

MINISTRY OF EDUCATION AND TRAINING
THAI NGUYEN UNIVERSITY

LE TRONG TUAN

**DEVELOPING SELF - STUDYING SKILLS FOR
STUDENTS IN ETHNIC PREPARATORY SCHOOLS**

Speciality: Theory and history of education

Code: 62 14 01 02

**A SUMMARY OF DOCTORAL DISSERTATION
OF SCIENCE EDUCATION**

THAI NGUYEN - 2016

The dissertation is completed in:
College of Education - Thai Nguyen University

Scientific advisors: Assoc. Prof. Dr Pham Hong Quang, PhD.

Reviewer 1:

Reviewer 2:

Reviewer 3:

The dissertation will be defended before the Dissertation Committee
of the University in College of Education - Thai Nguyen University
At, date,month..... 2016

The dissertation is available at:

National Library

Thai Nguyen University's Library

Thai Nguyen Univeristy's Center of Learning Resource

INTRODUCTION

1. The need of the research

1.1. The orientation of education reform to meet the requirements of social development has shown the particular important role of self - studying in the formation and perfection characteristics. Self - studying contributes to improve students' intellectual activity in the acquisition of new knowledge and forming independent thinking, problem - solving in the learning process; desire for knowledge, understanding, ambition and dreams; reaching the pinnacle of science.

1.2. In terms of individuals, developing self - studying skills help to update, supplement and enrich the knowledge contributing to the development of society.

1.3. Developing self-studying skills for students is an important condition and most effective measure to make learning to become a habit, the need of every person on the way to career preparation and throughout their lives, is also the leading task in the schools today. Learning is most effective when students are provided the opportunity to establish and develop self-studying skills.

1.4. System of Ethnic Preparatory Schools and preparatory faculties of some schools is the one in association with educational practice of the mountainous provinces in Vietnam, where the highly - qualified ethnic minorities staff for the mountainous, remote and distant provinces are trained. Self- studying skills of the majority of ethnic minority students in these schools is very limited, while students in these schools have great amount of time for self-studying. Developing self -studying skills for students become an urgent requirement, a critical task in the current training in the schools, especially in Ethnic Preparatory Schools.

Because of the above reasons, the author decided to choose research topics: "*Developing self-studying skills for students in Ethnic Preparatory Schools*".

2. The purposes of the research

On the basis of studying theoretical and practical background of developing self -studying skills for students in Ethnic Preparatory Schools, some proposals for developing self - studying skills for students in Ethnic Preparatory Schools were raised with the aim of improving training quality of the school.

3. Objects, subjects and scope of the research

3.1. Objects of the research

The process of developing self -studying skills for students in Ethnic Preparatory Schools.

3.2. Subjects of the research

Measures to develop self - studying skills for students in Ethnic Preparatory Schools.

3.3. Scope of the research

Content scope: The system of self -studying skills is really diversified, the research studied some necessary skills for students in Ethnic Preparatory Schools such as: skills of exploring the materials, group work, problem -solving,...

Time scope: From June, 2012 to June, 2015

Surveying objects: Conducting a survey on the reality in 3 schools: Central Ethnic Preparatory School, Sam Son Ethnic Preparatory School, Nha Trang Ethnic Preparatory School. The participants consist of 106 management staff, teachers and 600 students.

Experiment was carried out in Central Ethnic Preparatory Schools.

4. Research hypothesis

The quality of students' self -studying and quality of teaching in the school have dialectal relationship with students' self -studying skills. If a system of necessary self -studying skills for students in Ethnic Preparatory Schools, methods and ways to develop self - studying skills in relation to specific characteristics of Ethnic Preparatory Schools can be identified, some feasible measures to develop self -studying skills for students will be raised which helps to improve the training quality of schools.

5. Duties of the research

5.1. Constructing a theoretical basis for the development of self -studying skills for students in Ethnic Pre -university schools.

5.2. Surveying the reality of developing self -studying skills for students in Ethnic Preparatory Schools.

5.3. Recommending some measures for the development of self -studying skills for students in Ethnic Preparatory Schools.

5.4. Carry out an experiment to evaluate the feasibility and effectiveness of the measures.

6. Methodology and Research Methods

6.1. Methodology

6.1.2. System - structure perspective

Researching on developing self -studying skills for students in Ethnic Preparatory Schools conducted basing on system -structure approach allows to acknowledge the research issues in an objective and comprehensive ways and in dialectical unity with inside and outside elements of developing self -studying skills.

6.1.2. Practical perspective

Educational practice is the origin of research issue, is the motivation to enhancing research process and is standards for assessing research results.

Recommending measures to develop self -studying skills in consistent with the training program, the training content and the specific characteristics of the Ethnic Preparatory Schools.

6.2. Research Methods

6.2.1. Group of theoretical research methods

- The research analyzed, synthesized, systematized, and generalized the theory.

- Using development approach: Developing self -studying skills through a number of intellectual indicators of students in Central Ethnic Preparatory Schools.

6.2.2. Group of practical research methods

- Methods of observation:

- Methods of surveying by questionnaire:

- Method of conversation:

- Methods of researching product activities:

- Methodology of asking for expert's opinion:

- Pedagogical Experimental Methods:

6.2.3. A supplementary method: Using mathematical statistical methods to process data obtained from the survey collected from the reality surveying and pedagogical experiment.

