

# MANAGING EDUCATIONAL SOCIALIZATION ACTIVITIES IN ORDER TO BRING KINDERGARTENS OF PHU XUYEN DISTRICT, HANOI CITY TO NATIONAL STANDARD LEVEL 1 IN THE CURRENT PERIOD - SITUATION AND ISSUES TO BE SOLVED

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The work of educational socialization in general has made positive changes in recent years, bringing practical effects to the development of educational activities of schools, making a significant contribution to the development of education, for local education. The cooperation between Family - School - Society has promoted a positive role, together with the community is responsible for taking care of the cause of preschool education, improving the quality of child care and education, contributing to part to speed up the number of Kindergarten schools that meet the requirements of national standards. However, at present, the socialization of preschool education has not actually brought into play its strengths, because in society there are still many perceptions that are not very complete and comprehensive. This article presents the results of a survey to survey the current situation of managing educational socialization activities in order to bring preschools in Phu Xuyen district, Hanoi capital city to the national standard level 1 in the current period, problems that need to be further resolved.

**Keywords:** *Educational management; Socialization of education; The Kindergarten meets the national standard level 1; Phu Xuyen district, Hanoi capital city; Situation and issues to be solved.*

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## 1. Introduction

Preschool education is the first level of education in the national education system, laying the foundation for physical, intellectual, emotional and aesthetic development and forming basic personality factors for children before entering first grade. By taking care of the development of preschool education, all children have access to quality, fair and equal preschool education. Children today will be the future owners of the country, so it is necessary to start from caring for and educating children from preschool age. This responsibility belongs not only to the education sector, but also to all levels, sectors, each family and the whole society.

The work of educational socialization in general has made positive changes in recent years, bringing practical effects to the development of educational activities of schools, making a significant contribution to the local education cause. The cooperation between Family - School - Society has promoted a positive role, together with the community are responsible for taking care of the cause of preschool education, contributing to building material foundations, building an educational environment. healthy and safe education, creating conditions to improve the quality of child care, nurturing and education, contributing to speeding up the number of preschools that meet

the requirements of national standards.

Although there have been many positive changes in the work of socialization of education. However, at present, the socialization of preschool education has not actually brought into play its strengths, because in society there are still many perceptions that are not quite complete and comprehensive. There is a view that the socialization of preschool education is merely the diversification of forms of participation of the people and society, with little attention being paid to raising the people's level of enjoyment from education. Therefore, there are places where the socialization of preschool education is only in terms of financial mobilization, material facilities, the State contracts for the people and pays little attention to the people's power. On the contrary, there are places that passively rely on the main subsidy of the State. Domination of the ideology of subsidies, especially subsidies in education. People's habit is to enjoy the knowledge brought about by education by preminent policies, which are mainly subsidized. Therefore, facing the problems of education, society is often used to demanding more but has not seen all the responsibility in participating with education to develop education.

The cause of these shortcomings is that the propaganda to raise awareness of the whole society about education is still limited, the quality of

education has not met the requirements of society. The work of directing the socialization of education is also not really deep and highly effective. Somewhere, there are still problems of taking advantage of the socialization of education to abuse revenue, causing frustration for the people and there are also shortcomings from unclear actions, causing distrust among the people. Those are also the reasons why the socialization of education sometimes loses its good meaning. In fact, the socialization of education over the years has contributed significantly to the development of education in Phu Xuyen district, Hanoi city in general and preschool education in particular. But besides that, there are also many shortcomings, which are mainly caused by the lack of synchronous measures in the management of educational socialization in schools. In order for the mobilization of social resources to really confirm its position, implement it in the right direction and in accordance with the actual requirements of the locality, contributing to improving the quality of education and training. The author would like to choose the research topic „Management of educational socialization activities in order to bring preschools of Phu Xuyen district, Hanoi city to national standard level 1 in the current period”.

