

**MINISTRY OF EDUCATION AND TRAINING
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**DEVELOPMENT OF COOPERATIVE CAPACITY FOR SECONDARY
SCHOOL'S STUDENTS THROUGH EXTRACURRICULAR ACTIVITY**

*Major: Theory and History of Education
Code: 62 14. 01. 02*

SUMMARY OF DOCTORAL THESIS

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PREFACE

1. The necessity of thesis

Educators have stated that the development of society is required to comprehensively change; education should be moved from primarily theoretical education to quality and capacity development one of students. Education is not only referred to requirements of knowledge, skills, and attitudes, but also referred to cooperative capacity (CC), individual capacity of problem solution based on maximizing available potential in every human. Students should be supported their CC, communication capacity, capacity of career change according to new requirements of labor market, management capacity, development and settlement capacity for respect, and complied with laws, attended and solved global problems with critical mind, adaptability to changes in the life.

Age of secondary students has big changes in psychophysiology. Both learning activities and communication activities are very strongly developed; relationships are expanded; therefore, the development of society has a big impact on this age. In learning activities and other educational activities as well, students are required to cooperate, work with together in order to effectively implement such activities. However, student's cooperative capacity in general and secondary students in particular is limited at present. Therefore, in case of situations with requirements of cooperative capacity, students are confused in settlement.

At secondary school, the student's development of cooperative capacity is implemented through various methods, including organization of extracurricular activity. Extracurricular activity (EA) is an important activity contributing to student's educational goals of comprehensive education. Therefore, the research and development of secondary students in EA is to support students to enhance their CC in their life that is very necessary and significant in improving the comprehensive education quality, human resources in order to meet the requirements of society.

Being derived from above reasons, we choose the thesis of "Development of Cooperative capacity for Secondary Students through Extracurricular Activity".

2. Purpose

Construction of educational measures in order to develop CC to students through EA.

3. Subject - Object of study

3.1. Subject of study

Extracurricular activity in secondary school.

3.2. Object of study

Relationship between EA organization method and CC development to secondary students.

4. Scientific hypothesis

CC development of secondary students is limited, not met the requirements of society due to many different reasons. If educational measures are aim to develop CC through EA associated with partnerships; to create opportunities for students to share and take responsibility, experience in many forms and to encourage students to practice collaboration skills in a team, they shall have positive effect to the operation and development of student' cooperative capacity.

5. Research tasks

5.1. Construction of theoretical basis for CC development of secondary students through EA.

5.2. Analysis for CC and development status of secondary students through EA.

5.3. Construction of educational measures in cooperative capacity development for secondary students through extracurricular activity.

5.4. Experiment of educational measures in cooperative capacity development for secondary students through extracurricular activity.

6. Scope of Research

Educational measures in cooperative capacity development for secondary students through extracurricular activity in this thesis that mainly puts students in practical activities.

Survey scope of CC status and CC development for secondary school through EX is limited at 05 secondary schools in Hai Phong and Thai Binh.

Experimental implementation of educational measures is to develop cooperative capacity for students in extracurricular activity in 02 representative secondary schools of city, town and rural area in Hai Phong City.

7. Methodology and Research Methods

7.1. Methodology

For researching and developing cooperative capacity for secondary students through EA, we mainly apply approaches including objectives approach, capacity and operation approach, value approach.

7.2. Research Methods

7.2.1. Theoretical research methods

7.2.2. Practical research methods

7.2.3. Methods of mathematical statistics

8. Theoretical point

- For developing cooperative capacity to secondary students, it is required to have cooperation and application of collaboration skills associated with appropriate attitude that helps students to experience in practice.

- The traditional forms of EA organization can be organized by specific activities in order to develop cooperative capacity for secondary students if it is complied with cooperative strategies.

9. New contributions of the thesis

- Construction of theoretical model on cooperative capacity framework and development as theoretical basis for measures of cooperative capacity to secondary students through EA.

- Research result has been confirmed that the status of student's CC and CC development to students through EA have much limitation. One of the causes of this status is due to development of cooperative capacity to students that is not paid proper attention; teachers have not had specific measures in order to develop cooperative capacity for secondary school through EA.

- From the study of theoretical and practical issues, the thesis has built educational measures in order to develop cooperative capacity for secondary students through EA in the direction of applying cooperation theory, putting students into various forms of activities in order to create opportunities for students to experience practice, thereby contributing to CC development. In which: equip knowledge, encourage demand and education of student's cooperation; organize games that are required to have cooperation; use hypothetical situations in EA in order to create cooperative environment of problem

settlement; create a realistic environment for the students through social activities in group; organize clubs in the direction of cooperation strengthen.

- Confirmation of feasibility of educational measures is to develop cooperative capacity to students through EA by pedagogical experiment.

10. Structure of the thesis

Besides the introduction, conclusion and recommendations, the thesis is structured into 4 chapters:

Chapter 1. Theoretical basis of cooperative capacity development to secondary students through extracurricular activity.