7. New contributions of the research

7.1. In terms of theory

- The results of the thesis was to build and systematize the theoretical background for the development of self -studying skills in association with the characteristics of Ethnic Preparatory Schools; clarifying necessary self -studying skills for students in Ethnic Preparatory Schools; the levels, ways and form of developing self -

studying skills; factors affecting the development of self -studying skills for students in Ethnic Preparatory Schools.

Identifying the system of basic self -studying skills needed for students in Ethnic Preparatory Schools in self-study activities, the sub -skills and the requirement that students need to meet.

- Building 3 groups of measures consisting of 7 specific measures. Each measure describes the objectives, content, proceeding and conditions to apply measures to guide the implementation of measures into practice.

7.2. In practice

- The research evaluated the reality of students' self - studying skills in Ethnic Preparatory Schools and the reality of developing self- studying skills for students in these schools. The author also specified the causes and factors affecting the reality of research problem as a basis for proposing practical measures.

- Designing and organizing experiment using the recommended measures. The experimental results have confirmed the effectiveness and feasibility of the measures.

- The results of the thesis are useful references for teachers, managers and students in Ethnic Preparatory Schools.

8. Some points need defending

8.1. Self -studying skill, an important learning skill, needs developing for students in Ethnic Preparatory Schools.

8.2. To develop self -studying skills for students in Ethnic Pre - university schools, there is a need to identify the content, way and measures associated with the school's characteristics and the characteristics of ethnic minority students.

8.3. The findings and application measures of developing self - studying skills for students in Ethnic Preparatory Schools is proposed in the thesis will contribute to innovate the content and teaching methods in Ethnic Preparatory Schools, orienting and changing training process into self-training process, help to improve learning outcomes and teaching quality of schools.

9. The structure of the thesis

Besides the Introduction, Conclusion and Recommendations, the thesis consists of 4 chapters:

Chapter 1. Literature review on the development of self - studying skills for students in Ethnic Preparatory Schools.

Chapter 2. Reality of developing self -studying skills for students in Ethnic Preparatory Schools.

Chapter 3. Suggested measures to develop self -studying skills for students in Ethnic Preparatory Schools.

Chapter 4. Pedagogical Experiment

Chapter 1

LITERATURE REVIEW ON THE DEVELOPMENT OF SELF - STUDYING SKILLS FOR STUDENTS IN ETHNIC PREPARATORY SCHOOLS

1. Literature review

Studies on development of self- studying skills takes place in two directions: The first strategy: developing self- studying skills in association to the study of self-study. The second strategy: Development of self- studying skills is attached to the development of learning skills.

Literature review on the researches of the same issues in the world and in Vietnam revealed that most authors studied self- study in a fairly comprehensive way, such as: The role of self-study, self -studying skills, measures to organize training activities with the aim of improving the efficiency of learners' self -studying. Self -studying is studied from different extent by interest authors, mainly in the following several aspects: Self -studying skill is seen as inside conditions, important to improve learning outcomes; clarify and describe them; constructing processes and identifying measures to form self -studying skills, from which apply to train specific skills. The development of self -studying skills considered in relation to the teaching process is organized under the control of teacher system through cognitive exercises to perform academic tasks.

Although many authors studied the formation and perfection of self -studying skills or capacity development with many different approaches, different concerns, but it can be said that:

- Most of the researches are still heavily theoretical. They mainly studied and analyzed at the macro level, the theoretical model without going into detail, not really, and have almost no attachment to the practice in schools in Vietnam, especially the specific teaching environment in Ethnic Preparatory Schools.

- There has been no studies yet to mention a full theoretical basis as well as the specific issue of the self -studying skills of students in Ethnic Preparatory Schools.

- There has been no thesis conducting a survey or an experiment of students' intellectual indicators in Ethnic Preparatory Schools to take the impact, psychological and behavior adjustment, and raising corresponding measures for training and developing self -studying skills for students of Ethnic Preparatory Schools.

- There have been some researches coming up with some measures, ways to apply this theory in practice, however, they cannot be easily transferred or widespread for students in Ethnic Preparatory Schools who are outside subjects, in addition to common characteristics of high school ages, they have specific characteristics of ethnic minority students learning additional knowledge and preparatory school programs.

1.2. Some basic concepts related to the research

1.2.1. Self - studying

Self-studying is defined as independent activities, individuals and requires a high sense of self-consciousness, having right attitude, purposefulness with clear objectives, and a system of self-studying skills. Self-studying shows the ability of self-control, self-adjustment, self - designing plans and implementing learning plans, self-assessment of their own learning towards creativity, to strengthen, expand and develop knowledge, skills and techniques.

1.2.2. Self-studying skills

1.2.2.1. Skills: Skill is the use of knowledge and experience to take actions or practical activities in specific conditions to help them achieve the target results. Skills express the level of thinking tasks, capabilities and technical actions.

1.2.2.2. Self-studying skills: Self - studying skills are the mode of operation on the basis of selecting and applying of knowledge, skills and experience to implement the target results of learning suitable to permissible conditions.

1.2.3. Developing self-studying skills

1.2.3.1. Development: Development is a special case of motion expressing upward trend of the subjects in objective reality, is a process of transformation from one state to another state to be more and more complete.

1.2.3.2. Developing self-studying skills: Development self -studying skills is the process of changing, increasing students' self - studying skills from the low to the high level, from incomplete to complete to make learning becomes effective.

1.3. Theory on self- studying skills and develop self-studying skills

1.3.1. Role of self - studying skills

1.3.1.1. Self -studying contributing to the formation of self -studying capabilities to help learners study with potentially life-long learning.

