

# MANAGEMENT OF VOCATIONAL EDUCATION ACTIVITIES FOR STUDENTS OF HIGH SCHOOL IN CHO MOI DISTRICT, AN GIANG PROVINCE

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**Abstract:** vocational education is an essential component of schooling that helps students enhance their vocation knowledge and adjust their career choices [3]. However, for a variety of reasons, high schools in Vietnam have paid little attention to this activity. In this article, the author discusses the reality of vocational education management for high school students in Cho Moi district, An Giang province, and recommends some suggestions based on this analysis to enhance the quality of vocational education for high school students in the district.

**Keywords:** management, vocational education, student, high school.

## УПРАВЛЕНИЕ ПРОФЕССИОНАЛЬНО-ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТЬЮ СТУДЕНТОВ СТАРШЕЙ ШКОЛЫ РАЙОНА ЧОМОЙ ПРОВИНЦИИ АН ЗЯН

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**Аннотация:** профессиональное образование является важным компонентом школьного образования, который помогает учащимся расширить свои профессиональные знания и скорректировать свой выбор карьеры. Однако по разным причинам средние школы во Вьетнаме мало внимания уделяли этой деятельности. В этой статье автор обсуждает реальность управления профессиональным образованием для старшеклассников в районе Чо Мой, провинции Анзянг, и рекомендует некоторые предложения, основанные на этом анализе, для повышения качества профессионального образования для старшеклассников в районе.

**Ключевые слова:** менеджмент, профессиональное образование, студент, высшая школа.

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Globalization, international economic integration, and trade liberalization have all been prominent trends in the modern world economy, requiring the need for Vietnamese education to prepare skilled workers capable of comprehending modern science and technology. To address this need, vocational education plays a critical role in guiding and educating the young generation, both mentally and physically, to work in vocations that society requires, while also being appropriate for the individual's interests and talents, as well as the family situation [1]. Despite numerous efforts to expand the school network, improve the number and quality of teachers, and give vocational education activities more attention, the quality of vocational education activities has improved in general, and vocation in high schools in Cho Moi district, An Giang province is not high. This circumstance requires an immediate improvement in the quality and effectiveness of vocational education activities in high schools in order to better prepare students for life after graduation. The article provides a summary of the reality of vocational education management in high schools in Cho Moi district, An Giang province, as well as recommendations on how to enhance the quality of this activity.

**1. Reality of management of vocational education activities in high schools in Cho Moi district, An Giang province**

In the study on the management of vocational education activities at high schools in Cho Moi district, An Giang province (academic year 2019-2020), we surveyed 200 students from 3 high schools (Nguyen Huu Canh, Chau Van Liem, Huynh Thi Huong High School) on vocational education activities (see table 1).

*Table 1. Orientation for choosing education level and vocation of students after graduating from high school*

<b>N O</b>	<b>ORIENTATION</b>	<b>NUMBER OF STUDENTS CHOOSE</b>	<b>RATE</b>
1	Go Apprenticeship	10	5%
2	Go Technical School	15	8%
3	Go College	20	10%
4	Go University	130	65%
5	Doing General Job	10	5%
6	Undefined	15	8%
<b>TOTAL</b>		<b>200</b>	<b>100%</b>

Source: Survey data at high schools.

The findings of research suggest that vocational education is ineffective in general. The most common vocational education activity carried out by schools is "general vocational training," however this only assists students in developing fundamental and elementary knowledge and skills about vocations, has had little impact on students' decision to choose a career path (*because 65% of students choose to study at university level and only 5% choose to study at vocational schools, especially the number of students will 10 students after graduating from high school, accounting for 8%*).

Because vocational education in schools has not been implemented properly, some students continue to struggle with vocational guidance, unsure of which level of study to follow, and misunderstandings. We surveyed 80 high school management staff in Cho Moi district, An Giang province, in the 2019-2020 academic year to better understand the variables impacting vocational education and student management. The results are as follows: (see Table 2).