Chapter 2. Status of cooperative capacity to secondary students through extracurricular activity.

Chapter 3. Educational measures in cooperative capacity development to secondary students through extracurricular activity.

Chapter 4. Pedagogic practice.

CHAPTER 1

THEORETICAL BASIS OF COOPERATIVE CAPACITY DEVELOPMENT TO SECONDARY STUDENTS THROUGH EXTRACURRICULAR ACTIVITY

1.1. Research history

1.1.1. Research on the cooperation and cooperative capacity of students

Student's cooperation is studied by many authors; most of them agree that such cooperation is an indispensable element in social life, therefore, it should be practiced student's cooperative skills in their activities. However, the works are mainly analyzed the role of cooperation and cooperative skill training in teaching process. Research on student's cooperative capacity has not been directly referred in works of national and international authors.

1.1.2. Researches on cooperative capacity development for students through extracurricular activity

Researches on extracurricular activity have been deeply studied in order to different purposes. Such researches on EA have not been focused on implementation of educational objectives in the direction of capacity department of students. Such researches are mainly focused on exploiting EA as a way to practice the skills and educating students on their

ethics, environment, gender, etc that have not posed problems to develop cooperative capacity through extracurricular activity.

1.2. Basic concepts

1.2.1. Capacity

Concept of capacity is understood in many different approaches. In this thesis, the concept of capacity means *a combination of physical and mental activities corresponding to certain types, which is a combination of flexibility and organization of knowledge, skills, attitudes, feelings, values, motives individuals, etc. to perform successfully the requirements of certain activities.*

1.2.2 Cooperative capacity

Cooperative capacity is a type of capacity that allows individuals to flexibly and organizationally incorporate between necessary for cooperation, skills, and attitudes, values, individual engine to meet the efficiency requirements of cooperative activities in the specific context. In which, each individual expresses a positive, self-awareness, interaction and responsibility based on knowledge and skill mobilization in order to effectively address cooperative capacity.

Cooperative capacity of secondary students is constituted by knowledge, skills and attitude of cooperative value. In addition, cooperative capacity also includes other necessary conditions (life experience, moral quality, etc in the process of extracurricular activity) to present and organize the implementation of such skills in a unified operating structure and according to a clear direction.

1.2.3. Cooperative capacity development

In this thesis the concept of cooperative capacity development is understood as making students change in the direction of strengthening, improving the knowledge, skills and attitudes and cooperative value that helps students to adopt with better life, to meet social requirements.

1.2.4. Concept of extracurricular activity

Extracurricular activity is action organized outside the class in academic subjects in the class in order to formation and development of student's personality to meet the social requirements.

1.3. Cooperative capacity of secondary students

1.3.1. *Psychophysiology of secondary students*

Psychologist said that the first element and the most basic development affecting to the student's personality that is strongly developed social their positivity. Thank to these factors, students perceive values, social norms, satisfied relationships with adults, friends and themselves, form personality and independently establish their future with the idea of purpose, tasks, etc. From general characteristics, it can be confirmed that age of secondary students has many advantages in the formation and development of their own capacity, including cooperative capacity.

1.3.2. *Cooperative capacity expression of secondary students*

From the study of concept, structure of cooperative capacity, development of cooperative capacity and derived from educational practice in secondary schools, we determine some cooperative capacity expressions of secondary students:

- Students have knowledge of cooperative activities including understand the principles of cooperation; know how to work together in the process of preparation and implementation of cooperation activities.

- Students have the collaboration skills: Listen opinions of others, accept the opinions of others; Know express their opinion clearly and persuade; sympathetic, share, exchange ideas, their experience with friends; know together seek to resolve conflicts; accept the assignment of the group; know help, support others and ask for help or explanations when necessary.

- Students are self-discipline, positive, willing to perform tasks from simple to complex with other people; proactively propose cooperative purpose being assigned the task.

In fact, it is not in all cooperative capacity activities of secondary school having full of such expressions that can have a few suitable expression with such specific activities.

1.3.3. *Signification of cooperative capacity and cooperative capacity development to secondary school in current society*

Cooperation is a necessary life value that needs forming and educating students. In program of life value researched in 1995, 186 members in United Nations Organization have selected 12 globally core life values including cooperative value. Cooperation is an indispensable element in life. In social term, cooperation takes place throughout one's life in the family and in the community. For students in general, and secondary students in

particular, cooperative capacity development has a big significance in contributing to the formation of a new quality of Vietnamese human. From understanding the significance of cooperation in the context of the integration, confirmation of the cooperative capacity formation and development to secondary students is necessary. Cooperative capacity development should be considered one of tasks of secondary schools to contribute to comprehensive education for students to meet the requirements of the new human resources for society.

1.3.4. Mechanism of cooperative capacity formation and development to secondary students

Cooperative capacity development to secondary students through extracurricular activity complies with general rule that is to derive from the provision of knowledge, then practice skills, attitudes, values through active forms of diversity. So that students can turn the obtained knowledge into their own knowledge and proven through practical activities. Therefore, for developing cooperative capacity to secondary students in general and cooperative capacity to secondary students through extracurricular activity, it is required to equip students knowledge systems on cooperation, organization skills training cooperation, a cooperative attitude how often the level from easy to difficult, from simple to complex based on available knowledge and skills, attitudes and experience.

