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EXTRA – TIME EDUCATIONAL ACTIVITY ORGANIZING SKILL TRAINING FOR STUDENTS AT THE COLLEGES OF EDUCATION

Major   : Theory and History of Education

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SUMMARY OF DOCTORAL THESIS

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INTRODUCTION

1. The reason for undertaking this study

In the twenty-first century, every man is a combination of knowledge, competence and good traditions of nation, and also is the decisive factor for sustainable growth of the country. Exploitation of human resources is the general direction of all the countries in this century. For the sustainable socio-economic development in Vietnam, the Party and the Government have focused on making leadership decisions that emphasizing on the investment in education, considering education investment is development investment and is the most effective investment in order to gradually develop Vietnamese educational quality on par with advanced countries in the region and around the world.

Extra-time educational activity is a part of the educational process in secondary schools. These activities are held outside of classroom hours. Extra- time educational activity provides the best conditions for students to practise the basic skills, promote their active roles, and develop their positive attitudes and proactive habit in order to meet educational goals that are set for the secondary school level. One of the conditions to effectively implement the extra-time educational activity program is teachers, especially homeroom teachers in secondary schools. To meet the increasing demands of society for educating students, and equipping students with knowledge as well, the training pedagogical skills for students becomes an important task and an indispensable issue in pedagogical schools.

Practical training during the past few years, especially from the practical teaching periods of the second and the third year students in schools have shown that these students have faced lots of problems when guiding secondary school students to organise educational activities in general, and extra-time educational activity in particular. To solve this situation, it is necessary to do a comprehensive research about the process of extra-time educational activity skills training. This will contribute to improve the effectiveness and efficiency of pedagogical skills training process for students in Colleges of Education.

For these reasons, the researcher chose the topic "*Extra-time educational activity organising skills training for students in Colleges of Education*".

2. The aim of the study

On the basis of theoretical research, and assessment of the process of extra-time educational activity organisation skill training for students in Colleges of Education, the study identifies the content of extra-time educational activity organising skills, and proposes measures to train these skills to improve quality of teacher training in Colleges of Education in order to meet the requirements of the current educational reform.

3. The subject, object and scope of the study

3.1. The object of study

Students' pedagogical skills practice in Colleges of Education.

3.2. The subjects of the study

Extra-time educational activity organising skills;

The training process and measures of extra-time educational activity organising skills for students in Colleges of Education.

3.3. The scope of the study

The research focused on studying the training process and measures of extra-time educational activity organising skills for secondary school student-teachers in Colleges of Education. The researcher has undertaken surveys in Hanoi College of Education, Hung Yen College of Education, and Thai Binh College of Education and a number of secondary schools in Hanoi city, and Thai Binh province. The pedagogical experiments have carried out in Hanoi College of Education.

4. Hypothesis

Training extra-time educational activity organisational skills for student plays an important role in the process of students' pedagogical training in Colleges of Education. The training organisation of these skills has obtained certain achievements in recent years. To meet the current requirements for training secondary school teachers, the deployment process of training organisational skills of extra-time educational activity for student still have many problems that need to be solved.

If the training content and the training measures of extra-time educational activity organising skills are built, and the fundamental factors affecting this training process are identified, we can create the synchronized effects to contribute to improve the effectiveness and efficiency of extra-time educational activity organising skills

training for students in particular, and to improve the quality of teacher training in Colleges of Education in general.

5. Research mission

5.1.1. Elucidating some relevant theories to extra-time educational activity, and the organisational skills training of extra-time educational activity for student in Colleges of Education.

5.1.2. Assessing and evaluating the process of extra-time educational activity organisation skills training for student in Colleges of Education.

5.1.3. Developing some measures for students to practise extra-time educational activity in Colleges of Education, and doing experiments to test these proposed measures.

6. Research Methodology

6.1. Group of theoretical research methods.

6.2. Group of empirical research methods.

6.2.1. Education surveys

6.2.2. Pedagogy observations

6.2.3. Interviews

6.2.4. Product operations research method

6.2.5. Method Expertise

6.2.6. Experience summary method

6.2.7. Pedagogy experiments

6.3. Group methods of data analysis

7. Thesis's Arguments

- The organisational skills of extra-time educational activity include various component skills, and these skills have relationships and interactions with each other. The identification of component skills of extra-time educational activity organisational skills is a necessary requirement for training these skills for students in Colleges of Education.

- Extra-time educational activity organisation skills training for student is always driven by objective factors and subjective factors. The identification of this logical relationship is one of the basis of the proposal and implementation of effective

measures to train extra-time educational activity organisation skills for student in Colleges of Education.

- The identification of reasonable methods for students' extra-time educational activity organisation skills training will contribute to improve the effectiveness of students' pedagogical capacity development process in Colleges of Education.

8. New contributions of the study

- Contributing to clarify and deepen the theoretical system of extra-time educational activity organisation skills training for student in Colleges of Education. Identifying extra-time educational activity organisation skills for students in Colleges of Education include 12 component skills which are divided into four main groups. At the same time, analysing the content of each component skill and identifying the relationships between these component skills.

