

**MINISTRY OF EDUCATION AND TRAINING**  
**THAI NGUYEN UNIVERSITY**

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**DEVELOPING COMMUNICATION ENVIRONMENT FOR  
PEDAGOGIC STUDENTS  
AT COLLEGES IN THE NORTHERN MOUNTAINOUS AREA**

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## INTRODUCTION

### 1. The need of the study

Entering the 21st century, with the rapid development of natural science, Social sciences - humanities and the development of all aspects of our society in general, it is essential to require the education sector to create the adaptation of human development, it is the adaptation of humans with the surrounding environment, so educational environment should be directed to: learning to know, learning to work, learn to assert themselves, learning to live together.

Such issue was included in the resolutions of the IX, X, XI Congress Party and was institutionalized into the Education Law. In particular, "Resolution number 14/2005 / NQ-CP on higher education innovation in Vietnam from 2006 to 2020, has clearly stated about implementing innovative training method basing on 3 criteria: Providing students with learning method, promoting the activeness, creativity and use of information and communications technology in teaching ". Thus, the training objectives in the universities and colleges should be determined according to the development of learners' capability, training content must transfer from content approach to the approach of learner's capacity development. To develop the capacity for pedagogical students, learning environment and communication environment play a very important role, helping people develop professional competence, methodology capacity, social capacity and personal capacity. In which, communication is an element of capacity to help students learn successfully and efficiently.

Communication environment in learning in colleges in the Northern mountainous area does not only affect the process of teaching and learning in colleges in this region but also affect the development of students' personality. Most college students in the Northern mountainous area come from rural areas, from the mountains and are the children of ethnic citizens; therefore, environment, communication and learning is restricted. It's the fact that communication environment of colleges students the Northern mountainous area has been increasingly concern, however, there still exists some shortcomings such as: teachers' activeness of creating communication environment for students is not high, many teachers

just only focuses on cognitive tasks which leads to the ignorance of other important tasks, as a result, teachers only attach special importance towards professional knowledge leading to one –way communication from teacher toward students without any communicative interaction. There is also no situation which force students to communicate, to think, to create to find out solutions for each learning task. Moreover, students still lack confidence to participate and develop communication environment, content, scope and object of communication is limited, students often have the habit of depending on the teacher, aren't active to create for themselves a diverse communication environment which is good enough for them to be confident, open-minded, to share these questions, difficulties in learning for teachers, or knowledge, skills and learning experiences with friends.

Because of these above reasons, the author decided to choose the issue: "Developing communication environment for pedagogic students in colleges in the Northern mountainous area" as the subject of research.

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

Studying the theoretical and practical base of developing communication environment for pedagogic students in colleges in the Northern mountainous area, thereby, building measures to develop communication environment contributing to the enhancement of the effectiveness of teaching and learning activities, and to raise the quality of training in the colleges, meeting the requirements of high-quality human resources for the Northern mountainous area and the whole country in the period of renovation.

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

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

The process of developing communication environment for pedagogic students in colleges.

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

Measures to develop communication environment for pedagogic college students in the Northern mountainous area.

### **4. Scientific hypothesis**

Students' communication environment has direct influence on the content of the textbook, communication form, communication effectiveness and the perfectness of students' personality. If we can build measures to develop communication environment through active learning; through activities and external relations teaching pedagogy; through the use of online learning and social networking, learning outcomes will be enhanced and have positive impact on students' learning methods, while improving the quality of teacher training colleges.

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

- Studying theoretical base of developing communication environment for students.

- Surveying and assessing the reality of communication environment and development of students' communication environment in the pedagogic colleges in the Northern mountainous area.

- Propose some measures to develop communication environment for pedagogic college students in the Northern mountainous area.

- Do some experiments to verify proposed measures.

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

The doctoral dissertation only focuses on finding out some measures to develop communication environment in both learning and practical work experiencing for students.

### **7. Some approaches and method of the research**

#### ***7.1. Some research approach viewpoints***

Researching to develop communication environment for students basing on the viewpoints of system approach, participation approach, and value approach.