## 2. Research overview

Recognizing the importance of mobilizing resources in preschool construction plays an extremely important role. Recognizing the importance of this issue, there have been many in-depth studies on preschool education and management of educational activities in preschools. Many scientists and educational administrators have discussed a lot about the socialization of education. Among them is the “Socialization of education work” jointly published in 1997 by the Central Committee of Science and Education, the Ministry of Education and Training, the Vietnam Education Trade Union and the Institute of Educational Sciences. evaluating 10 years of implementing educational socialization through the Education Congress at all levels” of the Vietnam Education Union; “Socialization of education: Perception and action” compiled by Bui Gia Thinh, Vo Tan Quang, Ngo Quang Son, Nguyen Thanh Binh. These works mainly refer to the categories and concepts related to the socialization of education. The idea of “socialization of education” is recognized as a new factor in the current development of education.

In order to create fundamental changes in education, prepare the best human resources for the cause of industrialization and modernization of the country in the 21st century, the socialization of education is an increasingly important issue, focus on attracting all potentials in society for educational development. Some scientific works on the socialization of preschool education can be mentioned such as Duong Thanh Huyen’s doctoral thesis “Socialization of early childhood education in Hanoi”, the thesis work. Master’s thesis of Nguyen

Khac Kien mentioned “Socialization of preschool education in rural areas”.

Deploying viewpoints and guiding ideas for the development of education in general and the development of preschool education in particular, many authors have studied in-depth educational management theory and teaching education, as well as the work of building and developing a team of administrators and teachers.

The above studies have approached the issue of socialization as a goal of human resource management in schools, but have only stopped at initial generalizations. In order to increase the mobilization of resources in building national standard schools, it is necessary to have educational policies in general and promote the role of schools in particular. Promote policies that demonstrate the highest level of support for teachers’ professional autonomy and allow teachers to have a voice in school decision-making; encourage flexible strategies to achieve teaching goals; encourages responsibility and choice in learning methods, content, places and times to complete learning, and assessment of learning outcomes.

Building schools that meet national standards is an indispensable requirement and an important task in the city’s educational development strategy. With the determination that by 2020, 100% of schools will meet national standards, the city’s Education and Training sector is trying to accelerate progress with many specific solutions. The construction of schools meeting national standards in the city has many advantages thanks to the attention of authorities at all levels and the consensus of all classes of people.

In Phu Xuyen district, Hanoi city has a lot of potentials and strengths, but there has been no research on the management and mobilization of social resources for the construction of a national standard preschool. The understanding and implementation of this work is incomplete, misleading, spontaneous and ineffective. Therefore, it is very important and necessary to analyze and clarify the theoretical basis for the management of social resource mobilization in the construction of a national standard preschool.

## 3. Research Methods

The study was carried out using the following groups of research methods:

### 3.1. Theoretical research method group

#### 3.2. Group of practical research methods

- Survey method by means of questionnaires
- Methods of observational research and method of summarizing experience.
- Professional solution

#### 3.3. Mathematical statistical methods

To process survey results; analyzing the results of the management and mobilization of socialization

resources in the construction of kindergartens up to national standards.

#### **4. Research results**

##### **4.1. Organize the status survey**

###### *4.1.1. Survey purpose*

On the basis of a survey on the current situation of management and mobilization of social resources in the construction of kindergartens meeting national standards in schools in Phu Xuyen district, Hanoi city. From there, analyzing and evaluating the successes and limitations, as well as the causes leading to the situation as a basis for proposing measures to manage the mobilization of social resources in the construction of kindergartens meeting national standards at level 1.

###### *4.1.2. Survey audience*

Managers and teachers of preschools in Phu Xuyen district, Hanoi city

###### *4.1.3. Survey content*

Assessing the awareness of administrators and teachers about the importance of managing and mobilizing social resources in building preschools to meet national standards at level 1.

Survey on the status of management and mobilization of social resources in the construction of kindergartens meeting national standards at level 1 in preschools in Phu Xuyen district, Hanoi city.

###### *4.1.4. How to proceed*

Use the following methods of investigation and processing of results:

###### \* Investigation method:

Written survey method: by building a system of questions, surveys to assess the status of management and mobilization of social resources in building preschools to meet national standards at level 1.

Interview method: the study conducts direct consultation with survey subjects such as administrators, teachers from which they can easily and objectively observe the survey subjects.

###### *4.1.5. Evaluate survey results*

The result processing step must meet the following requirements:

- Synthesize opinions about a certain measure to determine how important it is (Very important, Important or not Important); How it performs (Frequently, Occasionally, Not and Good, Average or Not) Through percentage calculation.