1.3.1.2. Self -studying is a bridge between the academic and scientific research

1.3.1.3. Self -studying deciding study outcomes, the quality and effectiveness of learning

1.3.2. The system self-studying skills: *Depending on the approach to the issues, researchers divided self -studying into various component skills. In our opinion, self -studying skills can be divided into the following groups: Skill of building self-studying plan; material selection skills; skills of choosing suitable forms of self-studying; information processing skills; skills to apply knowledge into practice; skills of exchanging and sharing information; self-assessment skills.*

1.3.3. The stages of formation and development of student's self-studying skills: *The study on the formation and development of self -studying skills by some authors such as: K.K. Platonov and G.G.Golubev; P .Ia Gapenrin; X. I.Kixegof; F. B. Abbatt; Pham Tat Dong; Nguyen Van Phuong; Tran Quoc Thanh; Bui Xuan Mai; each of the study has different ways to divide stages. The formation and development of self - studying skills must undergo from low to high level.*

1.3.4. The level of development of student's self-studying skills

From the stages of skill formation, we determine the respective level of development of self -studying skills as follows: The high level (very proficient); credit level (proficient); low level (not proficient).

1.4. Developing self-studying skills for students in Ethnic Preparatory Schools

1.4.1. Features of schools and Ethnic Preparatory Schools

1.4.1.1. System of Ethnic Preparatory Schools

The Ethnic Preparatory Schools are responsible for fostering cultural knowledge according to different block (previously), and combinations of these tests of universities currently used for students from ethnic minorities in the mountainous, remote areas who

graduate from high school, but don't have enough points to be eligible to study at a university.

In terms of recruiting *subjects*: Students belong to the first priority group and sector 1 (KV1) defined in current Regulation of full - time college and university admission.

1.4.1.2. Training objectives of the Ethnic Preparatory Schools

The goal of the school is to complementarily improve knowledgeable level for ethnic minority students failing the entrance examination into the university so that they are provided sufficient amount of knowledge to attend further education. To achieve that goal, students must actively make intensive efforts, maximizing internal subjective resources in learning activities. Simultaneously, they should gradually develop their self -studying skills so that they are able to acquire sufficient amount of knowledge to be eligible to continue their education in universities.

1.4.1.3. Psychological characteristics of students in the Ethnic Preparatory Schools

- *In terms of awareness*: The most striking characteristics of these ethnic students' thinking is a habit of unending mental working, afraid to think, afraid to brainstorm, they often think one way and are afraid of go detailed into the intrigue or hassle matter, and easily accept what others say.

- *In terms of communication*: Their communication ways don't often speak softly enough but frankly, sincerely, but due to their poor expressing ability, they lack confidence in communicating and are usually afraid of contact, defending their own reviews .

- *In terms of other personality traits*: They live honestly, simply and innocently; love labor, easily believe in others. However, they are often complex and lack of confidence because they consider themselves as being weak, backward, can't be good. Especially, their complex, one of the causes of the lack of effort, lack of attempt in learning capacity of students, which is perfectly suited to Adversity Quotient (AQ) of the students.

1.1.4. Features self-studying activities of students in Ethnic Preparatory Schools

- *Self-studying environment* in these schools has concentrated nature, very convenient and effective when supervised and controlled in certain places. These schools usually have clear and strict rules in organizing self-studying activities of students, this is considered as

specific characteristics activities in the school system because thanks to favorable boarding environment, the organization of self -studying activities can be actually effective.

- *Ways of self- studying*: are often more diverse with wide range of forms such as: Studying alone, exchanging with groups of friends, with teachers; under teacher's individual and general guidance.

- *The amount of time for self-studying*: accounts for most of boarding time. The average time for daily self-studying of each student is from five hours to six hours.

- *The level of implementing task*: Students in such schools usually have more workload to complete during the self-studying hours than that of other high school students.

- *The efforts of the students* in the study itself is not high.

1.4.2. The content of developing self -studying skills and other necessary skills for students in Ethnic Preparatory Schools

1.4.2.1. Content of developing self - studying skills

Content of developing self - studying skills for students includes: Raising awareness of students about the role and significance of self - studying, knowing different self-studying methods and effective forms of self-studying, raising awareness about the importance of practicing self -studying skills, forms and ways of practicing self -studying skills.

1.4.2.2. Necessary self -studying skills for students in Ethnic Preparatory Schools

The dissertation identified six important and necessary self - studying skills for students in Ethnic Preparatory Schools: Skill of self -studying plan; skill of exploring learning materials; self - studying skill at class; group work skill; problem-solving skill; skill of self-assessing the results of study. Each skill includes number of sub -specific skills.

1.4.3. Developing self-studying skills for students in Ethnic Preparatory Schools according to modern educational approaches

1.4.3.1. Approaching from the perspective of regular and lifelong learning

Approaching self -studying skills from the perspective of regular and lifelong learning shows that self -studying skill is a very important skill in life, help them with ability of regular and lifelong self-studying.

1.4.3.2. Approaching from the perspective of tectonic theory

Tectonics theory is an approach "teaching" basing on the study of the "studying" with the belief that knowledge is constructed by each individuals so students will become much more solid than receiving from others.

1.4.4. The ways and form of developing self- studying skills for students of Ethnic Preparatory Schools

1.4.4.1. Developing self- studying skills for students through teaching

Teaching is a basic path and the most important for the development of self -studying skills for students.

