



Education of professional ethics for students of pre-school education: Theoretical and practical issues

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Abstract

Professional ethics education for students in general is always an important task for colleges and universities. In the system of educational levels, pre-school education is the first level of education for children, laying the foundation for physical, thinking, intellectual, emotional and aesthetic development. Kindergarten is the first environment for children to adapt, get acquainted with reflexes and awareness about their life. The article analyzes and clarifies theoretical and practical issues related to the work of professional ethics education for students of pre-school education in Vietnam today. The results show that the orientation and education of professional ethics for pre-school teachers is a very important requirement in the training of pre-school teachers. From raising and analyzing the problems posed in the work of professional ethics education for students in pre-school education, the article also outlines and analyzes four solutions to improve professional ethics education for students majoring in early childhood education today.

Keywords: Early childhood education; professional ethics education; student; pre-school

Introduction

Over the past time, with the attention of the whole political and social system, at all levels and sectors, which is directly the education sector, the quality of education and training in Vietnam has been gradually improved, educational activities have been gradually improved. Education has achieved many achievements. Outstanding results are reflected in such contents as: Mechanisms and policies in the field of basic education and training have been completed. The national education system continues to be perfected, the network of education and training institutions continues to expand at all levels, levels and disciplines. The role and position of educational institutions, especially pre-school education in the system, have been gradually confirmed. In the system of educational levels, pre-school education is the first level of education for children, laying the foundation for physical, thinking, intellectual, emotional and aesthetic development. Kindergarten is the first environment for children to adapt, get acquainted with reflexes and awareness about their life. Early childhood education is a profession that focuses on caring for and educating children aged 6 and under. This is a discipline directly related to the formation of the personality of children right from the first years of life. In addition, the person working in the pre-school education industry has the role of both a teacher and a "mother" to take care of her child. As the main branch in incubating young seedlings for the country, giving children social awareness, positive life, helping children with basic skills and knowledge of society, thus moral education Career for students in pre-school education is one of the issues of urgent significance in terms of theory and practice in the current period.

Methodologies and Data

The article uses logical and historical methods, analysis and synthesis. The article also uses materials of previous researchers and documents related to professional ethics education for students of pre-school education in Vietnam today.

Research question

Question 1: What are the meanings and characteristics of professional ethics education for students of pre-school education?

Question 2: What are the problems and solutions to improve professional ethics education for students in pre-school education today?

Research purposes

The purpose of the article is to analyze and clarify theoretical and practical issues related to professional ethics education for students of pre-school education in Vietnam today.

Research results and discussion

Meaning and characteristics of professional ethics education for students of pre-school education

Ethics is such a broad concept that it cannot be defined with absolute clarity and precision. However, ethics is a very important category; because it assesses the sense of worth of each person. Different occupations may have different requirements and ethical qualities. In any profession, professional ethics is an invaluable asset of every human being; and recognized and respected by society. In a government organization, any organization or even in business, professional ethics is also an extremely important quality because it shows the cultural level and reputation of that organization or company. In this article, we consider professional ethics as standards; qualities of an individual in the course of work; at work or in a particular activity. Ethical attributes, principles and behavioral standards of professional ethics; depends on the particular profession, industry and sector. Professional ethics is expressed in specific through expressions related to: behaving professionally; time compliance; complete the work on time; have good team spirit; responsible for the work. Professional ethics is important in increasing work performance, because when complying with professional standards; Working hard will definitely bring better results. It also helps to increase the efficiency of teamwork. Teamwork spirit is one of the manifestations of professional ethics. When members of a group understand the rules; standards, they will perform very well. In addition, professional ethics helps to improve the image of the unit and the educational institution. If individuals understand the responsibility; The value of their contribution will definitely help build a better image of the unit and of the educational institution.

Due to the specific nature of the job, pre-school teachers may have a harder time in some areas than teachers at other levels, such as having to pick up children before their parents go to work and drop them off later working hours; perform many tasks at the same time such as: educating, teaching, taking care, cleaning, eating, looking after, playing,... with children during school time from morning to afternoon. Therefore, besides professional qualifications, pre-school teachers need the virtues of patience, hard work, love and respect for children. This is not easy to get right away for young students just entering the school. Therefore, the orientation and education of professional ethics for pre-school teachers is a very important requirement in the training of pre-school teachers. Pre-school teacher professional ethics specified in the pre-school teacher professional standard includes specific standards and criteria, which is also the basis for colleges and universities to train pre-school teachers to choose the right content, content and methods to train pre-school teachers to

meet the requirements of the standard. Some specific contents that need to be paid attention to to educate students in the training process, especially the practice time and pedagogical practice, are as follows:

- Love the job, dedicated to the job, ready to overcome difficulties to complete the task;
- Live honestly, healthy, simple, exemplary, trusted by colleagues, people and children;
- There are no negative manifestations in children's life, care and education;
- Be honest in reporting results of child care and education and in the process of performing assigned tasks;
- Solidarity with all members of the school; have a spirit of cooperation with colleagues in professional activities;
- Have a proper attitude and respond to the legitimate wishes of the child's parents;
- Take care and educate children with love, fairness and responsibility of a teacher.
- Self-study, strive to improve moral quality, political, professional, professional, healthy and regularly exercise;
- Participating in construction activities to protect the homeland, contributing to the development of economic, cultural and community life.

