

FAMILY EDUCATION ON THE PERSONALITY DEVELOPMENT OF PRIMARY SCHOOL STUDENTS IN VIETNAM - APPROACH TO THE THEORITICAL FRAMEWORK OF EDUCATIONAL CONTENTS AND METHODS

Nguyen Thi Thanh Tung* and Hoang Thi Thinh

Faculty of Politics - Civic Education, Hanoi National University of Education

Abstract. The purpose of this study is to build the framework about the influence of families on the formation and personality development of elementary school students in Vietnam. The research results show that there are 5 contents and 5 methods in family education that are commonly used by parents of students in urban areas of Vietnam where economic and social conditions are common. With a traditional Confucian education background, Vietnamese families always give a lot of attention to their children. However, the fact that the “excessive” care of Vietnamese parents negatively affects the personal development of elementary school age children. Besides, the paper contributes to the literature on the role of family education in Vietnam in the development of elementary school student character.

Keywords: family education, personality development, primary education.

1. Introduction

The family is the first school and parents are the personality educators for their children. “Home is the school of school and parent are teachers “par excellence”. A home provides every life situation in which a child needs training. It is the first socializing agency. A home also provides opportunities for open expression of personal, emotional and social behavior” (*NIILM University*, p. 55). Family education has many different roles, including forming and developing personality for children of primary school age. The personality of elementary school students cannot be fully developed without proper education from the family. On the contrary, creating a good educational environment, combined with school and community education, will promote internal motivation that is conducive to the development of qualities and competencies for children of the coming elementary school students. Family education plays a great role in the development of children's personality, including the primary school stage.

In the view of some educators, a child's personality - like the growth cycle of a tree - forms and develops throughout the process from childhood to old age, in which with family education acts as the root and a solid foundation that cannot be ignored. According to Macareno, “if children are not educated by their families in the first place, renovation work will take a lot of efforts not only for the family, but also for the society” (*Maccareno*, 1978). Pesecnicova educator also emphasized “want our children to grow up to be healthy, playful, love life and contribute many things to society, then when we were young, we must be educated about labor by virtue of morality formed in children, first of all in the labor process” (*Pesecnicova*, 1980).

Received October 11, 2020. Revised November 4, 2020. Accepted December 5, 2020.

Contact: Nguyen Thi Thanh Tung, e-mail address: thanhtungsphn@gmail.com

Vietnam's family education is a combination of Vietnam traditional values with the philosophy of Confucian education, Eastern and Western cultural elite, promoting moral education, meaning, tolerance and personality education. Each citizen is always educated in the notion that "family is a cell of society, a cradle of love to nourish one's whole life, is an important environment to educate lifestyle and shape personality" (*Communist Party of Vietnam, 1991, p. 32*). Article 3 of the Law on Education of the Socialist Republic of Vietnam clearly states that "Educational activities must be carried out in accordance with the principles of study in parallel with practice, education combined with production labor, and the theory associated with practice, school education combined with family education and social education" (*National Assembly of the Socialist Republic of Vietnam, 2005*).

Some studies of Vietnamese educators also analyze the contents and methods of family education on the development of the Vietnamese personality, including primary students.

Some family education contents have been studied such as: Build the atmosphere and cohesion between the members and the children from both the perspective of Western psychologists and Marxist psychologists (*Forehand, 1975; Sepel, 1985; Colin et al, 1992; Lan, 2000; Chuong, 2005; Vu Dung, 2008*); Ethical education and traditional ethical standards (*Liem, 2001; Tho et al, 2014; Bac, 2014; Lien et al, 2019*); Cultural education, labor education and independence training for children (*Pesecnicova, 1980*); Physical and aesthetic education (*Xukhomlinxki, 1971*); Gender education, risk prevention education (*Macarenco, 1978*).

Vietnamese authors have also pointed out a number of methods for educating children's personality such as methods of example, advice, persuasion, habit training, commendation, discipline, and practical experience (*CSRFW, 1994; Tho et al, 2014; Tinh, 2015*). Each method has certain advantages and is essential in educating the personality of children in the family.