- Objective assessing and evaluating both the achievements and shortcomings of the extra-time educational activity organisation skills training for students in Colleges of Education. It is a factual basis to propose training measures for students' extra-time educational activity organisation skills to meet the requirements current educational reform.

- Constructing five measures for training organisational skills of extra-time educational activity for students in Colleges of Education including: Constructing contents for training organisational skills of extra-time educational activity for students in Colleges of Education; Guiding students to practise organisational skills of extra-time educational activity; Organising professional development activities for lecturers in College of Education; Forming students' motivation of practicing extra-time educational activity organising skills in Colleges of Education; Enhancing and modernising facilities for students' extra-time educational activity organising skills training courses in Colleges of Education. Identifying necessary conditions and requirements to ensure the effective implementation of such measures during the process of practicing extra-time educational activity organising skills of students in Colleges of Education.

- Developing documents for training students to practise extra-time educational activity organising skills in Colleges of Education and developing the sample materials for the process of training and practicing these skills.

CHAPTER 1: THEORETICAL BASIS OF TRAINING ORGANISATIONAL SKILLS OF EXTRA-TIME EDUCATIONAL ACTIVITY FOR STUDENTS IN COLLEGES OF EDUCATION

1.1. Overview of research problem

1.1.1. Overseas Studies

* *Research about Skills and Skills of activity organisation*

- The first trend of research about Skills based on behavioral psychology.

- The second trend of research about Skills based on activities psychology.

* *Research on training organisational skills of extra-time educational activity for student in Colleges of Education.*

The research process of training organisational skills of educational activities to establish professional qualifications for teachers are always interesting, especially in the socialist countries.

1.1.2. Studies in Vietnam

- Most Vietnamese authors often use the results of the study of Soviet authors in specific areas of activity.

- Problem of training organisational skills of extra-time educational activity for student in Colleges of Education have been researching in Vietam. Many textbooks and writing materials for teachers' training system with a university degree or college ... Nonetheless, the subject does not have deep study of organisational skills required form for training organisational skills of extra-time educational activity for student and the corresponding measures for skills training.

1.2. The Basic Definitions

1.2.1. Skills

When researching about skills, the scientists believed that skills are the methods of taking actions consistent with the purposes and conditions of actions, or skills are the expressions of human capacity, which are the most important components of capacity. Author Dang Thanh Hung asserts that skills are practical actions rather than the potential actions, not the automation behaviors of human.

Therefore, our conception is: *"Skills are actions based on the results of applying the knowledge and experience gained in practice to achieve these goals."*

1.2.2. Educational activities outside of class time

Extra-time educational activityis the educational activities being conducted outside the formal school classroom by the school and teachers directly, in coordination with the organisations mission, team and family, social organisations.

Thus, understanding: *extra-time educational activity is the educational activities are held outside of school hours to form and contribute to overall personal development of students in order to meet educational goals.*

1.2.3. Training organisational skills ofextra- time educational activity

"Organisational skills ofextra- time educational activityare the effective use of the knowledge and experience of training organisational skills ofextra- time educational activity in orderto organise extra-time educational activity for students to achieve the educational missionswhich are set out in the appropriate conditions. "

1.2.4. Training organisational skills of extra-time educational activity

"Training organisational skills of extra-time educational activity is the process that teachers play the important role to help self-conscious and active students, independent and innovative practices to establish and develop organisational skills of extra-time educational activity for students".

Training organisational skills of extra-time educational activity is a process that teachers play a key role and students play an active role, self-discipline role, and positive self-control roleof the learning process.

1.3. The nature of extra- time educational activity

- *Importance of extra- time educational activity:* Through extra- time educational activity, the exchange format and operation are set to contribute to help students access, to join social life by a positive and proactive way. Extra- time educational activity contribute to satisfying the diverse needs of students, particularly for secondary students, operational needs and communicate them to the development of diverse and rich.

- *Content of extra- time educational activity*: content of extra- time educational activity focuses on six types of activities: political and social activities; cultural and art activities; physical and sport activities, scientific and technical activities, vocational and recreational activities; voluntary activities.

- *The role of stakeholders involved extra-time educational activity*: During organising extra-time educational activity, under the general direction of the school, the mentors

play a direct role in the organisation to control, advice, and guide students to perform. Students are attracted to participate in activities, actively practiced as assigned by the mentors. During operation, the students gradually become familiar with the self-managing and self-organising activities.

1.4. The quality of training organisational skills of extra-time educational activity for students in the Colleges of Education

- *The importance of training organizational skills extra-time educational activity for students in Colleges of Education:* Contributing to achieve the proposed training objectives of the Colleges of Education. Expanding the scope of student perceptions of the social field. Formating and consolidating of other pedagogical skills. Contributing for emotional education for students as career passion, high professional ideals, willing to stick with education.

