TA VAN HAI

TRAINING CLASSROOM MANAGEMENT SKILLS
FOR UNIVERSITY STUDENTS IN PRIMARY EDUCATION
THROUGH PROFESSIONAL PEDAGOGICAL ACTIVITIES
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SUMMARY OF THE DOCTORAL DISSERTATION IN EDUCATIONAL SCIENCES

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INTRODUCION

1. Rationale for the study

Many educators view effective classroom management as a fundamental component of instructors' professional competencies. According to scientific studies addressing the issue of how to make an effective teacher, teachers must successfully fulfill three key roles: (1) choose and use the most effective teaching strategies; (2) create a curriculum that supports student learning; and (3) use methods for managing their classrooms. Theoretical data suggests that pedagogical students who are proficient in classroom management will be more certain before beginning an official job and will successfully carry out the other two tasks. Additionally, teachers with effective classroom management techniques will raise both the standard of their interactions with students and the effectiveness of their lessons [120], [112]. Many novice instructors believe they lack the knowledge and abilities needed to lead a classroom [112].

The primary school level in Vietnam is the only one without instructors, based on forecasts made by the Ministry of Education and Training while implementing the new general education program beginning with the 2019–2020 academic year. Primary teachers often oversee many classes and teach a variety of subjects; thus their burden is considerable. As a result of a teacher shortage, the workload per teacher rises. Because of this, instructors find it challenging to successfully implement classroom management techniques (General Statistics Office, December 2017).

There is an absence of information on Vietnamese students' classroom management abilities. The research of the author Nguyen Thi Hang and colleagues (2011) only focused on identifying skills that need to be formed for pedagogical students, not aiming for experimentation [30]; The study by author Khuc Nang Toan (2015) limited the scope of students of one university [73]; The research by author Dang Hoang Minh and colleagues (2016) mentioned and experimentally implemented behavioral management strategies to improve student performance; Students at primary school, not educators. The impact material developed by the group led by author Dang Hoang Minh was not based on research into the state of situations in Vietnam at the time [54] but rather was created by adopting the US RECAP program. These studies highlight a variety of strategies for students to develop classroom management abilities, but for pedagogical students, professional activities are the ideal way to do so. As opposed to scenarios like those in the classroom, real-world situations are only possible through educational exercises, which allow students to practice their abilities.

For the reasons listed above, we believe that studying the current state of classroom management skills and developing classroom management skills for university students majoring in elementary education through pedagogical practice are crucial and necessary to develop classroom management skills for this group of students and help improve the caliber of elementary school teachers.

2. The aims of the research

Research to develop a theoretical foundation for training classroom management skills for students, surveying the state of training classroom management skills for students majoring in primary education, and suggesting strategies to practice and develop classroom management skills for this group of students.

3. Objects and research subjects

3.1. Objects

Pedagogical training exercises for college students.

3.2. Research subjects

Strategies aimed at assisting college students majoring in elementary education to develop their classroom management abilities.

4. Scientific hypothesis

Current university students specializing in elementary education still have minimal classroom management abilities. This has a direct effect on students' ability to pursue careers after graduation.

A fundamental and official activity to enhance students' classroom management abilities is teaching classroom management techniques to university students majoring in elementary education.

The development of classroom management skills for this group of students will improve students' career competencies if we recommend and put into practice strategies to train classroom management skills in accordance with the characteristics and actual situation of undergraduate students majoring in elementary education at some pedagogical universities today.

5. Research mission

- An overview of research studies focusing on how pedagogical activities might help university students majoring in elementary education develop their classroom management abilities.

- Develop a theoretical framework for teaching primary education majors in classroom management techniques through pedagogical activities.

- Through pedagogical activities, evaluate the existing situation in classroom management skills training for university students majoring in primary education and the current state of classroom management abilities of those students.

- Educative actions should be suggested to teach students majoring in elementary education classroom management techniques.

- Pedagogical competence.

6. Research scope

6.1.   Research subjects

Research on the topic of discussion of professional groups to develop professional skills for students, as well as the steps instructors take in the classroom to develop classroom management skills in students, especially limit:

- The fundamental classroom management skills system is used to identify and categorize classroom management abilities. These skills are the minimal requirements for instructors to be able to carry out instructional activities; without them, they are unable to do so.

- Examine the current state of students majoring in primary education's classroom management abilities, concentrating on the degree of skill development; and the degree to which elements coming from the objective side have an influence on students' classroom management skills.

6.2.   Research's date and location

Practical research is carried out at Hanoi University of Education, Hanoi University of Education 2, University of Education - Vinh University, University of Education - Hue University, University of Education – Da Nang University, Ho Chi Minh University of Education

Research period: From 2017 – 2018 school year to 2020 - 2021 school year.

6.3.   Sample for study on the present situation and experiment

- Participants in the scenario study sample were 313 third- and fourth-year university students, 80 lecturers, and 30 primary school instructors.

- Experimental sample: 35 students participated in experiments involving techniques for honing classroom management abilities.

7. Methodologies and methods

7.1. Methodologies
7.1.1. Historical-logical perspective
7.1.2. Structural-systemic perspective
7.1.3. Practical perspective

7.2. Methods
7.2.1. Theoretical research methods:

The topic employs the following techniques to summarize arguments and construct a theoretical framework for teaching classroom management skills to elementary education students through pedagogical activities: analysis, synthesis, generalization, and systematization of theories from domestic and foreign documents.

7.2.2. Practical research methods:
7.2.2.1. Surveys/questionnaires methods.
7.2.2.2. Experience summarizing methods.
7.2.2.3. Expert methods.
7.2.2.4. Experimental methods.
7.2.3. Other methods

8. Arguments that required to be support

Students majoring in primary education at universities can be trained to develop their classroom management skills in a variety of ways, with pedagogical activities being one of the most effective and appropriate for the environment of universities that prepare teachers for the primary grades.

Implementing strategies like: Deploying skills training themes will provide outcomes and greater quality while teaching classroom management skills to university students majoring in primary education such as student classroom management abilities; organize events to allow students pursuing an elementary education major to practice their classroom management abilities utilizing active teaching methods and relevant teaching strategies; establishing a practice strategy for skills based on microteaching techniques.

9. The thesis's contribution
9.1. Theoretical perspective

- The thesis identifies a gap in the literature about teaching classroom management skills to primary school students and instructors, which helps to focus future studies on Vietnamese primary school classrooms with professors.

- The thesis supports the theoretical efficacy of impact measures, highlighting the importance of initiatives like using micro-teaching techniques to develop students' skills. However, it also demonstrates that for impact measures to be successful, they must be developed in accordance with the target students' needs.

9.2. Practical perspective

- The study findings of the thesis have suggested specific and relevant strategies to help a group of college students majoring in primary education strengthen their classroom management abilities.

- One of the suggested measures' efficacies is demonstrated by the thesis. To teach and support university students in the subject of Primary Education, pedagogical universities might utilize and execute these strategies.

10. Thesis's structure

Chapter 1: Theoretical basis for classroom management skills for university students majoring in elementary education through pedagogical activities.

Chapter 2: Status of training classroom management skills for university students majoring in primary education through pedagogical activities.

Chapter 3: Solutions to provide classroom management skills for university students majoring in elementary education through pedagogical activities.

Chapter 4: Pedagogical experience.

CHAPTER 1
THEORETICAL BASIS FOR CLASSROOM MANAGEMENT SKILLS FOR UNIVERSITY STUDENTS MAJORING IN ELEMENTARY EDUCATION THROUGH PEDAGOGICAL ACTIVITIES

1.1. Overview

1.1.1. Overview of primary class management skills

A summary of research on methods of classroom management reveals that: Research primarily focuses on two areas: elucidating fundamental techniques for managing the classroom and the effects of these techniques on both academic performance and classroom conduct.

1.1.2. Overview of training class management skills

Research on teaching and practicing classroom management techniques primarily employs one or more strategies, therefore instructors are trained in specific classroom management techniques rather than being required to possess all of the abilities. The aforementioned research mostly concentrates on solutions for classroom behavior management for teachers. A limited number of research employed the techniques of mood management and expectation setting through lesson planning and classroom rules.

According to requirements, goals, and circumstances, small group training following an established schedule and roadmap is the most often reported type of training in the study. Observing and evaluating events, reviewing papers, asking leading questions, modeling, discussing, and assigning homework are the methods utilized in this coaching and training process.

1.1.3. Overview of research on skills training for students through pedagogical activities

It is evident that instructional activities are essential for instructional learners. Nevertheless, the intimate relationship with educational activities has not received enough attention in research on teaching classroom management skills to pedagogical students. Therefore, in order to assess the efficacy of this approach, research is required on how students might learn classroom management abilities through pedagogical activities.

1.1.4. Overall research results on training classroom management skills for students through pedagogical practice

After reviewing the thesis and identifying research gaps in earlier studies, we have come to the following conclusion: research on the classroom management skills of pedagogical students—those who aspire to become teachers—must be done in order to assess the present level of these students' skills and analyze the benefits and drawbacks of them. Analyze the group of students' evaluations of the training sessions for classroom management skills provided by the pedagogical organizations where they are enrolled, as well as the effects these sessions have had on Activities will be created based on the student's present level of classroom management proficiency, and suggestions for acceptable methods to further that proficiency will be made. To assess the aforementioned contents, experimental research combining quantitative and qualitative analytical methodologies is required. Ultimately, all of the analyzed research has demonstrated efficacy for students; however, the effectiveness for instructors and pedagogical students remains uncertain, making it difficult to assess the success of the aforementioned impacts at this time. A foundation for assessing how much instructors' and students' abilities have improved following training is required.

1.2. Theory on classroom management skills of elementary education students

1.2.1. The definitions

1.2.1.1. "The skills"

The activity approach, which views skill as a type of activity that manifests the capacity to function expertly, flexibly, and with high efficiency, serves as the foundation for this study. Cognitive processes underpin the formation of skills, which are shaped by an individual's disposition and innate aptitude for particular tasks and activities. Skills, when combined with the previously mentioned psychological aspects, comprise the subject's capability.