## **7.2. Research methods**

Research was carried out by using theoretical research methods, practical research methods and some support methods such as statistical computing, software Excel 2010, SPSS version 16.0.

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

8.1. Students' communication environment in learning includes facility elements for learning activities; psychological factors to create motivation, interest in learning; social factors to create cooperation and sharing in student learning and management factors which help students perform effectively their proposed duties.

8.2. Communication environment is one of important factors, affecting directly on the process of student's personality development. Communication environment is both condition and means of acquiring knowledge, practicing skills for students.

8.3. Developing communication environment helps to create learning and training motivation for students, help attract students to engage in communication activities in teaching and educating, expanding the scope and object of communication and training necessary skills ... to create conditions and motivation to develop perfect human personality for future teachers.

8.4. Measures to develop communication environment should be acted through some elements: teaching activities; activities and non-pedagogic relations; through the use of online learning and social networking.

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

### **- Theoretical contributions**

+ Building some definitions which help to diversify the theoretical system of communication environment, communication environment in learning, developing communication environment in learning for college students.

+ Identifying the elements that constitute learning communication environment among college students.

**- *Practical contribution:***

+ Evaluating the reality of communication environment and developing communication environment for pedagogic college students in the Northern mountainous area.

+ Building three groups of valuable measures to develop communication environment for students: developing communication environment through teaching activities; communication environment development through operations and relations outside teaching pedagogy.

Developing communication environment through learning networks and social networks to manipulate the process of training teachers in colleges.

+ The findings from the doctoral dissertation propose some new communication values in students' learning; provide more materials for the educational institutions, help teacher training institutions better organize the communication environment for students.

+ The success of the research contributes to the improvement of training quality for college students in the Northern mountainous area, to meet social demands on the teacher personality in the present context.

**10. The structure of the dissertation**

The dissertation is presented on 151 pages

- Introduction: (5 pages, from page 1 to page 5)

- Research results: (147 pages, from page 5 to page 151, consisting of 4 chapters)

Chapter 1: Theoretical background of developing communication environment for pedagogic college students in the Northern mountainous area. (including 41 pages, from page 5 to page 46).

Chapter 2: Reality of developing communication environment for pedagogic college students in the Northern mountainous area (36 pages, from page 47 to page 83).

Chapter 3: Measures to develop communication environment for pedagogic college students in the Northern mountainous area (41 pages, from page 84 to page 125).

- Chapter 4: Experiment (22 pages, from page 126 to page 148)
- Conclusion and recommendations ( 2 pages, from 149 to 151)
  - List of published works (1 page, 152)
  - Reference (7 pages, from 153 to 160)
  - Appendix (86 pages, from 161 to 257)

## **Chapter 1**

### **THEORETICAL BACKGROUND OF DEVELOPING COMMUNICATION ENVIRONMENT FOR PEDAGOGIC STUDENTS IN COLLEGES**

#### **1.1. History background**

Research on the building and developing of communication environment attracts the interest of both domestic and foreign authors, it can be generalized into two main directions, and one is researching practical communication environment development in education, the other is researching about electronic communication environment development via the Internet:

#### **The first direction: research on communication environment development in reality of education**

Nguyen Thanh Binh (1996) thought that it was essential to develop communication environment for students, developing learning communication environment means creating communication situations in learning and practicing, or organizing more activities for students to contact with the environment of high schools, with social environment... .By doing that, expanding the scope, subjects, enriching the content of students' communication.

Nguyen Trong Do (1997) studied on the development of communication environment for Russian specialized students. The author gave classifications and methods to develop, not commonly used for students of other fields.

Tran Dinh Thich (2010) mentioned the development of communication environment as a content in building cultural communication in the school, in which emphasizes the relationship



and communication between teachers and students. During learning and teaching process, there was a need to note the democracy of equality in communication, exchanging and debating professional or academic issues in order to build independent thinking, creates dynamism, creativity for students.