1.4. Cooperative capacity development to secondary students through extracurricular activity

1.4.1. Importance of extracurricular activity in cooperative capacity development to secondary students

Advantages of extracurricular activity in cooperative capacity development to secondary students:

Extracurricular activity is not limited active space and time, content and organizational diversity; extracurricular activity highly promotes student's subjectivity, proactive and positive; extracurricular activity is a condition to consolidate and develop the relationship between teachers and students, students and students, students and community, development of social relationships, and cooperative capacity development to secondary students in order to improve comprehensive education efficiency; when engaging in extracurricular activity, students shall not be pressured on score as academic

subjects, therefore, it create students comfortable idea, confidence to express their full potential. Therefore, students have many opportunities to share, learn and help each other.

1.4.2. Extracurricular activity program at secondary school

The objective of program is to help students to consolidate, extend and enhance student's understanding of fields of social life. It is trained student basic skills, exercise good behavioral habits of learning, labor. Simultaneously, fostering a positive attitude for students to participate in-group activities contributing to the formation and development of students and general capacity. Such objective is specified in the program content with the extracurricular activity program including required and encouraged parts. Extracurricular activity organizational forms in secondary schools are very rich and diverse. Typical forms are used to organize extracurricular activity including club, examination, game and exchange organizations.

Organizational methods are applied from education and teaching methods. Extracurricular activity is very rich and diverse, therefore, the application of methods is to ensure the flexibility, combination with together in order to obtain the most effective performance. Based on the development of education-oriented approach towards learners capacity, the organization of extracurricular activity should be renewed towards enhancing the creative experience activities aimed at developing the capacity for students.

1.4. 3 Content of cooperative capacity development to secondary students through extracurricular activity

Based on the general structure and the extracurricular activity expressions of secondary students as mentioned above, we believe that contents of cooperative capacity development to secondary students through extracurricular activity as follows:

- Fostering and development of knowledge systems on co-operation.
- Development of collaboration skills system
- Development of values, attitudes, feelings, motives on cooperation.

Such contents have close relationships and synchronize during process of EA.

1.4.4. Assessment of CC through EA

This assessment is implemented in both quantitative and qualitative directions by some assessment tools such as question; dialogue in the classroom; peer review and self-assessment; use capacity ladder; observe; handle situations; implement assessment through product, etc.

1.5. Factors affecting to the development of cooperative capacity to secondary students through extracurricular activity

1.5.1. Subjective factors

The subjective factors affecting the development of secondary school students through cooperative capacity include biological characteristics; personal consciousness; character; interest; positive, self-disciplined, creative activities, cognitive abilities of students; systems of knowledge, skills, techniques, experience has in students. Besides, the subjective elements from the teachers also have affected the development of cooperative capacity for students.

1.5.2. Objective factors

The subjective factors affecting the development of cooperation capacity for secondary students through EA include environmental education in schools; family; friends.

These factors have a mutual interaction and influence the development of cooperation capacity for secondary school students. Therefore, when constructing operation program, deploying organizations of EA, it should be paid attention to the impact of all factors that promote positive influences, limit negative impacts to the capacity development in general and CC in particular to secondary students.

Summary of Chapter 1.

In the trend of social development, the value of cooperation, work together, respect and mutual understanding are enhanced increasingly. The issue of human resource development to meet requirements of modern society is posing problems to comprehensive reform of education towards developing learners' capacity including cooperative capacity.

Secondary student's age is the age with major changes in terms of psychophysiology, in the children eligible ripe to cooperation with others. The need to expand the relationship at this age requires greater cooperation, thus capacity development

for their cooperation is a necessary job to help them see the need to cooperation together, the skills necessary for cooperation. This is a favorable period to capacity development for their cooperation to meet the social requirements.

Concept of cooperative capacity *is understood as an N type that allows individuals combined with flexibility and organization of necessary knowledge for cooperation, skills and attitudes, values, personal motivation to meet effectiveness requirements of cooperative activities in the specific context. In which individuals express a positive, self-awareness, interaction and responsibility based on mobilizing the knowledge and skills to address themselves effective cooperation.*

A content of cooperation capacity development for secondary students is determined three basic contents:

Fostering and developing a system of knowledge on cooperative activities; developing cooperative skill system; developing values, attitudes, feelings, motives for student's cooperation. Development of CC to secondary students through EA is influenced by many factors including subjective factors and objectives factors.

CHAPTER 2

STATUS OF COOPERATIVE CAPACITY TO SECONDARY STUDENTS THROUGH EXTRACURRICULAR ACTIVITY

2.1. Overview of survey

2.1.1.. Purpose of survey: It is to gather information to assess status of student's cooperative capacity and develop cooperative capacity to secondary students through EA; find out the cause resulting in such status as a basis of educational measures in order to develop CC to secondary students through EA.