In Vietnam, parents tend to increase the awareness of caring for children, but they have not been teaching the right content and methods of attention. Besides, the risks affecting the children's life tend to increase. Therefore, studying the concerns of families, especially the parents' attention on the issue of personality development for elementary school students, is an important part of the principle of education, linking to family education. With school education and demonstration, the role of family education for the formation of the basic personality for elementary students is to prevent risks and build adaptive capacity when students move from stage to stage.

2. Content

2.1. Characteristics of the personality development and the roles of family education in Vietnam in the personal development of primary school students in Vietnam

In Vietnam, when children become primary school students, the position of children in the family, school, and society also changes as children begin to participate in activities with full social meaning and seriousness. At school, learning activities take up the majority of time for children. Most the primary schools in Vietnam are organized as semi-boarding schools that last from 7:30 AM to 5 PM, especially in urban areas (parents who work all day) and mountainous areas (due to the distance from home to school being too far) and in large industrial areas (students whose parents are workers). The volume of knowledge and requirements from all subjects has increased and is highly disciplined such as Math, Literature - Vietnamese, Crafts, Art, Music, Foreign Languages ... causing elementary students to face 3 major difficulties in personality development: 1. New learning environment, having to get up early, go to school on time, do homework on time, and form new learning skills. 2. New relationships with teachers and friends can make children become shy and afraid to integrate in the first years of school. 3.

Tired of study pressure and pressure from parents, families, and teachers' "achievement disease" can cause students to deviate from personality standards.

The development of personality of primary school children in Vietnam today is influenced by many factors: family, school, society, in which the influences from parents and teachers are very important at the beginning of the age, followed by influences from friends and the mass media, books, movies...

Firstly, this is the period when students start participating in activities that are both personal and collective to receive the comprehensive scientific knowledge system of mankind. Under the influence of learning activities, creative experiences, students' personality experience many rich and profound changes.

Secondly, the development of affection psychologically. Regarding emotional life, the feelings of elementary school students are quite diverse, and basically positive. Primary school students are often in a state of joy and excitement for a new friendship with their classmates, proud to join the team, proud to be assigned by specific teachers, the team leader for specific tasks, at school primary students' self-restraint and self-discipline are enhanced to show in the stability of emotional states.

Thirdly, the innocence and joyfulness towards positive emotions, like to imitate those close, reputable with children such as parents, teachers, friends ... Their feelings are specific, direct welcoming and emotional. It not only manifests itself in daily life but also in intellectual activities, children acquire knowledge not merely by reasons, but also rely heavily on emotions, and they are easily "spread" to other people's emotions. However, the capacity for self-control emotional expressions is still weak. Emotions are also easy to change, soothing but also easily agitating, they can cry then laugh immediately.

Fourthly, the interest and affection of the family play an important role, even when the love of parents becomes their motivation for learning.

Fifthly, the self-control capacity is available but still weak, the spontaneity is still high, it is difficult to keep discipline and order in place. Therefore, the attention from the family is necessary to help teachers and the school adjust their behaviors.

The role of family education in Vietnam in the personal development of primary school students

The family is a basic social institution, the cell constituting society, the most important form of organization of personal life, based on marriage and blood relations, that is, the relationship between husband and wife, between parents and children, between siblings and other close relatives (Tho et al., 2014, p.14). Although the family is rooted in the natural relationship between men and women, the family is a social institution. The family is formed to perform certain social functions. As a social institution, the family has many functions: human reproduction, economics, organization of family life, functions that satisfy the psychological, emotional, and educational functions. The model of family and family education in Vietnam clearly reflects the influence of the three factors of religion: Confucianism - Buddhism - Taoism, combined with the cultural identity of the Vietnamese ethnic community in the process of building and developing the country.