1.2.1.2.   "Classroom managment"

The system of actions (sometimes referred to as tasks) that instructors carry out in the classroom includes controlling student conduct, overseeing the classroom environment, and overseeing instructional activities. learning how to set up the ideal environment for instruction and learning objectives.

Using this idea, we will talk about three approaches related to classroom management abilities in the context of lessons: controlling student conduct during class, controlling the classroom atmosphere, and controlling instructive activity. Preparation for the implementation of these abilities must be done within the teaching process, even though the setting for doing so occurs during particular classes.

1.2.1.3.   "Classroom management skill"

We conceptualize "classroom management skills" as a higher level of classroom management activities in this study, based on the analysis of the concepts of "skills" and "classroom management" mentioned above. This helps teachers effectively achieve their teaching and educational goals by demonstrating the teacher's proficiency in implementing behavior management strategies, managing the classroom environment, and managing teaching activities during class time. An educator with classroom management abilities will execute this task with ease, adaptability, propriety, and efficiency.

1.2.2. The structure of classroom management skills

1.2.2.1.   Group of skills related to student behavior management
- Skills of attention, guidance, encouragement
- Skills of active ignoring and redirection
- Skills of disciplining silence

1.2.2.2.   Group of skills related to classroom organization

1.2.2.3.   Group of skills connected to creating a school setting
- Positive relationship building skills
- Emotion management and problem solving skills

Table 1. 1. List and levels of classroom management skills of primary school teachers

ST.	The Skills	The definitions	The levels				
			Very weak	Weak	Average	Good	Very good
1	Skills of attention, guidance, encouragement	Attention, guidance, and encouragement are a combination of skills used together to reinforce positive student behavior. Pay attention to students' positive behavior and encourage students to perform and repeat positive behavior.	+ Never: Pay attention, guide, and encourage students to perform positive behaviors. Or: Rarely perform one of the three skills, there is no coordination of skills. + Ineffective	+ Rarely: Pay attention, guide, and encourage students to perform positive behaviors. Or: There is attention, guidance, and encouragement for students to perform positive behaviors, but coordination is not smooth. + Rarely seen effectiveness, the effect is lackluster.	+ Occasionally: Pay attention to students' positive behavior, guide students to perform positive behaviors, and encourage students. Or: Pay attention, guide, and encourage students to perform positive behaviors, but coordination is sometimes not smooth + Sometimes effective.	+ Regularly: Pay attention to students' positive behavior, guide students to perform positive behaviors, and encourage students. Or: Pay attention, guide, and encourage students to perform positive and well-coordinated behavior. + Regularly achieve results.	+ Always: Pay attention to students' positive behavior, guide students to perform positive behaviors, and encourage students. Or: Pay attention, guide, and encourage students to perform positive behaviors, always coordinating smoothly. + Efficiency: Always effective
2	Active ignoring and redirection skills	Active ignoring is an activity where a teacher actively does not pay attention to a student's	+ Never: Actively ignore a student's inappropriate	+ Rarely: Actively ignores inappropriate	+ Occasionally: Actively ignore students' inappropriate	+ Regularly: Actively ignore students' inappropriate	+ Always: Actively ignore inappropriate student

			Never	Rarely	Occasionally	Regularly	Always
		inappropriate behavior, does not look at or comment on that behavior, and at the same time focuses on the activities taking place in the classroom, in order to distract them. student's attention on engaging in inappropriate behavior, directing student's attention to more appropriate activities.	behavior and redirect the student to more appropriate behavior. Or: Never performed either skill, uncoordinated ignoring with redirection. + No results	student behavior and redirects students to more appropriate behavior. Or: Rarely performs either skill, uncoordinated ignoring with redirection. + Rarely effective	behavior and redirect students to more appropriate behavior. Or: Ignore expressions of coordination that are sometimes not flexible or not linked to direction. + Sometimes effective	behavior and redirect students to more appropriate behavior. Or: Ignore, redirect students, and coordinate smoothly. + Regularly achieve results.	behavior and redirect students to more appropriate behavior. Or: Ignore and redirect students, always coordinate smoothly. + Always effective.
3	Silence discipline skills	The silent technique refers to moving a student out of the classroom to a location designated for students with inappropriate/disruptive behavior to give the student time to calm down and reflect on their behavior.	+ Never: Implement silent discipline for students with inappropriate behavior. + No results.	+ Rarely: Implement silent discipline for students with inappropriate behavior. Or: Rarely do enough and correct actions when disciplining silence. + Rarely effective.	+ Occasionally: Implement silent discipline for students with inappropriate behavior. Or: Performing silence but sometimes not combining the operations. + Sometimes effective	+ Regularly: Implement silent discipline for students with inappropriate behavior. Or: Practice silence discipline with correct behavior, coordinating rhythmic movements. + Regularly achieve results.	+ Always: Implement silent discipline for students with inappropriate behavior. Or: Practice silence discipline with correct behavior, always coordinating smooth movements.

							+ Always effective.
4	Skills in setting classroom rules	Establish classroom rules that identify common expectations or standards and a process for achieving common expectations/standards for specific classroom behaviors.	+ Never: Set rules and monitor the implementation of rules in the classroom. + No results.	+ Rarely: Set up rules and monitor the implementation of rules in the classroom. + Rarely effective.	+ Occasionally: Set up rules and monitor the implementation of rules in the classroom. Or: Set up rules but monitor the implementation of the rules irregularly. + Sometimes effective.	+ Regularly: Set up rules and monitor the implementation of rules in the classroom. Or: Establish necessary and appropriate rules and regularly monitor the implementation of the rules. + Regularly achieve results.	+ Always: Set up rules and monitor the implementation of rules in the classroom. Or: Always establish necessary and appropriate rules, regularly monitor the implementation of rules. + Always effective.
5	Skills for building positive relationships	Is the ability to build and maintain a good rapport with parents and kids in order to promote communication during the teaching and learning process.	+ Never: Build positive relationships with students/parents. Or: Failed to build positive relationships with very few students/parents. + No results.	+ Rarely: Builds positive relationships with students/parents. Or: Build positive relationships with very few students/parents. + Rarely effective.	+ Occasionally: Build positive relationships with students/parents. Or: Build positive relationships with some students/parents. + Sometimes effective.	+ Regularly: Build positive relationships with students/parents. Or: Build positive relationships with most students/parents. + Regularly achieve results.	+ Always: Build positive relationships with students/parents. Or: Build positive relationships with all students/parents. + Always effective.

6	Emotion management and problem-solving skills	Emotion management skill is the ability to identify emotions, adjust one's emotions to suit the situation or so that emotions do not negatively affect the individual's activities. Managing emotions will help teachers not be influenced by inappropriate emotions and solve problems in the classroom more effectively.	+ Never: Manage personal emotions and always let emotions affect problem solving in the classroom. + No results.	+ Rarely: Manage personal emotions, do not let emotions affect problem solving in the classroom. Or: Partially resolved personal emotions and still largely affected problem solving in the classroom. + Rarely effective.	+ Occasionally: Manage personal emotions, do not let emotions affect problem solving in the classroom. Or: Resolve some of your personal emotions but do not let emotions affect problem solving in the classroom. + Sometimes effective.	+ Regularly: Manage personal emotions, do not let emotions affect problem solving in the classroom. Or: Resolves a lot of personal emotions and this makes problem solving in the classroom more effective. + Regularly achieve results.	+ Always: Manage personal emotions, and this helps solve problems in the classroom more effectively. + Always effective.

1.3. Theory on training classroom management skills for students majoring in Primary Education through pedagogical practice

1.3.1. Characteristics of students majoring in elementary education

1.3.1.1.   Learning characteristics

1.3.1.2.   Psychological characteristics

1.3.1.3.   Social characteristics

1.3.2. Concept of training classroom management skills for elementary education students through pedagogical practice

1.3.2.1.   Theory of pedagogical activities

1.3.2.2.   Concept of training classroom management skills for elementary education students through pedagogical activities

The goal of the pedagogical training program is to teach primary education majors classroom management techniques through pedagogical exercises. This idea is that lecturers assist students develop classroom management abilities and put those skills to use by guiding them through pedagogical practice activities. instructing in elementary school.

1.3.3. Elements of training classroom management skills for elementary education students through pedagogical activities

1.3.3.1.   Training goals

1.3.3.2.   Content to train classroom management skills for university students majoring in Primary Education through pedagogical practice

1.3.3.3.   Training method

- Practice methods

The practice method in teaching is a method in which under the guidance of

- Game method
- Drama method
- Situational method
- Project-based teaching method

1.3.3.4.   Paths and forces for training classroom management skills for university students majoring in elementary education

Train through subjects within pedagogical training content

Train through practical activities and pedagogical practice

Train through practicing subjects

Train through teaching modules

Training through self-study activities of students

1.3.3.5.   Training process

Develop theoretical awareness of classroom management skills for students

Organize activities for students to practice classroom management skills:

Organizing activities for students to practice skills is essentially the steps to practice skills. Therefore, this process follows the steps of teaching skills as follows [66]:

Step 1: Instructor explains the purpose and meaning of practice, practice and conditions for practicing skills; Instructions for taking action.

Step 2: Lecturer models actions, students observe, remember, and think.

Step 3: Students develop an implementation plan and practice the actions they have just observed.

Step 4: Students practice under the supervision of instructors.

Step 5: Students self-evaluate, compare, and learn from experience. At the same time, lecturers also provide feedback, evaluate students and guide students on practice plans at home.

1.3.3.6.   Evaluate training results

1.4.   Elements influencing elementary school students' instruction in classroom management

1.4.1. Student factors

   The need to practice classroom management skills.

   Student learning and training activities.

   Realistic level of experience.

1.4.2. Factors include instructors, training environment and program

   Learning and training environment.