- *Content of organisational skills of extra-time educational activity for students in Colleges of Education*

Determining the component skills of organisational skills of extra-time educational activity based on the structure of organisational activities, the structure of pedagogical activities and the organisational processes of extra-time educational activity. Contents of organisational skills of extra- time educational activity for students in Colleges of Education including 12 basic skills sorted by 4 groups as follows:

* *Group of cognitive skills of extra-time educational activity*

+ Skills of studying about extra time educational activity;

+ Skills of handling, using and reserving of information on education topics;

+ Skills of defining media conditions of extra- time educational activity.

* *Group of design skills of extra-time educational activity*

+ Skills of determining educational goals of extra-time educational activity;

+ Skills of building contents and forms of organising extra-time educational activity;

+ Skills of building process ofextra- time educational activity.

* *Group of deployed extra-time educational activity skills*

+ Skills of guiding student's performance of extra-time educational activity;

+ Skills of managing and controlling extra-time educational activity;

+ Skills of solving pedagogical situations of extra-time educational activity;

* Group of evaluating skills o fextra-time educational activity

+ Skills of constructing assessment criteri as and scales of extra-time educational activity;

+ Skills of guiding secondary student's self-assessment ;

+ Skills of summarying organisational experiences of extra- time educational activity.

The component skills of organisational skills of extra- time educational activityhave relationship with each others. Hence, the skill contents of extra- time educational activity should determine the contents of each skillcomponent and guide students to practice each skill component.

1.5. These factors affect the process of training organisational skills of extra-time educational activity for students in Colleges of Education

1.5.1. The requirements imposed on the vocational education in Colleges of Education

- Renewal of general education

General education is now synchronized from innovation of redefining educational objectives, educational content, and educational methods ... To carry out the education reform, the teachers play an important and special role.

- Innovation in pedagogical schools:

Colleges of Education is having positive pedagogical innovations. It is moving from training knowledge to focusing on building capacity; professional training associated with pedagogical practice. There should be a strong shift in perception and great efforts of the teaching staff and education managers.

1.5.2. The factors affect the process of training organisational skills of extra-time educational activity for students in Colleges of Education

- Lecturers and students in Colleges of Education:

Instructors guide students directly fortraining organisational skills of extra- time educational activity in the faculty of the Psychology and Education Department. Curriculum requires teachers to have serious researches to improve the capacity and proficiency of extra- time educational activity.

Students in Colleges of Education get specialized training to become secondary school teachers. Learning activities and training is a key activity of the Colleges of

Education students, is driven positively by the system. The motivations can stimulate student efforts to overcome difficulties and challenges to achieve its objectives.

- *Conditions of necessary facilities for training organizational skills of extra-time educational activity for student*

Conditions of facilities for training organizational skills of extra- time educational activity now mostly referred to problems such as multi-functional classrooms, libraries or learning centers, general available space for group activities; facilities and operational supportive conditions. Moreover, indispensable source of funds are needed to organise activities.

Chapter 1 Conclusion

In this chapter we focus on clarifying the following issues: Overview of domestic and overseas researches about organisationalskills of extra- time educational activity. The basic concept of the theme: Skills, extra-time educational activity, organisational skills ofextra- time educational activity, training organisational skills of extra-time educational activity. The theoretical problem of extra- time educational activityand training organisational skills of extra-time educational activityfor students in Colleges of Education.

Organisational skills of extra- time educational activityare structured by a component skills include 12 skills which are divided into four main groups. This system is training skill content of organisational skills of extra-time educational activity for students in Colleges of Education.

The training organisational skills of extra- time educational activity for students atColleges of Education affected by the following factors: training programs of pedagogical skills, the factor of the professor's capacity, student's study motivations and facility condition...

CHAPTER 2: THE CURRENT SITUATION OF SKILLS TRAINING OF ORGANISING EXTRA-TIME EDUCATIONAL ACTIVITY FOR STUDENT IN COLLEGES OF EDUCATION

2.1. General information about the survey status

- *Survey Objects*: Evaluate the current status of students' organisational skills of extra-time educational activity during practice at secondary schools and the status of training organizational skills of extra-time educational activity for students in

Colleges of Education as a basis for building measures of training organisational skills of extra-time educational activity for students in Colleges of Education more effectively.

- *Survey Contents*: Survey the status of the achievement of organisational skills of extra- time educational activity for studentsin Colleges of Education during their teaching practice. Survey the status of training organisational skills of extra-time educational activityfor student in Colleges of Education.

- *Survey Subjects*: We conducted a survey on the subject: 32 lecturers of Psychology and Education, and 450 students of schools such as Hanoi College of Education, Thai Binh College of Education, Hung Yen College of Education, and 73 other secondary school teachers in Hanoi and Thai Binh.

- *Survey Methodology*: Survey methods using questionnaires, observation, in-depth interview methods, methods of mathematical statistics.