1.4.4.2. Developing self- studying skills for students through self- studying hours

Self-studying activities are specific characteristics of Ethnic Preparatory Schools, they are also favorable conditions for developing self- studying skills for students.

1.4.4.3. Developing self- studying skills for students through experiencing activities

This is the most sustainable way to developing self- studying skills for students.

1.4.4.4. Forms of developing self- studying skills for students.

- Integration, Integrated development of self -studying skills with formal courses and each lesson.
- Organizing self -studying hours for students; Organizing of extracurricular classes on self -studying skills.
- Organizing creative experiencing activities in association with the subject; Organizing Course club; E-learning (learning, training is based on IT).

1.4.5. Factors affecting the development of self-studying skills for students in Ethnic Preparatory Schools.

The elements of students.

The elements of teachers.

The elements of teaching environment: Factors affecting the development of students' self -studying skills include: *program and educational goals of the school; students; school managers; guaranteed conditions and facility.*

Conclusion of Chapter 1

The researches in the world and in Vietnam on self -studying skills have shown that most authors studied it in a relatively comprehensive way like as: The role of self-studying, self - studying

skills, measures of learning organization in order to improve the effectiveness of teaching activities. Self -studying skills are viewed in relation to the training activities of the teaching process.

Although many authors studied the formation and perfection of self -studying skills or developing self -studying capacity with many different approaches, different concerns, but it can be said that:

There has been no studies conducting investigating and survey intellectual basis of self-studying, conducted experiment to measure intellectual indicators to have the impact and corresponding measures to train and develop self - studying skills for students, especially, for students in Ethnic Preparatory Schools, who are ethnic minorities acquiring additional cultural knowledge to enter universities

Basing on referencing and inheriting the results of previous studies and the author determined the content and form of developing self -studying skills for students in Ethnic Preparatory Schools; building a system consisting of 6 self -studying skills with 32 sub self - studying component skills; choosing path of developing self - studying skills for students in these schools. The author also identified the factors affecting the development of self -studying skills for students in Ethnic Preparatory Schools including elements related to students, teachers and teaching environment. This will be an important theoretical basis for us to propose measures for the development of these skills.

Chapter 2. REALITY OF DEVELOPING SELF - STUDYING SKILLS FOR STUDENTS IN ETHNIC PREPARATORY CHOOOLS

2.1. Some general issues about the reality

The survey aimed to find out the reality self-studying activities, self -studying skills of students and the reality of teaching towards the development of self -studying skills of teachers in Ethnic Preparatory Schools.

The author conducted a survey on the reality in 3 schools: Central Ethnic Preparatory School, Sam Son Ethnic Preparatory School, Nha Trang Ethnic Preparatory School. The participants consist of 106 management staff, teachers and 600 students.

Time Survey: School Year 2013 - 2014

2.2. Survey results

2.2.1. Survey of intellectual capacity of students in Ethnic Preparatory Schools

To carry out the thesis, the author had to coordinate with the Center of Human race Research and intellectual development of

Vietnam National University to conduct survey intellectual capacity of 449 students in Central Ethnic Preparatory School, the results obtained are as follows:

- About Intelligence Quotation (IQ): average IQ of students is 100.44 ± 13.743 points, the majority of students only reach average IQ (average IQ range from 90 to 109). Male students have higher average IQ than female students. The average IQ of the Tay minority students is greater than the IQ of students of other ethnic groups.

- About Emotion Quotation (EQ): average EQ is 19.86 ± 3.425 point, the majority of students reach only a little above average EQ (average EQ is 15 points).

- About Adversity Quotient (AQ): Students' average AQ is 134.88 ± 19.041 points, the majority of students only achieve below average AQ (average AQ is 147.5 point).

2.2.2. Current reality of self-studying skills in Ethnic Preparatory Schools

2.2.2.1. The awareness of teachers and students of the role of self-studying in the learning activities at school.

The majority of students and teachers are aware of the need of self-studying in the learning process at schools (student 95%; teacher 92.5%). The role of self-studying activities: 78.8% students thought self-studying activities help them be able to assess themselves; 62.3% of them noticed that self-studying activities will help them to work steadily in the future.

2.2.2.2. Purposes, time and method of self-studying of students in Ethnic Preparatory Schools

a) *Students' purposes of self-studying*: The purpose of self-studying of the majority of students (> 80% agree and totally agree) is derived from short-term benefits while studying at the schools.

b) *Students' self-studying time*: The majority of students (92.5%) spent from 3 to 5 hours a day to study, during their exam time, they usually spent more than 5 hours a day for self-study (95 %).

c) *The reality of self-studying methods of students*: students often use familiar learning strategies since he was ordinary students (use full notebook, flipped theoretical view and homework).

2.2.3. The reality of developing self-studying skills for students in Ethnic Preparatory Schools

2.2.3.1. *The reality of teacher's level of developing self-studying skills for students*: Teachers in the teaching process was initially equipped and trained necessary self-studying skills for students. But

the level of practice was still limited, only focused primarily on some of self -studying skills such as: self - studying skills in classroom; problem -solving skills in academic matters.

2.2.3.2. *The reality of level of using teaching methods for students to develop self -studying skills for students:* In the daily teaching activities, some positive teaching methods were used more regularly (> 50%) in their teaching activities that promote positiveness, thereby developing students' self -studying skills for students .