   Content of training program

   Pedagogical capacity of lecturers

CHAPTER 1 SUMMARY

We review the literature on student classroom management skill training in order to provide a theoretical framework for this investigation. The thesis indicates a research need, stating that in order to evaluate the present state of this group of students' classroom management abilities and subsequently analyze them, research on the classroom management skills of pedagogical students is required. Examine the advantages and disadvantages of their classroom management techniques. Analyzing the group of students' evaluations of the training activities for classroom management skills provided by the pedagogical schools where they are enrolled, as well as the effect these activities have had on the students' present level of skill, will serve as the foundation for suggesting effective interventions aimed at enhancing the students' classroom management abilities. To assess the aforementioned contents, an experimental research combining quantitative and qualitative analytical methodologies is required. Lastly, while the efficacy on students has been demonstrated in every study that has been evaluated, the effectiveness on pedagogical students is still unknown, making it difficult to assess the effectiveness of the effects based on assessment. It is vital to assess how much students' abilities have improved following instruction.

We develop the following theoretical framework for this study based on the aforementioned orientation:

By promoting pedagogical abilities and organizing activities to help students majoring in education, lecturers provide training in classroom management skills for university students majoring in primary education. They will develop classroom management abilities via constant practice, which they may then use to their elementary teaching practice.

The following are the components of student classroom management skill training that must be put into practice: Creating a theoretical understanding of student classroom management abilities; Organizing exercises for students to practice student classroom management skills; Give elementary school children the chance to use their abilities to complete particular classroom management duties.

Assessing the training provided to university students majoring in primary education in the area of classroom management is simply assessing skill-building exercises. It is necessary to clarify two assessment methodologies as a result. The first assessment is on how well lecturers are now teaching students classroom management techniques; the second is of how well they are teaching students classroom management techniques.

The outcomes of students' training in classroom management skills demonstrate how effective lecturers' training efforts were. Thus, in order to assess the efficacy of management skill training, we examine changes in students' classroom management abilities before to, during, and three months following the experiment. classroom administration. We concur with

Webster-Stratton, C. (2006)'s viewpoints based on the overall thesis and use her scale to assess students' classroom management abilities. learner.

CHAPTER 2
CURRENT STATUS OF TRAINING CLASSROOM MANAGEMENT SKILLS FOR UNIVERSITY STUDENTS IN PRIMARY EDUCATION THROUGH PROFESSIONAL PEDAGOGICAL ACTIVITIES

2.1. Object characteristics

- Survey subjects: We conducted a survey on 313 students majoring in Primary Education in the 3rd and 4th years and 80 lecturers at pedagogical universities such as: Hanoi University of Education, Ho Chi Minh City University of Education, Hanoi Pedagogical School 2, Pedagogical School - Vinh University, Pedagogical University - Hue University, Pedagogical University - Da Nang University, Ho Chi Minh City Pedagogical University. The selection of survey subjects is based on random and convenient criteria. Besides, we also randomly selected 30 primary school teachers in Hanoi and Vinh Phuc to observe lessons and conduct in-depth interviews.

- Subjects participating in the experiment: 70 students majoring in Primary Education in the 3rd and 4th years. Of which, 35 students participated in the experimental group, 35 students participated in the control group. The experimental group learned about classroom management skills. The control group was guided with resources to learn for themselves. The selection of subjects to participate in the experiment is based on convenience and the needs of the subjects.

Object characteristics are shown in the following table:

Table 2. 1. Characteristics of study objects

	Characteristics	**Quantity**	**%**
Students	Male	9	3.66
	Female	214	67.34
	Third year students	115	36.74
	Fouth year students	198	63.26
	Hanoi University of Education	60	19.18
	Hanoi Pedagogical School 2	88	28.11
	Pedagogical School - Vinh University	51	16.29
	Pedagogical University - Hue University	36	11.5
	Pedagogical University - Da Nang University	36	11.5
	Ho Chi Minh City Pedagogical University	42	13.42
Lecturers	Lecturers with < 5 years experience	16	20
	Lecturers with > 5 years experience	72	80
Primary school teachers	Teachers with < 5 years experience	8	26.67
	Lecturers with > 5 years experience	22	73.33
Experimetal	Male	3	4.29
	Female	67	95.71
	Third year students	21	30
	Fouth year students	49	70
	Hanoi University of Education	30	42.86
	Hanoi Pedagogical School 2	40	57.14

2.2. Survey process
2.2.1. *Purpose, scale, location and survey sample*
2.2.1.1. Survey purpose

To collect real and objective information and data about the current state of classroom management skills of elementary school teachers and classroom management skills of elementary education students. From there, propose measures to improve classroom management skills for elementary education students.

2.2.1.2.   Scale and survey area

Practical research is carried out at Hanoi University of Education, Hanoi University of Education 2, School of Education - Vinh University, University of Education - Hue University, University of Education - Da Nang University, Ho Chi Minh City University of Education. Primary schools in Hanoi and Vinh Phuc.

Current research sample: 313 pedagogical students, 80 lecturers and 30 primary school teachers.

2.2.1.3.   Characteristics of the survey sample

2.2.2. Survey content

2.2.2.1.   Current status of classroom management skills of elementary education students

According to the findings, Webster-Stratton (2006) conducted study on the Incredible Years Teacher Classroom Management Program (TCM). The Incredible Years Teacher Classroom Management Program trains elementary school teachers in classroom management techniques and thoroughly assesses their performance with both students and instructors. Both of these subject groups also had records of the impact. Thus, in this study, we refer to questions from the Teacher Classroom Management Self-Reflection Inventory scale, which was standardized by Webster-Stratton, C. (2006) and measures the present condition of classroom management abilities. As a result, 133 items with the following measuring material make up the survey on pedagogical students' abilities in classroom management: ties with parents and children; establish ground rules in the classroom; create a timetable; actions in the lesson that transition; Creating a classroom atmosphere; Paying attention, offering direction, and providing encouragement; Discipline in silence; Controlling feelings and finding solutions.

2.2.2.2.   Current status of training classroom management skills for elementary education students

We generated a survey to assess the effectiveness of the following components of classroom management skill training: training goals, training content, training methods, training forms, and training force. The survey was based on the theory of training classroom management skills for students.

Based on students' perceptions of their level of teacher training activities, we measure lecturers' capacity in order to examine variables influencing the current status of classroom management skills training for primary education students.

In Fernando Doménech-Betoret (2020), MOCSE Centered on Students: Validation of Learning Demands and Teacher Support Scales, we make reference to the learning support scale (Teacher Support Questionnaire). The following 51 items on the questionnaire, which gauges the extent to which instructors are supporting student learning while using classroom control techniques, follow: Support for content comprehension; degree of student involvement and accessibility; support for autonomy; pique interest; acknowledge student work; promotes conceptual understanding; aids in the development of personal capacity; offers resources and learning aids; offers feedback and evaluations.

2.2.3. Methods and data processing

2.2.3.1.   Survey methods

    * Survey tools

- Survey form on the current status of students' classroom management skills,
- Survey form on the status of training classroom management skills for students, self-assessment by students and instructors.
- Survey form on activities to practice classroom management skills at pedagogical schools.
- Survey form on satisfaction level with the process of training classroom management skills.
- Observation form for elementary school teachers.
- In-depth interview form for primary school teachers.
* Surveying
Participating students were given detailed instructions on how to answer and were asked to evaluate themselves as objectively as possible according to the instructions.
* Research process
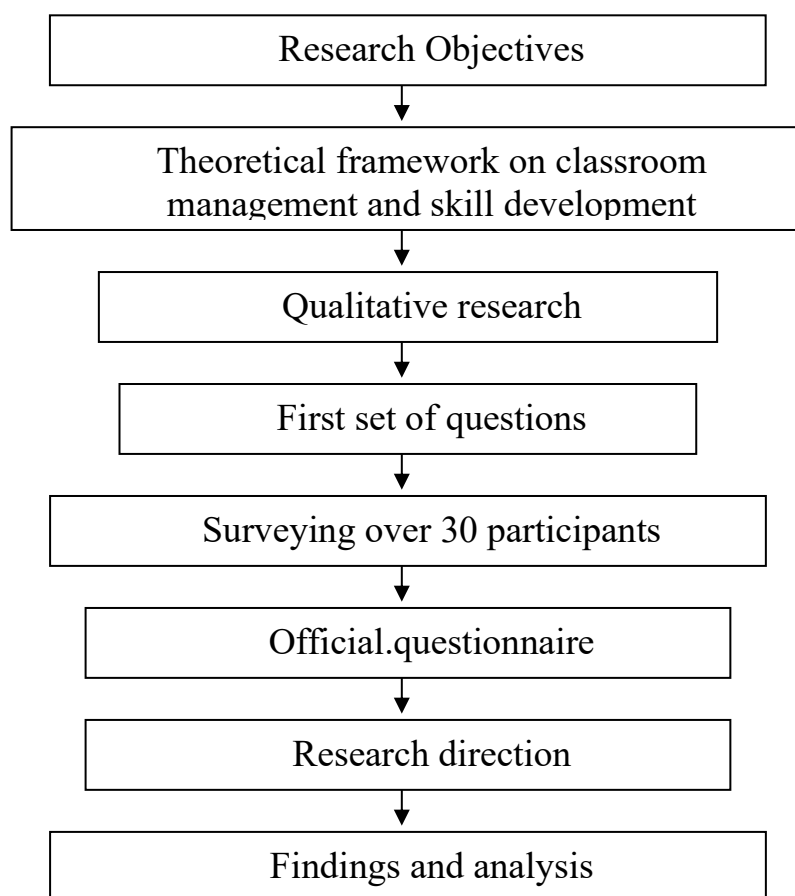The process of researching the current situation is shown in Figure 2.1.


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┌─────────────────────────────────────┐
│         Research Objectives          │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│   Theoretical framework on classroom │
│    management and skill development  │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│         Qualitative research         │
└─────────────────────────────────────┘
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│         First set of questions       │
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│      Surveying over 30 participants  │
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│         Official.questionnaire       │
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┌─────────────────────────────────────┐
│         Research direction           │
└─────────────────────────────────────┘
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┌─────────────────────────────────────┐
│         Findings and analysis        │
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Figure 2. 1. Current status research process

2.2.4. Evaluate the reliability and validity of the scale

2.2.4.1.   Scale to measure the current status of students' classroom management skills

2.2.4.2.   Scale to measure the current status of training classroom management skills for students

2.3.   Results

2.3.1. Current status of students' classroom management skills

We polled three sets of subjects to assess the present level of students' classroom management abilities: 350 students completed their own assessments, and 30 university instructors evaluated the students. Survey #1 was utilized to gauge this state of affairs. Following the survey, we were provided with 313 self-evaluation forms from students, 30

forms from instructors, and 30 forms from teachers. Votes that do not answer all of the questions or answer in a way that makes it impossible to identify the alternatives are considered invalid. The information from 313 legitimate student votes and 30 valid votes from interactions with professors is used to assess how well students are currently managing the classroom.

