and proposing the direction of the development or suggested measures to improve the situation.

**\* The condition of implementing the measures**

**3.3. The relationship between measures**

**Conclusion Chapter 3**

1. Basing on both theoretical practical research of developing social activity competence for students of pedagogic universities in the Northern mountainous area, we propose to develop measures to develop social activity competence for students in pedagogic universities.

2. Basing on the ideal inheritance selected of the former researchers, our proposed measures demonstrate the innovation towards output

standard and maximize the advantages of credit-based system which reduces theoretical lessons in class and increases the duration of practice and real experience, in the process of developing social activity competence for students in proposed in the Northern mountainous area.

3. To make the process of developing social activity competence for students in proposed in the Northern mountainous area effective, there should be coordinating measures which are not too rigid or disregarding any of them.

## **Chapter 4**

### **EXPERIMENTING MEASURES TO DEVELOP SOCIAL ACTIVITY COMPETENCE FOR STUDENTS IN PEDAGOGIC UNIVERSITIES IN THE NORTHERN MOUNTAINOUS AREA TOWARDS CREDIT-BASED SYSTEM**

#### **4.1. General background of the pedagogic experiment**

- 4.1.1. The aim of the experiment
- 4.1.2. The objects the experiment
- 4.1.3. The content of the experiment
- 4.1.4. The methods of the experiment
- 4.1.5. The measuring and evaluating criteria
- 4.1.6. Data analysis method

#### **4.2. Evaluating and commenting on experimental results**

##### ***4.2.1. Analyzing the experimental results of phase 1***

*4.2.1.1. Evaluating the equivalence of experimental group and control group phase 1*

- i. Knowledge (the level of awareness of social activity competence).
- ii. Social activity skills of experimental group and control group

*4.2.1.2. Analyzing the experimental results of phase 1*

- i. Students' knowledge.
- ii. Students' social activity skills
- iii. The results of evaluating students' attitudes and spirit.

##### ***4.2.2. Analyzing the experimental results of phase 2***

*4.2.2.1. Evaluating the equivalence of experimental group and control group phase 2*

- i. Knowledge (the level of awareness of the social activity competence).
- ii. Social activity skills of experimental group and control group.

*4.2.2.2. Analyzing the experimental results of phase 2*

- i. Students' knowledge.
- ii. Students' social activity skills
- iii. The results of evaluating students' attitudes and spirit.



### **Conclusion Chapter 4**

1. Developing social activity competence for students in pedagogic universities can be applied effectively in some teaching skill courses in pedagogical universities, which is suitable to forms of teaching towards credit-based system through applying and coordinating properly measures to develop social activity competence

2. The application of measures to develop social activity competence not only impacts positively on social activity competence but also enhances the awareness and attitudes of students in pedagogic universities. The analysis in terms of both qualitative and quantitative confirmed the effectiveness of proposed measures.

3. Developing social activity competence not only helps students understand and perceive much knowledge of different fields but also fosters students' participating competence, organizing competence, persuading competence, also develops attitudes, awareness of attending and organizing activities which are important for students in pedagogic universities in the developing trends of society nowadays.

4. The analysis of the questionnaires, observations and conversations shows that the experimental results of two phases are positive and confirms the superiority of measures to develop social activity competence proposed. The application of measures to develop social activity competence for students in pedagogic universities in the Northern mountainous area is a right direction and contributes to improve the effectiveness of teaching towards output standard as well as be consistent with the aim of higher education nowadays.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **1. Conclusion**

1.1. Social activities are community activities implemented by individuals, groups or communities to solve the problems in the society and help people gain the common goal. Social activity competence, an element within the general competence structure, is a component of social activity formed and developed under the influence and training of the teaching process and education.

1.2. Developing social activity competence for students in pedagogic universities is the process of perfecting a system of knowledge, skills and attitudes towards meeting the requirements of social activities through teaching and education of pedagogic universities. The process of developing social activity competence should be based on the psychological characteristics of students, the environmental characteristics of the northern mountainous area, the

characteristics of credit-based system, and elements in the process of developing social activity competence. Both the subjective and objective elements are affected considerably on the development of social activity competence for students in pedagogic universities.

1.3. The findings from studying the reality shows that majority of lecturers and students have appropriate awareness of social activity competence, however, the development of social activity competence is not really effective because of many different reasons in which the most basic ones is not to build the appropriate scientific methods. The advantages of credit-based training system to develop social activity competence for students are not fully exploited but are governed by the limitations of credit-based training system in the process of developing social activity competence for students.

1.4. Basing on the theoretical and practical study of the thesis, six measures to develop social activity competence for students in pedagogic universities in the Northern mountainous area are proposed. These demonstrate the innovation towards outcome standard as well as maximize advantages of output standard which reduces theoretical lessons in class and increases the duration of practice and real experience, in the process of developing social activity competence for students in pedagogic universities in the Northern mountainous area.

1.5. The experimental results confirmed the appropriateness of the suggested measures to develop social activity competence for students in pedagogic universities in the Northern mountainous area. Thus, measures to develop social activity competence for students in pedagogic universities in the Northern mountainous area are contributions to improve the quality and effectiveness of teaching in pedagogic universities towards output standard, conduct the aim of improving the training quality in universities in general and in pedagogic universities in the Northern mountainous area in the current period.

## **2. Recommendations**

### ***\* To the Ministry of Education and Training***

- The Ministry of Education - Education needs to give documents to supply concrete guidance to both faculties and universities of pedagogy to perform synchronously the innovation of contents, teacher training programs towards developing key career skills, general skills including developing social activity competence to meet the requirements of innovating of high school education today.

- MOET should publish the coordinating mechanisms between pedagogic universities and high schools, kindergarten schools create a close link between training institutions, high schools and kindergarten schools in training teachers in order to meet teachers' output standard.

**\* To pedagogic universities**

- Coordinating closely with high schools to determine their students' competence profile towards output standard and give students environment to experience creative activities to develop social activity competence for students.

- When building and developing training programs, theoretical lessons in class should be reduced, the time to practice, brace between theoretical study in pedagogical schools with vocational training, learn to communicate, organize teaching and educating activities in high school and real life experience should be increased.

- Enhancing facilities, equipment and classrooms to be able to organize various forms of social activities.

**\* To lecturers in pedagogic universities**

- Lecturers in pedagogic universities, pedagogical departments should provide students a broad academic background bias professional knowledge and skills, but not overlook social knowledge and skills and social activities, especially their ability to work with people and communities.

- In the process of teaching, teachers not only need to design course outlines and organize teaching towards competences, including social activity competence, but also innovate teaching methods, methods and criteria for testing and evaluating, create the experiencing environment for students to develop social activity competence matching characteristics and conditions of the Northern mountainous area. Lecturers need to promote the advantages and build plans, measures to overcome the limitations of training towards credit-based system for students.

**\* To students in pedagogic universities**

- Every student needs to self-studies the suitable active learning methods not only to equip themselves in terms of knowledge but also train learning skills towards competence.

- Need to recognize the significance of the developing social activity competence towards the request of teachers as well as the demands of modern society.

- Be always active and enthusiastic in all studying activities and participate in many different types of activities in order to create their own environment to train social activity competence.