2.1.2. Contents of survey

- Awareness status of managers, teachers, and students on CC and CC development.
- CC status and CC development to secondary students through EA.
- Causes for limitation of CC development to secondary students through EA.

2.1.3. Objects of survey:

150 managers, teachers and 925 students at 05 secondary schools in Hai Phong and Thai Binh.

2.1.4 Method of survey: Expert methods and methodological materials; Survey method using questionnaires; Observation methods; interview

2.2. Result of survey

2.2.1. Awareness status of managers, teachers on CC and CC development to secondary students

1.2.1.1. Awareness of teachers and secondary students on CC

Results of awareness survey of teachers and students on structural elements of student's cooperative capacity indicate: most of teachers and students agree that CC shown in all 03 criteria on cooperation, skills and attitudes accounting for 46% of teacher's responses and 55,8% student's responses. The idea shows that cooperative capacity in all skills is ranked the second (24% of teachers and 24.9% of students). From the above results, it is possible to conclude teachers and secondary students with certain knowledge on cooperative capacity; however, such perception is insufficient. This is an important facility to help us take action to raise awareness and develop CC and CC department to students.

1.2.1.2. Awareness on the need of CC development to secondary students

The above results show that the majority of teachers and students are assessed at the level of "very necessary" accounting for 73.3% in teachers and 72.6% in students. CC development is "necessary" assessed at second level accounting for 22.7% in teachers and 21.1% in students. Option of "unnecessary" accounts for 0%. Therefore, most of teachers and students are aware of the need of CC development to students.

2.2.2.2. Awareness of teachers and students on efficiency of EA in CC development to students

General results show that 84% of teachers and 61.4% of students choose "very effective"; 13.3% of teachers and 32.2% of students choose "effective"; 2.7% of teachers and 5.8% of students choose "normal"; 0.6% of students and 0 % of teachers choose "ineffective". From the survey results, we confirmed the majority of teachers and students are aware of EA role in CC development to students.

2.2.2. Status of CC and CC development to secondary students through EA

2.2.2.1. Assessment of teachers, students on the CC expression level of secondary students

The survey results are statistically in Table 2.4.

Table 2.4. General assessment of teachers and students on the CC level of students

Level	Teacher		Student	
	Quantity	%	Quantity	%
Most of these capable students at the low level	15	10.0	12	1.3
Most of these capable students at the average level	100	66.7	363	39.2
Most of these capable students at the high level	25	16.7	514	55.6
Most of these capable students at the very high level	10	6.6	36	3.9

Results Table 2.4 shows, the majority of secondary teachers think “the majority of students have this capacity at low level” accounting for 56.7% of total responses. 26.7% of teachers assess “most of capable students at normal level”. This result is the reverse with self-assessment of students; 66.4% students believe “most of capable students at normal level”; 28.4% of students believe “most of capable students at low level”. In summary, most of teachers and students agree that most of teachers and students believe that most of capable secondary students are at average level or low level. This result is entirely consistent with the previous judgment of the author and observed results of student expression in practice.

2.2.2.2. Impacts of EA to the CC development on skills

EA is considered a useful way to develop the student’s core capacity including cooperative capacity. Participation in EA helps students to facilitate to express knowledge and necessary skills to this cooperation.

To understand the assessment status of managers, teachers, and students on the impact of EA to the student’s training of cooperative skill, we have Question 10 (Appendix)

Table 2.6 Impacts of EA to the CC development on skills

No.	Cooperative skills	Level					
		Teacher		Student		General	
		Average point	Rank	Average point	Rank	Average point	Rank
1	Skill of participation	3.10	9	3.17	5	3.13	6
2	Skill of expression in clear, coherent and persuaded opinions	3.60	1	3.40	1	3.50	1
3	Skill of listen, summarization, and comments to other opinions	3.31	3	3.25	3	3.28	3

4	Skill of communication, consensus or contrary opinion acceptance	3.44	2	3.34	2	3.39	2
5	Skill of support, share, requirements or explanations when necessary	3.28	4	3.22	4	3.25	4
6	Skill of supporting expression	3.18	7	3.00	7	3.09	8
7	Skill of encouragement to the participation of members	3.24	5	3.16	6	3.20	5
8	Skill of gentle objection without criticism	3.17	8	2.89	9	3.03	9
9	Skill of exasperated restraint	3.23	6	2.99	8	3.11	7
10	Skill of delicate and reasonable negotiation, conflict resolution	2.98	10	2.70	10	2.84	10

Results in Table 2.6 show that the majority of opinion indicates that EA has a huge impact on the expression of CC skills. The level of EA is assessed as follows: the first rank is impact of EA on skill training, "clear, coherent and persuaded expression" (Average point is 3.50), the second rank is skill, unified exchange or contrary opinions acceptance" (Average point is 3.39). "Skill of listen, summarization, and comments to other opinions" is ranked the third (average point is 3.28), and then "Skill of support, share, requirements or explanations when necessary" (Average point is 3.25). It is proved that managers, teachers, and students are aware of EA role in CC development to students that are very large. However, survey results and observation show that organization of activities on capacity development is not really paid attention. The cause may be derived from that both students and teachers are not aware of the full role of cooperation as well as no specific measures to develop this capacity.