According to Tho, et. al., family education is a systematic impact of older family members and the whole lifestyle of the family on its members. In other words, family education is all about the impact of the family on the formation and development of human personality (Tho, et. al., 2014, p. 147). Family education is a part of the social education system that takes place within the family, mainly based on words, exemplary work by parents, role models, genuine work, and living, meaningful love; The attitude of respecting people, respecting the law, protecting the public,... motivates children to follow them voluntarily.

Educating personality for elementary students is a matter of many aspects. The personality of every elementary school student is formed as a result of the education from the family, school and society, in which the family plays a very important role (*Le Minh, 1993; Tuyen, 1994; Le Thi, 1997; Liem, 2001; Que, 2018; Tho, et. al., 2014*). The contents and methods of educating the personality of children in Vietnamese families in big cities both reflect the positive of parents in acquiring positive educational views on the world and inheriting the cultural characteristics, traditional ideology in Vietnamese parenting ways.

The family is the first school, the most important institute that imprints on the personality that is forming at the elementary school age. Family education is extremely important, it has an influence on the personality formation of elementary school students, the family will teach them love of labor, passion for learning, creativity, and bravery for independent living and compassion.

Family education has strengths, which are positive, highly emotional, closely related to blood and flesh relationships, so it has a great ability to convert. Family education is also distinctly unique based on lineage, deep love, lasting, and also very flexible and practical depending on the needs of personal interest. It is impossible to have a complete and sustainable personality formation and development without a favorable home education environment. Because family is the first most important institution that imprints on the personality that is forming in elementary school.

In family education, the most important factor is moral education, creating the basis for personality for people to enter life and be human. The content of family education is the elements of family culture and community culture to create and develop human personality, such as morality, lifestyle, manners, labor knowledge and faculties learn. The purpose of family education is determined by the socio-economic regime, which is based on ideology, moral standards, and interrelated system of the family. The purpose of family and social education basically has a basic unity with each other. Thus, in relation to the school, more broadly socially, “family education is the first starting point to create the first personality qualities of Vietnamese people, including the age of primary school children learn. Indispensable in any social status, building and fostering family relationships, caring for cultivating family culture is also an integral part of social development” (*Le Minh, 1993, p. 143*). Family education is the foundation of personality, education at school and in society.

2.2. Contents of personality education in Vietnamese families

Families are aware of the importance of family education for the personality of children of primary school age. Parental care plays an important role in the child's personality development at the beginning of elementary school. However, the fact that is happening in Vietnam shows that the content and methods of parents' education have a negative impact on the personality development of primary school students. This study aims to provide a systematic way to adjust Vietnamese parents' perspectives on the content and method of character development for children aged 6 to 11 years old, which are meaningful for family members, educators, and researchers in similar contexts.

Build the atmosphere and cohesion between the members and the children

The study of the psychological atmosphere approaches in three aspects: First, building the atmosphere of an organization is the result of the process of interaction of factors. The family atmosphere is the result of the interaction of natural, social factors and especially the subjects in the family. Second, the psychological atmosphere is the cause affecting productivity, motivation for work and study. Third, the psychological atmosphere is a significant factor regulating the behavior of individuals and groups. The above research contents are important for educators to

apply into their research and practical surveys to build a psychological atmosphere in families, schools, and educational environments.

The study of building family atmosphere or other environments is accessible from both the perspective of Western psychologists and Marxist psychologists. Based on Forehand and Gilmore's research on personality indicators that create an organization's psychological atmosphere, empirical research methods on an organization's psychological atmosphere as well as its dependency studies of behavior into personality psychology factors and group psychology factors (Forehand & Gilmore, 1975, p. 363), psychologists have given views on construction positive atmosphere. In Sepel's view, "the psychological atmosphere is the emotional nuance of the psychological relationships between the members of the collective. It appears on the basis of having similar emotional intimacy in terms of personality, interest, and trends" (Sepel, 1985, p. 18) and outlines the three components of the psychological atmosphere including social atmosphere, moral atmosphere, psychological atmosphere. The studies of Western psychology have in common in affirming the role of psychological atmosphere in promoting or restraining people from fulfilling their assigned tasks (Colin et al., 1992).