*Table 2. Factors affecting vocational education and vocational education management*

<b>N O</b>	<b>Content</b>	<b>Total</b>	<b>Rate (%)</b>
1	The influence of friends	15	18,75%
2	The influence of family	35	43,75%
3	The influence of mass media	17	21,25%
4	Social material life	13	16,25%
5	Another factor	0	0%
<b>TOTAL</b>		<b>80</b>	<b>100%</b>

Source: Survey data at high schools.

The findings show that up to 18.75% are influenced by the influence of friends; 43.75% are influenced by family and 21.25% are influenced by mass media. It shows that, the source of information that helps students gain the most understanding of the vocation does not come from the school side, so students still face many difficulties in the process of choosing a future vocation, in which, great difficulty especially *"They don't know what the requirements are in terms of qualities and abilities"* and *"They don't know which vocation They are suitable for"*.

From the above facts, it shows that vocational education activities in high schools in Cho Moi district, An Giang province still have limitations due to a number of objective reasons as follows:

- Organization of vocational education activities is still confused, not connected with local reality. Some traditional occupations are not eligible for development, some vocations are also newly formed.
- The mobilization of forces inside and outside the school to engage in vocational education activities is still sporadic and ineffective, failing to create synergy.
- Many problems have been revealed, including from awareness to the organization of vocational education activities in schools; most school principals have yet to design plans, program contents, structure, management, and direction; test, evaluate, and nearly never perform. The majority of the management staff, as well as the teachers in charge of vocational education activities, are untrained.

- Because students reside in places with a wide range of traditions, economies, and natural conditions, vocational education activities encounter several challenges, are not coordinated, and include numerous flaws.
- Classrooms, function rooms, and teaching equipment are in short supply at schools. Furthermore, because there are no trained teachers in consulting, it is difficult to provide proper vocational guidance to students.

## **2. Some solutions to improve the efficiency of vocational education and vocational guidance for students in high schools in Cho Moi district, An Giang province**

### **2.1. Establishment of a vocational education consulting department in high schools**

Given the current reality, the Cho Moi district lacks a well-organized vocational education consulting apparatus, making it necessary to offer vocational education consulting to high schools and continuing education - general technology centers. Throughout a student's education, vocational education consulting should be done. Introduce students to the world of vocation, including the college, university, and vocational school systems of education. In reality, schools without vocational consultants can rely on homeroom teachers, subject teachers, and technical teachers - all of whom have a basic understanding of educational psychology and the ability to communicate with students and their parents, as well as alumni or parents who are knowledgeable about the vocation. To actively participate in vocational consulting activities in high schools, a team of vocational education consulting collaborators must be formed. Employ vocational education consulting collaborators from local colleges, universities, agencies, factories, and manufacturing facilities.

Creating a vocational education consulting team with members who are capable, enthusiastic, and responsible, in accordance with the school's charter. The principal might be in charge of the team directly, or it can be assigned to a Vice-Principal. The team has working regulations that spell out each member's rights and responsibilities, as well as the conditions under which they can work. The team is in charge of giving guidance to the principal on activity planning, implementation, monitoring, and assessment. Develop a working style and clearly identify each member of the vocational education consulting team's rights and responsibilities. The vocational consulting team must explain the condition of vocational education every month in meetings to learn about the school's expertise. A regular review, which assists in quickly restoring order and stability to the operation, is a regular activity in addition to the school's other vocational education activities [5]. In the annual report, On vocational guidance, it is vital to highlight the benefits and drawbacks, as well as lessons gained, and statistics on the effectiveness of vocational education, such as the number and percentage of students enrolled in universities, colleges, professional intermediate, or working... Each member of the vocational education consulting team must have their rights and responsibilities clearly defined, and favorable working circumstances in terms of time, material, and financial resources must be created to assist their work. Teachers and the vocational education consulting team are exchanging experiences.