2.2.2.3. Status of implementation level on CC development to students through EA

The survey results are summarized in Table 2.7.

Table 2.7 Implementation level of CC development through EA

Level	Teacher		Student	
	Quantity	%	Quantity	%
Regular implementation of CC development to students through EA	14	9.3	117	12.6
Implementation of CC development to students through EA	105	70.0	480	51.9
Sometimes implementation of CC development to students	31	20.7	316	34.2

through EA				
Non-implementation of CC development to students through EA	0	0	12	1.3

Results show that 70% of teachers and 51.9% of students indicate that "Implementation of CC development to students through EA". Plan of "Sometimes implementation of CC development to students through EA" accounts for 20.7% of teacher's responses and 34.2% of teacher's responses; regular implementation accounts for low level in responses of both teachers and students corresponding to 9.3% in teachers and 12.6% in students..

2.2.3. Reason for limitation of CC development to secondary students through EA

From the survey results of managers, teachers, and students on the reason for limitation of CC development to secondary students through EA associated with actual observation, we believe that: The development cooperation capacity of secondary students is limited for many reasons but mostly different from the perception of teachers and students about the role of incomplete cooperation programs so solid EA , fails to promote highly innovative proactive, not met the desired needs of students, secondary students, especially students in cities, towns who have fewer opportunities to experience the cooperation in their life, therefore, they lack cooperative experience in operation. On the other hand, experience of teachers in EA organization toward capacity development in general to students is few; teachers have no specific measures to develop CC to students. Therefore, when constructing development measures to student in EA, it is referred to objective and subjective to provide optimal efficiency.

Summary of Chapter 2

From the survey results of CC status and CC development status to secondary students through EA, we conclude as follows:

1. In fact, student's CC of secondary students is low level. Students have certain understanding on the role of cooperation to others in operation process in order to provide optimal efficiency. However, knowledge of cooperation, skills and attitudes on cooperative value with instability and limitation. Expression level in students is not met the requirements of CC development through EA in general and CC to students in particular.

2. EA is not regularly organized. Contents of EA are not revised. Form of organization of EA is poor, not really attractive, charismatic to students. CC development to secondary students through EA is implemented, but not focused by many reasons.

3. EA is an activity that has a major impact on CC development to students. In case of participation of EA, students shall opportunity, favorable conditions to raise awareness on the cooperation role, practice of necessary skills to cooperation. The majority of teachers and students indicate that the strength of EA in capacity development in general and CC to students in particular. However, the exploitation of strengths of EA in CC development to secondary students is not properly focused.

4. CC development to secondary school through EA is limited by many objective and subjective reasons. In which, there are objective reasons from the school and subjective reasons from students and teachers significantly affecting to the CC development to students. Survey result supports us to have practical basis to propose appropriate measures on CC development to students.

CHAPTER 3

EDUCATIONAL MEASURES TO CC DEVELOPMENT TO SECONDARY STUDENTS THROUGH EXTRACURRICULAR ACTIVITY

3.1. Principle to propose measures

- Ensure to meet educational goals
- Ensure to promote positive, proactive, innovation, living experience to students
- Ensure the feasibility
- Ensure the continuity and development

3.2. *Educational measures of CC development to secondary students through EA*

Results derived from theoretical studies and practice development through EA, we propose the 05 following educational measures:

- *Equip knowledge, encourage demand and educate cooperative attitude to students.*

The core element of CC is the system of cooperative skills. The process of training a skill is always attached to the firmly grasp system of knowledge, experience to implement such skills. Knowledge is a condition for the formation and development of skills. This measure

aims to provide, supplement, enhance and further improve the knowledge, skills, cooperation, and CC development to students through EA.

- Organize the game that is required student's cooperation

The design and organization of cooperation in EA is very necessary to develop CC to students. During participating in game shall help enhance communication between students, teachers and students that help them to see the effects of operational coordination, assistance, mutual share in the same direction to general purpose, high achievement in game.

- Use hypothetical situations in EA in order to create environment of oriented-cooperation solution

Purpose of hypothetical situation in EA is to create environment that is required students to cooperation to analyze the situation and agree plan of problem solution. Through these situations, students are allowed to access daily real problems, experienced different events, disputes, analyze problems to find the solution in order to choose an optimal solution.

- Create a realistic environment for the student experience through group social activities

The organization of social activities in groups is to create real environmental, opportunities and conditions for the students to experience the cooperation in relationship with others, many social issues; to be exposed to others with many social issues, enhance awareness, accept and adapt to social norms turned into itself values. In case of participating in social activities together, students have conditions to practice skills including cooperative skill in order to effectively implement specific activity to develop capacity development in general and CC to students in particular.