In Vietnam, studies on the psychological atmosphere have been studied in many different directions (Lan, 2000; Chuong, 2005; Vu Dung, 2008). According to author Vu Dung, the psychological atmosphere is the qualitative aspect of the interpersonal relationship, which appears in the synthesis of psychological conditions - conditions that promote or hinder the overall performance and comprehensive development of personality in groups. The author also pointed out the factors affecting the psychosocial atmosphere such as leadership style, working conditions, satisfaction of needs and interests of workers (Vu Dung, 2008, p. 37). Lan is interested in the role of psychological atmosphere in educating children "positive psychological atmosphere creates favorable conditions for the formation of good habits and positive attitudes towards children" (Lan, 2000, p. 4). Chuong gave the common cause of the loose relationship, lack of cohesion in the family nowadays: the division of labor has a strong impact on family members. Families working in different occupations and different working time slots influence the changes in space and time of attachment between parents and children. Parents do not have the conditions and time to care for and educate their children, do not fully understand the children's thoughts and aspirations, so the education for children faces many difficulties. The connection between parents and children in family education is the basis to build a good relationship and create conditions to improve the effectiveness of family education.

Ethical education and traditional ethical standards.

In Vietnam, due to the influence of Confucianism and traditional cultural values, the issue of educating children's personality is closely linked to the content of educating ethical standards, promoting respect for children in the family relationships. In family education, ethical education is an important content in order to build moral awareness, cultivate ethical sentiments, train ethical behavior habits, and let each member. The family is an environment of love and humanity. Thus, the purpose of ethic and education in the family contributes towards the formation and development of personality for the younger generation with such moral qualities: love for the motherland, love for the family, respect for the lower class, and affection soundness of work and profession, honesty, humility, self-respect, courage, overcoming difficulties, etc.

Along with the social transformation in the renovation process in Vietnam today, the cause of family ethics has appeared many new issues. Socialist-oriented market economy has had a positive and negative impact on Vietnamese family morals, including family ethics education. In the current Vietnamese family, "in addition to the new moral values, cultural life associated with the development of farm economics, in many places, especially in large urban areas, family relationships. The family and the good traditional family cultural lifestyle are being

overwhelmed by the commodity, market and profit relationships, by the hybrid, clumsy and strange lifestyle” (Tho, et. al., 2011, p.5). The moral decline in some families now threatens the moral foundation of society, potentially causing social instability. Therefore, ethical education in the family is necessary for the education of principles and ethical standards for children formed by relationships with themselves, parents, grandparents, and friends.

Cultural education, labor education, and independence training for children.

For primary school students, cultural learning is the first important task contributing to the comprehensive development of their personalities. Cultural learning education is the core content in human personality development, providing comprehensive educational content through scientific and technical knowledge to help learners acquire knowledge and apply it in practice.

For a country with a long-standing civilization, a tradition of respect for learning and knowledge, Vietnamese families are aware of the role of cultural education for their children from an early age, such as showing their gratitude, hard-working, constantly striving for the better in learning. The spirit of eagerness to learn also expresses in specific activities that take place every day, such as having a habit of systematic and serious preparation; a sense of self-discipline in studying; utensils and books are always clean, etc. Being aware of the peer pressure at school, children need to arrange time and lesson time in a logical and scientific manner; make a memorandum of things to prepare before studying, such as preparing for lessons with books and school supplies.

In the study of Petrecnicova and Xukhomlinxki, both emphasized the labor education for children in the family. For our children to grow up to be healthy, playful, and passionately contribute a lot to their society, when they are young, they must be educated about labor because of the ethical qualities formed in children, which is the first and foremost in the process of labor.