Ngo Giang Nam (2012) studied on the development of communication environment for training communication skills for elementary students. To communicate effectively for students requires the broad development of communication environment, diversifying types of activities for students, there is a consensus between the educational environment of the school, family and society.

Two authors Trinh Quoc Lap, Bui Thi Mui (2013) carried out a research on building learning environment for students in the each teaching period, and mentioned the building of communication for students. To develop learning communication environment requires the construction from facilities factors, classroom space, to psychological and pedagogical environment by making mutual interest between teachers with students, among students, and between the subject and learning.

Nguyen Van Luy and Dinh Quang Son (2014) in the textbook “Pedagogical communication”, referred to the development of communication environment. According to them, communication always occurs in a specific context, circumstance and environment. Environment has a large effect on the communication. So communication environment development should match object, purpose, method of communication ... But the author only mentions the physical elements of communication environment rather than point out other factors such as psychological, social ones of communication participants.

Thus, studies of communication environment development have all confirmed that it is an important task in educating and improving the quality of education for the younger generation. Communication environment development is done primarily through the enhancement of physical factors - the condition for learning activities such as teaching technical equipment, creative learning space, expansion and

enhancement communication content and diversifying the types of communication to students, especially to promote a positive, proactive in communication among students.

**The second direction: research on electronic communication environment development via the Internet.**

In the era of information and communication technology development, besides traditional communication environment, there has been communication environment via the Internet, this is a common communication environment in modern society. Researching on this issue there are some typical authors: Denise Carter (2005), Brian Wilson (2006), Ricardo Edited (2009). Studies on the virtual communication space on the Internet - a new communication space where people obtain the multidimensional connections thanks to the support of computers, the Internet, different experiences between online communication and the traditional mode of communication studied by some following authors: Steven Jones (1995), Angela Cora Garcia, Alecea, Standlee Jennifer Bechkoff and Yan Cui, (2009) ...

In Vietnam, studies on developing virtual communication space on the Internet have been done by authors such as: Vu Hoang Hieu, Nguyen Thi Hue, My Linh Dinh, Vu Thanh Long, Nguyen Thi Phuong Cham (2012) referring to the development of virtual communication environment via the Internet.

Many schools in our country today have been quickly applied modern technological means to build communication environment via the Internet with the aim of promoting dynamic interactions, creating interactive communication environment among schools, families and students ... Some universities built some E-learning websites to support students in updating the training information of schools / faculties, course registration.

In summary, through studies on communication environment in both foreign countries and Vietnam, the problem was studied by interested researchers. Overall, learning communication environments classified into three main groups: 1. Physical environment includes some factors such as classroom space, the

materials, learning equipment...; 2. The social environment includes interactive relationship between teacher-student, student-student, student - environment and the elements (content, learning materials ...); 3. Psychological environment include motivation, interest, learning atmosphere in the classroom ... These studies have important implications in the orientation for our thesis. But the number of the studies is still limited and so far there has been no studies that deeply analyzing the constituent elements of communication environment among pedagogical college students and proposing some measures to develop communication environment and to improve the quality of educating and training for pedagogical college students in the Northern area.

## **1.2. Some key definitions related to the dissertation**

### ***1.2.1. Definition of communication***

Communication is the process of interaction between people and people basing on the information and the means which are both known and agreed by the communication participants to meet the personal satisfaction of each side.

### ***1.2.2. Definition of pedagogic communication***

Pedagogic communicate among pedagogical college students is the interactions between teacher and student, student – students, student – surrounding environment basing on the supported information and means in learning and researching process at the aim of helping students acquire knowledge, develop skills, attitude to form the personality of teachers.

### ***1.2.3. Definition of students' learning communication environment***

Learning communication environment are all contextual factors, the interactions between learners and teachers, learners with learners, learners with their surroundings and the psychological factors of each object affects the process of knowledge acquisition, skills and attitude formation of students.