- Determine the hierarchy of importance and implementation of the measures in the system of measures, see which measures are the most important, which measures are the best, or the worst...

**4.2. The current situation of managing the mobilization of resources for socialization of education in the construction of a kindergarten meeting the national standard at level 1 of Phu Xuyen district, Hanoi city**

*4.2.1. Managing the implementation of the goal of mobilizing resources for educational socialization in the construction of preschools meeting national standards at level 1.*

To clarify this, we conducted a survey on a number of subjects: administrators who are principals and vice principals of preschools (40 people), teachers (160 people) and parents of preschools, grandchildren (320 people). According to the results, the view of the group of parents and students that mobilizing social resources is mainly about mobilizing financial contributions and social facilities for education is incorrect. Mobilization of social resources is the mobilization of resources: human, material and intellectual resources of the society to contribute, to build a national standard preschool so that the people's own children in the community are raised - care, including the mobilization of material resources (contribution of money, facilities). Thus, a part of the respondents understood the nature of social resource mobilization and had an objective and accurate view of this work. There are 93.75% of the subjects in the group of administrators and teachers who think it is not true, besides, there are still confused and uncertain opinions. Up to 33.20% of students' parents said it was true, they said that mobilizing social resources is mainly mobilizing people to contribute money to the school, reducing financial difficulties for the school. Such perception is still one-sided, not seeing the essence of the problem. They believe that the school always thinks of expenses to collect money and in order not to affect children, they pay for it without paying attention to the school's work. They don't know that, in addition to building classrooms, equipment, and school supplies, the school also organizes movement activities and practical experiences for the children... They forget the important criteria. The contribution of social resources provides learning opportunities for everyone, everyone benefits from education. That poses the problem that it is necessary to strengthen propaganda more so that everyone understands and properly understands about mobilizing social resources for preschool education, especially with children's parents.

That is to mobilize the entire population to participate in education; contribute money to build facilities for the school; everyone benefits from education; well organize the school - family - society relationship; contribute to improving the quality of education; promote the role of the school with society; The school's products meet social requirements; Thus, in general, most of the survey subjects were quite aware of the goal of educational socialization. Over 75% of educational administrators; over 60% of teachers and over 50% of students' parents consider it important. Among the stated goals, the percentage of people who consider them unimportant is less than 20%.

*4.2.2. Organization to raise awareness of social forces about the socialization of preschool education*

The management of raising awareness of social forces about the socialization of preschool education in Phu Xuyen district in recent years has made remarkable progress, bringing practical effects, contributing to promoting the development of preschool education. development of early childhood education. In fact, there are many difficulties and inadequacies in the management work as well as measures to manage the perception of social forces on educational socialization of the principals of preschools. The survey results showed:

It can be said that students' parents are representatives of various forces in society, their opinions are very important for the construction of a national standard kindergarten level 1. Representing the majority The opinion that the socialization of education is important for the educational development of the locality. 100% management staff; 83.75% of teachers; 31.25% of parents believe that educational socialization plays an important or very important role in educational development. Besides, there are still opinions that underestimate the role of educational socialization, considering it not important or having little impact on education (this opinion of a part of parents) accounting for 28.12%. Most everyone thinks that the work of educational socialization plays a very important role. Thus, in order to do better, the socialization of education first needs to change people's thinking about its importance to the development of education.

The survey results on the perception of the effectiveness of educational socialization for the educational development of the research subjects showed that the vast majority of the surveyed subjects were aware of the benefits that educational socialization brought to them. Education socialization contributes to improving the quality of education; meet the people's learning needs; overcome difficulties for the school; to reduce the state budget to invest in education and the society to share with the education sector in achieving educational goals. However, there are still some opinions that disagree with these benefits in some specific contents: Support to improve teachers' lives 50% of educational administrators and teachers disagree, but there are up to 75% of parents surveyed agree with this content, up to 33.75% of teachers and 37.5% of parents disagree with the content: The quality of preschool education is improved. Socialize education to meet the people's learning needs; 50% of parents think that socialization does not improve the quality of education and do not care about this benefit. Thus, the awareness of teachers and students' parents about the socialization of education is not enough. The perception is not correct, leading to the implementation results will not be high and will not create development for education.