- *Criteria and evaluation scale*: Each skill component is evaluated based on four criteria: completeness of the content and structure of skills, logic and reasonableness of the proficiency levels of skills, flexibility levels of skills, the effective levels of skills. Each skill is rated on a scale from 1 point to 4 points.

2.2. Survey results

2.2.1. The statusof training organisational skills of extra-time educational activity for students in Colleges of Education

* *Awareness of the importance of training organisational skills of extra-time educational activity for students:* Organisational skills are the extra-time educational activity for students and teachers at the secondary schools that are rated ranked third on the the importance scale but do not have high grade point average, and student ranked this skill as the fouth. Therefore, not only students are not aware of the need for training organisational skills of extra-time educational activity but Colleges of Education faculties.

* *The status of training organisational skills of extra- ime educational activity in Colleges of Education*: The status begun a number of issues: Most of Colleges of Education forgot about training organizational skills of extra-time educational activity, and just stopped at teaching theories of extra-time educational activity. Teaching methods are mainly self-study presentation or the quality of your skills are

not high, mainly based on self-consciousness of student discipline and pedagogical skills of each individual.

The influencing factors are described in the dissertation process that affects on training organisational skills of extra-time educational activity for students in Colleges of Education at different levels of effects.

2.2.2. The status of the results of training organisational skills of extra-time educational activity or students in Colleges of Education in their teaching practice activities in secondary schools

* *Colleges of Education students' perceptions of the organisation of extra- time educational activity*: Students' perceptions of the organisation of extra- time educational activity in secondary schools is not adequate enough, even though many students are rather unclear and confused about the program of extra- time educational activity. Therefore, many students are not aware of their responsibilities of the organisation of extra-time educational activity.

* *The level of achievement of the organisational skills of extra- time educational activity for students in Colleges of Education:*

According to the statistical results, generally, organisational skills of extra-time educational activity are only at passable level. Only 2/16 of the skills are assessed to fairly level (GPA> 2.50) and there is no skills that are assessed in the low level. This situation points out the most obvious shortcomings in training organisational skills of extra- time educational activity for student as pedagogy as very basic skills that are needed to successfully organise extra-time educational activity.

* *The advantages and disadvantages of the organisation of extra-time educational activity for student in Colleges of Education:* The advantages are both teachers and students raised the most uniform guidance from the school, the teachers, the active students, and the support of secondary school students...The disadvantages which are mentioned by most of the students are not aware of the basic requirements of the organisation of extra-time educational activity, do not imagine the works that are needs to do, unable to look for information about education topics to design program, do not know how to guide students to participate…

CHAPTER 3: MEASURES OF ORGANISATIONAL SKILLS OF EXTRA-TIME EDUCATIONAL ACTIVITY FOR STUDENTS IN COLLEGES OF EDUCATION

3.1. The guiding principle of building measures of training organisational skills of extra-time educational activity

- The principle of ensuring the purposes

- The principle of ensuring the system

- The principle of ensuring the practice

- The principle of ensuring the feasibility and the effectiveness

3.2. Measures of training organisational skills of extra-time educational activity for students in Colleges of Education

Based on theoretical studies of organisational skills of extra-time educational activity and results of training organisational skills of extra-time educational activity for students in Colleges of Education, the status of student organisations of extra-time educational activity while interning in secondary schools, five proposed thesis of measures of training organisational skills of extra-time educational activity for students in Colleges of Education include:

+ Build contents of training organisational skills of extra-time educational activity for student in Colleges of Education;

+ Guide students to practise organisational skills of extra-time educational activity;

+ Allowances for professional lecturers in Colleges of Education;

+ Formation of motivations of training organisational skills of extra-time educational activity in Colleges of Education;

+ Strengthen technical facilities to support for training organisational skills of extra-time educational activity.

3.2.1. Building contents of training organisational skills of extra-time educational activity for student in Colleges of Education

- Identify system of component skills of organisational skills of extra-time educational activity, dividing them into group of skills to ensure scientific and rational logic.

- Specify the skill contents of each component of the work or the specific operation as a basis for guiding the students to practice each component skill.

- Identify the required skills to be achieved for each component so that students realize the targets. At the same time, there is also the criteria for evaluating the degree of achievement of each component of organisational skills of extra-time educational activity for students.

3.2.2. Guide students to practice organisational skills of extra-time educational activity

Measures of guiding students to training organisational skills of extra-time educational activity include two contents:

Content 1: Guide students to form organisational skills of extra-time educational activity through teaching subject of Training pedagogical skills regularly in Colleges of Education

- Clearly define the steps, actions that teachers should organise and guide the students to practice each skill component of organisational skills of extra-time educational activity scientifically, logically and consistently with the students' ability in Colleges of Education.

- Identify the necessary material, the template material to use for guiding students for training organisational skills of extra-time educational activity.

- Develop exercise and exercise guidelines for students to practise each component skill of organisational skills of extra-time educational activity and as a basis for lecturers to evaluate accomplishment of each component skill of students.