The results of general data analysis based on student self-assessment show that: The average score of students' classroom management skills is 2.55, which is relatively poor. The smallest average score is 1.72 (very weak level), the highest average score is 3.93 (relatively good level), the average score standard deviation is 0.33, showing that there is not too much dispersion around the average score. Students' classroom management skills. In other words, students' classroom management skills range from very weak to relatively good, but focus on relatively weak levels. Students' self-assessments are similar to those of lecturers and elementary school teachers. Specifically, the average score of students' classroom management skills according to lecturers' assessment is 2.36, and according to elementary school teachers' assessment is 2.58, both at a relatively weak level. The average score assessed by these two groups also ranges from very weak to relatively good (over 1 to over 3 points). The standard deviation around 0.3 and 0.5 shows that the assessments of these two groups of subjects are relatively consistent. This shows that all three survey groups (students, university lecturers, elementary school teachers) agree that the current state of students' classroom management skills is at a relatively low level. least. This result is shown in the following table:

Table 2. 5. Current status of students' classroom management skills

Objects	Quantity	Min Avg	Max Avg	Avg	Dt.
Students	313	1.72	3.93	2.55	0.33
Lecturers	80	1.21	3.51	2.36	0.57

We categorized students' skill levels and statistically computed these levels to characterize them as the data indicates that the average score of students' classroom management skills spans from extremely bad to quite acceptable. more precisely about the rate of that skill level (based on the outcomes of the students' self-evaluation). The findings indicated that: 60.7% of students had relatively weak skills, which is the highest percentage; 36.7% of students had average skills; 1.9% of students had relatively good skills, which is the third-best percentage; and 0.6% of students had extremely weak skills, which is the fourth-best percentage. This outcome is displayed in the chart that follows:
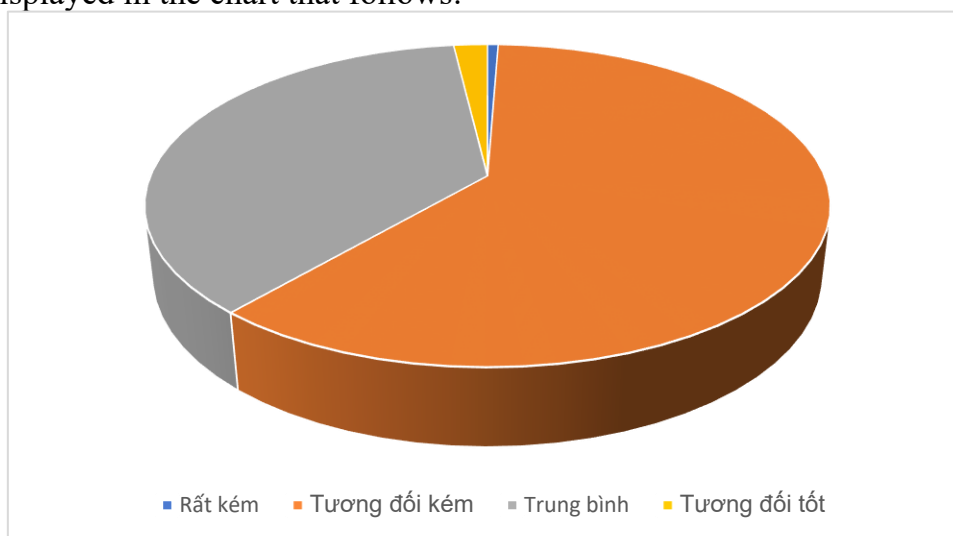
Chart 2. 1. Grouping of students' classroom management skills

It is evident from this that the majority of students' present skill sets are at a pretty low level, but they also tend to veer toward average and decent levels. Merely 2 students, or 0.6% of the students, has extremely low competence levels. There is hardly a single kid who excels at classroom management.

We examine the results for each sub-scale and each element (skill) to provide insight into each student's present level of classroom management proficiency.

First, using the sub-scales, the following outcomes are obtained:

Sub-scale 1: Self-assessment by students Skill group for reinforcing positive behavior: The average score, 2.45, is not very good. The talents of this group of students range from extremely low (lowest average score of 1.11) to extremely high (highest average score of 4.51). Specifically, the component skills are as follows: training, encouragement, and attention all have relatively low average scores of 2.27 and 2.54, respectively, whereas encouragement and attention skills have high average scores of 9. Students' skill levels range from extremely low to extremely high.

The average score of this skill group is very dispersed and unfocused, as seen by the overall standard deviation of 0.58 and the component skill standard deviations of around 0.6 and 0.7. The evaluations made by students and the teacher are comparable. In particular, the lecturer gave rather low ratings to the average attention and encouragement abilities, 2.55, and the average attention, guiding, and encouragement skills, 2.12. Compared to the other two groups, elementary school teachers receive a somewhat higher evaluation. The attention, direction, and encouraging abilities of primary school children were graded by instructors with an average score of 2.73, which is ordinary; the average score of 2.46, on the other hand, is quite bad.

Table 2.6.1: Current status of skills to strengthen students' positive behavior

Skills	Quantity	Students		Lecturers		Teachers	
		Avg	Std	Avg	Std	Avg	Std
Pay attention and encouragements skill	313	2.54	0.61	2.55	0.78	2.73	0.65
Pay attention, training, encouragement students skill	313	2.27	0.71	2.12	0.65	2.46	0.77

We keep examining each skill's grouping level. The findings indicate that: There are a lot of parallels between the two component abilities in this skill category. With regard to attention and encouragement skills and attention, training, and encouragement skills, the proportion of students attaining the relatively poor level was highest (50.8%); the average rate of students is next (28.8% with attention and encouragement skills and 23% with attention, training, and encouragement skills). It is noteworthy, therefore, that a larger percentage of students—23% as opposed to 10.5%—achieve extremely low levels in the areas of training, encouragement, and attention than in the other abilities. This outcome is displayed in the chart that follows:
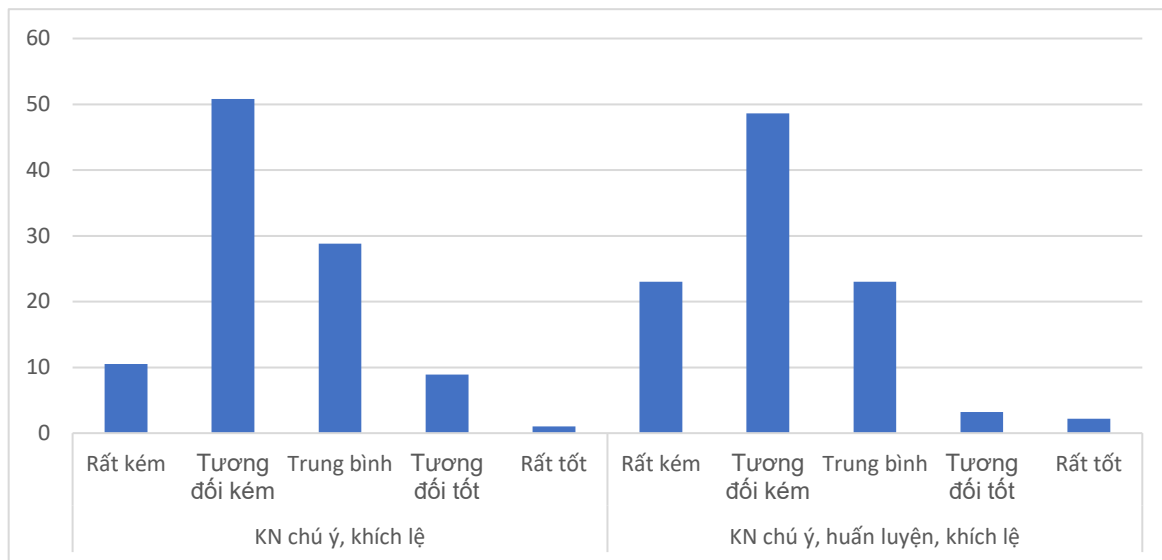
Chart 2. 2. Grouping skills to reinforce positive student behavior

This result indicates that students struggle more with coaching skills and paying attention, even though the skill group of encouraging and paying attention to students' positive conduct is not very excellent. practice and support. As a result, teaching children how to recognize and appreciate other students' excellent conduct should take precedence over teaching them how to sustain and reinforce bad behavior in the classroom. positive conduct, but they also need to know how to provide children opportunity and guidance to engage in positive behavior, which will motivate them.