#### ***1.2.4. Definition of developing learning communication environment for pedagogic students***

Developing communication environment in learning for students is to ensure to improve learning conditions, enhance social factors in students' relationships, and develop positive psychological factors to create motivation, conditions and means for students' high effective learning process.

#### **1.3. Role of developing learning communication environment for pedagogic students in colleges**

Environment is condition contributing to form the learning purpose, motivation for students. Developing learning communication environment helps students get involved in communication activities in teaching, educational activities, expand the scope and object of communication and practicing necessary communication skills ... to create conditions and motivation for students' perfect personality development.

#### **1.4. Basic issues of developing learning communication environment for pedagogic students in colleges**

##### ***1.4.1. Features of communication environment and developing communication environment for college students in the Northern mountainous area***

Features of communication environment and developing communication environment colleges in the Northern mountainous are evaluated on four main contents: physical environment, social environment, and psychological environment and student management factors in learning.

##### ***1.4.2. Purposes of developing learning communication environment***

Development communication environment aims to help students extend object, scope and content of communication, develop and perfect the system of communication skills, particularly communication in learning.

### ***1.4.3. Content of developing learning communication environment for pedagogic students in colleges***

Learning communication environment includes three constituents: 1. physical environment in communication, 2. social environment, 3. psychological environment, 4. student management factors in learning.

### ***1.4.4. Principles to develop learning communication environment for pedagogic students in colleges***

To develop learning communication environment for students, it is essential to thoroughly understand some principles: Principle of ensuring the aim; Principle of ensuring the association between theory and practice; Principle of ensuring close cooperation between the organizing, guiding, orienting of teachers with a positive attitude, initiative and creativity of students; Principle of ensuring object.

### ***1.4.5. Methods to develop learning communication environment for pedagogic students in colleges***

There are many different methods to develop learning communication environment for students and teachers. We should base on requirements, lesson content, conditions and circumstances to apply these methods flexibly, creatively to achieve optimum efficiency. The specific methods are often used: raising the issue; solving the problems; games, role play, organizing group activities; case studies method, methods of experiencing and practicing...

### ***1.4.6. Ways to develop learning communication environment for pedagogic students***

Ways to develop learning communication environment includes: Through teaching; Organizing educational rich and diverse activities: playing, productive labor, social activities ...; the collective activities; pedagogical and practical field trip in high schools; self - educating; electronic communication environment, through E-learning, forums, social networks, teacher websites ...

### **1.5. Roles of teachers and students in developing communication environment in learning**

Teacher plays an important role in the development of learning communication environment for students, for example, orienting the objectives, contents, methods and forms of communication in learning activity, training of students, thereby developing communication relationships for students, help students practice the communicative competence and pedagogic communication skills.

Students are the subjects of communication process with their own teachers with friends, with organizations within and outside the school, so students have the initiative in developing the content of communication, diversity initiative forms of communication, the development of relations of the than.SV communicate positively and actively in the process of self-control elements of individual psychology to achieve high efficiency in communication.

### **1.6. Factors affecting the development of learning communication environment for students**

Many factors influence learning communication environment development for students, which includes objective factors such as ethnic cultural traditions and unique cultural features of the Northern mountainous province; education environment of family; Social environment; School educational environment. The subjective factors include students' perception of the role of communication environment in their own personality development, learning and practice; Students' activeness; Teaching methods and communicative competence of teachers.

### **Chapter one conclusion**

1. Communication environment has been studied in many parts of the world and in Vietnam. Overall, the study showed the different aspects of the communication environment for students such as social environment reflected in the relationship between the teacher-student, student –student and students - other related objects; physical environment includes the following elements: materials, space, technical means ... Psychological environment: the psychological atmosphere of class, motivation, communication excitement ...

However, these studies just mentioned communication environment under the perspective of one element of the communication issue rather than studying deeply into communication environment as a factor in the educational process and affecting the quality of the educational process.

