

# CURRENT SITUATION OF EDUCATIONAL MANAGEMENT OF PREVENTION SKILLS AND COMBAT OF SOCIAL DISEASES FOR STUDENTS AT ETHNIC MINORITY BOARDING LOWER SECONDARY SCHOOLS IN QUANG NINH PROVINCE IN THE CURRENT PERIOD

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*In the current period, we are living in the early years of the 21<sup>st</sup> century - the century of integration, Vietnamese society is affected both positively and negatively by the market mechanism. Advanced social life entailed development evils such as addiction, violence, gambling, cheating... These evils are like a dangerous epidemic spread throughout the school. The explosion of information with so much unhealthy information has made the younger generation have many manifestations of cognitive distortions and live away from traditional moral values and many other dangers. There are many causes, but according to education experts, the underlying reason is that they lack living skills with the difficulties of life such as divorced parents, broken families, deteriorating learning ... They were drawn to a pragmatic and demanding lifestyle, not brave enough to say "no to evil". Through the surveys of serious and scientific surveys, the author of the article has detailed the status of educational management of social evils prevention skills for students at ethnic minority boarding lower secondary schools in Quang Ninh province from there have theoretical and practical basis to propose measures to manage education on social evils prevention skills in the current period.*

**Keywords:** Social evils; Prevention of social evils; Managing educational skills against social evils; Boarding lower secondary schools for ethnic minorities; Quang Ninh province.

## 1. Introduction

Up to now, the implementation of social skills education activities in secondary schools in general and especially ethnic minority boarding lower secondary schools in particular has not been regular and if practical, at present, the efficiency is not high, deployment is not synchronized, systematic and updated.

The management of educational activities on prevention and control of social evils for students in ethnic minority boarding schools at lower secondary has been conducted mainly by the mainstreaming of contents of prevention skills education, combating social evils for ethnic minority students through teaching basic subjects, through extra-curricular educational activities. Ethnic minority lower secondary boarding schools have not been proactive in developing a plan to implement social skills prevention and control skills for junior secondary school students and have not well directed the educational forces in the school and diversify forms

of education of social evils prevention skills for junior secondary school students.

## 2. Research method

### 2.1. Theoretical research methods group

- Studying the Education Law, documents, directives and resolutions of the Party and the State on education of social evil prevention and control skills for students of ethnic minority boarding general education schools at lower secondary.

- Studying the documents of the Ministry of Education and Training, the Department of Education and Training related to education on prevention and control of social evils for students in lower secondary ethnic minority boarding schools.

- Studying textbooks, scientific topics, books, newspapers and documents related to education on prevention and control of social evils for students in lower secondary ethnic minority boarding schools.

### 2.2. Practical research methods group

- Professional solution
- Methods of investigation by questionnaire
- Product research method works and observes
- Interview method
- Method of summarizing experience

### **2.3. Mathematical statistical method group**

Using mathematical statistical methods to process the collected survey data. Use SPSS software to process the sample and analyze the results.

## **3. Overview of the problem research**

### **3.1. Studies on life skills education and life skills education management**

In the late 1960s, the term life skills was mentioned by some practicing psychologists. Next, there are applied researches to introduce life skills education into schools. The first one to be mentioned is Gilbert J. Botvin - Professor of public health, senior expert in Psychology, head of life skills development at Cornell University, USA. Since 1979, he and his colleagues have set up a 7th to 9th grade youth program to help learners be able to refuse the use of addictive drugs to help themselves to be safe and improve. In Latin America (Costa Rica-1996), health education workshops through life skills education in schools were organized.

In 1996: UNICEF adopted the program “Life skills education to protect health and fight HIV/AIDS for young people inside and outside the school”, the countries agreed that “By 2005, ensure that at least 90% and by 2010, at least 95% of young people and women aged 15 to 24 will have access to the education and services needed to develop life skills to reduce the vulnerability of HIV infection” (Binh, 2013).