2.2.3.3. *The reality of the extent of using the forms to develop self -studying skills for students:* teachers in these schools applied regularly a number of forms to develop self - studying skills for students such as: Designing teaching content in integration with the development of self -studying skills; organizing teamwork, discussing research problems themselves; organizing the clubs according to subject, school sections, organizing extracurricular activities.

2.2.3.4. *Current reality of students' self - studying skills*

We focus on evaluating the following self -studying skills: *Skills of planning of self-studying; Skills of exploring learning materials; Skills of self -studying in classroom; Skills of group working; Problem - solving skills in learning; Skills of self-examination, self- evaluation results*

Through analysis of individual attainment of each self -studying skill, synthetizing all achieved level of self -studying skills shows that: Self -studying skills of students in these schools are limited. In which, there are some component skills: teamwork skills, problem - solving skills, planning skills is at inadequate level. (<2.00).

Exploration and evaluation of students' level of achievement of self - studying skills from teacher's viewpoint, we have also obtained similar results with the results of students' self-assessment. Evaluation results are shown in Figure 2.1.

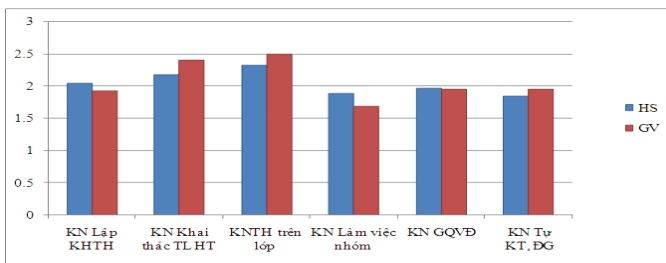


Chart 2.1. Students' self-assessment and teacher's evaluation about the level of student achievement of self -studying skills

2.2.3.5. The difficulties of the teachers and students when developing self - studying skills for students

The development of self-studying skills in Ethnic Preparatory Schools faces a lot of difficult towards the objective and the subjective. Among of them, there are some major difficulties such as teacher's lack of knowledge about teaching self -studying skills (82%); teachers have little opportunity to exchange experiences about the teaching of self -studying skills for students (80.2%); The curriculum has not created favorable conditions for the development of self -studying (76.4%); Students' cognitive abilities is slow (74.5%),...

2.2.4. Status of factors affecting the development of self-studying skills in Ethnic Preparatory Schools

Through a survey of 106 teachers, and management staff on 3 main groups of factors: the elements related to students, the elements related to teachers and pedagogy environmental elements. The results showed that the majority of teachers and managers have very high awareness of the effects of three groups of factors on the development self -studying skills for students in Ethnic Pre - university Schools. Three groups of factors have an important role, in determining the formation, development and practice of self - studying skills for students in Ethnic Pre -university Schools.

Conclusion of Chapter 2

1. The majority of teachers and students were aware of the importance of self-studying and self -studying skills for self-learning activities of students. In the daily learning activities teachers have initially paid attention to training and developing self -studying skills for students in Ethnic Preparatory Schools through the design of content, organization of learning activities to promote active learners.

2. Self - studying skills of students in Ethnic Preparatory Schools is integrated skills including multi -skills, in which the author surveyed six main essential skills. Basing on the subjects, curriculum, training objectives and characteristics of self-studying activity, we believe that the training and developing self -studying skills for students in Ethnic Preparatory Schools are really meaningful in their learning time at the schools and in preparing them necessary skills to study at a university. Through surveying the reality of development self -studying skills from students, management staff and teachers, the results showed that: self - studying skills of students is at average level, especially, group work

skills and problem -solving skills of students are still limited. These limitations are due to many reasons: teachers and students are used to old learning and teaching method, teachers lack experiences in teaching skills, students are limited in thinking abilities

3. The development of self -studying skills for students in Ethnic Pre -university Schools is affected by both inside conditions and outside objective factors. There are three main groups of factors: Factors in relation to students, elements related to teachers, Management staff and the pedagogy environmental elements, these factors have a dialectical relationship, mutual interaction creating an overall interactive teaching environment.

Chapter 3. SUGGESTED MEASURES TO DEVELOP SELF - STUDYING SKILLS FOR STUDENTS IN ETHNIC PREPARATORY SCHOOLS

3.1. Principles of proposing measures

Including the following principles: Ensuring educational and training objectives of the school; ensuring the promotion of initiative, creativity active learners; ensuring synchronization system; ensuring the practicality, feasibility and effectiveness.

3.2. Measures to develop self -studying skills for students in Ethnic Preparatory Schools

Each measure is built according to the structure: objective and significance of the measures; content of measures; ways to implement measures; conditions of implementation measures.

3.2.1. Group of measures to develop self -studying skills through teaching

3.2.1.1. Developing school curriculum in Ethnic Preparatory Schools towards the development of self -studying skills for student

Program development is a continual process in order to perfect education programs continuously. In this view, education programs for students in Ethnic Preparatory Schools defined as an entity which isn't designed once and used for forever but is developed, complemented and completed depending on the change in the level of socio - economic development, achievement of modern science - technology towards the trend of general education and higher education.

Implementing Resolution 29 of Central Executive Committee about the fundamental and comprehensive innovation of general education and higher education has seen a significant change in rebuilding programs of general education higher education in

orientation to capacity. This requires programs of these schools need changing according to the capacity approach in order to be "perfect joining" the two programs.