2. Research on communication environment of students have relatively broad scope, the doctoral dissertation focused on clarifying the concept of learning communication, content and factors affecting students' learning communication environment. Pedagogic college students' communication environment include 4 contents: 1. Physical environment in communication, 2. social environment, 3. psychological environment, 4. Student management environment in learning. Four elements have close relationships and interdependencies. In which social environment and psychological environment depends on curriculum content and education, the relationship of teacher-student, student – student; teaching methods, teachers' ways of organizing and students' activeness, creativity in the learning and practicing process.

3. To develop communication environment, some of following contents must be taken under consideration: enhancing physical conditions, technical equipment, teaching materials for teaching and learning ...; improving social relations in learning for students, creating a psychological environment such as awareness, emotion, motivation, positive career orientation for students, good management of students' academic principles, creating positive communication environment for students.

4. Developing learning communication environment plays a critical role in helping students acquire academic knowledge and practice career skills as the relationship between communication environment and the formation and development of students' personality is two-way relationship. Learning communication environment has great impact on the formation and development of students' personality, and the students participate themselves to the development of learning communication environment and self-create the best learning communication environment for themselves.

## Chapter 2

### **REALITY OF DEVELOPING COMMUNICATION ENVIRONMENT FOR PEDAGOGIC COLLEGE STUDENTS IN THE NORTHERN MOUNTAINOUS AREA**

#### **2.1. Psychological and social features of pedagogic college students in the Northern mountainous area**

The majority of students in colleges and universities in the Northern mountainous areas are minor ethnic citizens' children living in provinces. In general, they are very gentle, honest, hard – working, however, in terms of awareness and communication, it is sometimes very much restricted due to the affect and limitations of living conditions, therefore, they are timid, shy, not confident in communication process, don't dare to boldly establish new relationships, their limited ability to interact with the modern technical equipment such as computers, the Internet... Clarifying the psychological and social characteristics of students will serve as a basis for the survey and building, applying measures to develop communication environment, helping them to overcome the limitations of communication problem.

#### **2.2. Introduction to the survey on the reality of developing communication environment for pedagogic college students the Northern mountainous area**

##### ***2.2.1. Survey purposes***

The survey aimed to find out, identify and assess the reality of learning communication environment and developing learning communication environment for pedagogic college students in the Northern mountainous area.

##### ***2.2.2. Survey objects***

The author chose students and teachers in colleges with pedagogic departments: Tuyen Quang college (now it is Tan Trao University), Ha Giang Teacher Training College, Bac Kan Community College, Son La Teacher Training College.

##### ***2.2.3. Survey method***

Synthesis methods: doing a survey using questionnaires, observations, conversations, interviews through class observations,



meeting with experienced lecturers, experts to exchanging experiences and consulting through note taking, getting experts' opinion.

#### **2.2.4. Data analysis**

After recollecting survey questionnaire, invalid ones were all removed and data was processed using statistical calculations, with the support of SPSS 16.0 software.

### **2.3. Results of survey on the reality of developing learning communication environment for college students in the Northern mountainous area**

#### **2.3.1. Students and teachers' awareness about learning communication environment**

##### ***i. The reality of pedagogic college students' awareness about learning communication environment***

Most teachers and students are suitably aware of communication environment, but a part of teacher and students doesn't understand fully, it should take measures to raise awareness about the contents of communication environment, because their awareness is the first important and initial condition which has a huge impact on developing communication environment, only proper and enough awareness, teachers and new students may be the main force participating effectively in development communication environment.

##### ***ii. The reality of teachers and students' awareness of the role of developing learning communication environment for pedagogic college students***

The obtained survey results showed that most teachers and students are properly aware of the role of communication, both teachers and students evaluated that these above criteria, to some extent are very necessary and necessary. But besides that there are some teachers and students not fully aware of the role of communication environment development. There are still 0.9% of teachers and 3.7% students thinking that it isn't important, perhaps, the possible reason for this is because teachers and students don't understand what factors communication environment include.

***iii. The reality of awareness of factors in learning communication environment of pedagogic college students***

Through the survey, we found that the majority of teachers and students were quite fully aware of constituents of communication environment. This is shown in a high choice of elements that we mentioned in the questionnaire.