- Organize clubs toward enhancing cooperation

The organization for secondary students participated in the clubs; students have the opportunity to develop the ability to creatively apply the knowledge learned in real life, on the labor activity, learning, social activities, in life. Simultaneously, participation in the club helps the spirit of cooperation to be clearly shown, the members feel safe to speak their opinion and all discussed, presented issues, open communication, listen together, share problems, learn from each other, etc.

Summary of Chapter 3

Based on the research of theoretical basis on CC development, CC status and CC development to secondary students through EA, we propose 05 educational measures of CC development to students through EA, in which: 1) Equip knowledge, encourage demand and educate cooperative attitudes to students. 2) Organize games that are required students to cooperate with each other. 3) Use hypothetical situations in EA in order to create environment of oriented-cooperation solution. 4) Create realistic experience environment to students through group social activities. 5) Organize clubs toward enhancing cooperation.

Every educational measure has a different purpose, content and form, but presents the visible innovation of EA toward creating opportunities for students to experience cooperation in different forms of EA, then develops CC to students on knowledge, skills and attitude of cooperative values.

CHAPTER 4

PEDAGOGIC PRACTICE

4.1. Overview of pedagogic practice

4.1.1. Purpose

Pedagogic practice is implemented to:

- Verify the feasibility of CC development measures to secondary students through EA of proposed thesis.
- Affirm the positive impact of proposed educational measures to CC development to students through EA.

4.1.2. Contents and objects

4.1.2.1. Contents

Thesis authors have proposed five measures to develop CC to students through EA; however, due to conditions, we only conduct practice measures: Equip knowledge, encourage educational needs and educate cooperative attitude to students; Organize game that is required students to cooperate with each other; Use hypothetical situations in EA in order to create an environment of oriented-

cooperation solution; Create a realistic environment for the student to experience through group social activities.

4.1.2.2. Objects

Educational measures practiced on objects are groups of students in 02 secondary schools as representation of city, town, and rural areas:

4.1.2.3. Participants and period

- *Participants*: Thesis authors and collaborators, including class teachers in secondary schools, local youth teams and a number of university students in Hai Phong.

- *Implementation period*: From March to October 2014 and divided into two phases.

4.1.3. Process

Process is divided into two phases: From March to October 2014 at Secondary School in Nui Doi Town, Kien Thuy District, and Secondary School, Tam Da Commune, Vinh Bao District, Hai Phong City.

Conduct pedagogical impact practice. Such work with educational measures is to develop CC to students in EA as constructed in class, and remain in reference class.

4.1.4. Criteria and assessment tools

Based on the development content to secondary students through EA as determined, derived from purpose that is to prove educational measures in order to develop CC through EA with positive impact for development on cooperation, skill and attitudes to CC development. Therefore, the assessment is limited to the purpose to demonstrate the advances on knowledge, skill and cooperative value attitudes of students after pedagogical impact. The effectiveness of educational measures to CC development to secondary students through EA that is assessed on both quantitative and quantitative with the following main tools: assessment via questionnaires; assessment by observing the CC development of students; product research; conversations, interviews.

4.2. Experimental results analysis

4.2.1. Practical results through self-assessment of the level of CC development

**** Practical input***

CC expression of practical groups and referenced groups is similar. This result demonstrates that the difference is not significant in term of mathematical statistics; the difference of 02 groups is happened by accident with no significant difference between levels of CC expression in practical and referenced groups. Therefore, after implementation of impact practice, if there is any difference, such difference is created by impact measures, not be available in practical and referenced groups.

*** Practical output**

Results before and after practice of referenced group

General results before and after practice of 02 referenced groups (1 and 2) shows the little change and difference between referenced groups of representatives of two areas. In group 2, level of CC expression tends to significantly increase, average point is increased from 1.911 to 1.915. GPA of group 1 has been decreased from 1.948 to 1.932. On the general level of groups without any change, it is still at level 2 (average level). T-Test inspection depends in pairs to consider the difference of average value in the same group before and after practice that is significant or not. The results show that $p = 0.489 > 0.05$ (for group 1 before and after practice) and $p = 0.482 > 0.05$ (for group 2 before and after practice). Therefore, the results show that group 2 has insignificant difference compared to group 1 before and after practice. Above results also show that there is no significant difference between GPAs of both groups before and after practice. it is also demonstrated that this result is due to random happening.

Results before and after the practice

Results of student's self-assessment before and after practice are summarized in Table 4.7 and on chart 4.3.