In the book “Life skill curriculum” (2006) by author Gracious Thomas emphasized the role of teachers to educate life skills for children based on the value system for the prevention of HIV/AIDS infection. In the book “Train students’ life skills - Safe practices” of Guangxi Publishing House in 2008 to help children understand the basic principles of danger from such as: Keep calm, not stop playing, signal for help ... And Carre Lynn in the work “Helping children integrate into society” (2008) introduced many advocacy games that support the development of some children’s life skills such as social behavior skills, independent skills, prevention skills (Binh, Ha & Giang, 2014).

From 1995 to 1996, the term “life skills” began to become known in Viet Nam through a UNICEF project in collaboration with the Ministry of Education and Training and the Vietnam Red Cross with the “Digital Education” program, life skills to protect the health and HIV/AIDS prevention for young people inside and outside the school”.

In 2003-2004, the Vietnam Academy of

Educational Sciences in collaboration with UNESCO conducted a study on “Life skills education in Vietnam”, which presented an overview of the awareness, the situation and the direction of technical education, life skills in Vietnam.

In 2007, with the ministry-level science and technology topic “Educating some life skills for high school students” led by author Nguyen Thanh Binh, the research results showed that skills in seeking their help is limited. Based on understanding the situation, determining the needs of life skills education, the thesis has built a life skills education program for students through after-school educational activities (Hai, 2017).

At the level of research masters can include the work of the authors such as: Nguyen Thi Hung, University of Education, Hanoi National University (2012) research on “Management of educational activities life skills for secondary school students in Tam Duong district”; author Le Thi Lan Huong, Hanoi Pedagogical University (2014) with the topic “Managing life skills education activities for students of secondary schools in Le Chan district, Hai Phong city”; Author Nguyen Thi Thanh Nhan Hanoi Pedagogical University (2014): “Managing life value education - Life skills for students at Nguyen Sieu High School, Hanoi City”; Author Nguyen Thi Hanh Hanoi Pedagogical University (2015): “Managing valuable education activities - Life skills for students at Thanh Oai A High School, Hanoi City”; Author Dinh Thi Thien Hanoi University of Education (2015): “Managing life skills education activities for students of Hoa Binh Secondary School”; Master’s thesis by Tran Thi Nhung, Institute of Educational Management (2016); with the topic “Managing life-value education activities - life skills for students of Thai Thinh Secondary School, Dong Da, Hanoi in the context of educational innovation”; The thesis of Master Tran Thi Thu Hien, University of Education (2017) with the topic “Managing life skills education activities for students of Que Lam High School, Phu Tho Province” has further clarified the content. of the concepts of life skills, life skills education, characteristics of life value education, life skills for high school students;

Besides, there were some doctoral theses on the management of life skills education activities such as the thesis “Life skills education for high school students through after-school activities” by Phan Thanh Van (2010) showed the reality of life skills education for high school students through after-school activities and proposed some solutions to improve the above activities.

In addition to the many programs, documents and research projects that are conducted related to life skills education for secondary and high schools, there is a rich variety in “Practical activities to learn

life skills for students”. Presented by Tran Thoi Kien (editor) presented ways to set up the topic of activities, plan activities to specific activities to form the necessary skills for students. Or in the book “Education of life values and life skills” for secondary school students of the authors Nguyen Thi My Loc, Dinh Thi Kim Thoa, Dang Hoang Minh, presented the psychological characteristics of age affect the formation of life skills for students (Loc, Thoa & Minh, 2010).

### ***3.2. Studies on social evil prevention education and management of social skills prevention and control skills in high schools***

In the past years, State agencies, researchers of the Ministry of Public Security, the Ministry of Education and Training, the Ministry of Labor, War Invalids and Social Affairs, the Center for Social Sciences and Humanities have studied the evils. society, crime in many different aspects, has clarified the theoretical issue about the nature of social evils, the signs from the perspective of legal science, education, medicine for the fight. prevent and fight against social evils.

Among these are research works such as:

- Subject: “Current situation and solutions to prevent social evils among students today” by Tran Quoc Thanh in 2000.