Problems posed for the education of professional ethics for students of pre-school education today

For the teaching profession in general, the professional ethics of teachers must always be upheld. Teaching activities are conducted in many ways, including a very special method that uses personality to influence personality, and uses teacher's personality to touch students. Therefore, a pre-school teacher must be an exemplary model, always setting a moral example of the good values of the teacher. Ethics of teachers are pedagogical, highly standardized, both teaching people and teaching letters. The highest professional ethical quality of a teacher is to love the profession and love people. In any situation, they are determined to teach well, have the will to strive to rise up, be diligent with each lecture, regularly draw experiences and apply creativity in pedagogical activities. With the tradition of studiousness and the spirit of "respect for the teacher", teachers and teaching profession in Vietnam are always honored. In fact, there are many examples of teachers who love their profession wholeheartedly. They have devoted their whole lives to the cause of education and are respected by many generations of students. There are many teachers, especially in remote areas, who have overcome many physical and mental difficulties to devote their efforts and wisdom to the cause of "growing people". However, in recent years, the education sector and society cannot help but be saddened by the phenomenon of teachers who lack professional ethical standards such as violence, insults to students, especially cases of child abuse. in some pre-schools. Lack of role models in words, deeds, and non-objective assessment of learners. In fact, the cases of child abuse at some pre-schools are raising alarm bells about the professional ethics and professional qualifications of today's pre-school teachers. Although detected and handled, the child abuse behavior of some parenting teachers seems to be on the increase. Although there is an education to be criminally prosecuted because of the dangerous level of violence against children, it is still not enough to deter some parenting teachers who prefer to use violence when taking care of children, but by evidence that violence continues to

occur. Even to avoid detection, when beating children, some teachers dodge the cameras, but in one way or another, these violent images are still captured by people, parents or

teachers themselves. with the same school to detect, document, and make it public as a way to help prevent this anti-educational behavior.

Table 1: General Statistics of Early Childhood Education

		School year 2018 - 2019			School year 2019 - 2020		
		Total	Divide		Total	Divide	
			Public	Non-public		Public	Non-public
1.	School number	15.476	12.450	3.026	15.041	12.104	2.937
	Kindergarten	13	9	4	8	6	2
	Nursery	2.124	1.980	144	1.978	1.843	135
	Pre-school	13.339	10.461	2.878	13.055	10.255	2.800
2.	Number of youth group facilities, independent kindergarten classes	6.714		6.714	3.748	19	3.729
3.	Number of groups, classes	187.574	144.919	42.655	190.318	143.511	46.807
	Group	36.557	22.974	13.583	38.334	22.988	15.346
	Class	151.017	121.945	29.072	151.984	120.523	31.461

Source: Ministry of Education and Training, retrieved from: <https://moet.gov.vn/thong-ke/Pages/thong-ke-giao-duc-mam-non.aspx?ItemID=7385>

Pre-school children are a special subject. Many scientific studies have shown that, when children are beaten and cursed, they are at risk of serious damage to their health and mind, physiology, and are prone to mental illnesses. Because they have to face violence from a young age, children may tend to be disruptive, unruly, lose faith in adults, or live self-deprecating, closed lives. These violent actions are not good for the physical and personality development of children. In order to prevent, repel and eliminate the above-mentioned anti-educational behaviors towards children, it is important for educational administrators, universities and pedagogical colleges to have training in education. Pre-school education is to promote professional ethics education for students and test and tighten the output for students who do not meet the standards of professional ethics.