***2.3.2. The reality of learning communication environment of pedagogic college students in the Northern mountainous area***

***i. Reality of physical environment of pedagogic college students in the Northern mountainous area***

Survey results showed that lecturers and students gave different – quantity evaluations but the order is almost similar, important elements of the physical environment such as materials, teaching aids, and the Internet are assessed at the average level.

***ii. Reality of social environment of pedagogical students in colleges in the Northern mountainous area***

Survey results showed that lectures have not applied ways of organizing learning activities regularly and diversely in order to maximize the interactive relationship between students and students, lecturers and students.

***iii. Reality of factors of managing students in learning environment***

The survey showed that the majority of lectures still choose the traditional way of managing students. To develop communication environment for students in classroom, lectures need to adopt new management ways such as managing in team, or developing specific evaluation criteria based on the progress of the effort, competence and thinking of students in classes, if do that, students are managed on all aspects: attendance, effort, advancement of learning outcomes ... From that, students really have motivation to try and develop competence of thinking and creating to study better.

***iv. Reality of psychological environment of pedagogic college students in the Northern mountainous area***

Teachers and students' assessment are nearly similar, there are some differences in some factors but not too big. Teachers and

students have appreciated the criteria of psychological environment, however, some teachers and students are not aware of the importance of the psychological environment that should be still paid more attention.

### ***2.3.3. Reality of developing learning communication environment pedagogic college students in the Northern mountainous area***

#### ***i. Reality of developing the physical environment for students***

Results of surveys and interviews staffs about the reality of developing the physical environment for pedagogic students showed a noticeable fact is that the physical environment for students has remained at unsatisfactory level, ill - equipped both in quantity and quality. So the physical environment should be taken more consideration to invest and develop further.

#### ***ii. Reality of developing social environment for pedagogic college students***

Survey results showed that the content of developing social environment included in our questionnaire has generally been implemented by lectures at medium levels and not very frequently.

#### ***iii. Reality of managing student factors in learning environment***

Lecturers have used a number of measures to develop and perfect the administrative elements in classroom, however, only some contents were done regularly, some contents are not regular, and others haven't been yet. To develop administrative elements in classroom better, to encourage students to learn and make progress together, lectures have to boldly apply ways of test and assessment on all aspects.

#### ***iv. Reality of developing psychological environment of pedagogic college students in the Northern mountainous area***

Developing psychological environment of pedagogic students is an important content, to achieve high efficiency in the process of organizing teaching and education activities, the students must be psychologically confident, positive, have good and friendly relationship between students and students, lecturers and students.

Survey results showed that teachers have taken measures to develop psychological communicative environment for students in

studying environment at many different levels. Thus, through the survey results on measures to develop psychological environment for students above, we see that lectures' responsibility and students' self-discipline and activeness should be strengthened in developing communicative environment to give them motivation, interest in learning, to overcome the inferior, shyness to develop the necessary skills for future teachers.

#### ***2.3.4. Reality of the factors affecting the learning communication environment development for pedagogic college students in the Northern mountainous area***

(1) Reality of using teaching methods to develop communication environment for students

(2) Reality of using teaching techniques for students to develop communication environment for students in colleges in the Northern mountainous area.

(3) Reality of pedagogical communication skills of students in colleges in the Northern mountainous area.

(4) Reality of the positiveness, proactiveness of students in classroom.

(5) Ways of developing communication environment for pedagogic students.

#### ***2.3.5. The reality of the difficulties affecting the development of learning communication environment for pedagogic students in colleges***

Results of the survey and interviews of teachers and students showed that teachers and students faced with many difficulties in the progress of developing learning communication environment for students, most teachers that the majority of teachers and students are familiar with traditional teaching and learning methods: Lectures teach and students write, they are not excited about applying new teaching method, working in groups or pairs, moving furniture, installing equipment, self-seeking learning materials while information source and wife was unstable.