Positive disciplinary skills group: The group's average score, as determined by students' self-assessment findings, is 2.38, which is rather low. The standard deviation of 0.65 indicates that the average score dispersion is somewhat wide, with the lowest average score being 1.09 (extremely poor) and the highest average score being 4.82 (very good). As we proceed to examine each component skill within the positive discipline skills group, the findings indicate that: The average scores for both component skills (ignoring skills, redirection skills, and silent discipline skills) are 2.44 and 2.33, respectively, which is a rather low level. These two component abilities have an average standard deviation of around 0.7, indicating that students' response choices are, on the whole, disorganized and lack concentration at a reasonably low level. The skill dispersion for these two component talents ranges from extremely bad (minimum average score of 1) to very strong (maximum average score of 5). The students' self-evaluations and the judgments of the other two lecture groups agreed. In particular, the professor gave the students an average score of 2 for their ability to ignore and an average score of 2.37 for their ability to maintain silent, which is relatively low. The average score for pupils' ability to ignore in elementary school was 2.21, while their positive discipline abilities were assessed at 2.53, both of which are at a rather low level. This finding indicates that elementary school kids' positive disciplinary abilities are often lacking and continue to be so. The following table illustrates this:

Skills	Quantity	Students		Lecturers		Teachers	
		Avg	Std	Avg	Std	Avg	Std
Active ignore skill	313	2.44	0.79	2	0.66	2.21	0.48
Quiet discipline skill	313	2.33	0.71	2.37	0.59	2.53	0.29

Table 2.7. Current status of students' positive discipline skills

In keeping with the skill groups mentioned before, we keep examining the component skill level in this group in order to gain a deeper understanding of the circumstances at hand. The outcomes reveal: The level features of these two component talents are comparable. The

highest percentage of students (44.1% for ignoring and redirecting skills and 46.6% for silent discipline skills) achieve relatively poor levels in both areas. This is followed by the average level (24% for ignoring and redirecting skills and 24.6% for silent discipline skills); the third category is very poor (18.5% for ignoring and redirecting skills and 21.4% for silent discipline skills); and lastly, the levels are relatively good and very good. It is evident from this that the component talents that make up the group of positive disciplinary skills all have a tendency to be subpar. Students in particular had a decreased ability to control themselves in quiet. The graphic that follows illustrates this:
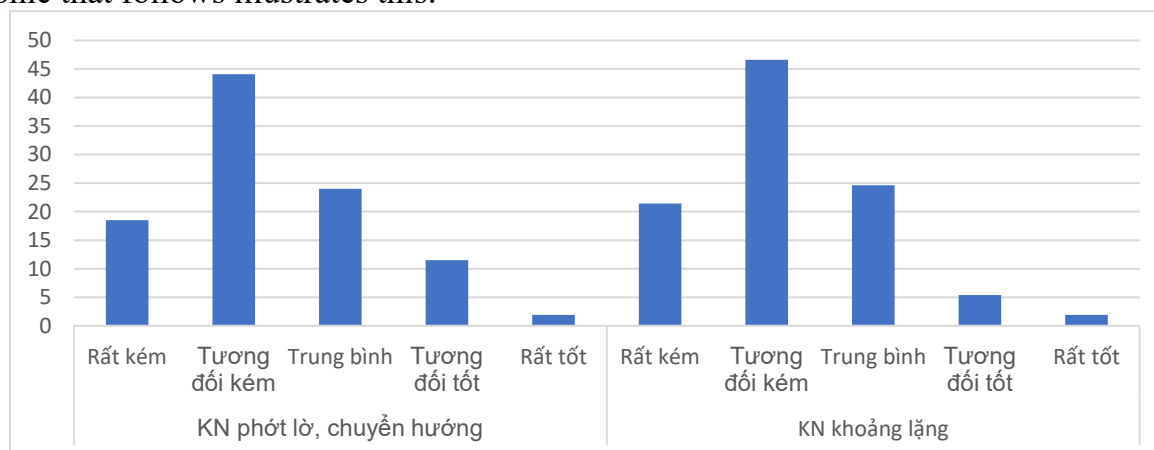
Chart 2. 3. Grouping of students' positive discipline skills

Sub-scale 2: Student self-evaluation: Group abilities for classroom management (establishing rules): The average score, which is 2.6, is within the typical range. With a lowest average score of 1.57 and a maximum average score of 4.1, the students' skills range from extremely bad to rather competent. The average score distribution for this skill group is rather concentrated, as indicated by the standard deviation of 0.37. The lecturer's assessment and this student's are comparable. In particular, the instructor's assessment of rule-setting ability yielded an average score of 2.22, which is quite low. With an average score of 2.89, primary school instructors evaluate their pupils' classroom organization abilities higher (on average).

Skills	Quantity	Students		Lecturers		Teachers	
		Avg	Std	Avg	Std	Avg	Std
Setting rules skill	313	2.52	0.62	2.33	0.5	2.57	0.25

Table 2. 8. Current status of students' skills in setting classroom rules

We continue to study since the standard deviation of these talents is around 0.6, which indicates that the average score dispersion is rather wide. In other words, the respondents' replies are not comparatively concentrated at the average score. To make the qualities of these talents clearer, the levels of each component skill are statistically grouped. More specifically, 39.9% of students achieve a pretty low level in the competence of creating rules, which is a reasonably large number. Not a single student among them excelled in the art of establishing norms.
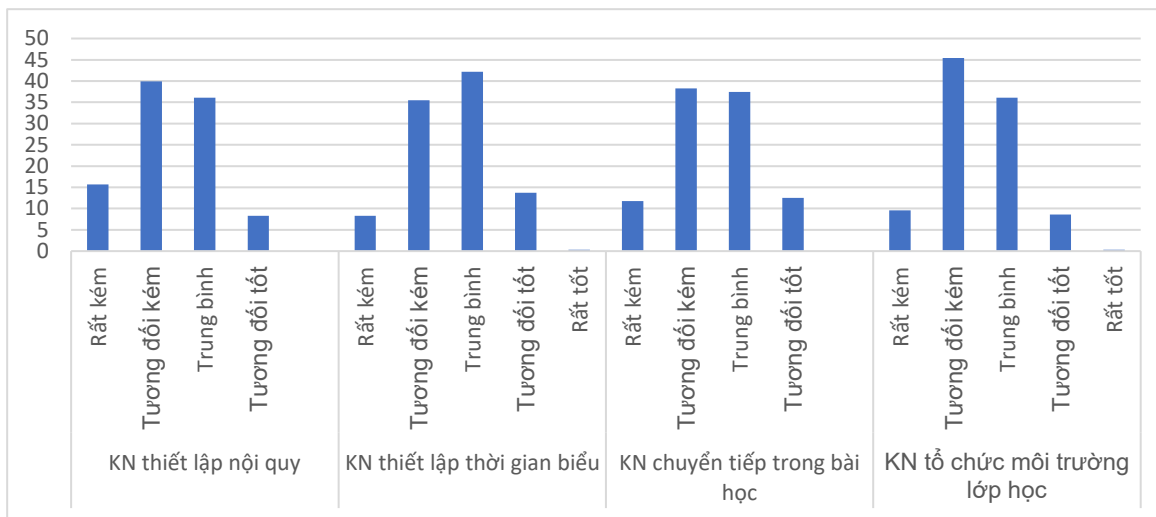
Chart 2. 4. Grouping of students' skills in setting classroom rules

Subscale 3: The skill category of building positive connections had an average score of 2.81, which is average, based on the students' self-assessment. The relative dispersion of average scores is displayed by the standard deviation of 0.53. The lowest average score is 1.72 (very bad), and the highest average score is 4.08 (quite excellent). The average score for lecturers' assessment is 2.92; for primary school teachers' evaluation, the average score is 3.01, which is mediocre. This finding indicates that children' abilities to build strong bonds with their peers and parents share traits with general skills, i.e., they progress from an extremely low level to a comparatively high level. Based on agreement from survey responses from each of the three target groups, this evaluation was made. As we continue to examine every constituent talent inside the skill set to create constructive connections, the findings indicate: The average scores for the ability to build good relationships with parents and pupils for the first time are 2.7 and 2.85, respectively. The data indicates that students' responses regarding the abilities necessary to establish positive connections with parents are less concentrated and more scattered than those about the skills necessary to establish positive relationships with other students, as indicated by the corresponding standard deviations of 0.83 and 0.61. Put another way, children' abilities to cultivate excellent connections with their parents range widely from really poor to very good, with little concentration around the average level. In particular, 1.14 is the lowest average score (very poor), and 5 is the highest average score (very good). As for the kids who have built positive relationships with other students, the lowest has an average score of 1.33, which is considered extremely bad, and the greatest is 4.39, which is considered close to very good. This outcome is displayed in the subsequent table:

Skills	Quantity	Students		Lecturers		Teachers	
		Avg	Std	Avg	Std	Avg	Std
Building relationship skill	313	2.85	0.61	2.92	0.69	3.01	0.19
Building relationship with students skill	313	2.86	0.62	2.98	0.53	3.05	0.21
Building relationship with parents skill	313	2.70	0.83	2.81	0.36	2.87	0.37

Table 2. 9. Current status of students' skills in building positive relationships

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The percentage of pupils reaching various skill levels is more easily visible when each component skill is grouped. The percentage of students attaining the highest average level (50.8%) with the talent of fostering positive connections with pupils is followed by a relatively bad level (26.2%), a comparatively good level (16.3%), a very poor level (6.1%), and a very good level (0.6%). On the other hand, the rate of attaining the rather bad level is greatest (39%), followed by the average level (27.8%), and the remaining levels are comparable when it comes to the ability to build strong connections with parents. abilities to establish a good rapport with kids. As a result, it is evident that the group of relationship-building talents differs slightly. As a result, it is evident that the group of relationship-building talents differs slightly. Relationships between students are stronger than those between parents and students. This highlights the necessity of helping children learn how to establish a good rapport with their parents in order to enhance their general classroom management abilities. The graphic that follows illustrates this:
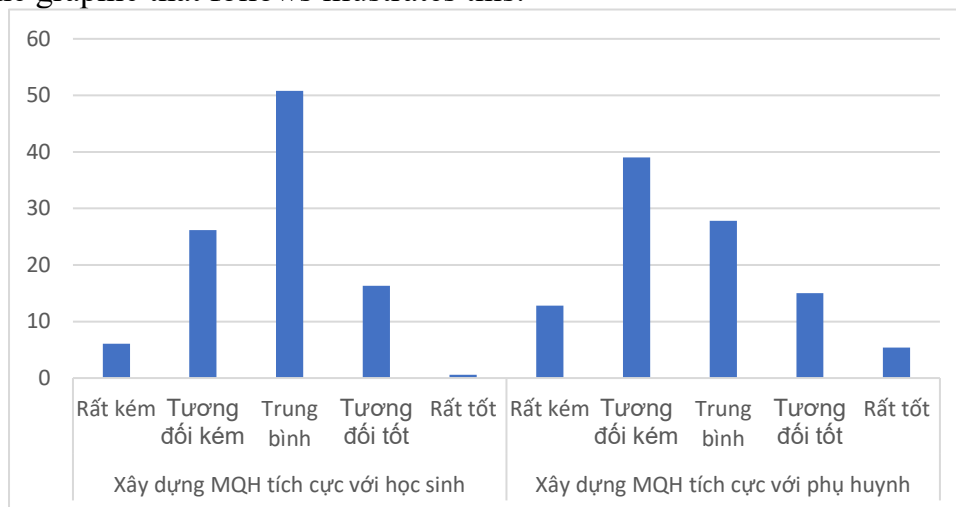

Chart 2. 5. Grouping of students' positive relationship building skills

Emotional intelligence and problem-solving abilities: The pupils in this group do not differ much in these areas. Student self-assessment scores show an average score of 2.49, which is quite low. Lecturer assessment results show an average score of 2.56, while primary school teachers' scores are 2.39, both on a somewhat low level. This average score has a pretty large standard deviation of 0.46 and ranges from extremely poor to very good. This demonstrates that, in general, pupils are not very good at helping other students learn how to control their emotions and solve difficulties.