In addition, through the interview method and based on the working history and working experience in the early childhood education industry, we find that the work of educating professional ethics for students in pre-school education is still very difficult. Some other points of interest emerge, specifically:

- Enrollment is difficult, so the quality of students' input is also low.
- Ethical education at pre-school teacher training institutions is still general in terms of social ethics, communication and behavior culture.
- In the training program of pre-school teacher training institutions, most of them have not designed a separate topic, a separate module on professional ethics education for students of Early Childhood Education.
- During the teaching process, teachers only teach students academic knowledge, theory, general pedagogical skills, and teach students to practice preparing and teaching specialized modules. Students have not been trained, role-play, put themselves in real situations to resolve conflicts and conflicts related to their careers in the future.
- Internship process of students (*10-week end-of-course internship; 1st year pedagogical practice: 2 weeks, 2nd year: 5 weeks*), most students are not confident when solving career problems real case happened when experiencing the time as a teacher during the internship.
- Regimes and policies for teachers and managers of pre-school education institutions are still unreasonable, not commensurate with efforts and professional pressure;

The lack of civil servants has not yet created the motivation to promote the potential of this contingent. The recruitment mechanism to overcome the shortage of teachers despite having been assigned quotas.

Solutions to improve professional ethics education for pre-school students today

Firstly, focus on political, ideological, ethical and lifestyle education for students majoring in Early Childhood Education. Raise the awareness of pre-school students about the Party's guidelines and guidelines, the State's policies and laws on education and training, the law on cadres and civil servants, the labor law, etc. Raising awareness of pre-school pedagogical students about teacher ethics. Educating students to live with ideals, ambitions, dreams, etc., to be resistant to the negative effects of market mechanisms and counter-educational foreign cultures. When students understand the meaning and noble values of traditional ethics, know how to live with ideals, ambitions and dreams, they will live meaningful lives, have the energy to overcome difficulties and hardships, and have hope. birth and courage; nobility and altruism, the will to rise in life.

Second, educate students in the field of Early Childhood Education to master the provisions of teacher ethics according to the regulations of the Ministry of Education and Training. From mastering the regulations on teacher ethics, students know how to voluntarily practice ethics, practice morality every day. Only then, after graduating from school, students practice professional ethics actively, proactively, and self-consciously regularly. Educating students to live and work in a orderly, disciplined manner, to respect school rules, to live and work according to the constitution and law. Educating students to love children, listen to and respect children's personalities. When teachers respect the personality of children, teachers will behave according to the standards set by the profession. Above all, educate students to have love for people, to take care of, teach, and convert people with love. Teachers must take care of children, educate children from the altruistic mind, the sacrifice of a good mother, so that the education of children is really effective.

Third, strengthen education of life skills for students. The fact that pre-school students are educated and fully equipped with soft skills (*communication skills, conflict resolution skills, emotional management skills*) is an important

condition for entering the profession, they only handle relationships well, they know how to resolve conflicts in life in a harmonious and standard way; know how to control emotions, know how to resolve conflicts and conflicts peacefully, understand and rationalize without violating teacher ethics and breaking the law.

Fourth, pay attention to the regimes and policies for pre-school teachers. In the immediate future, it is necessary to conduct research to amend and supplement current regulations on working regimes and teacher/class norms of pre-school teachers; supplementing regulations on overtime regime, lunch duty regime for pre-school teachers, professional activities time of pre-school teachers; re-adjust the ranks of pre-school teachers in accordance with the Law on Education and the development trend of the pre-school education sector. Apply documents and regulations to have more policies for pre-school teachers. Creating mechanisms for grassroots organizations, mobilizing and using resources from society. Focus on reviewing and planning the network of schools and classes, narrowing down odd spots in order to effectively use existing human resources. Expanding autonomy for public pre-schools in places with favorable conditions, piloting funding to implement teacher contracts to solve the current shortage of teachers. There is a plan to recruit enough assigned staff, to avoid the prolonged contract situation leading to teachers not feeling secure in their work.

Conclude

The professional ethics of teachers plays a very important role, contributing to determining the quality and effectiveness of pedagogical activities and improving the quality of education and training. Therefore, pre-school teachers must really be a shining example for children to follow and to fulfill the noble mission of "growing people". Every teacher must always cultivate professional ethics to deserve the respect and love of society. In addition, the State needs to have appropriate mechanisms and policies to attract high-quality human resources into the pre-school pedagogy. The article analyzes and clarifies theoretical and practical issues related to the work of professional ethics education for students of pre-school education in Vietnam today. The results show that the orientation and education of professional ethics for pre-school teachers is a very important requirement in the training of pre-school teachers. The outstanding problem for the education of professional ethics for students in pre-school education today is the lack of professional ethical standards and issues related to the content and curriculum of the teacher training program. Pre-school pellets. The article also outlines and analyzes four solutions to improve professional ethics education for pre-school students today. The solutions include: focusing on political, ideological, ethical and lifestyle education for students of Pre-school Education; educate students in the field of pre-school education to master the provisions of teacher ethics as prescribed by the Ministry of Education and Training; enhancing life skills education for students; pay attention to the regimes and policies for pre-school teachers. The limitation of the article is that it has not pointed out the factors affecting the work of professional ethics education for students in pre-school education today.

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