Content 2: Guide students to consolidate and develop organisational skills of extra-time educational activity through interning in secondary schools

- Organising for students to join and watch extra-time educational activities at school level and class level, especially projected hours of excellent mentors.

- Organising for students to engage in comprehensive student management in class.

- Organising for students to design and prepare extra-time educational activity with secondary students.

- Organising for students to hold extra-time educational activity directly on the basis of the approved programs.

3.2.3. Fostering professional lecturers in Colleges of Education

- Organising for the Colleges of Education lecturers to approach, investigate and research for extra-time educational activity in secondary schools and in Colleges of Education

- Training for lecturers to use modern media devices as teaching techniques

- Organising for lecturers to uniting team, and professional group of extra-time educational activity

- Organising scientific conferences on training pedagogical skills in general and training organisational skills of extra-time educational activity in particular

- Encourage lecturers to participate in scientific research on extra-time educational activity.

3.2.4. Formation of motivations of training organisational skills of extra-time educational activity for students in Colleges of Education

- Help students to be aware of the significance of fostering organisational skills of extra-time educational activity for future careers.

- Recognize the awareness and practice during the learning process by gradually raising the reasonable requests. Guide students to successfully solve these requirements.

- Motivate constantly, encourage students to create positive emotions during the learning process.

- Create a positive environment in the process of training organisational skills of extra-time educational activity for student

3.2.5. Measures to strengthen the material and technical base of training organisational skills of extra-time educational activity

- Implement to use the material and technical base of the school scientifically, rationally, and associated with process of training organizational skills of extra-time educational activity.

- Develop the plan to coordinate between the direct training division and the training services to promote efficiently use of the school facilities.

- Recruitment of the material and technical base of the lecturers and students in the educational process.

3.3. Testing the feasibility of measures of training organisational skills of extra-time educational activity for students in Colleges of Education

The statistical results showed that the degree of consensus on the necessity accounted for 62.96%, much more necessity accounted for 30.74% and no rejected opinion. The degree of consensus on the feasibility had proportion of 59.38%, much more feasibility accounted for 28.89% , and no rejected opinion. However, compared with the rate of necessary, the degree of consensus on the feasibility was at lower rate. The analysis allowed the testing results to confirm that the thesis measures is appropriate, necessary and possible to training organise skills ofe xtra-time educational activity for students in College of Education.

Chapter 3 Conclusion

To train organisational skills of extra-time educational activity for students in Colleges of Education, we have built five measures. For each measure, we determined the objectives to guide the implementation of effective measure. Indicate the steps taken to each measure with scientific and reasonable instructions, in order to facilitate lecturers and students to accomplish the most advantageous measure. For each of these measures, it is needed to ensure the required conditions for the implementation of effective measures.

Each measure is closely related to other measures to create the synchronized movement of training organisational skills of extra-time educational activity for students in Colleges of Education. Each effective measure will generate good quality for the entire learning process of students.

CHAPTER 4: PEDAGOGICAL EXPERIMENTS

4.1. Overview of the Pedagogical Experiments

- *The objects of pedagogical experiments:* organising pedagogical experiments to identify scientific, feasibility and effectiveness of these measures of training organisational skills of extra-time educational activity for students in College of Education. Based on the results, it is to verify proposed thesis statement.

- *Contents of pedagogical experiments:* Within the scope of this thesis, we have chosen pedagogical experiments to guide the students to practice organisational skills of extra-time educational activity which include two contents:

+ *Content 1:* Guide students to form organisational skills through teaching subjects of extra-time educational activity. Practice pedagogical skills regularly in Colleges of Education.

+ *Content 2:* Guide students to consolidate and develop organisational skills through extra-time educational activity by interning in secondary schools.

Pedagogical experiments were conducted under two rounds: Round 1 of pedagogical experiments for the purpose of exploring and looking for the impact to the ability to apply the measures of training organisational skills of extra-time educational activity that thesis proposed for students in the Colleges of Education in the narrow range. Round 2 of pedagogical experiments is done with the purpose of empirical applications to expand the scope of application of the measures of training organisational skills of extra-time educational activity that proposed on the different major students.

- *Pedagogical experiments' subjects*: Round 1 of pedagogical experiment was conducted in students of Mathematic A K36 class and non-experiment group is students of Mathematic B K36 class. Round 2 of pedagogical experiment was conducted in students of English A K37class, Literature A K37 class and Physics A K37 class. Non-experiment group is English B K37 class, Literature B K37 class and Chemistry B K37 class.

4.2. Analysis of experiments' results

4.2.1. Analysis of round 1 of pedagogical experiments results

** Analysis of student learning results before pedagogical experiments*

Our statistical learning outcomes of two subjects which are "Psychology by ages" and "General Education". Overall, assessment of learning outcomes of these two groups achieved the same level of average or better. The differences between the experiment and non-experiment groups are minor and not significant.

* Analysis of experimental results of content 1: Guide students to form organisational skills of extra-time educational activity through teaching the subject "Regular training of pedagogical skills".