Skills	Quantity	Students		Lecturers		Teachers	
		AVG	Std	AVG	Std	AVG	Std
Emotional controlability and problem-solving ability	313	2.49	0.46	2.56	0.89	2.39	0.38

Table 2. 10. Current status of students' emotional regulation and problem-solving skills

Subgroup examination of students' emotional regulation and problem-solving abilities reveals the following: the largest percentage of students (52.1%) achieve a moderately bad level, followed by an average level (38.7%) and a very poor level (7%). Very little (1.9 and 0.3%) separates the moderately good and very good categories. This is displayed in the following chart:
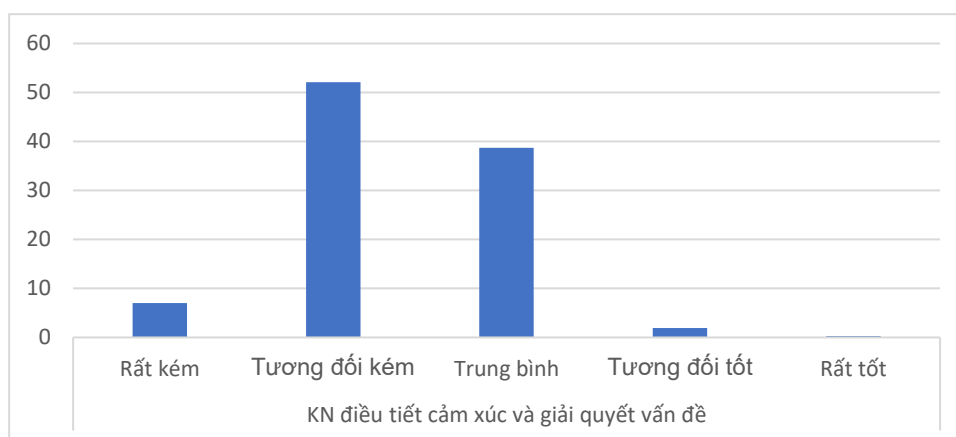
Chart 2. 6. Grouping of students' emotional management and problem-solving skills

Then, we examined the classroom management abilities of students with various demographic traits, assessing the classroom management abilities of students who shown strong component skills by examining their cases:

When we compared the classroom management skills of students across various demographic groups, we discovered that: Students with different learning outcomes, professional training, and internships have statistically significant differences in their classroom management skills (sig < 0.01). In particular, students with greater academic standing also possess superior classroom management abilities, as do students with more time to drill and practice. This suggests the following hypothesis: Students will have better classroom management abilities if they have the ability to learn and spend time developing their skills through professional practice.

This result is shown in the following table:

	Group	Avg	p
Intern duration	<45h	2.35	0.00
	45-74h	2.36	
	75-120h	2.75	
	>120h	2.87	
GPA	TB	2.36	0.00
	Khá	2.49	
	Giỏi	2.72	
	XS	2.88	

Table 2. 11. Comparison of students with different demographic characteristics

There are no statistically significant differences in classroom management skills between students at different schools. This suggests that the learning environment does not affect students' classroom management skills.

Component skills

We selected a number of students with relatively good or very good component skills to analyze how these students' classroom management skills were, the results showed:

The ability to establish constructive relationships with pupils is rated as very excellent or very good, meaning that these students' classroom management abilities are mediocre; abilities such as: Developing positive relationships at a comparatively excellent level; Emotional regulation abilities and classroom management abilities at an average level; The remaining skill groups, which include the skill groups for positive behavior reinforcement and positive discipline, are comparatively subpar. This suggests that developing healthy relationships between students and other component skill groups may not be much impacted

by students' ability to improve classroom management abilities. The table displays this outcome:

Skill	Avg	Std
Classroom management skill	2.77	0.4
Building positive relationship skill	3.49	0.31
Organize classroom skill	2.70	0.43
Reinforce positive behavior skill	2.53	0.64
Positive discipline skill	2.52	0.8
Managing emotions and solving problems skill	2.69	0.44

Table 2. 12. Current status of classroom management skills of students with skills to build positive relationships with students

Average classroom management skills are indicated by somewhat excellent or very good abilities in fostering favorable interactions with parents. Ability groups: Build trusting connections and manage the classroom quite effectively; Reward, positive discipline, and emotional control are comparatively weaker. This finding further led us to postulate that while positive parent-teacher connections contribute to maintaining average classroom management abilities, they do not directly improve them. attitudes and conduct in the classroom.

Skill	Avg	Std
Classroom management skill	2.7	0.39
Building positive relationship skill	3.24	0.49
Organize classroom skill	2.78	0.42
Reinforce positive behavior skill	2.48	0.59
Positive discipline skill	2.44	0.69
Managing emotions and solving problems skill	2.5	0.48

Table 2. 13. Current status of classroom management skills of students with skills to build positive relationships with students

Rules-setting abilities: Students with strong rule-setting abilities manage the classroom more effectively than those with reasonably good/very good component skills, as seen by the average classroom management skills score of 2.7, which is greater than that of the latter group of students (1.2). However, enforcing good norms also improves pupils' performance in other areas. It is demonstrated by the fact that other skill groupings, such behavior management, classroom organization, and relationship building, are all at an average level. Only the category of emotional intelligence abilities is comparatively low. Therefore, it stands to reason that strong performance in this area will support the development of component skill groups and classroom management abilities in students.

Skill	Avg	Std
Classroom management skill	2.82	0.47
Building positive relationship skill	2.94	0.62
Organize classroom skill	3.04	0.36
Reinforce positive behavior skill	2.65	0.72
Positive discipline skill	2.74	0.75
Managing emotions and solving problems skill	2.59	0.57

Table 2.13: Current status of classroom management skills of students with rules-setting skills

The overall classroom management skill set as well as all other skill sets are enhanced by good to very good classroom environment organization. In particular, the remaining skill sets and classroom management are all at an average level. Compared to other situations, these students' average score on classroom management abilities was greater, and their greatest score went to the ability to reinforce positive conduct. This theory states that students who are adept at organizing their classrooms will also be better at managing their emotions and their classroom conduct (if they are not, they perform at a relatively low level), which will enhance their total classroom management abilities.

Skill	Avg	Std
Classroom management skill	2.99	0.46
Building positive relationship skill	2.99	0.68
Organize classroom skill	3.06	0.36
Reinforce positive behavior skill	3.13	0.76
Positive discipline skill	2.90	0.91
Managing emotions and solving problems skill	2.64	0.59

Table 2. 14. Current status of classroom management skills of students with skills in organizing the classroom environment

Students' classroom management skills are average but higher than the analyzed cases above because their attention, guidance, and encouragement skills are at a good/relatively good level. This indicates that students will have better classroom management skills if they possess these abilities. Additionally, these pupils possess other necessary talents at a mediocre to above average level. Specifically, they have comparatively strong classroom behavior management abilities, which is an improvement over previous examples. Therefore, we hypothesise that teaching students in the skills of paying attention to students and encouraging students is important in order to build classroom management abilities and component skill groups.

Skill	Avg7	Std 7	Avg8	Std8
Classroom management skill	3.09	0.3671	3.0385	0.43264
Building positive relationship skill	2.82	0.67083	2.7153	0.67954
Organize classroom skill	2.86	0.44709	2.8605	0.52
Reinforce positive behavior skill	3.59	0.3308	3.5748	0.47508
Positive discipline skill	3.26	0.82556	3.1417	0.80239
Managing emotions and solving problems skill	2.71	0.54328	2.6176	0.51817

Table 2. 15. Current status of classroom management skills of students with skills to pay attention, guide, and encourage students

Ignorance, transitional, and disciplinary skills that are good or generally good result in overall classroom management abilities and component skills that bring these kids' performance from average to average. rather favorable. Therefore, we think that instruction is necessary to keep helping kids acquire a set of positive disciplinary skills, which will enhance their ability to control the classroom.

Skill	AVG9	Std 9	AVG10	Std 10
Classroom management skill	2.99	0.36772	3.09	0.38265
Building positive relationship skill	2.92	0.5406	3	0.5611
Organize classroom skill	2.77	0.4431	2.82	0.50552
Reinforce positive behavior skill	3.04	0.62336	3.22	0.63061
Positive discipline skill	3.54	0.55457	3.69	0.67942

Managing emotions and solving problems skill	2.75	0.50047	2.75	0.58067

Table 2. 16. Current status of classroom management skills of students with positive discipline skills

Improved classroom management abilities and all component skills will result from having strong or somewhat good emotional control and problem solving capabilities. Specifically, for these children, the component skills all have average scores that are getting close to a relatively excellent level; the group of positive disciplinary skills also achieved a relatively good level; and classroom management skills have the highest average score overall. This theory postulates that students will acquire all component skills and greatly enhance their classroom management abilities if they possess emotional control and problem-solving abilities. For this reason, teaching emotional control and problem-solving techniques to educational students is essential.