Currently, with multi-dimensional information and multimedia, the perception of socialization of education has changed, whereby all levels,

sectors and people participate fully; educational cooperation between family, school and society in various forms. However, there is still a limitation that is not effective, sometimes only paying much attention to the benefits of the school and education, but not paying much attention to the interests of learners and the target audience. implementation of educational goals is incomplete, focusing mainly on a part of teachers and students' parents.

#### *4.2.3. Manage and promote the role of preschool in community life*

Survey results on the level of implementation of measures to promote the role of the school in the community in particular: the performance level of good education administrators is over 60%, teachers are over 50%. The rate of normal and not good performance is up to 40%. This data shows that the subjects are aware of the role of the school, but the implementation of promoting it to improve the reputation of the school in the community has not been really effective.

#### *4.2.4. Managing the mobilization of the community's potential to support the educational process*

Understanding the potential and mobilizing social forces in the community to participate in the achievement of educational goals, contributing to improving the quality of education to meet the needs of educational innovation has always been closely watched by the district education sector. In fact, in Phu Xuyen district today, schools are playing a central role and a place to receive social contributions to realize the goal of socialization of education. The district education sector has considered and selected the basic and key issues that need to be focused on implementation. Before implementing it, consult the community, build a reasonable operating regulation, and always encourage to promote its role. of the community in participating with the school in implementing the educational organization process. The potential of the community to support the educational organization process is highly appreciated in all areas: for administrators, the rate is over 65%, teachers over 58% and parents of students over 37%. The assessment is at a normal and not good level, but many mainly focus on teachers and students' parents accounting for a relatively high percentage, with content up to 31.25% of the subjects do not perform well...

Thus, the implementation of educational socialization in general and the construction of a level 1 national standard school in preschools in particular in recent years has achieved many good results thanks to the great contribution of the community. This further confirms the great potential of the community to support the educational organization process. The problem is that the district education sector and administrators who are principals of preschools have a suitable and

effective way of exploiting this potential.

In fact, principals of preschools have focused on finding ways to mobilize participating forces, investing resources for education such as human, intellectual and material resources for schools with specific measures, specific mobilized objects and specific work contents. Gradually, a large number of social forces participated in early childhood education and identified preschool education as the task of all branches and people. Social forces contribute efforts, intelligence and money to develop education, to build a national standard preschool.

It can be identified: the parents of the students are the group with the greatest potential in the community. Children's parents have played a great role in developing the educational career, building schools according to national standards so that their children can benefit themselves. In addition to the construction contributions and tuition fees as prescribed, the children's parents participate in most educational activities at preschools and contribute human and physical resources to promote education and development. Through the activities of the representative board of the parents of the class and the school, the school creates a close cooperation between the school and the family. Families and schools build a healthy educational environment, contribute efforts, intelligence and funds to create the best learning conditions for their children.

#### *4.2.5. Managing the coordination of building a healthy educational environment*

The mobilization of a large number of social forces to participate in building an early childhood education environment, making education a task of all sectors and people. Social forces contribute effort, intelligence and money to develop education. The educational environment has a great influence on the quality and effectiveness of education. The educational environment is not only the educational environment in the school but also the family and social environment. Therefore, it is necessary to mobilize the whole society to participate in building a healthy and positive educational environment to help children form and develop their personality.

The results of the survey showed that: Schools have built up discipline, learning atmosphere, relationships between teachers and students, among friends in class and built friendly schools and active students. Building good relationships with local people, and at the same time building a family education environment to create conditions for students to develop personality and have the best time and learning methods. The school has cooperated with the family in mobilizing social forces to build a pedagogical landscape, guiding students to practice ethics, lifestyle and learning to achieve the highest results. Financial support, facilities for nurturing care and creating school landscape.

The survey results show that the level of implementation of participation in building an

educational environment for the surveyed subjects is not high, specifically over 60% of managers; over 48.75% of teachers; over 37.5% of students' parents actively participate in building an educational environment. The number of subjects who did not actively participate accounted for less than 31.25%.

