



## Education of professional ethics for students of early childhood education in Vietnam today and the conclusions drawn

Nguyen Nguyen Binh

The National College of Education in Ho Chi Minh City, Vietnam

\* Corresponding Author: **Nguyen Nguyen Binh**

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### Abstract

Early education childhood is the first level of education in the education system, laying the foundation for the comprehensive development of Vietnamese people. Properly aware of the position, role and importance of ethics professional education for students of early childhood education, early childhood education teacher training institutions have focused and paid attention to this issue. However, the content and methods of implementing professional ethics education for students in early childhood education are not uniform. The purpose of the article is to analyze and clarify theoretical and practical issues related to professional ethics education for students of early childhood education in Vietnam today and draw relevant determinations. The limitation of the article is that it has not yet stated and analyzed solutions to improve professional ethics education for students of early childhood education in the current period.

**Keywords:** Education, ethics, professional ethics, early childhood education

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### 1. Introduction

Early Childhood Education is the first level of education in the national education system, laying the foundation for children's physical, cognitive, social-emotional and aesthetic development. This is the first level of education in the education system, carrying out the nurturing, care and education of children from 3 months to 6 years old, creating the beginning for the comprehensive development of children, laying the foundation for all levels of education. follow-up and for lifelong learning. In fact, the first years of life play a very important role in the formation of a child's personality and capacity development, because although children are born with the ability to absorb learning, the brain has been programmed to continue learning receive sensory information and use it to form understanding and communication with the world, but a child's learning bias can be limited by many factors such as physical, cognitive, and socio-emotional. Enjoying good care and development from a young age will contribute to creating a solid foundation for a child's future development. Early childhood education will prepare children for skills such as independence, self-control, the ability to express themselves clearly, and at the same time develop an interest in going to primary school, increasing their readiness to enter the primary stage general education section. Therefore, early developing education and enhancing school readiness for children are important factors in developing high-quality human resources for the country.

### 2. Policy on development of early childhood education in Vietnam and issues of professional ethics education for students of early childhood education

The policy on early childhood education development in Vietnam is considered in Article 27 of the Education Law of 2019 of Vietnam, which Regulates the policy on the development of early childhood education. specifically: The State has policies to invest in the development of early childhood education; give priority to development of early childhood education in the areas, islands, ethnic areas, areas with extremely difficult socio-economic conditions, and industrial conditions; The State shall adopt policies to encourage organizations and individuals to invest in the development of early childhood education in order to meet social needs; Pursuant to Article 24 of the 2019 Education Law, there are also provisions on the content and methods of early childhood education.

Specifically, the content of early childhood education must be suitable to the psycho-physiological development of children; harmonize the protection, care and upbringing of children with education; comprehensive development of physical, emotional, social, intellectual and aesthetic skills; respect differences; age appropriate and linked to primary education. The early childhood education method is also mentioned when the Education Law 2019 emphasizes that

kindergarten education must create favorable conditions for children to be actively active, have fun, and create a bond between adults and children; stimulates the development of the senses, emotions and psycho-physiological functions; Kindergarten education must create conditions for children to have fun, experience, explore and discover the surrounding environment in many forms to meet the needs and interests of children.

**Table 1:** General Statistics Table of Early Childhood Education

		School year 2018 - 2019			School year 2019 - 2020		
		Total	Divide		Total	Divide	
			Public	Non-public		Public	Non-public
<b>1.</b>	<b>Managers, teachers and staff</b>	<b>425.857</b>	<b>310.066</b>	<b>115.791</b>	<b>429.471</b>	<b>335.962</b>	<b>93.509</b>
1.1	Managers and staff	99.525	62.804	36.721	92.688	78.784	13.904
	<i>Divide:</i>						
	- Headmaster	17.149	11.954	5.195	14.384	11.580	2.804
	- Vice-president	22.721	20.392	2.329	22.059	19.828	2.231
	- Staff	59.655	30.458	29.197	56.245	47.376	8.869
<b>2.</b>	<b>Teacher</b>	<b>326.332</b>	<b>247.262</b>	<b>79.070</b>	<b>336.783</b>	<b>257.178</b>	<b>79.605</b>
	<i>In there:</i>						
	- Female	325.821	254.027	71.794	335.615	256.379	79.236
	- Ethnic minority	50.071	46.513	3.558	48.256	45.704	2.552
	- Official	230.636	230.636		239.731	239.731	
	- Reach the standard level or higher	324.453	246.429	78.024	335.140	256.384	78.756
<b>3.</b>	<b>Classroom</b>	<b>142.414</b>	<b>116.573</b>	<b>25.841</b>	<b>170.314</b>	<b>128.868</b>	<b>41.446</b>
	<i>Divide:</i>						
	- Solid classrooms	105.059	83.469	21.590	132.662	96.853	35.809
	- Semi-permanent classroom	33.545	29.303	4.242	34.720	29.111	5.609
	- Temporary classroom	3.810	3.801	9	2.932	2.904	28

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

For early childhood education, the education of professional ethics for students is very important and necessary. Professional ethics of early childhood education students is a system of principles, rules and ethical standards that students need to have when working in the field of early childhood education and care. These standards will regulate and adjust the awareness, behavior and attitudes of early childhood education students when working with children, parents, and colleagues at early childhood after graduation. Early childhood education is a very important first step for children to form and develop their personality, so the pedagogical work of early childhood teachers is unique compared to the work of teachers at other levels. In that activity, the fundamental factor that governs the pedagogical activities of early childhood teachers is the teacher's ethics. It is this particularity that makes the difference between the professional ethics of students in early childhood education with the professional ethics of other disciplines, with some basic expressions:

**First**, students of Early Childhood Education must be very dear to children and passionate about their profession. This is the most basic quality in the professional ethics of students majoring in Early Childhood Education.