Ethical qualities are formed primarily through the labor process, so labor is considered one of the most important criteria for assessing the morality and talent of everyone in the society. The education of labor respect in children is associated with educating them to respect employees, respecting labor products such as their food, their clothes, their toys, stationery, etc. by keeping them safe, clean, and economical to save parents' costs; respecting all manual and intellectual workers because they create products necessary for the lives of people in society. The education of labor respect must link to the education of skills and self-service work habits for children from simple tasks such as washing their faces, brushing their teeth, and dressing neatly and cleanly; keeping, storing, tidying up personal belongings like hats, clothes, shoes, book bags, etc. at the right place; having a sense of responsibility for the job, and completing the assigned work in accordance with their capabilities.

Physical and aesthetic education.

According to Lori, educating family patience is related to the child's physicality and that is extremely important (Lori, 2016, p. 3). Right from birth, children are cared for and brought up in the family environment, so organizing family life, the conduct of grandparents, parents, siblings, etc. have a direct influence on a child's emotional morality. Russian educator Xukhomlinxki said that “the basic meaning and purpose of family life - it is the education of children. The family with the relationships between children and parents is the first school to educate their children intellectually, ethically, aesthetically and physically (Xukhomlinxki, 1971, p.16).

In Vietnam, according to Long P.T, educating one particular content also conducts the other ones. For instance, intellectual education is not merely intellectual education, but also moral education, aesthetics, labor, and so on. Cosmetic education for students is an education

for them to have proper awareness and relatively complete notion about beauty, such as beauty in art about cultures, civilizations, schools of art, about the opposite of beauty. A primary school student who is appropriately educated in aesthetics will have such emotions like love, hate, know what beauty is, what is not beautiful, how to replicate the beauty, how to limit the evil, form aesthetic tastes and have their own views about beauty in accordance with family, school, and social norms.

Besides aesthetic education, one of the goals of primary education in Vietnam is physical development for children. This education on students at primary school age or the age of strong development of all organs, physiological functions of the body, will have a strong influence on the later stages of life. Physical education for children in the family, first of all, must pay attention to scientific eating, practice habits for children keep the body clean. Encourage your child to follow the morning exercise regimen, participate in sports activities that suit their interests and needs to develop their individual talents. Educate your children about the awareness of prevention and treatment of diseases = to maintain health. The physical education for children is also associated with the organization of recreation, leisure, and tourism according to the circumstances of each family.

Gender education and risk prevention education.

Gender education is an integral part of personality education. It can be understood that sex education, a system of reiterative measures to educate the younger generation to have the right attitude towards gender issues. According to Macarenco, “sex education is considered to be one of the most difficult problems in educational science” (Macarenco, 1978, p. 110). The author also said that no problem has been confounded by people and no problem has as many false opinions as this one.

For students at primary school age, there have been specific changes in mind and physiology. These changes can be considered as a breakthrough in gender, taking children out of the childhood world to enter the adulthood world. Sex education is to help children gain knowledge about the body, physiology, sexuality, reproductive organs, reproductive processes, reproductive health, and help children actively interact between sex, needs, aspirations to act in alignment with the moral standards of society. Sex education should have its content appropriate for each age group and the level of their understanding. Parents must be the first ones to be responsible for the sex education for children. The issue of sex education can only be effective when parents have full and proper knowledge about gender.

2.3. The method of educating the personality of families of students' parents

Method of setting an example

For elementary students, the family is the place where children interact and directly affect the formation and development of character. The basis for that development is to mimic the behavior of parents and family members. Therefore, to shape and develop children's personality, family members must be exemplary in fulfilling their roles in the family and society for their children to follow.

According to Vuong P.V, setting an example is a method of persuading others by the example of the educator himself, of the collective leader in life and in labor. Educators themselves must be a good example for students to follow (Vuong, 2000, p. 144). According to Tuan, et. al., setting an example is an educational method in which educators set good examples, good deeds, and standard social values of individuals or groups, so that people can be learning education and imitation (Tuan et al, p.44). Influenced by Confucian culture in the history of the Eastern education, Confucius was the first to develop a relatively systematic content in teaching method, notably the model of example. Confucius concept is to use yourself as a good example

to inspire students. To do this, in his daily life, Confucius paid great attention from his conduct to his own study to influence his disciples. In Vietnam, according to Ho Chi Minh, the method of setting an example is of high significance in educating the human character, “a hundred speeches is not equal to a living example” (*Ho Chi Minh, 2011, p. 77*).