Table 4.1. Composition of component skills in organisational skills of extra-time educational activity after Round 1

Counts	Skills	Experiment		Non-experiment	
		Average grade	Average	Average grade	Average
1	Skills of identifying extra-time educational activity	3,13	2	2,69	1
2	Skills of designing extra-time educational activity	3,19	1	2,66	2
3	Skills of deploying extra-time educational activity	2,87	4	2,60	3
4	Skills of evaluating extra-time educational activity	2,83	3	1,86	4
Average		**3,01**		**2,45**	

The statistical results in Table 4.1 are shown in chart 4.1
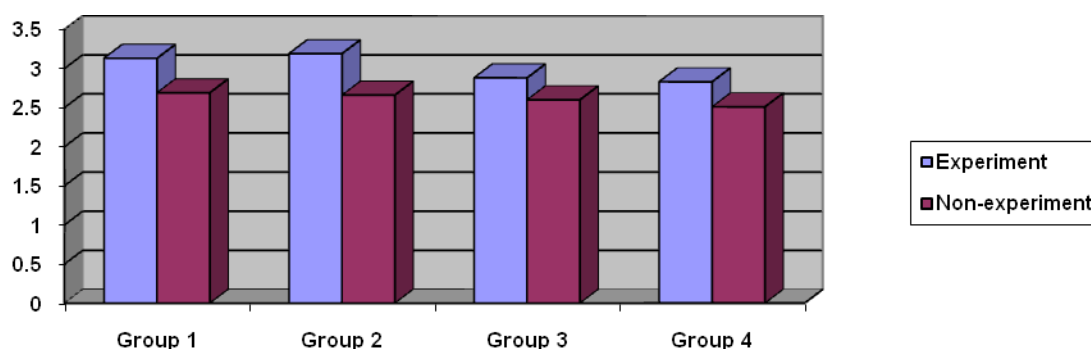
Chart 4.1. Chart of comparing each group of component skills of organisational skills of extra-time educational activity after taking pedagogical experiments after Round 1

Results on the chart showed us clearly the difference between experimental and practical objects in gaining scores for each skill group. The biggest difference was skills of designing extra-time educational activity group (3.19 versus 2.66) and skills of identifying extra-time educational activity group (3.13 versus 2.69). This difference suggested that experiment group were well adapted to the training methods that teachersorganised and trained them. In other words, the initial results had confirmed the proposed measures to establish organisational skills of extra-time

educational activity for students in College of Education that had achieved efficiently.

Analysis of the relationship among the groups of component skills of organisational skills of extra-time educational activity that students had achieved after the content 1 of round 1 of pedagogical experiments in the experimental group, the correlation between group skills of identifying extra-time educational activity and group skills of designing extra-time educational activity was coefficient r = 0.58 (p <0.01), the correlation between group skills of identifying extra-time educational activity and group skills of deploying extra-time educational activity was coefficient r = 0.51 (p <0.01). These results confirmed the role of cognitive skills that had greatly influenced in the designing, controlling, and organising activities. However, in the experimental group, the correlation between the skills of designing extra-time educational activity and skills of deploying extra-time educational activity was only coefficient r = 0.34 (p <0.01). Although the expression had a positive correlation, but not close and has not yet reached the desired results.

Inspecting T - Test in pairs between the two groups (experimentn group and non-experiment group) after content 1 - round 1 of the pedagogical experiments,we get p = 0.0064 <0.05, that demonstrated on the difference in GPA of subject of organisational skills of extra-time educational activity between two groups was significant, not random.

Implementation of the magnitude of the standardized mean value (Standard Mean Deviation) to measure the degree of influence, we have SMD = 0.841, that represented a great impact. This result confirmed that the measures to guide the students to form organisational skills of extra-time educational activity through teaching the subject "Regular training of pedagogical skills" in Round 1 of pedagogical experiments had great influences on the result of organisational skills of extra-time educational activity for students in Colleges of Education.

Analysis of experimental results of content 2: Guide students to consolidate and develop organisational skills of extra-time educational activity through teaching practice in secondary schools

Secondary schools teachers appreciated students who had experiments in two groups of skills which were group skills of designing extra-time educational activity and

groups kills of deploying extra-time educational activity. In design skill group, skills of evaluating components were very high, especially skills of designing PowerPoint electronic lesson. For the non-experiment group, although skills are ranked highly in statistic, but according to GPA, it quite reached. Non-experiment group also had its own 3/12 of these skills were moderate and all of them were skill in the group of extra-time educational activity skills.

* Compare results of content 1 and content 2 of Round 1 of the experimental group of students

The statistical results showed that the synthesized significant increase in accomplishment of organisational skills of extra-time educational activity for students who were in experimental group content 2, with increased overall GPA of 0.13 point (3.01 points compared with 3.14 points). However, detailed analysis of each skill group had an increase in difference. Group of skills that has the highest increased scores was skills of deploying extra-time educational activity, the other two groups of skills of designing and skills of evaluating extra-time educational activity also had increased GPA after content 2 is taken.

