

SOLUTIONS FOR LIFE SKILLS EDUCATION MANAGEMENT TO RESPOND TO CLIMATE CHANGE AND PREVENT NATURAL DISASTERS IN SECONDARY SCHOOL IN DON DUONG DISTRICT, LAM DONG PROVINCE IN THE CURRENT CONTEXT

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Education of life skills to respond to climate change and prevent natural disasters for pupils in secondary schools in general and for pupils in secondary schools in Don Duong district, Lam Dong province in particular is urgent and necessary issues in the current context. Mastering the theoretical basis of life skills education management to respond to climate change and prevent natural disasters for pupils has pointed out oriented theoretical issues that help each education administrator with a more scientific view on the current situation of this problem is taking place in secondary schools of Don Duong district, Lam Dong province. The article has proposed a feasible and effective system of life skills education management solutions to respond to climate change and disaster prevention for secondary schools pupils to meet changing requirements of education innovation in the current period, contributing to improving the comprehensive education quality of secondary schools.

Keywords: *Life skills education; Management of life skills education; Life skills education management solution; Responding to climate change and preventing natural disasters; Secondary schools in Don Duong district, Lam Dong province.*

1. Introduction

The four pillars of education in the 21st century, which are essentially life skills approaches to education, have been thoroughly understood in the renovation of the goals, contents and methods of general education in Vietnam. Since 2001, the Ministry of Education and Training has implemented life skills education for high school pupils with the support of international organizations, especially UNICEF in Vietnam. Life skills education for pupils is carried out by exploiting the content of a number of subjects with many advantages such as Citizenship Education, Technology,... including life skills education to cope with climate change and disaster prevention.

Education of life skills to cope with climate change and prevent natural disasters for secondary school pupils in general and for secondary school pupils in Don Duong district, Lam Dong province in particular is an urgent issue and necessary in the current context, because life skills education to respond to climate change and prevent natural disasters not only equips pupils with practical knowledge and understanding, but also shapes pupils' lives...thereby helping pupils have the courage and confidence to respond to climate change and prevent natural disasters that they encountered

in life so that they can live and integrate with the community in the best way, in order to adapt and minimize the harmful effects of climate change and natural disasters.

In order for the life skills education activities to respond to climate change and prevent natural disasters for secondary school pupils to be most effective, it is necessary to have consistency in program content and special organizational forms.

The mastery of the theoretical basis of management in general and the management of life skills education in response to climate change and disaster prevention for pupils in particular have pointed out oriented theoretical issues that help each education administrator has a more scientific view of the current situation of this issue taking place in secondary schools. From there, it is possible and effective to propose measures to manage and educate life skills to respond to climate change and prevent natural disasters for secondary school pupils to meet the needs of educational innovation in the current period, contributing to improving the comprehensive education quality of secondary schools.

2. Research overview

In many Western countries, adolescents have learned life skills about situations that arise in life, how to face and cope with difficulties, and how

to overcome those difficulties and how to prevent them. avoid conflicts, conflicts and violence between people.

In Korea, elementary school pupils learn how to cope with climate change, earthquakes, natural disasters, etc at the Seoul Emergency Operations Center.

In Japan, the government attaches great importance to disaster propaganda, on the streets, people can easily see billboards and posters instructing people when disaster strikes. With the view to pass on to the next generation lessons learned from disasters as well as disseminate experiences to other countries to cooperate in disaster prevention and mitigation, the Japanese Government has built many museums, memorials, stele marking the tsunami level... are vivid visual aids to educate and raise people's awareness about disaster prevention. In the program of general education, in addition to focusing on civic ethics education through topics such as freedom, citizenship, social progress, the common good, generosity, independence and Self-control, profession, hard work, etiquette, punctuality and promise keeping, educating pupils about natural disaster prevention is also important.

In some ASEAN countries, there are systematic environmental education content in the programs of lower secondary schools, especially those related to deforestation and environmental destruction. direct cause of disasters. In addition, pupils also learn content related to environmental protection through the integration of traditional subjects on nature and society... In Sri Lanka, most of the Buddhist temples and houses All the mosques along the coast in the country are arranged with large loudspeakers to transmit the warning information of radio or television about natural disasters. The government also requires state radio stations to comply with timely warnings of information about tsunamis, volcanoes... (Ministry of Education and Training, 2012).

In 2007: The author Nguyen Thanh Binh had systematic studies on life skills and life skills education (Binh, 2011). With a series of articles, ministerial-level scientific research projects and textbooks, references...The author and his collaborators have conducted an overview of the cognitive process of life skills and topics. Propose access to life skills in education and life skills education in high schools, and at the same time find out the reality of life skills education for learners from preschool to adult through formal education. and continuing education in Vietnam.

In 2011: The Ministry of Education and Training opened a training course to strengthen life skills education in a number of subjects and educational activities in high schools for more than 700 teachers representing teachers in 23 southern provinces; A number of programs and projects such as: the

experimental program "healthy life education and life skills" supported by UNICEF has been piloted in 20 schools in 5 districts of the provinces: Lang Son, An Giang, Hanoi and Ho Chi Minh City.

In 2013: The Ministry of Education and Training develops plan No.1088/KH-BGDĐT dated August 29th, 2013 on perfecting the set of educational materials on life skills in a number of subjects and educational activities at primary and secondary level schools and high schools across the country. The plan has adjusted the integration of life skills education for high school pupils in Literature, Geography, Biology, Citizenship Education and extracurricular activities.