Skill	AVG	Std
Classroom management skill	3.1933	0.61086
Building positive relationship skill	3.04	0.87025
Organize classroom skill	3	0.71505
Reinforce positive behavior skill	3.0408	0.86455
Positive discipline skill	3.6364	0.84794
Managing emotions and solving problems skill	3.5804	0.30344

Table 2. 17. Current status of classroom management skills of students with emotional regulation and problem solving skills

After analyzing the existing state of affairs, we discover that: Pedagogical students now possess rather low levels of classroom management abilities. In particular, the other component skill groups—reinforcing positive behavior positivity, positive discipline, emotional regulation, and problem solving—are all at a relatively poor level, with the exception of two groups: the skill group of building positive relationships and the skill group of organizing the student group's classroom, both of which are at an average level. While students' abilities to organize their classrooms are generally average, just one aspect—making timetables—is average; the other skills are very weak. In addition to the basic traits mentioned above, there are differences in the percentage of students who achieve very poor to very excellent levels in each component skill. Nonetheless, the percentage of students who tend to perform at average to extremely low levels is greater than the percentage of students who perform at moderately excellent or very good levels. This demonstrates that: In general, present students' abilities to control the classroom are lacking.

Therefore, pupils using contemporary primary teaching generally have rather low classroom management abilities. This highlights the necessity for these pupils to practice classroom management techniques. The five component skills—establishing rules, organizing the classroom, providing attention, coaching, and encouragement to reinforce positive student behavior, positive discipline, and emotion management—have the greatest impact on students' general classroom management skills, according to the results of an analysis of cases involving students who had relatively good or very good component skills. The other component skills—establishing good connections with students and parents, creating schedules, and transitioning between lessons—don't seem to have much of an impact on students' overall classroom management abilities. This finding helps to explain why, although the students in the survey had average interpersonal skills, their general classroom management abilities were still somewhat low. This highlights the urgent necessity to plan classroom management skill-building exercises for students and assess the state of such

instruction in order to suggest corrective action. the explanation for why students' abilities in classroom management are below the study's findings.

The issue, though, is that pupils have only received classroom management training thus far. What therefore accounts for their poor classroom management abilities? In order to respond to this inquiry, we examine how several colleges already teach students about classroom management techniques, as previously mentioned in the section on the scope of the study.

2.3.2. Classroom management skills training activities for students majoring in Primary Education

2.3.2.1. Current status of training classroom management skills for students majoring in Primary Education

Therefore, there is typically a correlation between university lecturers' training efforts for classroom management abilities and the component classroom management skills of their pupils. This begs the question of whether raising the caliber of these exercises can help students gain classroom management abilities.

Based on the analysis of the current state of classroom management skills, the following findings were made in this study: students need more training in positive discipline, emotional regulation, problem solving, rule-setting, classroom organization, attention, training, and encouragement to strengthen their positive behavior. We thus keep including these variables in linear regression analysis models to forecast the influence of independent variables on dependent variables based on correlation analysis and finding factors that have a link with these variables.

2.4. Overall Evaluation of the Current State of Training Classroom Management Skills for University Students Majoring in Elementary Education through Pedagogical Practicum Activities

2.4.1. Achievements
2.4.2. Existing Issues
2.4.3. Causes of Existing Issues

CHAPTER 2 SUMMARY

Students in elementary school often have relatively low levels of classroom management abilities. Students gave the school's training programs on classroom management an average rating of effectiveness.

The following component skills clearly impact students' current state of general classroom management skills: the ability to set rules; the ability to organize the classroom; the ability to pay attention, coach, and encourage positive behavior in students; the ability to use positive discipline techniques; and the ability to control emotions and solve problems. In order for students to acquire classroom management abilities, this research must focus on teaching these necessary component skills.

The capacity of lecturers to exercise classroom management techniques and students' classroom management techniques are positively correlated, according to correlation research. The capacity to practice classroom management techniques has the potential to forecast changes in students' classroom management abilities, according to analysis of prediction models based on this correlation connection. Students must thus focus on completing the tasks in this competency group with proficiency in order to practice these component abilities. In particular: Be mindful of how you approach students, directing their practice and offering resources, all the while cutting down on theory and decreasing the amount of time students have to practice enforcing rules in the classroom; Reduce the amount of time and frequency spent on theory by assisting students in developing their own skills, approaching them,

piqueing their interest, guiding them in practice, providing resources, and assessing their effectiveness. student independence to hone organizational abilities in the classroom; Acknowledge students' efforts, offer resources, expand accessibility, and spark students' curiosity in honing their advice, encouragement, and attention-getting abilities; Boost the standard of documents provided, encourage student autonomy so they may practice ignoring and redirecting others; bolster piqueing curiosity, addressing pupils and theory, while modifying and lowering the format of hands-on training to hone quiet discipline techniques; For the purpose of teaching students how to regulate their emotions and solve problems, it is important to increase the availability of appropriate resources, focus on theoretical lectures, and simultaneously pay attention to modifying the format of practice instructions.

CHAPTER 3
MEASURES TO TRAIN CLASSROOM MANAGEMENT SKILLS
FOR STUDENTS IN PRIMARY EDUCATION
THROUGH PROFESSIONAL PRACTICE OF PEDAGOGY

3.1. Principles of proposed measures
3.1.1. *Measures must ensure the goal of training primary school teachers in pedagogical schools*
3.1.2. *Measures must ensure compatibility with the specific characteristics of elementary schools*
3.1.3. *The measures must be consistent with the practice of pedagogical training for students majoring in primary education*
3.2. Measures to train classroom management skills for university students majoring in elementary education through pedagogical practice
3.2.1. *Develop content for topics to practice classroom management skills for elementary education students*
We create material that closely adheres to the five component skills that have the most influence on the variety of management abilities, based on an analysis of the state of students' classroom management skills at several institutions. general classroom management the ability to establish rules, control emotions, and solve problems; the ability to pay attention, provide advice and encouragement to support positive student conduct; the ability to actively ignore; and the ability to exercise silence discipline
3.2.1.1. *Objectives of measures*
3.2.1.2. *Content of measures*
3.2.1.3. *How to take measures*
3.2.1.4. *Conditions for implementing measures*
3.2.2. *Design activities to practice classroom management skills for students through pedagogical practice*
3.2.2.1. *Objectives of measures*
3.2.2.2. *Content of measures*
3.2.2.3. *How to take measures*
3.2.2.4. *Conditions for implementing measures*
3.2.3. *Applying micro-teaching methods to practice classroom management skills for students majoring in Primary Education through regular pedagogical training modules*
3.2.3.1. *Objectives of measures*
3.2.3.2. *Content of measures*
3.2.3.3. *How to take measures*

3.2.3.4.   Conditions for implementing measures

3.2.4. Coordinate regular pedagogical training with the activity of taking students to elementary schools to observe lessons and watch sample teaching videos.

3.2.4.1.   Objectives of measures

3.2.4.2.   Content of measures

3.2.4.3.   How to take measures

3.2.4.4.   Conditions for implementing measures

3.4. Pedagogical experience

3.4.1. Experimental purpose

Examine the efficacy of the strategies this study suggests for teaching elementary education majors at colleges how to manage the classroom.

3.4.2. Experimental hypothesis

Subjects that teach classroom management techniques to primary education majors, exercises that apply the subjects' content, and drills that help students develop their classroom management abilities. The study's student target group is linked to the theoretical and practical foundation of the area of primary education, which is proposed in chapter 3 of the document. Thus, these interventions are successful in teaching primary school students—the study's subjects—classroom management techniques.

3.4.3. Experimental participants

35 University students majoring in Elementary Education at several universities in Hanoi. These 35 students participated in the entrance survey (first time) out of a total of 313 cross-sectional research subjects to evaluate the current status of classroom management skills before proposing measures and experiments.

In parallel with implementing the above measures for the 35 students, the experiment also provided resources for another group of 35 students who did not participate in the topics, and monitored this group of students for comparison.

3.4.4. Experimental content

The experiment combining measures 1,2,3 was proposed in chapter 3 of this study. Specifically, the experimental process uses activities (measure 2), uses the skill training process based on applying micro-teaching methods (measure 3) to deploy the content of specialized subjects. Topic (measure 1) aims to form classroom management skills for students majoring in Primary Education.

3.4.5. Experimental progress

We take the following actions to execute the experiment:

Compose a letter asking students to take part in the study. Out of the 313 students in the first survey group for this study, we invited 100 students to engage in the study. The purpose of taking part in the research is made quite clear in the invitation: experimental (take part in a course that directly teaches classroom management techniques); Control (No hands-on instruction, but topic materials are given; measure 1 is for independent investigation and study).

As a consequence, 70 pupils gave us their permission to take part. Thirty of these decided to participate as the control group, while forty of them volunteered to take part in direct instruction in the experimental group. Five of the experimental group's students consented to join the control group since they were unable to attend all of the training sessions in person owing to geographical constraints.

We finally decided on the training sessions' schedule and place after reaching an agreement with the 35 students in the experimental group. More specifically: Two training sessions each week totaling seven sessions were used for the trial. One piece of information

is implemented every ninety minutes in each session. One class of 35 pupils receives instruction.

We integrate steps 1, 2, and 3. In particular: Measure 1: Assign students materials (topics) to investigate prior to attending class; Measure 2: Arrange tasks to carry out the scheduled subjects; Measure 3: We include the usage of measure 3 into the process of implementing measure 2 when pupils are allowed to practice each ability. We guide students in performing operations and practicing combination operations to create skills using the skill practice technique of this measure. As a result, the measures are put together and used all through the training procedure.

3.4.6. Experimental standards and scales

We evaluate the effectiveness of the experimental measures on the basis of evaluating the improvement of students' classroom management skills before, immediately after and 3 months after the experiment. Therefore, we use a scale to evaluate the current state of students' classroom management skills as presented in chapter 2.