The vocational guidance department needs to have a specific and clear plan. The plan must achieve the educational goals, including the knowledge, skills, and attitudes specified by the program, meet the annual departmental and industry educational goals, and the ways to achieve that goal. The plan also assigns specific responsibilities to each group and individual in the school, defining a time and schedule for everyone to follow. Units need to develop a plan to implement vocational education for students every month and notify each teacher and student for implementation. The vocational education consulting team is in charge of a vice-principal, members are homeroom teachers, especially the head of grade 12, teachers of Technology, teachers in charge of educational activities outside of class time and School Secretary. The vocational education consulting team is responsible for advising the School Board on vocation guidance activities; at the same time, advising teachers and students on contents, programs, activities, methods and forms of organization of activities. The plan must be based on the training goals of the industry and the department and be concretized in each semester, month, and week. The plan is built on the basis of the results drawn from the examination, summarizing the experiences of the previous academic years, and coordinating updates with the educational requirements of the next academic year. In addition, human resource forecasting is very important in vocational consulting for seniors, helping them to orient themselves in their studies after middle and high school, sometimes training each child. Individual people are well implemented, but human resources are not necessarily of high quality, because human resources must have a reasonable vocation structure and training level.

### **2.2. Find out vocational aspirations, classify students by vocational direction from grade 10**

It is vital to conduct a survey at the beginning of 10th grade to analyze students' prospects for their intended vocation in order to paint a picture of their vocation after graduation. Schools will develop vocational education plans and vocation classifications for students in each grade based on the results. Typically, 10th students choose to attend university and begin working soon after graduation. The number of people who choose to attend vocational schools is still low. Most students choose their career path without taking into consideration the following factors: ability, background, and societal requirements. However, as a result of further vocational education and assistance,

11th and 12th graders are increasingly changing their career path choices and thereby enhancing their vocational awareness [6].

### **2.3. Raise awareness and responsibility of management staff and teachers for vocational education and vocational guidance.**

It is first of all the job of the principal to promote a sense of responsibility among the management staff. Principals must emphasize the importance of career guidance and advice for the growth of society as a whole, as well as each individual student. As a result, management staff must take responsibility for the implementation of vocational education and guidance.

To fulfill the rising demand for vocational education in the future, a team of management staff and teachers in charge of vocational education with high moral standards, broad professional qualifications, and pedagogical capacity will be required. On vocational training and guidance, particularly for those with excellent practical skills. Management staff, teachers in charge of vocational education are necessary means and essential needs for vocational education in high schools. In order to have teachers participating in vocational education in high schools in Cho Moi district, An Giang province, the Department of Education and Training and high schools need to make full use of the available homeroom teachers, along with technical and vocational teachers at the school participate in short-term training courses for vocational guidance teachers to meet the actual needs of high schools.

Next, this team must be regularly fostered so that they can improve their skills and perform better in their role in vocational education. Organize training, fostering for teachers participating in vocational education in high schools; promote and create conditions for teachers of Industrial Engineering, Agricultural Engineering to participate in vocational education and general vocational training for students right at school. Contracts with teachers at vocational and vocational secondary schools to teach students vocational guidance. Mobilize artisans to participate in vocational training in traditional occupations of the locality and the country. Send teachers and administrators to visit and study at a number of schools that do well in vocational guidance. Building a team of collaborators including parents, alumni, and successful graduates. Establish and have a training regime for vocational guidance groups and appropriate vocational training participants.

Promote inspection and evaluation of vocational guidance education results at schools, teacher evaluation must always ensure objectivity, accuracy, fairness, and general evaluation results are considered as criteria for evaluating the emulation of groups. specialize. Planning the periodic examination and thematic examination of vocational education and training, the vocational education consulting team must be able to make a plan for the periodical examination and thematic examination of vocational education and training, through each test, there is an assessment and experience to be learned. build self-examination consciousness of teachers and students. The reports on vocational education need to go into the assessment of subjective and objective existence, find out the causes, from there, find suitable solutions for the next time plan, the school needs to develop standards evaluation of teachers in vocational education. The effectiveness of vocation-based education is the same as the effectiveness of other educational activities, it cannot be implemented immediately, but after a long time, when students have graduated from school, even when they are adults, they are successful in their vocations work [8]. Therefore, in order to evaluate the work effectiveness of teachers implementing vocation-based education, we need to base on the activity levels of each individual. It is possible to build the school's assessment standards through the following criteria: implementation progress, working days and hours, teaching habits, vocational activities, participation in activities organized by teachers.