- Doctoral thesis of jurisprudence “Strengthening the fight against social evils by law in the current period” by Phan Dinh Khanh - 2001 - Ho Chi Minh National Academy of Politics.

- Topic “Testing solutions to prevent social evils among students today” by Tran Quoc Thanh in 2004.

- Project KX 0414 “Researching the situation, causes and solutions to prevent and fight against social evils and crimes” by the General Department of Police, Ministry of Public Security.

However, the above works did not mention the issue of education and education management of social evil prevention and control skills for students in ethnic minority schools at lower secondary schools in Quang Ninh province contribute to educating students’ behavior and awareness in accordance with social standards in order to limit and gradually eliminate social evils from the school in the current period.

## **4. Reality of managing social skills education and prevention for students of ethnic minority boarding schools for junior secondary schools in Quang Ninh province**

### ***4.1. The reality of managing social evil prevention skills education program for students in class through subjects***

In secondary ethnic minority boarding schools in Quang Ninh province in recent years, the integration

of education on school violence prevention and control has been implemented; Prevention of drugs and social evils in the curriculum of subjects such as: Biology, Literature, Geography, Fine Arts...It is considered that propaganda and education are basic tasks and must be done regularly, continuously.

In order to find out the status of the program and content of education about social evils prevention skills for students in the classroom through the main subjects, the author conducted an investigation, interviewed managers, the contingent of teachers, subject teachers in the referendum and results obtained are as follows:

The Steering Committee of the schools has paid attention to the management of education on prevention and control of social responsibility, but it is necessary to focus on better management in the innovation of teaching and teaching skills on preventing and controlling social responsibility through subjects and managing the inspection and evaluation of activities of preventing and controlling social responsibility through subjects (very good and good level is 60%); managing the implementation of the curriculum on prevention and control of social responsibility through subjects (the level is very good and good 70%) and through the teachers’ evaluation data for the direction and management of technical education. the social evil prevention and control skills for students in boarding schools for ethnic minorities in Quang Ninh province’s secondary school also showed interest in activities of preventing and controlling social evils for students at schools are now very good and good, but not yet appreciated (about over 70%), in which the management of innovation in teaching and educating skills on prevention and control of social responsibility through subjects has 63,8% of the reviews rated it very good and good, 36.2% of the reviews rated at a normal and not good level. This result shows that the Steering Committee of the schools should further strengthen the management of teaching innovation in general as well as innovation in teaching and preventing social responsibility skills for students through highly effective subjects.

### ***4.2. The reality of managing education programs on social evil prevention and control skills for students through extracurricular educational activities***

In secondary education schools in Quang Ninh province, there are extra-curricular activities, collective activities, extra-curricular educational activities, through elective topics, through experiential activities, etc. students can exchange, learn and share experiences about skills of preventing and combating social evils: propagandize about the danger level of social evils such as school violence; child sexual abuse, drugs, HIV/AIDS; illegally

racing, dropping out of school, going to a cafeteria; play money games...so that students can take a serious view of the dangers of social evils and the teachers, especially the homeroom teachers, need to grasp and understand the feelings of each student in the classroom, promptly shaping individual students.

In the past time, the propaganda about the consequences of social evils for students in schools has always been concerned by the authorities at all levels, sectors and managers at the schools. Diversity and diversity to help students understand the harmful effects of social evils and know how to prevent and protect themselves.

In order to effectively educate students in preventing and combating social evils, Quang Ninh Department of Education and Training, District Division of Education and Training also instructed schools to organize conference on counseling, propagating skills to prevent social evils in many different forms.

In the 2018-2019 school year and the 2019-2020 school year, the secondary ethnic boarding general education schools of Quang Ninh province invited the center of social evil prevention and control of the provincial city and health center. The district guides students on skills to prevent and combat child sexual abuse. Schools also organize propaganda activities to raise awareness about prevention of crimes and social evils, prostitution, human trafficking and prevention of sexual abuse against teenagers and students through activities such as: Contest to learn, Play the Golden Bell, play scenes, skits, launch propaganda clubs or set up red star teams, assault youth teams to strengthen inspection and distribution activities. Currently, students are in breach to take educational measures.