Developing the school curriculum in the schools towards capacity approaching is to help ethnic minority students achieve the goal of "Learning to know, learning to do, learning to self-assertion and learning to live together". After finishing the course, students not only learn the knowledge, skills and attitudes but also learn how to solve problems, have team work skills, life skills and other self-studying skills.

3.2.1.2. Designing teaching process towards the development of self-studying skills for students in Ethnic Preparatory Schools

Teaching is a complete process, the elements constituting the teaching process is in close relationship with each other. Teaching aims to develop self-studying skills regularly and lifelong learning for the students should be organized in a appropriate and logical sequence: From determining objectives of lessons and subjects to organizing classroom teaching and evaluating the results of teaching.

Organizing teaching towards the development of self-studying skills for students helps shape and develop a system of self-studying skills for students in Ethnic Preparatory Schools. Thereby contributing to the 4 goals: "*Learning to know, learning to do, learning to self-assertion and learning to live together*".

3.2.1.3. Innovation of testing, evaluating the results towards developing self-studying skills for students in Ethnic Preparatory Schools

The innovative trend today is "evaluating for the advancement of learners", so assessment is regarded as part of lesson plan and is integrated into the class plan.

Testing and assessing has functions of validating, regulating and developing teaching process, so to develop self-studying skills for students in *Ethnic Preparatory Schools*, it is necessary to innovate assessment activities.

The author researched and recommended:

- Forms and methods of assessing students' self-studying skills.
- Steps to assess student's learning outcomes towards developing self-studying skills.
- Building criteria for evaluating teaching hours of teachers towards evaluating learning activities in integration to develop self-studying skills for students.

3.2.2. Groups of measures to develop self -studying skills through organizing self-studying hours

3.2.2.1. Teaching self -studying skills in modules for students in Ethnic Preparatory Schools (Organizing self -studying modules toward educating life skills)

Self - studying skills includes some component skills. Each skill is characterized by system of separate manipulation. So each skill can be trained separately for students in Ethnic Preparatory Schools.

In terms of students in Ethnic Preparatory Schools, outside learning classroom subject time, they are also required to self - study under the organization and supervision of teachers.

We designed the process of teaching necessary self -studying skills for students in Ethnic Preparatory Schools towards approaching life skills in order to provide the theoretical and practical basis for students develop self - studying skills in their life and during learning time at school.

Teaching self - studying skills should be conducted when the children started school, be completely strange to the new to the new learning environment.

3.2.2.2. Organizing learning process with flexible combination of individual and group form to develop self -studying skills for students in Ethnic Preparatory Schools

Self-studying activities outside school hours play an important role and directly impact on the effectiveness of learning. This is after-school activities in class and prepare for the next lesson. This activity aims for the following purposes:

- To expand and deepen, systematize and generalize what they have learned in the classroom, making their understanding is more complete.

- Training skills, applying their knowledge on the situation appropriately, including the situation depriving from their own life.

- Preparing for acquiring new knowledge by reading lessons in the textbooks in advance, conducting the experiment, simple experiments under the guidance of teachers.

- Self fostering a sense of responsibility, self-discipline, independence, discipline, organized and planning in the study.

For students in Ethnic Preparatory Schools, self-studying hours are determined clearly in terms of time and place of learning. In this

method, we studied and proposed ways of organizing self-studying hours in combination of individual and group forms.

3.2.3. Group of measures to develop self -studying skills for students in Ethnic Preparatory Schools through experiencing activities

3.2.3.1 Organizing Club to develop self -studying skills for students in Ethnic Preparatory Schools

Course club is a place where scientific activities on a specific field, such as listening to the report of the experts, dissemination of knowledge in seminars, workshops on scientific content, etc,... are organized.

Organizing Course clubs with following aims:

- Promoting students' strength, aptitude, capacity of a scientific field, creating a favorable condition for students to develop their career path in the future.

- Equipping them with necessary knowledge and skills associated with the scientific content to apply to practical - social life, contributing to the development and perfection personality.

- To create an environment for students to communicate, behave, good recreation ...

Thus, the proposed measures are designed to create an environment for students to experience, exchange, learn and, more importantly, develop interest in learning, their love for the subject. By doing that, it would be able to promote students to self -study and develop self-studying skills.

3.2.3.2. Designing Website to support self-studying activities for students in Ethnic Preparatory Schools

Designing Website providing guides help students overcome the distance of time and space in learning. Students can learn anytime, anywhere, using a variety of tools to connect such as personal computers, laptops, tablets and smartphones. This improves the efficiency of self-studying. At the same time, it contributes to orient students to contact to IT, the Internet in an appropriate way and create interest in learning. On the other hand, create an environment for students to experience to form and develop self - studying skills, contributing to form capacity of lifelong self-study.

3.3. The relationship between measures

On the basis of constructing the process, the dissertation addressed seven measures through three major ways: Through teaching, through organizing self-studying hours, through organizing

work experience for students. Measures have close and dialectical relationships with each other. Each measure has its own role to play but if we want to develop self -studying skills for students sustainably and effectively, these measures should be coordinated should these measures synchronously.

Conclusion of Chapter 3

Basing on theoretical and practical studies, we have identified four principles and proposed 7 measures to develop self -studying skills for students in Ethnic Preparatory Schools.

In corresponding to the growth path, seven measures to develop self -studying skills for students in Ethnic Preparatory Schools include curriculum development, organizing learning, organizing testing and evaluation towards the development of self -studying for students; Self -studying training towards approaching modules, organizing self -studying hours incorporating flexibly students' different forms of learning; organizing course clubs, designing websites to support self-studying activities. These measures have covered all the activities of Ethnic Preparatory Schools, in accordance with specific conditions of these schools. Ensuring students conditions to develop self -studying skills regularly and continually.