## **2.4 Experience in developing communication environment in some countries all over the world**

Through research on experience of developing communication environment in some countries all over the world, we find that most educators are orienting their students to a diverse, free, lively and challenging communication environment, force them to maximize the positiveness, creativeness in the process of learning, in the process of interaction with teachers, with friends, with different social relationships to gain knowledge, train skills and career skills.

### **Conclusion Chapter 2**

Through practical research and survey results on the reality of learning communication environment and developing learning communication environment for students, some following conclusions can be drawn:

Teachers' awareness about contents, roles, elements of learning communication environmental relatively complete, and teachers also appreciated the role of the development of learning communication environment for students. However, a small number teachers are not aware of developing learning communication environment for pedagogic students, have not seen the role of psychological environment, thus raising awareness among teachers, students on developing learning communication environment is necessary.

The reality of developing learning communication environment for pedagogic students is an important basis for proposing measures to develop learning communication environment for for pedagogic college studentsnow to enhance teaching effectiveness, fully personality development for future teachers to meet the training needs of human resources service for modern education.

## Chapter 3

### MEASURES TO DEVELOP COMMUNICATION ENVIRONMENT FOR PEDAGOGIC COLLEGE STUDENTS IN THE NORTHERN MOUNTAINOUS AREA

#### **3.1. The principles to propose education measures for developing communication environment for pedagogic student in colleges in the Northern mountainous area**

Principles: Ensure the target; Ensure efficiency, practicability and frugality; Ensure that in pedagogical schools, the fact that lecturers and students plays the main role in the activities of developing communication environment must be confirmed; Ensure the interrelation between developing communication environment and effective learning of students.

#### **3.2. Measures to develop learning communication environment for pedagogic college student in the Northern mountainous area**

##### ***3.2.1. Develop communication environment through teaching activities***

*3.2.1.1. Organizing interactive teaching to develop learning communication environment for students*

*3.2.1.2. Applying the active teaching methods and techniques diversify communication activities of students*

*(1) Building the process of designing lessons basing on applying methods and forms of active teaching with the aim to diversify students' communication activities.*

*(2) Organizing the lesson bases on enhancing methods and forms of active teaching institutions with the aim to diversify students' communication activities*

*3.2.1.3. Innovation of assessment students towards developing communication environment*

*(1) Establish groups / class in which students self-manage in the learning process.*

*(2) Select and manipulate multiple forms of assessment of students' learning outcomes and choose measures to encourage students' positive efforts timely.*

### ***3.2.2. Develop communication environment through activities and pedagogic relations apart from teaching***

*3.2.2.1. Build friendly relationships between lecturers and students, students and students, to build atmosphere of positive psychology in learning communication environment.*

*3.2.2.2. Organizing a creative experience activities expanded objects, scopes and contents of communication for students*

### ***3.2.3. Developing communication environment through the use of learning social network one***

*3.2.3.1. Building the course syllabus with the support of E-learning*

*3.2.3.2. Design E-learning lectures to develop electronic communication environment*

*\* The relationship between measures.*

The measures of developing communication environment for pedagogical students presented above have logic and dialectic relationships, each measure has a certain role supporting each other, complementing each other to build favorable communication environment for students.

## **Conclusion Chapter 3**

1. Basing on the theoretical, practical and scope of developing communication environment for pedagogical students in colleges in the Northern mountainous area, three measures develop to learning communication environment for pedagogical students are proposed.

2. Measures are studied and developed based on the rationale of developing communication environment inherited and selected former scientists' experiences, therefore the innovation of measures is making the relationship of communication and cooperation between students and students, students and lecturers be the center of the teaching process and developing communication environment identified as a specific target in the teaching process. To implement development communication environment for students effectively, lecturers have to coordinate, use measures suitably and creatively in every specific conditions, lecturers should not apply this measure mechanically or disregard other measures, adopting measures effectively requires lecturers' patience, time investment and careful preparation and teaching plan, lecturers also need to rely on colleges' conditions and equipment, contents and specific lesson programs to apply accordingly and achieve the highest efficiency.