In order to find out the reality of the management of education on social evil prevention and control skills for students in junior secondary education secondary schools in Quang Ninh province, the author conducted a survey by interviewing and questioning students about The level of implementation of after school activities has been organized at schools in education of social evils prevention skills and the results are as follows:

Analysis of the above results shows that educational activities conducted mainly are still traditional forms such as chess activities, group activities (98.1%-80.8% on a regular basis); followed by talking about role models, thematic extracurricular activities, contests to learn, criticize behavior, bad expressions (72%-70.1%-64%-62.8%); also listen to the expert advice and invite the police to talk and introduce regularly (52.9% -52.1%). The remaining forms of education such as propaganda painting; through educational and real-life situations; stating regulations and requirements for the

implementation of skills on prevention and combat of social responsibility and awareness of the danger level of social responsibility at the level of non-continuing education (regular level is less than 50%), especially in the form of through educational and real-life situations; stating regulations and requirements to implement skills on prevention and control of social responsibility and awareness of the danger level of social responsibility, nearly 40% of students said that it was not implemented.

#### ***4.3. Actual situation of managing forces participating in education of social evil prevention and control skills for students in ethnic minority boarding secondary schools in Quang Ninh province.***

To find out the reality about this content, the author conducted interviews with the following forces:

- Managers: Could you tell us the specific task of the forces directly deploying the plan of social responsibility prevention and control skills for students at the school?

-For teachers: The author has used some of the following interview questions:

Question 1: Could you please tell us, in the recent years, what educational forces have been involved in educating social evil prevention skills in schools?

Question 2: Could you please tell us how the school has instructed the staff to participate in training and retraining on the education of social skills against social evils?

From the results, it can be seen that the establishment of a steering committee, defining the functions and tasks for each member of the steering committee, elaborating a plan to guide the implementation and building a regulation on coordination of skills education, anti-social evils in schools have not been given adequate attention, the reviews at good and normal levels are approximately equal, in which the content specifies the functions and tasks for each member in the Steering Committee for social skills education and prevention, to develop regulations on coordination of forces in education on social evils prevention and control skills at a good level that are lower than normal levels and fight against social evils. evaluate the participation of forces in education and prevention of social evils skills at a good level 1: 48%.

#### ***4.4. The reality of factors affecting the management of social skills education and education for students in ethnic minority boarding secondary schools in Quang Ninh province***

Factors affecting the management of social skills education for students include objective and subjective factors. In order to understand the current situation of the factors affecting the education of social evil prevention and control



skills for students, the author conducted a survey of 30 managers, teachers and parents (Question 7 - Appendix 1) for managers; Question 10 (Appendix 2) for teachers; Question 3 (Appendix 4) for parents in the referendum and obtained results: there are many factors affecting education on prevention and control of social evils for students in schools: the importance center of teachers and managers (86.7%); school management (80%); actively train students (76.7%); educational content and methods (73.3%); inspection and evaluation (66.7%).

Based on the above data, we see that 86.7% of teachers and staff think that the attention of teachers and management staff is the most important. After all, the education of social evil prevention and control skills for students in the school really needs the attention of the teachers and members of the school.

It is also important to actively train students to train in preventing and fighting against social evils, the process of self-training and self-improvement also needs to be combined with family management and appropriate methods of operation. If there is an appropriate method of educational organization and scientific management, the objective factors, the negative effects of the external environment have little chance to affect them.

To investigate the status of students' awareness about education of social evils prevention skills (awareness of social evils through information sources, the author used question 9 (Appendix 3) for students in the referendum and obtained results: The evils that the students are aware of from the school are still more than from other sources (55.5%), of which drug abuse (75.1%); quit school and cyber cafe (70.1%); child sexual abuse (67%); substance use (64%); school violence (63%); violent game play (61%). That shows that secondary schools in Dong Da district have organized social skills education for students in the past. deeper, more interested to students have conditions It is very clear that the dangers of the current types of social responsibility are widespread so that they can have a sense of propaganda in the family and the community (when the information sources they do not receive from the family or local government).