**Second**, be patient, self-control emotions. Patience is the ability to continue to work persistently, without being discouraged, to constantly strive to achieve a set goal. The person with patience is the one who conquers himself. Kindergarten teacher is a difficult job, because the working time early childhood of teachers has its own nuances, which

is not the same as the administrative labor time and different from the teacher's pedagogical work time common. Therefore, since they are students, students of early childhood education have to be patient and at the same time know how to control their anger and anger, to control themselves, to control their emotions and behavior mine. It is patience that will help students who later become early childhood teachers work with the highest sense of responsibility, not easily succumb to difficulties, not easily fail.

**Third**, have a high sense of responsibility in the profession: when assigned any job, one must see that their teaching work is very honorable and proud, must raise their awareness and perform to the best of their ability to complete it as quickly and efficiently as possible. Must be dedicated, dedicated, do not mind any work, bring all your available ability to do it, with the highest responsibility. In addition, students majoring in Early Childhood Education also need to have skillful behavior skills, a marketable attitude, humility, and constantly learn from the experiences of previous generations; tolerant, close to helping the next generation. Thus, from the above items, it can be seen that professional ethics education for students in Early Childhood Education is a process of planning, content and scientific method to form in students majoring in Early Childhood Education. Early education principles, rules, ethical social standards of the profession Kindergarten teachers, thus orienting and adjusting their behavior and relationships while performing their professional activities.

### 3. Conclusions drawn

**First**, Vietnam is in the context of Vietnam accelerating the period of industrialization and modernization of the country, in the condition of expanding the market economy and deeply integrating into the activities of the international community. That process has brought about many great achievements, which are of great significance and undeniable. However, the negative impact from the reverse side of the above process also revealed in different areas of social life, especially the ethical lifestyle. Therefore, the enhancement of education and training in ethics and professional ethics for students in the field of Early Childhood Education is a matter of urgent theoretical and practical significance in improving and developing the level of education and learning this in the future.

**Second**, the education of professional ethics for students of the Early Childhood Education major is paid due attention by training institutions and schools. The work of early education professional ethics for students of early childhood education has been carried out through many activities such as integrating in teaching general subjects, basic disciplines, majors, and mass mass. Through which students strengthen their pride in their profession, determine for themselves a sense of responsibility and career ambition, and form professional ethics and professional conscience.

**Thirdly**, the level of awareness related to the content of professional ethics education for students in Early Childhood Education is really uneven at all levels. Most early childhood students can point out the basic contents of professional ethics education such as vocational education, modesty, simplicity, honest lifestyle... but have not been able to identify them. new contents in professional ethics education such as dynamism and creativity education.

**Fourth**, professional ethics education for students in the field of early childhood education needs to be associated with the provisions of the law on ethics of cadres, civil servants and public employees. Those are the regulations on professional ethics that have been reflected in the Law on Public Officials and the Law on Public Officials. In addition, the process of professional ethics for students of early childhood education needs to pay attention to flexibility, creativity, suitable for youth psychology, emotional and persuasive. Students who are at a young age, rich in dreams and ambitions, if properly propagated and educated, will build noble ideals, raise citizens' awareness and responsibility to society.

### 4. Conclusion

Being aware of the impact of early life experiences on children's development, over time, early childhood education has achieved very positive results. In Vietnam in recent years, many important policies have been issued to improve the quality of early childhood education care, expand access to high-quality early childhood education, especially focusing on disadvantaged children and ethnic minorities. According to the assessment report on early childhood development in Vietnam in 2013 co-implemented by the Ministry of Education and Training, the Russian Organization for Educational Development Assistance, the Offord Academy in Canada and the World Bank, currently in Up to 50% of children in Vietnam are identified as at risk of being deficient or lacking in at least one of the five skills needed to start school. In addition, the survey also shows that children who attend kindergarten continuously from 3 to 5 years old have more advantages for their readiness to go to school and have

a lower rate of deprivation than children who do not attend kindergarten continuously continue from 3 to 5 years old, especially in the area of developing communication skills and common understanding. It can be seen that enhancing school readiness for early childhood children is a very important task in improving the quality of educational care, creating a premise for 5-year-old children to enter first grade, into the first stage of education general education in order to contribute to the sustainable development of education. In order to do this, it is necessary to pay more attention to and pay more attention to professional ethics education for students of Early Childhood Education major at present and in the future. The purpose of the article is to analyze and clarify theoretical and practical issues related to professional ethics education for students of Early Childhood Education in Vietnam today and draw relevant determination. The limitation of the article is that it has not yet stated and analyzed solutions to improve professional ethics education for students of early childhood education in the current period./.

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