### **2.4. Innovating the direction, supervision, inspection and evaluation of the results of vocational education activities**

Teachers have direct contact with students, and therefore, can exert a great influence on them. In particular, the homeroom teacher can understand the personality, family situation and aspirations of each student. Therefore, it is necessary to enhance the sense of responsibility of teachers in vocational education and vocational guidance through meetings and vocational activities of the school. Teachers need to be well aware that vocational education and vocational guidance is the responsibility of the whole school, not just administrators, homeroom teachers and students' families.

Should assign specific tasks, be responsible for each job and check the performance of each teacher; encourage each teacher to actively learn about the students they are teaching, the vocations needed in society that are suitable for their students. Teachers should explore ways to smoothly and effectively integrate vocation guidance into their lessons. Teachers need to be trained in planning, choosing content and forms of vocational education and vocational guidance suitable for students on the basis of certain standards of the school. They can also integrate vocational education and vocational guidance activities into their courses and during classroom instruction [7].

Organize training and retraining for teachers participating in vocational education in high schools in Cho Moi district, An Giang province. Promote and create conditions for teachers of Industrial Engineering, Agricultural

Engineering to participate in vocational education and general vocational training for students at the school. Contact teachers in vocational high schools about vocational schools for students. Mobilize artisans to participate in vocational training in traditional trades of the locality and the country; Sending teachers and administrators to visit and study at a number of schools that do well in vocational guidance activities; Building a team of collaborators including parents, alumni, and successful graduates; There is fostering the Vocational Guidance Board and appropriate vocational training participants.

## **2.5. Raise awareness among students and parents about the importance of doing thorough vocational research before making a vocation choice decision.**

Perceptions of students and parents have a decisive role in vocational education and vocational guidance, concerns of families and students are only related to the issue of how to pass the university entrance exam, not finish school. what to do. All measurements are geared towards building understanding and changing perceptions of parents and students. Therefore, we need to clarify the perception of specific components as follows:

- For students: The content and program are built according to thematic point of view so that students can actively learn some basic information about the socio-economic development situation of the locality, the country, and the market. labor; about the world of work and training institutions. Vocation guidance topics are built on the perspective of students' diverse learning activities such as investigation, information processing, exchange, discussion, case-solving, and sightseeing [4]. Participating in these activities, students will love and know how to find the necessary information for themselves about vocations and training institutions so that they can actively choose their future vocations.

- For students' parents: The management staff and teachers must also be aware of the position and role of students' parents in vocational education. Their perception has a great influence on education for students in the family, including vocational guidance for students. The level of awareness of students' parents about vocational education is also very important. Students' parents must help their children choose a vocation suitable for socio-economic development. The level of success of the students' parents in their vocations are also examples and valuable lessons for students to learn. Therefore, management staff must know how to interact with students' parents, this force will make a significant contribution to vocational education for their own children.

- For teachers and staff in charge of vocational guidance activities: These are the people who directly implement vocational guidance content, so it is necessary to make people aware of the nature of this activity, the vocational guidance content, requirements to be achieved and how to organize career paths. Make them understand, vocational guidance is not only the task of those in charge but also the common task of all teachers in the school. Influence the family to support and create conditions for students to choose a vocation in the future that is suitable to their abilities and forte, to identify learning goals and motivations and to practice moral qualities for students. born. Teachers also must always update information through sources such as books, internet, radio, television... In the lecture, information is the basic factor to determine the development trend of the students. market where they integrate.