This result confirmed if students are trained to form organisational skills of extra-time educational activity within the training program in Colleges of Education and continued to strengthen practicing in the next pedagogical activities, their skills would be developed at the higher levels. At the same time, it was initially confirmed that the proposed thesis has achieved some of the desired results.

* Conclusion of round 1 of pedagogical experiments

Round 1 of pedagogical experiments was conducted with two contents. Results analysis showed that the pedagogical experiment groups had higher GPA of organisational skills of extra-time educational activity than non-experiment group. The correlation between the skill sets of both experiment and non-experiment groups is correlated that showed the system of dividing contents of organisational skills of extra-time educational activity was reasonable. The skill sets of experiment group had more closely relationship compared with non-experiment group.

Therefore, it was confirmed that the measures outlined in the initial thesis is feasible, effective, and contributing to improve the quality of training organisational skills of extra-time educational activity for student in Colleges of Education.

4.2.2. Analysis of round #2of pedagogical experiments results

* Analysis of experimental results of content 1: Guide students to form organisational skills of extra-time educational activity through teaching the subject "Regular training of pedagogical skills"

Table 4.2. Composition of students achieved skill group after Content#1 -Round 2

Counts	Skills	Experiment		Non-experiment	
		Average grade	Average	Average grade	Average
1	Skills of identifying extra-time educational activity	3,19	2	2,89	1
2	Skills of designing extra-time educational activity	3,26	1	2,76	3
3	Skills of deploying extra-time educational activity	2,93	3	2,65	2
4	Skills of evaluating extra-time educational activity	2,87	4	2,38	4
Average		**3,06**		**2,67**	

The statistical results in Table 4.2 are shown on the chart 4.2
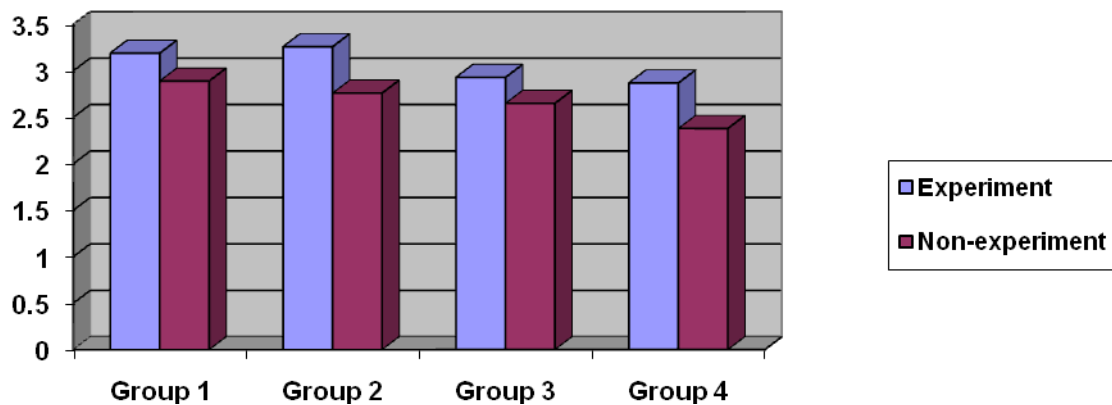
Chart 4.2. Chart of comparing each group of component skills of organisational skills of extra-time educational activity after taking pedagogical experiments after Content 1- Round 2

Chart 4.2 clearly showed the differences in gaining scores of each group's composition skills of organisational skills of extra-time educational activity between experiment student groups and non-experiment student groups. Compared with the

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results of Round 1 of pedagogical experiments, it had similar results. These results affirmed that the proposed measures to train organisational skills of extra-time educational activity for students in Colleges of Education have achieved efficiently.

Inspecting T - Test in pairs between experiment and non-experiment groups after round 2 of pedagogical experiments, we got $p = 0.0089 < 0.05$. This demonstrated that the differences in average scores between these two groups was significant, and it does not occur randomly. We also applied of the scale of the standardized mean value (Standard Mean Deviation) to measure the degree of influence and we got SMD = 0.902. According to the comparison of Cohen degree of influence with SMD = 0.902, it represented a great impact. This result further confirmed that content 1 of round 2 of pedagogical experiments had great influences on the achievement of organisational skills of extra-time educational activity for students in Colleges of Education.

* *Analysis of experimental results of content 2: Guide students to consolidate and develop organisational skills of extra-time educational activity through teaching practice in secondary schools*

According to the statistical results, GPA of the experiment group was 0.35 points higher than non-experiment group (3.20 points versus 2.85 points). For the non-experiment group, the skills are ranked highly as skills of management and extensive activities, skills of performed extra-time educational activity, skills of guiding students, skills of identifying and selecting contents of extra-time educational activity... These skills only achieved at fairly level. The outcomes after content 2 confirmed that organisational skills of extra-time educational activity of experiment group are better than non-experiment group.