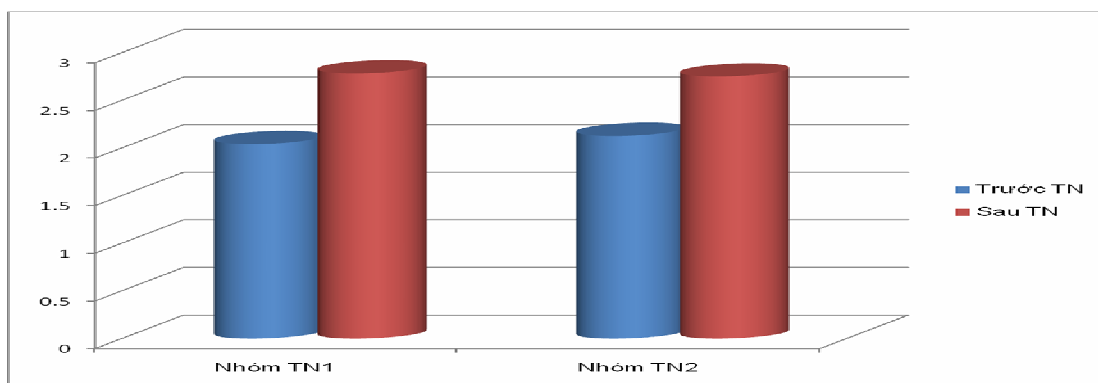


Chart 4.3 Comparison of student's CC of practice group before and after practice

General results show that there are big changes in all student's CC expressions in both groups. Expression levels of student's awareness, attitudes, and skill have a significant progress compared to the previous practice. Some expressions have big changes such as 3rd, 5th, 6th, 8th, 9th, 11st, 12nd, expressions, etc. This demonstrates that after the impact, students in groups have more fully and deeply recognized the value of cooperation; they are more proactive to cooperate with others in general activities. A T-test result of inspection depends on the pairs to determine the difference between CC expressions of students in groups before and after practice resulting in $p = 0.000 < 0.05$ (for both groups) that are confirmed with significant differences between expression levels before and after practice.

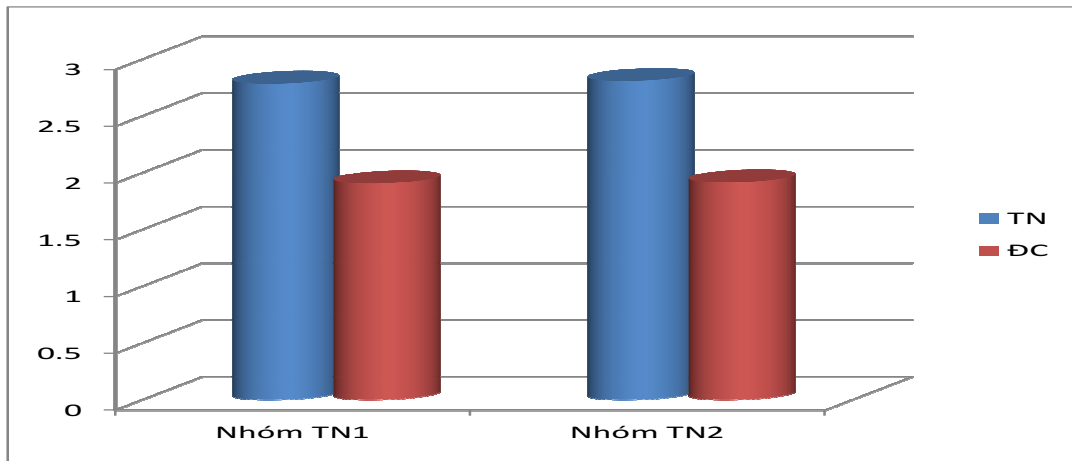


Chart 4.4 Comparison of practical and referenced groups after practice

General results show that after practice, GPA of both groups is increased compared with output. However, there is big change between both groups. Practical group is more increased, in details: the cognitive expressions of practical class after practice are increased from second level to third level with very high GPA. We verify the degree of influence using independent T-test resulting in $p_{TN1} = 0.000$; $p_{TN2} = 0.000$. For $p < 0.05$ in both groups, it can be concluded that GPA difference between groups after practice is significant. This change is due to the impact of used measures, not occurred by accident.

4.2.1.2. Practical results evaluate the student's CC development

The observation, assessment is implemented under the criteria in Table 4.4 by thesis authors and collaborators. Observed and assessed objects include students in both groups of 02 practical school. Observation and evaluation are done in all the activities during practice period. The observed results in both groups show that most of students are

assessed at pass and good levels accounted for high rate (over 95% average for skills) in which, rate of good students is relatively high (from 28.57 to 54.28%). There is a difference between groups on quantity of assessment options at low level; rate of non-satisfied students in group 1 is higher than students in group 2, from 0% to 11.42% in group 1 and from 0% to 5.71% in group 2. Although, some students in both groups are assessed as not passed, above result is confirmed that the impact of pedagogical practice is very high with clear change of cooperative level expression in practice group compared with referenced group.

*** General assessment of CC development degree of students after practice**

After practice, there is big change on awareness, skill, attitude of cooperative value of students in both practice groups. In which:

- For awareness: The majority of students are fully aware about cooperation, how to cooperate with others to achieve high efficiency in EA; however, some students are also proved embarrassing to apply knowledge into specific action.