Therefore, according to the traditional values of the Vietnamese people, family education is a part of the social education system within the family mainly based on words and modeling. Parental control, example of labor, true work, meaningful living; the respect for people, the law, protecting the public,... motivates the children to do it voluntarily. In terms of expression, the examples of older members such as grandparents, parents, siblings in the family rewarded in life, work, and daily activities will directly impact your child's thoughts, feelings, beliefs and behaviors.

Methods of advice and persuasion

In family education, counseling and persuasion are the methods of using explanation, advice, and analysis to enlighten moral knowledge to help children be aware of personal meaning, social meaning and need. It is necessary to perform ethical behaviors in everyday life (*Hong, 2005, p. 41*).

When using this method, parents and adults in the family often provide children with the knowledge and experience that the family and society have summarized into the rules, principles, and standards in life. The purpose of this method is to enlighten children's awareness, help them understand the reason, right and wrong to adjust their behaviors, contributing to perfecting the personality. Convincing, advising to contribute to promoting children to have good behaviors, in accordance with norms in the family and society. It is the close, caring, sharing and exchange of parents with their children that is effective to help parents perform well the role of personality education for their children.

Methods to practice habits

Children's personality is formed and developed through continuous training and fostering processes. At the age of primary school students, families play an important role in their behavioral training. Repeating behavior will become a habit for the students. According to Mark & Engel “... daily recreating one's own life, people begin to create others, proliferate - that is the relationship between husband and wife, parents and children, that is the family” (*Mark & Engel, 2004, p.41*). From daily life, parents use good and bad habits that will affect their personality formation process. Parents are also the first people to help children form these habits.

The training to give children good habits and behaviors is carried out in many different forms depending on the age, circumstances and living conditions of each family. In order to train children's habits, parents often carry out the operation in a specific, concise and clear manner for them to imitate. Modeling plays a very important role, it should be noted in the process of guiding children to avoid the situation that when the habit is nearly formed, it must be corrected and corrected from the beginning. Besides, the training of habits for children who want to be effective should be carried out in a persistent, continuous, persistent manner. The purpose of this method is to help children develop their personalities; adjust behaviors from their individual self-awareness to the social awareness, even when they have no hobbies to turn into needs; and progress to self-discipline and self-improvement in personal education. This is the basic yet the most important part in the process of forming and developing a child's personality.

Method of reward and discipline

The reward is a method of family education, a form of agreement, positive appreciation, and satisfaction of families about the efforts and achievements that children make. For the age of elementary school students, reward is extremely important, helping children try harder and

make more efforts in fulfilling their duties and responsibilities. When children do something well and being rewarded and encouraged by their parents, they will be happy, this happiness and continuant praising will lead to more frequent performance of good behaviors. However, parents and adults should also note that not all praise and reward have a positive effect on children. The significance of educating the personality of the reward is greater, so when rewarding, it does not only simply evaluate the results but also the needs from the family to highlight individual efforts, the motivation and mode of operation.

At the age of elementary school students, due to the unstable yet firm personal psychological development, children often make mistakes easily. Parents often use disciplinary methods to varying degrees to influence a child's personality, show disapproval, condemnation, and parents' opposition to their actions and actions contrary to purpose, requirements under the direction of legitimate personality development. Among the methods of family education when parents resort to sanctions, discipline is reluctant. Sometimes even the use of whips is only for the purpose of helping children be fully aware of the level of their mistakes that cause harm not only to themselves but to others. According to Vuong, "there is a growing trend of families who are busy or not mature enough to abandon these basic educational behaviors for society. Often the value of 'parenting is natural' value is a common value, but there are also phenomena such as dissatisfied parents, stress, neglect or use of violence against children (reverse child treatment) due to various reasons. There is also the problem of parents having difficulties and stress when contacting and educating their children" (Vuong, 2017). Therefore, overcoming two paradoxical trends - overly complimented and tightly disciplined - is a problematic issue in family education in Vietnam nowadays.