#### *4.2.6. Factors affecting the management and mobilization of social resources to build a national standard kindergarten level 1 in Phu Xuyen district*

The survey results show that the mobilization of social resources is basically good and good, in other words, effective. However, there are still some reasons why social resources have not been mobilized. This cause focuses on the following main reasons: The propaganda to raise awareness is not good; The role of the school has not really been promoted, the staff and teachers have not really made efforts; The support of social organizations and individuals is not high. The ratio of good mobilizing ability is about 40%, normally above 40%, not good below 20%. It shows that the work of calling for social resources for the educational socialization of the Principals of preschools in Phu Xuyen district has been implemented relatively methodically but the results are not high; The coordination between departments and unions; Coordinating education between School - Family - Society; Promote the role of the school in the community; Activities of the Education Council have not achieved high results. The economic conditions of some communes in the district are still difficult; Many households have a good awareness of socialization but are really „relentless“.

Awareness of the socialization of preschool education of a few cadres and a part of the people is still limited, there has not been a positive change in awareness and action in some places, there is still hope and expectation, relying on investment from the state budget heavily subsidized;

The policy on institutionalization is not timely and appropriate to local conditions.

Although the facilities and teaching equipment have been built, many units and schools still lack land, playgrounds, training grounds, equipment rooms, and equipment for teaching work... so it has not met the requirements of educational innovation; and some schools have not yet ensured sanitation and lack of clean water.

#### *4.2.7. Assessment of the current situation and causes of the situation of management and mobilization of social resources to build a national standard preschool at level*

##### *4.2.7.1. Strengths*

The work of mobilizing social resources to build a national standard preschool by the principals of preschools in Phu Xuyen district over the years has achieved certain successes. For awareness issues, the administrators have organized propaganda to make people understand the importance of

building standard schools for preschool children. The construction of a national standard preschool is beneficial and effective for preschool children, preparing them before entering grade 1.

Mobilizing social resources to help preschools reduce some of the financial burden when the state budget is still limited and has not fully met the needs in the new situation.

The education sector itself has tried to meet the learning needs of the people. The education sector has not only encouraged people to contribute to education, but also tried to improve the quality and effectiveness of education. Accordingly, the learning needs of the people are partially satisfied, making them contribute more to education. Therefore, the education sector in general and preschools in Phu Xuyen district are always innovating in the way they organize their activities to keep up with the general development of society.

Increasing community investment in education; Building a good school-family-society relationship has made families and society better understand their children's schools and participate in the cause of education. Building a mechanism of community responsibility. The school is no longer closed and alone, but receives the attention of the authorities and the people.

The quality and effectiveness of education have been significantly improved. The care and nurturing of children has been done well, the rate of children with normal development has increased every year, and the rate of malnourished children has been reduced to less than 3% good implementation of the preschool education program.

#### 4.2.7.2. Weak side

In addition to the achieved results, the management of social resource mobilization by the principals of preschools in Phu Xuyen district also revealed some limitations as follows:

Propaganda to raise public awareness about the work of mobilizing social resources to build a national standard preschool level 1 has made remarkable changes but there are still many limitations. The target audience is not high, still has doubts and doubts about the school's activities. They believe that educational socialization plays a less important role in educational development; Education socialization mainly mobilizes people's money for education. This perception exists even among preschool teachers, but it is still basically the opinion of students' parents. From such an incomplete awareness of the socialization of education, it leads to a limited state of educational socialization.

#### 4.2.7.3. Causes of the situation

The masses have not really voluntarily and voluntarily participated in school construction and education socialization; Only when children study can they contribute, otherwise they stand outside and don't care. Mainly, only schools are active with

the work of socialization of education and thus lack of comprehensiveness and have not brought into full play the effectiveness of this meaningful work.

The participation of students' parents is still limited; the support of social organizations is sometimes not enthusiastic, sometimes there is a phenomenon of abandonment to the school; A part of the teachers have not really tried hard in their work, so their effectiveness is low and they have not really created people's trust... Activities of education councils at all levels are not regular, in the process of making and setting policies. The members of the education council have many part-time jobs, so they are not fully devoted to the cause of education. Activities only focus on a few topics during the year without comprehensive uniformity.

### 5. Discussion

From the results of the research on the theoretical basis and survey on the current situation of management and mobilization of social resources in the construction of a national standard kindergarten level 1 in Phu Xuyen district, Hanoi capital city, we would like to have an exchange of next ideas as follows:

Awareness of preschool education and management of social resource mobilization in building a community's level 1 national-standard preschool has been raised, but awareness of this issue has not gone into depth social life. In order to meet the educational tasks in the renovation period, it is necessary to continue propagating in the mass media and in multiple dimensions, making changes not only in the perception of all levels, sectors and people in society but must take measures to turn cognitive problems into concrete actions.