Chapter 4. Conclusion

- The results showed that in the non-experiment group, the skills are approximate the fairy level, some skills only reached the average level. For students of experiment group, the skills reached the fairy level and some skills typically reached the high level. Therefore, it was confirmed that the growth of skills in the skill compositions of the organisational skills of extra-time educational activity for students of the experiment group is the result of these measures which have been implemented in the pedagogical experiments.

- Basically, the measures taken in the second round of pedagogical experiment have similar and consistent results. It confirmed the impact of measures to develop the thesis has brought stability results.

- The above conclusions contribute to the scientific hypothesis of the thesis: *"If contents are built, methods of training organisational skills of extra-time educational activity and identify the fundamental factors affecting the process to create the synchronized effects, that will contribute to improve the efficiency of training organizational skills of extra-time educational activity for students, and the higher purpose is to improve the quality of teacher in Colleges of Education".*

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

1.1. Currently, program of extra-time educational activity was implemented in secondary schools and was seriously promoting educational effectiveness. Thus, the Colleges of Education need to train organisational skills of extra-time educational activity for students. Organisational skills of extra-time educational activity are synthesis skills including component skills. In order to form and develop organisational skills of extra-time educational activity for students in College of Education, it is needed a reasonable process.

1.2. The status of training process of organisational skills of extra-time educational activity for students in Colleges of Education remains some problems. Especially, students are not aware enough of extra-time educational activity. The achievements of each component of organisational skills of extra-time educational activity for students in College of Education are at the average.

1.3. The thesis stated five ways to build organizational skills:

+ Constructing contents for training organisational skills of extra- time educational activity for students in Colleges of Education;

+ Guiding students to practise training organisational skills of extra- time educational activity;

+ Professional training in Colleges of Education faculty;

+ Formating of purposes of training organisational skills of extra- time educational activity for students in Colleges of Education;

+ Strengthening the material and technical base of training organisational skills of extra- time educational activity for students in Colleges of Education.

1.4. Selected methods of pedagogical experiments to guide students to practice organisational skills of extra-time educational activity. These experiments includes two contents:

+ Content #1: Guide students to form organisational skills through teaching subjects of extra-time educational activity. Practice pedagogical skills regularly in Colleges of Education;

+ Content #2: Guide students to consolidate and develop organisational skills through extra-time educational activity by interning in secondary schools.

Pedagogical experiments were conducted under two rounds. Round #1 of pedagogical experiments is for the purpose of exploring and seeking for the ability to apply the measures of training organisational skills of extra-time educational activity that the thesis proposed for students at College of Education in a narrow range. Round #2 of pedagogical experiments extends the application range of subjects to students of various majors.

Pedagogical experiments result analysis and comment analysis on the necessity and feasibility of the proposed measures allowed the thesis to confirm that: The measures to launch training organisational skills of extra-time educational activity for students in College of Education are scientific, appropriate to the students' level of knowledge, and suitable with the current training conditions of the Colleges of Education. If it is possible to perform these measures synchronized, it will contribute to improve the quality of training in particular pedagogical students and the quality of teaching generally in Colleges of Education.

2. Recommendations

2.1. For the Ministry of Education - Training: Subject of extra-time educational activity should be separated into an independent subject in the training programs of Colleges of Education. Regular training and building organisational skills ofextra-time educational activity for teachers at pedagogical schools and secondary schools. Development of e-library systems shares the field of education in general and extra-time educational activity in particular so teachers can effectively share knowledge and experiences of organisational skills extra-time educational activity.

2.2. For schools: Increase exercise time for training organisational skills of extra-time educational activity for students learning process being more effective. Organising training courses for lecturers on professional qualifications and methods of training organisation skills of extra-time educational activity for students. Increase investment in facilities, equipments and modern teaching aids, library systems, computers, classrooms ... to create favorable conditions for the learning process of students.

2.3. For teachers and students: Instructors need positive, proactive self-study, to raise the level of professional expertise of extra-time educational activity. Support and actively apply new training methods during training, mentoring, guiding and helping students' self-learning and self-discipline. Students need to be aware of the role of extra-time educational activity programs, then have positive motivations, senses of cooperation and joint in to work scientifically and effectively.

LIST OF SCIENTIFIC WORKS

1. Nguyen Thi Yen Thoa, "Factors in cognitive and motivative in training organizational skills of extra-time educational activity for students at Colleges of Education", Journal of Science Education, Number 89 , February 2013.

2. Nguyen Thi Yen Thoa, "Organizational skills of extra-time educational activity for students at Colleges of Education ", Journal of Educational Management, Number 56, January 2014.

3. Nguyen Thi Yen Thoa, "Application of information technology in the design of educational activities for students at the Colleges of Education," National Science Workshop Training to Meet the Needs of the Society, in January 2014.

4. Nguyen Thi Yen Thoa, "Measures to enhance training organizational skills of extra-time educational activity for students through their teaching practice activities", Journal of Educational Management, Number 59, December 2014.