Practical experience method

Practical experience activities are the basic ways to form and develop human character, especially for elementary school students. Practical experience is an educational method in which parents and adults in the family give children the opportunity to interact, to make relationships between themselves and the outside world - the natural and social world, between themselves with others, even with yourself. During practical activities, students will clearly show their competence, affection, excitement, character ... to the outside world. Because all human activity is an object-oriented activity, that is, something that influences something, receives it, transforms it according to its intended purpose. It is in the process of this experience that the children must make efforts and determination to adjust themselves, promote positive factors, push back and overcome negative factors to gradually improve their personality. The organization of experiential activities is an effective method of building the strengths of elementary school students' personality.

3. Conclusions

Parents need to be aware of the importance of family education for the children's personality development at primary school age and clearly define educational goals. Parents must see that parental responsibility is important and irreplaceable. This helps parents not trust or rely too much on outside forces such as schools, relatives, teachers, tutors, or maids.... Children need to be oriented to take the initiative and destroy creativity to achieve the highest educational efficiency. Being aware of this importance, parents are more responsible and willing to resist temptations at all costs to spend time with children and raise children.

At the same time, parents need to clearly identify educational goals for primary school students. Many parents determine their own goals and expect too much from their children. That expectation may make children feel stressed, lack of creativity, lack of confidence, fatigue, depression... So parents need to clearly identify short-term goals according to each stage of child

development and long-term goals in the future. The identification of these goals should be based on the specific characteristics of each child and family conditions. It is also based on understanding, respect, and example for children. Secondly, parents need to equip more knowledge about family education, family education methods to develop children's personality. The knowledge here can be from experience, from learning in books and in life. At the same time, parents must also choose the issues that are appropriate to the requirements of the society, in accordance with the circumstances and psychological characteristics of the elementary school age, in accordance with the physical and mental characteristics each child; parents must update information, understand the psychological needs of their children, have appropriate educational methods for each child. Thirdly, parents need to understand the contents of developing primary school students' personality so that they can be fully educated. The results of the survey indicate that parents in Vietnam have misconceptions about personality development in children, leading to an imbalance between cultural education and other educational content. Family education is really an educational environment that has advantages in educating and building a family atmosphere and the association between members, especially moral education and ethical standards. Fourthly, parents must be a good example for primary students. It is impossible to have children who have good personalities if their parents' rough behavior is uncultured and with those around them. Generally, it is unable to have a comprehensive development of the child's personality without educational attention of the family.

REFERENCES

- [1] Bac, H. T., 2014. *Ethical education in Vietnamese families today*. Doctoral Thesis Philosophy. Saved at Hanoi National University Library.
- [2] Chuong, P. K., 2005. *The close relationship between parents and children in family education*. Education Publishing House. Hanoi.
- [3] Colin, B.E et all., 1992. *Group structure: Attraction, coalitions communication and power*. The handbook of Social Psychology.
- [4] Communist Party of Vietnam, 1991. *The 7th Congress Document*. National Political Publishing House. Hanoi.
- [5] Forehand, G., Gilmor, B., (1975), *Environmental Variation in studies of organization behavior*. Psychology. Bull.
- [6] Goodkind, D., 1995. *Vietnam's one-or-two Child Policy in Action*. Population an Development Review, No. 21, pp.342-359.
- [7] Ho Chi Minh, 2011. *The whole volume, Volume 12*. National Political Publishing House. Hanoi.
- [8] Hoang, H. Q., 2018. Cooperation among school, family and society in early childhood caring and education. *Education Magazine*, Special version, Term 1, May, Pp.138-142.Hanoi.
- [9] Hong, P. T. Tu., 2005. *Family education*. An Giang University.Vietnam.
- [10] Lan, L.N., 2000. The atmosphere of family psychology and the education of children. *Journal of Educational Research*. No.346, pp.4-11. Hanoi.
- [11] Le Minh., 1993. Family culture, the indispensable premise of social development. *Workshop document on cultural science and socio-economic development*. National Center for Social Sciences and Humanities. Hanoi.
- [12] Le Thi., 1991. *The role of family in development of Vietnamese people's personality*. Women's's Publishing House. Hanoi.
- [13] Lien, N.T.N et al., 2019. Models of coordination between schools, families, and society in ethical education and lifestyle for students - From theory to applied model. *Science journal Hanoi University of Education*, No. 9, pp.34-45.