The proposed measures have close relationships with each other, therefore, to develop self -studying skills for students in Ethnic Preparatory Schools successfully, all measures must be conducted synchronously, as a results, the quality of training in schools will be able to be improved.

Chapter 4. PEDAGOGICAL EXPERIMENT

4.1. Purposes of experiment

Experiment was conducted to evaluate the effectiveness and feasibility of measures to develop self -studying skills for students in Ethnic Preparatory Schools. We selected some of the skills to carry out pedagogical experiments including: groupwork skills, problem - solving skills, skills of exploring the learning materials (exploring documents from study aids Website).

4.2. Results and evaluation

4.2.1. Quantitative results

4.2.1.1. The results of developing self -studying skills of students

a) Group work skills

* *Evaluated subjects were students:* At the first test, there was still a significant percentage of students (38.8%) having uncompleted

level of group work skills (M3), this ratio tends to decrease in the second test (25.4%) and continued to fall during third one (11.9%); while the number of students achieved very proficient teamwork skills the first test is at average, there was a slight increase in the second and continued to significantly increase in the third test.

* *Evaluated subjects were groups of students* we also collected the same results in the number of students who perceived very proficient teamwork skills - Good at this skill had shown a significant increase (from 25.4% to 43.3% and 68.7%), the number of students with uncompleted teamwork skills decreased significantly (from 34.3% to 19.4% and to 6.0% in the third test). This result allows us to conclude that pedagogical measures for the development of student's group work skills were effective.

b) Problem-solving skills

Statistics show that, in the first test, the rate of students whose problem - solving skills were at a the first level accounted for quite high proportion, this ratio also continued to increase slightly in second test (up 4.5%) and particularly strong the third one (up to 25.4%); the number of students didn't passed the first skill test was quite high (40.3%) and decreased in test 2 (17.9%) and test 3 (7.5%).

Thus, measures to train problem - solving skills, although students keeping pace with this skills were slightly slower than with the teamwork skills, in the late stage the rate of students achieved this skills at proficient made up for very high percentage, also the number of students failing skill reduced considerably.

4.2.1.2. Results of knowledge acquisition of students

Frequency distributing scores in Math and Literature through three tests

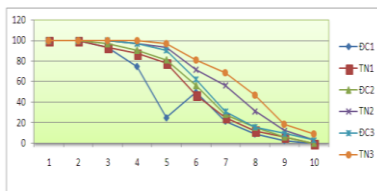


Chart 4.1. Advance Convergence frequency (f) - number of students got from Xi scores (%) through 3 Mathematics test

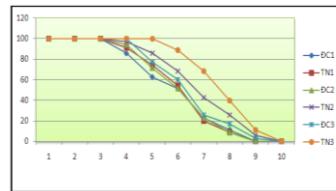


Chart 4.2. Advance Convergence frequency (f) - the number of students got from Xi scores (%) through 3 Literature tests

We see advance converging lines of experimental group is always on the right and higher than that of control group and tended to move to the right after each tests. Meanwhile, the advance convergence frequency line of the control group is on the left in comparison to that of experimental group and has little change through the tests. The frequency of occurrence students with fairly scores (> 7) in experimental group is often higher than that of control group.

4.2.2. Analysis of qualitative results

4.2.2.1 Student's spirit, and attitude of learning: After each time of pedagogic experiment, students' motivation and their awareness of learning became better and better, they were more confident and interested in learning.

4.2.2.2. The development of team work skill and problem - solving skills of students through training

During pedagogic experiment, at an early stage, teachers organized teaching modules of teamwork and problem - solving skills together with the specific illustration and examples, in the later stage, teachers just mentioned tasks for each group, students identified the tasks themselves and apply necessary skills solve them. In the final stage, students assigned the tasks, students actively apply the skills in a proficient way to organize and run teamwork activities efficiently.

4.2.3. Evaluating skills of exploring materials from self - studying support Websites

Exploring material skills of student are conducted experiments to evaluate their ability to explore learning materials in self -studying support Website for students. Results were evaluated in each experimental stage. The overall results show that most students thought that structure of the website were favorable and met the needs of students from good to very good ($> 85\%$) which is significant in their access and search documents.

Conclusion of Chapter 4

Analyzing results from the pedagogic experiment showed that:

- In terms of effectiveness of knowledge acquisition: Through 3 tests, Experimental group had significantly higher scores and more constant increase after each test than those in control group. Although in the control group, there were some changes, they were quite small, uneven, and no statistically significant. This proves that self -studying skills had a positive impact on the perceived knowledge of students.

- *In terms of developing self -studying skills:* Before pedagogic experiment, teamwork skills and problem -solving skills of most of students were at average level. After the pedagogical impact using measures to develop self -studying skills, the number of students achieved the first level (- very proficient) increased significantly after each test. This shows the effectiveness of measures to develop self -studying skills which had been proposed in the thesis.