- For cooperative attitude and value: Observation of process to participate in EA of students in both practice groups, most of students are actively cooperate with you, and more confident in expressing their opinions, students is happy to participate in work with others and seriously implement assigned activities resulting in results of EA of both practice groups that is higher than both of referenced groups.

- For cooperative skill: Practice results show that CC expression of secondary through EA on cooperative skill is assessed at high level compared with practical output.

In summary, from the positive changes of structural elements of secondary students after practice, it can be confirmed that educational measures of student's CC development through EA toward putting experienced activities that has a positive effect in developing student's CC. This is also proved the correctness of scientific theory recommended by us.

Summary of Charter 4

Based on built educational measures, we implement pedagogic practice in 02 secondary school representing city, town and rural areas. From practice results, we conclude:

Practice results firstly confirm that educational measures have a positive impact on the development of structural elements of CC to students. Self-assessment results of

student's expression in practice group is higher than referenced group and much higher than practice output. Before practice, CC expression level of students in both practice and referenced groups equally and at 1 and 2. After practice, in referenced group has no much change on GPA of expression and remains 1 or 2. In practice group, GPA is much higher than GPA before practice and reaches level 3 under the self-assessment of students. Observed results of CC expression show that CC expressions of students in practice group are improved in awareness, skill and value attitude.

Practice results objectively show the feasibility of educational measures in order to develop student's CC through EA as built by thesis author.

CONCLUSIONS AND RECOMMENDATIONS

1. CONCLUSIONS

1.1. CC is one of core capacity in modern society. CC development is very necessary to develop human consistent with the requirements of the times. Secondary student age is age with changes in all aspects, they are toward to the various social relationships; therefore, CC development has many advantages. CC is regarded as one of value that should be educated to secondary students in order to comprehensively educate students to meet the requirements of new human resources in society.

1.2. In secondary schools, CC development to students is implemented through various ways including organization of EAs. EA has great strengths in developing CC; therefore, it must be seen it as a path, mean to carry out the CC development to secondary students.

1.3. In the thesis, CC frame structure is defined including intellectual system of cooperation, collaboration skills and attitudes and values of cooperation. On the basis of CC structure, content of CC development to secondary students is identified as: Fostering and developing a system of knowledge about cooperative activities; developing system of cooperative skill to students; developing values, attitudes, feelings, motives for cooperation and supporting them to see the necessity of cooperation, improvement of personal responsibility during their operation as the basis to help them actively and voluntarily cooperate with each other to perform common tasks and in the life..

1.4. In fact, cooperation capacity of secondary school students are a lot of restrictions, they have a certain understanding of the role of cooperation and ways of cooperation, collaboration skills, but understanding it is incomplete and inaccurate, and collaboration skills are not present on a regular basis and stability. The majority of managers, teachers rightly recognize the importance of CC development to students in general and CC development through EA in particular. However, in reality, the CC development to students is limited and not focused due to subjective and objective reasons, in which there are causes derived from EA programs.

1.5. Derived from a theoretical and practical basis, the thesis is built 05 educational measures to develop CC to secondary school through EA towards applying cooperative theory and educational theory putting students in the form of different activities to provide opportunities for students to get practical experience thereby contributing to CC development.

2. RECOMMENDATIONS

From the researching results, thesis author proposes some following recommendations:

2.1. For managers:

In case of program construction, managers at all levels need innovate EA program toward enhancing, fostering, developing capacity to students in which CC meets requirements of educational innovation toward approaching students.

Content of EA program should be adjusted toward enhancing the student's optional activities in order to meet demand, aspiration of secondary school. Strengthening of optional activities creates opportunities of close cooperation in selection, design and implementation of operational programs contributing to the educational reform goals toward the CC development including living and working capacity with others..

For form of EA organization, it should be strengthen the organization of work toward crating opportunities for students to get practical experience for student's CC development..

2.1. For pedagogical schools

Pedagogical schools need to develop pedagogical programs and organize training schedule to pedagogical students, in which paying attention to practicing skill and organizing EA toward developing student's CC.

During training process, it should be enhanced the specialized activities, provided opportunities for students to participate in group activities which reflects the spirit of cooperation with others, helps them to get experience in practice. This is the condition to help students to draw the lessons and apply to organize educational activities in schools to develop schools in general and CC through EA in particular.

2.3. For secondary schools

Secondary schools need to be more concerned about the implementation of capacity development goals for students through EA including working capacity with others.

Regular training organization is implemented to teachers on contents, organization methods, and evaluation of EA to secondary students in the direction of development in general and CC to students in particular.

2.4. For secondary teachers

Secondary teachers need proper awareness about the importance of CC development to students. Recognizing strengths in EA development to secondary students based on researching, exploring the content and form of EA organization in order to bring efficiency in CC development to students. Class teachers in secondary school should be actively coordinated with administrators, organizations inside and outside the schools to implement EA and create opportunities for students to experience in practice.

2.5. For secondary students

Secondary students need to realize the importance of CC in modern life. On that basis, it is positive, proactive, training skills in cooperative activities aimed at developing CC development in general to meet the requirements of society.