In order to understand students' perceptions about the harmful effects of social evils, the author conducted a survey of students' perceptions about the harms of social responsibility through question 10 (Appendix 3) for students in the questionnaire. soliciting ideas and obtaining the following results: The level of students' awareness of the harmful effects of social responsibility at a very good and good level is still low (41.9%). Most schools only propagandize about the harmful effects of drug abuse (63.2%), while other social evils, the students are not well aware, there are normal cognitive

evils and not good, accounting for high percentage such as school violence (73.2%); disseminating depraved cultural products (79.3%), exploitation, theft (59.8%); Child sexual abuse (54.7%), use of stimulants (54.8%). Is it an alarm in awareness of the harmful effects of social responsibility to students today, when school violence and substance use are dangerous evils that are likely to occur for junior high school students?

#### ***4.5. General assessment of the situation of management and education of social evil prevention and control skills for students in the ethnic minorities boarding lower secondary schools in Quang Ninh province***

##### ***4.5.1. Strengths***

The schools have developed a plan to educate students about social evil prevention and control skills, contributing to improving the quality of comprehensive education for students.

- Having conducted professional guidance to guide teachers in preparing related lessons, integrating and integrating the contents of education on prevention and control of social evils for students into the subjects during the regular lessons.

- Staff of Youth Union and Youth Union consciously formulate plans to organize extracurricular activities combining professional groups, including contents of social skills prevention and control for students. Organize extracurricular educational activities with the whole school or in blocks and classes. The scope and form of organization is increasingly abundant.

- Homeroom teachers paid attention and regularly coordinated with students' parents in educating social evil prevention and control skills. Depending on the conditions of the class, the head teacher makes a plan by term, by month, by school or by topic ...

- The schools have organized the implementation of the plan to educate the skills of preventing and combating social evils to all teachers and staff and at the same time directing specific contents. Most of the teachers in the school have responded to the plan and advocacy on social evil prevention and education skills for students, although the methods and organizational forms may differ.

- The schools had the inspection and evaluation of the education of social evil prevention and control skills.

- There is the coordination and response of families, mass organizations and local authorities in educating students to prevent and fight against social evils.

##### ***4.5.2. Drawbacks***

- The school administrators give the content of the educational program on social evil prevention

and control skills to students with form which is not appropriate, not creative, the program is still sketchy, not detailed, specifically. The examination and evaluation of the education of social evil prevention and control skills is still heavy in terms of books and records but has not yet developed a clear evaluation criteria.

- The habit of focusing on the theoretical knowledge of teachers will be a major obstacle when deploying education on prevention and control of social evils - type of education to create habits, attitudes, behaviors, correct behavior before the evils of social life. The contingent of teachers has not been well-trained, conforms to the standards of education on social evil prevention and control skills and has no specialized staff. Managers and teachers still face many difficulties and embarrassments during implementation. The selection of contents of education on social evils prevention and control skills is not appropriate, making education of social evils prevention and control skills still ineffective, not attracting students to participate in knowledge and Prevention of social evils.

- The coordination of mass organizations and forces inside and outside the school has not been effective, has not promoted the strength of the forces educating skills to prevent and fight against social evils.

- The form of organizing social skills training is very diverse and diverse, but the conditions to serve the activities are limited such as facilities, investment funds, support for activities. from sources of socialization.

From the above-mentioned problems, it is still limited to educate social skills in preventing and combating social evils at lower secondary education schools. This requires the state management agencies in education, school administrators to continue researching, finding corrective measures and applying appropriate solutions and steps to improve furthermore effectively educating students in preventing and combating social evils, contributing to improving the quality of education, training and comprehensively developing personalities for pupils in a friendly learning environment and safe.

#### 4.5.3. *The cause of the strong side and the weak side*

- From the Department of Education and Training of Quang Ninh, the district Divisions of Education and Training has done a good job on the following contents:

+ Direct the boarding schools for ethnic minorities at lower secondary schools to carry out the education of social prevention and control skills closely, promptly and in a planned manner.