In order to manage the mobilization of social resources in the construction of kindergartens meeting national standards at level 1, in recent years, committees, authorities, mass organizations, the education sector and the people have made many contributions, practical for the school with the desire to have a healthy educational environment for preschool children to be cared for, raised and developed comprehensively. However, in order to mobilize more effectively, principals of preschools need to strengthen communication and provide information on standard school construction work plans, publicize financial transparency and closely coordinate with social forces, with young parents to create a link between School - Family - Society in order to raise and care for preschool children to meet social needs.

### 6. Conclusion

With the resources of society, the network of preschools and classes has been strengthened, teaching facilities have been improved, the quality of teachers has been improved and the environment for raising and caring for children has been standardized. The interest of the family and the

community has really become a link in the process of educating and taking care of children right from the first years of life. Material support, work-day contributions or the participation of parents and children in classes... are all examples that show that socialization plays an important role at the preschool level. This is also a necessary factor for Vietnam in general and Phu Xuyen district in particular to popularize preschool education for 5-year-old children in a sustainable way.

The mobilization of social resources has achieved certain success, but there are still many limitations: The work of propaganda and grasping the policy of socialization of education has not been properly implemented. Legal documents related to the socialization of education have been slowly promulgated. Moreover, the cognitive capacity

of many officials and teachers is still limited, not proactive in organizing and implementing, and still depends on the guidance of their superiors. Many students' parents also see the problem of lack of objectivity, not actively participating in educational socialization activities, considering it the responsibility of the state and the education sector. The socialization of education is a big, complex and sensitive issue that has not been paid enough attention and research attention. Many problems related to teachers and school property need time and practical basis to solve. Through theoretical research, surveying the current situation, the author will propose measures to manage educational socialization activities in order to bring preschools of Phu Xuyen district, Hanoi city to national standards at level 1 in the current period.

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## QUẢN LÝ HOẠT ĐỘNG XÃ HỘI HÓA GIÁO DỤC NHẪM ĐƯA CÁC TRƯỜNG MẦM NON CỦA HUYỆN PHÚ XUYÊN, THÀNH PHỐ HÀ NỘI ĐẠT CHUẨN QUỐC GIA MỨC ĐỘ 1 TRONG GIAI ĐOẠN HIỆN NAY - THỰC TRẠNG VÀ NHỮNG VẤN ĐỀ CẦN GIẢI QUYẾT

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Công tác xã hội hóa giáo dục nói chung trong thời gian qua đã có những chuyển biến tích cực, mang lại hiệu quả thiết thực giúp cho các hoạt động giáo dục của các nhà trường ngày càng phát triển, góp phần không nhỏ cho sự nghiệp giáo dục của địa phương. Công tác phối hợp giữa gia đình - nhà trường - xã hội đã phát huy vai trò tích cực, cùng cộng đồng trách nhiệm chăm lo cho sự nghiệp giáo dục mầm non, nâng cao chất lượng chăm sóc, nuôi dưỡng giáo dục trẻ, góp phần đẩy nhanh số lượng các trường Mầm non đảm bảo đủ các yêu cầu đạt chuẩn Quốc gia. Tuy nhiên, hiện nay, xã hội hóa giáo dục Mầm non trên thực tế vẫn chưa phát huy được thế mạnh của nó, bởi vì trong xã hội còn tồn tại nhiều nhận thức chưa thật đầy đủ, toàn diện. Bài báo này trình bày kết quả nghiên cứu khảo sát thực trạng quản lý hoạt động xã hội hoá giáo dục nhằm đưa các trường mầm non của huyện Phú Xuyên, thành phố Hà Nội đạt chuẩn quốc gia mức độ 1 trong giai đoạn hiện nay và những vấn đề cần tiếp tục giải quyết.

**Từ khóa:** *Quản lý giáo dục; Xã hội hóa giáo dục; Các trường Mầm Non đạt chuẩn quốc gia mức độ 1; Huyện Phú Xuyên, thành phố Hà Nội; Thực trạng và những vấn đề cần giải quyết.*