## Chapter 4

### PEDAGOGICAL EXPERIMENTS

#### 4.1. General information about pedagogical experiments

We conducted an experiment using all the proposed measures in group 1.

#### 4.2. Experimental results

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

The results obtained after conducting experimental results phase 1 shows significant results. The awareness result of experiment class is higher than normal class, about the communication relationship, relationship between students and lecturers in experiment class has communication has been improved, students and lecturers have had more communication, distance between students and lecturers has been shortened through communication, students were encouraged to communicate with lecturers about the contents and other topics in life.

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

Through the results obtained in the experimental results phase 1, phase 2, we see that the education measures for developing communication environment for students have good results which help confirm the effectiveness of the offered measures. The results of qualitative and quantitative through experiments confirm that the application of measures following the process, ensuring science is necessary.

#### Conclusion Chapter 4

1. Through the process of the experiment and the results showed that the contents and the experimental results are the initial study and was conducted in a relatively short time but they have contributed confirmed the effectiveness of the measures selected to conduct the experiment. The experimental results of two rounds showed that students in the experimental classes have the positive changes in awareness, and assess the factors of developing communication environment approach the development. Through that, the effectiveness and validity of measures built are confirmed.

2. However, due to time limitation of implementation as well as the scope of the study, the thesis only designed and introduced some



measures to develop communication environment according to author's approach and own opinions. This problem needs to be paid attention to research more, not only for the scientists but also for the lecturers to include measures to develop communication environment under different approaches, in accordance with the practical major training and with different students.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **1. Conclusion**

Through research, we have developed the concept of the tool, as a basis to examine the reality of communication environment and developing learning communication environment for students, the results are processed by SPSS statistical software. The experimental survey results of the reality of communication environment and developing learning communication environment for students show that in general communication environment of students remains at the average level. The using level of the measures of developing learning communication environment for students is limited and the frequency of use is still low. Basing on the theoretical, practical of developing learning communication environment for students, three measure groups of developing learning communication environment for students are proposed. Apply measure group 1, the experimental results phase 1 and phase 2 through statistical analysis are good. Help students not only conceive solid knowledge and the communication relationship but also expand contents, scopes and objects of communication. Students evaluate the criteria of communication environment changing towards development.

### **2. Recommendations**

#### **For colleges:**

Invest the facilities and teaching equipments, especially materials and modern teaching aids for students. Develop mechanisms of managing communication environment towards enhancing the interaction between the division/ department/ center.

**For researchers and lecturers directly teaching in colleges:**

Build new approaches to develop learning communication environment for students. Lecturers need to constantly innovative methods, apply modern teaching techniques to create a various learning communication environment - a playground - to develop learning skills appropriate to the characteristics and conditions of education environment for students to share information and experience, train pedagogical communication skills.

**For students in Colleges:**

Students are aware of the role and importance of developing communication environment for the development of competence and learning skills. Students are likely conscious, positive, proactive, flexible, and creative when taking part in communication activities, training and social activities.

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

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2. Doan Thi Cuc (2013), "Developing communication environment for pedagogic students in colleges" *Journal of Education*, (310), pp. 12-14.
3. Doan Thi Cuc (2013), "Developing communication environment – Definition and classification", *Journal of Education*, (335), pp. 15 -17.
4. Doan Thi Cuc (2014), "The reality of awareness and measures to develop communication environment for pedagogic students in colleges in the Northern mountainous area", *Journal of Education*, (348), pp. 18 -20.
5. Doan Thi Cuc (2014), "Role of communication environment in the formation and development of college students' personality", *Journal of Science and Technology - Thai Nguyen University*, volume 129, (15), pp. 137-140.
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7. Doan Thi Cuc (2015), "Developing communication environment for students – Some measures to improve training quality for primary teachers", *Reference book International Workshop about "Evaluating primary pupil baing on competence approach – Suitable measures of educational institutions in Viet Nam and some Southeast Asia countries"*, Thai Nguyen University Published, pp. 262 – 268.