+ To direct the review of programs on education of social evil prevention and fighting skills for

students; Thereby the units learn, exchange, learn from experience and expand the operating model.

- Regarding the school:

+ With the direction of professional groups, Union organizations - Teams develop an education program on prevention and control of social evils for students each semester, each emulation period.

+ Directing professional teams, teaching staff to integrate, integrate content of social skills prevention and control through classroom subjects.

+ Direct the school's educational forces to coordinate in organizing extracurricular, extracurricular educational activities for students; propaganda, coordination with forces outside the school to participate.

+ Most of the students are self-conscious and actively participate in activities of educating skills to prevent and fight against social evils and gain knowledge, awareness of harms and danger levels of social evils. festival; know some basic skills in preventing and combating social evils; Conscious in learning, training, cultivating oneself, forming awareness, attitudes and behaviors in accordance with social standards.

- There is no general program framework on education of prevention and control of social evils for junior high school students like some other educational topics (such as educating the civilized and elegant lifestyle for students; traffic safety, thematic lessons on the moral example of Ho Chi Minh...deployed and integrated in a number of subjects).

- The specific source of guidance on prevention and control of social evils for ethnic minority students at lower secondary schools for teachers is limited. Teachers do not have enough conditions to refer to and research, so the content, methods and forms of social skills education and training organization are still poor (formal), not yet rich and lively. still very formal, not really engaging students to participate.

- The mobilization and coordination with forces outside the school are not regular; The strength of local government organizations and associations has not been promoted, so the effectiveness is limited.

- Examination and evaluation by managers as well as functional agencies is not specific, has no grading criteria and has not been included in the content of emulation evaluation in the education of students, schools as well as teachers. In management, education of social evil prevention and fighting skills has not been widely propagated among teachers.

- A part of teachers, school staff is not fully aware of the importance and practical significance of the work of preventing and controlling social evils. The activities of the Youth Union and the Youth

Team in this work are not really comprehensive and effective. The implementation of socialization of ethical education in schools has not been done well.

- Educational level, lifestyle, family education method have a great influence on their personality. Facing the need to survive life, many parents of students are engrossed in making a living, teaching the children to the school. Relationships in the family lack standards: divorced parents, bankrupt families, family members fall into the phenomenon of drug addiction, alcohol, gambling...; Parents lack knowledge, age physiology, lack of knowledge about education and child care... To better understand the situation, the author conducted a survey of the causes affecting management. educating social evil prevention and control skills for students of ethnic minority boarding secondary schools.

The reason affecting the management of social skills education for students is that the organization of management and implementation of educational measures is not strict, not close to reality; the capacity level of the number of teachers and participating forces is still limited, not really enthusiastic, many teachers have not yet integrated the education of social evil prevention and control skills for students in teaching, but it is considered that work of the homeroom teacher; lack of synchronous coordination among education participation units due to weak planning, not yet clearly guided; no regular checks and assessments by managers and teachers; Facilities serving activities have not been synchronized and modern to ensure smooth operation.

### 5. Conclusion

Through investigating and researching on the situation of organizing the education of social evil prevention and control skills and the management of education on social evils prevention and control skills for students in provincial secondary boarding ethnic minority general education schools in Quang Ninh province, the author has some comments as follows:

Facing the development of society in the integration period, in the face of the market economy, secondary vocational training schools in Quang Ninh province have paid attention to building a safe, healthy and friendly education environment, minimize any social evils that spread school.

In recent years, school administrators have launched and directed the educational forces in the school such as professional groups, homeroom teachers, subject teachers, Union - Team, College officials. parents to coordinate with students in deploying activities of preventing and controlling social evils for students in the whole school. The organization of activities of educating and preventing social evils and the management of

social skills education for students has initially created a change in awareness for teachers and employees. student, student and parent. However, the coordination of the participating forces is not tight, has not brought into full play the potential of the participating forces, the coordination with the forces outside the school in educating the skills to prevent and combat evils. The society is still infrequent, lacking in uniformity.