- *About spirit and learning attitude:* In the experimental group, students seemed to be positive, initiative and independent in thinking and finding solutions to issues emerging during learning process, team work seems to be effective by improving the ability to communicate with the others, being more responsible for the collective, through which students acquire better knowledge.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

1.1. Self-studying and developing self -studying skills have been interested by many scientists to clarify many theoretical and practical issues. These studies all confirmed the role and importance of self - study, in general, self -studying skills, in particular and proposed some recommendations to improve the efficiency of self-studying. Self -studying is associated with the characteristics of learners, educational environment, therefore, research on developing self -studying skills for students in Ethnic Pre -university schools is necessary, contributing to implement the noble mission of Ethnic Preparatory Schools, contributing to training high quality human resources for the ethnic minority areas.

1.2. Developing self -studying skills for students in Ethnic Preparatory Schools is an impact process to change, increase students' self -studying skills from a low to a high level, from incomplete to complete to make learning effective. Based on psychological characteristics of ethnic students and the training objectives of the school, we built the content, the way and form of developing self -studying skills for students in Ethnic Preparatory Schools; identify factors affecting the development developing self -studying skills for students.

1.3. Results from the survey showed that the reality students' self - studying skills of students in Ethnic Preparatory Schools is low. The main causes of these limitations include: geographical conditions

and living and place students in Ethnic Preparatory Schools is still very difficult, teacher staff have not focused on developing self -studying skills for students. Training programs heavily focused on content standards but not learners' competency standards. The program content is heavier in theory, lack of practice and real experience. The integrated teaching; educational activities, teaching, training to develop self -studying skills for students is limited. From these, the author determined that developing self -studying skills for students needs to be integrated and in the curriculum of the schools, there should be orientation so that teachers actively develop self -studying skills for students in organizing and testing and organizing extracurricular activities.

1.4. Basing on in-depth analysis and practical background, the authors have proposed 3 groups of measures (with 7 specific measures) for developing self -studying skills for students in Ethnic Preparatory Schools. Pedagogical experiment results have initially confirmed the feasibility and effectiveness of the proposal. However, this is only the initial findings which need to be further developed and deployed on a large scale, this will bring enormous value in the process of training ethnic minority students in Ethnic Preparatory Schools.

2. Recommendations

2.1. In terms of Ministry of Education and Training

Directing the program modifications, the training content of Preparatory Schools and Ethnic Pre -university schools towards capacity.

The Ministry should cooperate with other related Ministries in promulgating regulations on coordination mechanisms among Preparatory Schools, Ethnic Preparatory Schools with universities to build graduation standards, build training programs consistent with the mission and goals of the schools.

Organizing coaching renewing teaching methods for teachers of Ethnic Preparatory Schools to improve the quality of teachers to meet the requirements of fundamental and comprehensive renovation of education and training in the spirit of 29 Resolution of the Central Executive Committee in the 11th Part Congress.

2.2. In terms of Ethnic Preparatory Schools

Creating consensus, consistence in awareness among officials, teachers, employees, students of the school about the importance of developing self -studying skills for students.

Developing an appropriate management mechanism between development programs of the schools with the implementation of training programs to develop self -studying skills for students.

Implementing teaching method innovation, teaching students how to self-study, self-research, students are given the opportunity to participate in many practical experiencing activities, training and teamwork skills, problem - solving skills.

Investing, constructing infrastructure and modern teaching equipment to meet the needs of teaching and learning at anytime, anywhere.

Collaborating with other higher education institutions to know and update information, students' learning outcomes to have some adjustment to suit the requirements of innovation in Higher Education institutions.

2.3. In terms of teachers in Ethnic Preparatory Schools

Must have job passionate and proper awareness of the mutual relationship between the training and developing self -studying skills for students with improving the quality and effectiveness of training in the schools so as to deploy self -studying skills for students from the beginning of school year in order to motivate and elicit positive excitement for students to be active in their own learning.

Always being a model of self-studying teacher to update their knowledge, innovating teaching methods, assessment methods to suit their students, especially focusing on teaching students how to self -study and developing self -studying skills for students to help them have enough capability, competence and confidence to continue to study at the university.

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

1. Trong Tuan (2008), “Management measures to improve self - studying capacity for students in Central Ethnic Preparatory Schools”, *Journal of Educcaiton* 11/2008, page 57 -59.
2. Le Trong Tuan (2010), “Some measures to improve the quality of teacher staff in Central Ethnic Preparatory Schools”, *Journal of Education* 9/2010, page 10 -11.
3. Trong Tuan (2011), “Self - studying skills of students in Ethnic Preparatory Schools”, *Journal of Education* 12/2011, page 50 -51.
4. Trong Tuan (2012), “The reality of self –studying of Ethnic Preparatory”, *Journal of Education* 7/2012, page 13 -15.
5. Trong Tuan (2014), “Innovating teaching methods towards developing self - studying capacity for students in Ethnic Preparatory Schools”, *Journal of Education* 3/2014, page 17 -18.
6. Le Trong Tuan (2014), “The reality of managing self - studying activities in Central Ethnic Preparatory Schools”, *Journal of Education* 11/2014, page 15 -17.
7. Trong Tuan (2014), “Supporting self –studying activities through personal websites self - designed by teachers”, *Journal of Science and Technology*, volume 129, number 15, 2015, Thai Nguyen University.
8. Trong Tuan (2015), Organizing self - studying skills by modules for Ethnic Preparatory students”, *Proceedings of the scientific conference "Reality and solutions to improve the quality of education and training for pre-university "* Can Tho University, 8/2015, page 16 - 21.
9. Le Trong Tuan (2015), Developing teaching pre - university curricular towards developing students’ capacity, *Journal of Education*, Special volume 10/2015, Page 32 -34.