3.5. Experimental results

3.5.1. Compare the classroom management skills of students in the intervention group with the control group

3.5.1.1. *Compare the classroom management skills of students in the intervention group with the control group before the experiment*

Prior to the trial, there was no difference in the students' abilities to control the classroom between the two groups. More specifically, the control group's pupils had an average classroom management score of 2.76 before to the trial, whereas the experimental group's students had an average score of 2.91. Despite the fact that there is a 0.16 point average ability difference between these two groups, the difference is not statistically significant ($p>0.05$). As a result, it can be concluded that prior to the experiment, the students in the two groups had very comparable skills. This demonstrates that the pre-experimental capabilities of the pupils all start from the same place. This situation is the basis for identifying differences in classroom management skills of the two groups after the experiment with the impact of training measures. This result is shown in the table:

Group	Quantity	Avg	Std	Avg difference	p
Intervention	35	2.76	0.32	-0.16	0.1
Control	35	2.91	0.47		

Table 3. 1. Comparison of classroom management skills of students in the intervention group with the control group before the experiment

3.5.1.2. *Compare the classroom management skills of students in the intervention group with the control group immediately after the experiment*

There was a statistically significant difference discovered right after the experiment. More specifically: Students in the experimental group scored 3.14 on average, whereas students in the control group scored 2.75 on average. The experimental group's pupils' skills have improved much more than those of the control group, as indicated by the mean difference of 0.39. With $p < 0.01$ this difference is statistically significant. As a result, it is evident that: Despite having identical starting points (i.e., students in the two groups had equivalent classroom management abilities before to the experiment), there were disparities in the students' skills immediately following the experiment. This provides us with a basis to conclude that impact measures to train classroom management skills for students in the experimental group have had a positive impact on the skill status of these students. This result is shown in the following table:

Groups	Quantity	Avg	Std	Avg differences	p

Intervention	35	2.75	0.26	-0.39	0.0
Control	35	3.14	0.35		

Table 3. 2. Comparison of classroom management skills of students in the intervention group with the control group immediately after the experiment

3.5.1.3. Compare the classroom management skills of students in the intervention group with the control group three months after the experiment

Three months following the trial, we were still observing variations between the students in the two groups' abilities to control the classroom. In particular: students in the experimental group have an average skill score of 3.53, which is at a rather excellent level; students in the control group have an average skill score of 2.67, at an average level. With $p < 0.01$, the mean score difference between the two groups is 0.86, indicating statistical significance. This demonstrates how the experimental group kids' classroom management abilities differed greatly from those of the control group students three months following the trial. The experimental group's superior skill set compared to the control group is the direction of this difference. The table displays this outcome:

Groups	Quantity	Avg	Std	Avg differences	p
Intervention	35	2.67	0.33	-0.86	0
Control	35	3.53	0.30	-0.86	

Table 3. 3. Comparison of classroom management skills of students in the intervention group with the control group three months after the experiment

Students in the two groups therefore had comparable classroom management abilities prior to the trial. After the trial, nevertheless, there was a statistically significant difference between the two groups' students' classroom management abilities. Students in the experimental group specifically saw an improvement in their abilities, moving from an average to a rather high level. At three different times, the control group students' skills stayed consistent and at an average level. This outcome enables us to draw the following conclusion: It is effective to influence pupils in the experimental group by using classroom management techniques.

3.5.2. Compare students' classroom management skills at different times (before the experiment, immediately after the experiment, three months after the experiment)

3.5.2.1. Comparing the classroom management skills of experimental group students before the experiment with immediately after the experiment and three months after the experiment

After the experiment, the students' skills improved. This skill improvement gradually increased from immediately after the experiment to three months after the experiment. This proves the effectiveness of the classroom management skills training topics proposed in chapter 3. At the same time, this result also shows that the effectiveness of those training topics will be higher if students have more time to practice and practice after three months.

3.5.2.2. Compare the classroom management skills of control group students before the experiment with immediately after the experiment and three months after the experiment

Re-measurement analysis of variance confirms that: The experimental group outperforms the control group in classroom management. Students in the practical group typically get better at what they do over time. To be more precise, the results showed that while the experiment was better soon after it ended, it was even better three months later. This outcome affects how classroom management techniques are practiced. Stated differently, this study's suggested methods for teaching students how to control the classroom are successful. After the trial was run for three months, this impact became more apparent. Students in the control

group, on the other hand, did not advance their skills and in fact, they tended to deteriorate since they did not take part in the training.
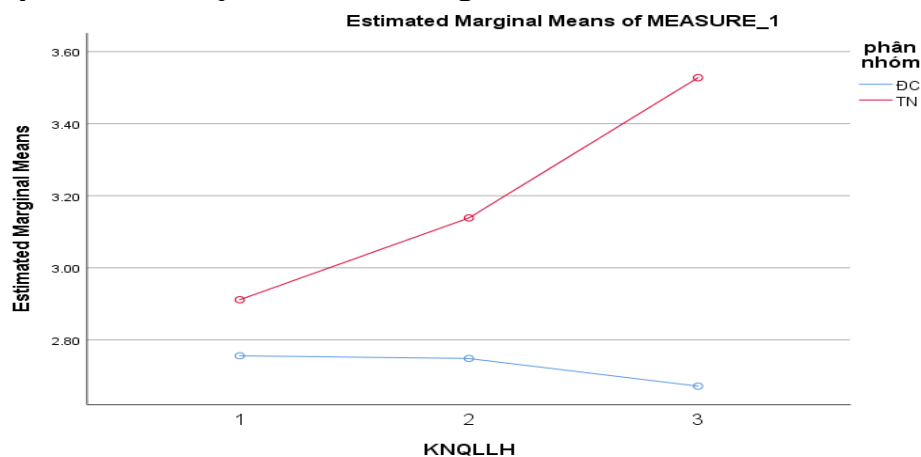

Chart 3. 1. Comparison of students' classroom management skills at different points in group interaction

3.5.3. Level of student satisfaction with the classroom management skills training program

Students taking part in pedagogical experiments generally indicated satisfaction with the training process for classroom management abilities, including topics, techniques, and training formats. This demonstrates that the strategies suggested in this study are successful in helping students develop their classroom management abilities while also satisfying their demands. Stated differently, the suggested actions guarantee practicability.

3.5.4. The effectiveness of measures to train classroom management skills for elementary education students is demonstrated through a student case.

3.5.4.1. Student case information

Student's full name: BNA
Gender: Female
Be a second year student: 4
Elementary education
School: Hanoi University of Education 2
GPA (6 semesters): 3.1
Internship status: Completed 1st internship

Reason for choosing a case study: Through observing and evaluating survey results, we found that students showed signs of lack of confidence and had difficulty practicing classroom management skills. Therefore, we contacted and invited students to participate in the study.

3.5.4.2. Current status of students' classroom management skills before participating in the experiment

After analyzing the survey and observation data, we discovered that BNA students' abilities to manage the classroom were better than they were before to the experiment. Overall, there was a slight increase in the component skills but not a significant shift in the student's classroom management abilities. Their classroom management abilities should therefore greatly increase provided we keep up the impact of the measures and provide them with careful supervision while they practice.

CHAPTER 4 SUMMARY

We suggest creating lessons to teach classroom management skills to student groups based on the theory and existing state of primary pedagogical students' classroom management abilities at pedagogical colleges. The following abilities are the main emphasis of this topic for students: establishing ground rules; providing direction, support, and encouragement; controlling feelings and resolving conflicts; ignoring and rerouting; maintaining discipline in silence; and rational repercussions.

We created activities to arrange themes to teach students classroom management skills based on the theory and the state of training programs for students at pedagogical colleges. These exercises adhere to classroom organization forms, employ fundamental teaching strategies, and pay particular attention to instructional tactics including building strong bonds with students, approaching them (which influences the ability to establish norms in the classroom), and enforcing quiet. supplying useful tools and educational materials (influencing focus, direction, and motivation; active disregarding discipline; controlling emotions); Observe practice and practice instructions (which have an impact on your ability to make rules and control your emotions); Full theory is provided (effect on attention skills, direction, and encouragement; emotional control; silent discipline).

We tested the measures on a test group of educational students after suggesting measures and creating activities to put them into practice (chapter 3). Analyzing the outcomes of the classroom management skills of students in the control group and students in the intervention group before the experiment, right after the experiment, and three months after the experiment allows for the evaluation of the effectiveness of these measures.

An analysis of the experiment's outcomes reveals that: Students' abilities to manage the classroom increased following the experiment; this improvement was statistically significant and persisted for three months. Even after three months of testing, there was a tendency for students' classroom management abilities to develop from mediocre to respectable. This demonstrates that impact metrics are useful for teaching students about classroom management and helping them become more proficient in this area.

However, the improvement in scores across many assessments is not the only way that measures show their efficacy. The remeasurement study of variance's interaction with group further illustrated this impact. Each time point saw an improvement in the intervention group's students' classroom management abilities. Group interactions for this ability varied as well; following the trial, the intervention group displayed more proficient and consistent skills than the control group.

Case study illustrating how classroom management abilities improved following the trial.
The aforementioned findings show that the study's suggested approaches are workable, efficient, and applicable to teaching primary school pupils about classroom management.

CONCLUSION AND RECOMMENDATIONS
1. Conclusion
2. Recommendations
For units that train pedagogical students
For lecturers
For the following research

THESIS-RELATED PUBLICATIONS

[1] Ta Van Hai (2018) Strengthening pedagogical training for pedagogical students to meet educational innovation requirements, International conference on "Improving the quality of teacher training to meet educational innovation requirements" – Hanoi PedagogyUniversity 2, ISBN 978-604-0-14747-9, pp458-p463.

[2] Ta Van Hai (2018), Effective classroom management helps improve teaching quality, Conference "Training bachelor's degree in Educational Psychology, Education to meet practical needs" - Faculty of Education – National Academy of Education Management, ISBN 978-604-946-375-4, pp87-p102.

[3] Nguyen Duc Quang, Ta Van Hai (2018), Requirements of the qualities and competencies of the form teacher to meet the new general education program, National scientific conference "The form teacher with the new general education program" – Institute for Educational Management Ho Chi Minh City, ISBN 978-604-612-920-9, pp448-p453.

[4] Ta Van Hai (2019), Requirements of classroom management skills for Primary education students, Journal of Education and Society, Special Issue October 2019, ISBN 1859-3917, pp63-pp67&81.

[5] Ta Van Hai (2023), Classroom management skills of primary school teachers in Hanoi city, Educational Management Magazine, No. 6 June 2023, ISBN 1859-2910, P51-p57

[6] Ta Van Hai (2023), Developing Classroom Management Skills for Pre-service Primary Education Students through pedagogical training in Vietnam, International Research Journal of Management, IT & Social Sciences, Available online at https://sloap.org/journals /index.php/irjmis/, Vol. 10 No. 4, July 2023, pages: 279-287, ISSN: 2395-7492, https://doi.org/10.21744/irjmis.v10n4.2360