- [14] Liem, N.S., 2001. *The role of the family in educating the young generation in our country today*. Doctoral thesis in philosophy. Saved at Ho Chi Minh National Academy of Politics library. Hanoi.
- [15] Long, P.T., 2006. *Education*. University of Education Publishing House. Hanoi.
- [16] Maccarenco, A., 1978. *Taking about family education*. Kim Dong Publishing House. Hanoi.
- [17] Mark, C., Engel, Ph., 2004. *Complete volume, Volume 3*. National Political Publishing House. Hanoi.
- [18] Ministry of Education and Training, 2017. *Statistics of Vietnamese Primary Education*. Hanoi. pp. 719-754.
- [19] National Assembly of the Socialist Republic of Vietnam. 2005. *Law on Education*. National Political Publishing House. Hanoi.
- [20] National Assembly of the Socialist Republic of Vietnam. 2019. *Law on Education revised*. National Political Publishing House. Hanoi.
- [21] NIILM University. Insight to Family Education. Ritrieved: http://niilmuniversity.in/coursepack/humanities/Insight_to_Family_Education.pdf.
- [22] Pesecnicova, I.A., 1980. *Teaching children to love labor*. Women's's Publishing House. Hanoi.
- [23] Sepel, V. M., 1985. *Psychology in production management*. Labor Publishing House. Hanoi.
- [24] Tinh, N.V., Hoan, N. C., 2015. *Family education*. National University Press. Hanoi.
- [25] The Center for Scientific Research on Families and Women (CSRFW). 1994. *Family and family education issues*. Social Science Publishing House. Hanoi.
- [26] Prime Minister of the Socialist Republic of Vietnam, 2012. *Vietnamese family development strategy*. Decision No. 629 / QD-TTg dated May 29.
- [27] Therdpong, Th., Patty, L., Melendez-Torres, G.J., 2020. Online parent programs for children's behavioral problems: A meta-analytic review. *European Child & Adolescent Psychiatry*, pp.1-14. Ritrieved: <https://link.springer.com/article/10.1007/s00787-020-01472-0>.
- [28] Tho, N.T., 2011. *Building family morality in our country nowadays*. National Political Publishing House. Hanoi.
- [29] Tho, N.T., Thuy, N.T.P., 2014. *Family and family education*. National Political Publishing House, Hanoi.
- [30] Tuan, C.T., Chien, H.T., 2018. *Education III*. Materials used for Pedagogical students of Vinh University. Vietnam.
- [31] Tuyen, T.D., 1994. Study on value orientation of Vietnamese youth in market economy situations. Scientific topic KX-07-10. Hanoi.
- [32] Trung, N.K., 2016. *A comparative of family education between French and Vietnamese parents*. Social Sciences Publishing House. Hanoi.
- [33] Vu Dung., 2008. *Dictionary of Psychology*. Publishing Dictionary encyclopedia. Hanoi.
- [34] Vuong, P.V., 2000. *Education*. National University Publishing House. Hanoi.
- [35] Vuong, N.Q., 2017. *What is family education?* Ritrieved: <http://quacuabo.com/giao-duc-gia->
- [36] Xukhomlinxki, V.A., 1971. *How to educate true people?*. Education Publishing House. Hanoi.