Schools have organized social skills education through classroom subjects, extracurricular educational activities students have some basic skills, necessary but able to apply. Due to the limited real situation, the school does not really care about the self-education element of the students themselves, especially in the period of integration, information technology boom, and social evils complex, always stalking school, ready to find ways to engage students. Building a healthy and cultural environment is not really effective. The school management officials have built a specific plan for social skills prevention and education activities. However, there is still a need for more positive measures in organizing and directing the education of social evil prevention and control skills into the actual conditions of each school. In the inspection and evaluation work of managers, the specific criteria and plans have not been developed yet. The management of conditions for the implementation of education on prevention and control of social evils has been built according to the construction plan but has not been regularly, closely and supplemented to work effectively. A number of social evils have occurred due to many causes, so the wall should seriously promote the education of social evils prevention skills and put in place effective management measures to limit institutionalizing and preventing social evils in the school. The management measures need to be constantly supplemented, coordinated with departments and agencies, and there must be measures to propagate and educate students widely and strongly in various forms on the mass media. on prevention and control to reduce social evils, contributing to further raising the effectiveness of education. The results of researching the situation of educational management and prevention of social evils skills for students of secondary education schools for secondary education in Quang Ninh province have further clarified theoretical issues and are a practical basis for the author to build develop measures to educate and prevent social evils for students at secondary education schools for secondary schools in Quang Ninh province in order to prevent social evils in schools, contributing to comprehensive education of student's character in current period before the context of integration and education innovation.

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**THỰC TRẠNG QUẢN LÝ GIÁO DỤC KỸ NĂNG PHÒNG, CHỐNG TỆ NẠN XÃ HỘI CHO HỌC SINH Ở CÁC TRƯỜNG PHỔ THÔNG DÂN TỘC NỘI TRÚ CẤP TRUNG HỌC CƠ SỞ TỈNH QUẢNG NINH TRONG GIAI ĐOẠN HIỆN NAY**

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**Tóm tắt:**

Trong giai đoạn hiện nay, chúng ta đang sống trong những năm đầu của thế kỉ XXI – thế kỉ hội nhập, xã hội Việt Nam chịu ảnh hưởng cả tích cực lẫn tiêu cực của cơ chế thị trường. Đời sống xã hội nâng cao kéo theo các tệ nạn phát triển như nghiện ngập, bạo lực, cờ bạc, gian dối... Các tệ nạn này như một thứ bệnh dịch nguy hiểm lây lan trong cả chốn học đường. Sự bùng nổ thông tin với nhiều thông tin tiêu cực đã làm cho thế hệ trẻ có nhiều biểu hiện nhận thức lệch lạc và sống xa rời các giá trị đạo đức truyền thống và còn rất nhiều những mối nguy hiểm khác nữa. Có nhiều nguyên nhân gây ra, nhưng theo các chuyên gia giáo dục, nguyên nhân sâu xa là do các em thiếu kỹ năng sống với những khó khăn của cuộc sống như cha mẹ ly hôn, gia đình đổ vỡ, học tập sa sút... Các em đã bị lôi cuốn vào lối sống thực dụng, đua đòi, không đủ bản lĩnh nói “không với cái xấu”. Qua các đợt điều tra khảo sát nghiêm túc và khoa học, tác giả bài báo đã nêu chi tiết về thực trạng quản lý giáo dục kỹ năng phòng, chống tệ nạn xã hội cho học sinh ở các trường phổ thông dân tộc nội trú cấp trung học cơ sở ở tỉnh Quảng Ninh, từ đó, có cơ sở lý luận và thực tiễn đề xuất các biện pháp quản lý giáo dục kỹ năng phòng, chống tệ nạn xã hội trong giai đoạn hiện nay.

**Từ khóa:**

Tệ nạn xã hội; Phòng chống tệ nạn xã hội; Quản lý giáo dục kỹ năng phòng chống tệ nạn xã hội; Trường phổ thông dân tộc nội trú cấp trung học cơ sở; Tỉnh Quảng Ninh.