## **2.6. Enhance the participation of the community and vocational schools in education and vocational training for students while in high school.**

Vocational education and vocational guidance have a great role in the development not only of each individual but also of the whole society. Therefore, vocational education and vocational guidance need to be approached with community participation in order for schools to receive better financial and non-financial support. Currently, schools have little financial support for vocational education and vocational guidance. It is essential that social organizations, businesses, colleges and universities invest in these activities.

Organizations and businesses need to coordinate with the school in vocational guidance by: creating conditions for students to visit the facility or participate in working sessions; invite successful entrepreneurs, successful alumni to participate in vocational guidance activities, seminars, exchange experiences with students to share information about vocations or vocational guidance.

Promoting the use of mass media in vocational education and vocational guidance is essential. Mass media play an important role in raising students' awareness of vocational education and vocational guidance. This is a major communication channel; therefore, messages sent through this channel can quickly reach a large audience including parents and students. Furthermore, the students' relatives including parents and siblings can easily understand the importance of vocational education and vocational guidance. Therefore, these members also play an essential role in determining vocations for students. Some effective communication channels that need to be promoted include: television, newspapers, websites, etc.

For students wishing to learn a vocation, on the basis of official policies and directives, at high schools in Cho Moi district, An Giang province, please consult the Department of Education and Training on coordinating activities. vocational training. Then, the school will coordinate with vocational schools so that even parents and siblings can easily understand the importance of vocational education and vocational guidance. Therefore, these members also

play an essential role in determining vocations for students. Some effective communication channels that need to be promoted include: television, newspapers, websites, etc. teach students the technical skills they need while they're still in high school. Students' parents work closely with the school in vocational education and vocational guidance.

### **2.7. Ensure conditions of facilities and equipment for vocational education activities in high schools**

In order to create favorable conditions for teachers' vocational education to implement the content and teaching methods of vocational education, teaching equipment plays a very active role. If we have good teaching equipment, we will transmit the content from the teacher to the student well, helping learners to actively exploit the content under the methodical guidance of the teacher. From a certain perspective, equipment is an indispensable part of the content and methods of vocational education. Improve teaching means in accordance with objectives, content and methods. Currently, schools and the education sector are facing a new challenge, which is to train people to adapt to work and life in a constantly changing socio-economic background. In that situation, the goals, contents and teaching methods of vocational education have also been gradually innovated, which requires equipment and facilities to also be improved in order to be effective [2]. Forming a world of information about occupations, about the local and national labor market, about the training school system, about the requirements of the vocation for those who are in need of the vocation in order to increase the efficiency of using the vocation. use it in the teaching and learning process. Which includes many devices that are: pictures, newspapers, brochures introducing the vocations; Picture materials introducing technical worker training schools.

Ensure and make the most of the conditions for the use of teaching facilities such as electricity, water, air, light, darkness... to meet the requirements of each vocation. This requires the consistency between the purpose of vocational work - the object of the work - the tools of the work - the working conditions and the use of teaching means. Ensure the mutual relationship between teachers, students and teaching media. This connection contributes to the development of students' independent thinking, which is a system of interrelated activities, that is, the whole process of perception and action to achieve the set goal. Build specialized classrooms to ensure standards, build an environmental landscape to serve general vocational training activities. In addition, every year, the school needs to launch and organize a competition to make teaching aids to supplement teaching equipment for vocational subjects, thereby promoting the initiative and creativity of each teacher. Finally, it is necessary to pay attention to doing well the training and training of teachers and staff in charge of equipment so that they can master exploiting and using facilities for vocational education.

Vocational education and vocational guidance for high school students are extremely important, and they have completely changed educational management staff' and teachers' perceptions of the importance of vocational education and vocational guidance in the academic year plan. Measures taken from the locality's specific situation, if implemented in a rhythmic and synchronized manner, will result in a significant and breakthrough change in management strengthening. High school students in Cho Moi district, An Giang province, participated in vocational education and training activities, which helped to satisfy the demands of changing the structure of local human resource training in the future.

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