From the academic year 2013-2014, the Ministry of Education and Training issued Circular No. 26/2012/TT-BGDĐT dated July 10th, 2012; Circular No. 31/2011/TT-BGDĐT dated August 8th, 2011 promulgating regulations, contents and regular training programs for teachers of preschool, general education and continuing education, including content life skills education for pupils. Through the implementation of regular training, teachers have been equipped with knowledge and methods of organizing life skills education activities integrated in subjects and other educational activities.

In 2014: The Ministry of Education and Training issued Circular No. 04/2014/TT-BGDĐT dated February 28th, 2014 together with regulations on management of life skills education activities and educational activities outside of regular school hours, including 5 Chapters and 18 Articles stipulate the subjects, scope, contents, methods and responsibilities of competent authorities regarding licensing procedures for life skills education institutions and centers.

In 2015: The Ministry of Education and Training issued Official Letter No. 463/BGDĐT-GDĐT dated January 28th, 2015 guiding the implementation of life skills education at preschool, general education and educational institutions. regular sex. The content of the dispatch clearly states: the purpose, requirements and content of life skills education for pupils in a specific way according to each grade level.

There have been many research works on the situation and measures to improve the effectiveness of life skills education in general for pupils in order to improve the quality of comprehensive education such as:

- Author Dinh Thi Thien, Hanoi National University of Education (2015): Master's Thesis in Educational Management "Management of life skills education for pupils in secondary schools in Hoa Binh city".

The above topic studies the current situation and proposes measures to manage moral education activities in general and life value education and

life skills in particular for secondary school pupils.

Life skills education activities in high schools now have many research topics, but the topic of life skills education management in response to climate change and disaster prevention in Vietnam for pupils lower secondary schools have not been studied.

3. Research methods

3.1. Theoretical research methods

- Collect books and documents related to the research problem.

- Analyzing and synthesizing documents to build the theoretical basis of the topic, studying all kinds of documents related to the topic.

3.2. Group of practical research methods

- Survey method by questionnaire

- Interview method

- Method of summarizing experience

- Professional solution

3.3. Data processing methods

Methods of data processing by mathematical statistics.

4. Research result

4.1. General assessment of life skills education management in response to climate change and disaster prevention for pupils by Principals of secondary schools in Don Duong district, Lam Dong province

Based on the guiding documents of the Division of Education and Training of Don Duong district, the secondary schools of Don Duong district have developed a plan to educate life skills to cope with climate change and prevent natural disasters for children in the school's annual task plan and have achieved certain results.

4.1.1. Strengths

- The school has developed an educational plan to practice life skills in response to climate change and disaster prevention for pupils, which is integrated in the plan to perform each school year's tasks.

- Implemented professional guidance to guide teachers to prepare relevant lessons, integrate and integrate life skills education content to respond to climate change and prevent natural disasters for pupils into subjects during class time. mainstream study.

- The Youth Union develops a plan to organize extra-curricular activities, including the content of educating pupils on life skills to cope with climate change and prevent natural disasters. Regularly organize activities outside of class time with the scale of organization by class, grade and school-wide. The scope and form of organization is getting richer and richer.

- Homeroom teachers have paid attention and often cooperated with pupils' parents in educating

children on life skills to cope with climate change and prevent natural disasters.

- Organize for pupils to participate in outdoor extracurricular activities... help pupils relate to reality, experience, thereby forming awareness, attitude and behavior.

4.1.2. Limit

The organization of activities is mainly to assign responsibility to the Secretary of the Youth Union, so the planning, selection of content and organizational form has not been invested, carefully prepared, and has not been brought into play participation and coordination of school members.

- The school management board gave the content of life skills education program to respond to climate change and prevent natural disasters to pupils that were not suitable and lack of creativity; The program is still sketchy.

- The coordination of mass organizations and forces inside and outside the school is not effective; have not yet brought into play the strength of forces teaching life skills to respond to climate change and prevent natural disasters.

4.2. System of solutions to manage life skills education activities in response to climate change and disaster prevention for secondary school pupils in Don Duong district, Lam Dong province

4.2.1. Solution 1: Strengthening communication activities to raise awareness for administrators, teachers and school staff about the importance of life skills education activities to respond to climate change and prevent disaster for secondary school pupils

Education in life skills to respond to climate change and prevent natural disasters is one of the ways to realize the goal of comprehensive education. To meet the goal of educational reform, life skills education in response to climate change and disaster prevention must have programs and contents suitable to innovation requirements and become compulsory activities for pupils, schools in general and secondary schools in particular in order to achieve the following specific objectives:

- Help pupils to realize that life skills education activities in response to climate change and disaster prevention are practical activities to meet the needs of pupils themselves and the needs of society. From there, pupils practice skills, equip themselves through awareness, behavior, action and employment to deal with the consequences of climate change and natural disasters, thereby building a plan actions to reduce the harmful effects of climate change and natural disasters on the environment, on present and future life.

- Help the forces teaching life skills to respond to climate change and prevent natural disasters to understand why it is necessary to carry out life skills education to respond to climate change and prevent

natural disasters for pupils and train them the skills to recognize climate change, natural disasters, causes of climate change, consequences of climate change, natural disasters and thereby form life skills themselves to adapt and reduce the harmful effects of climate change and natural disasters in the present and in the future.

- Education of life skills to cope with climate change and prevent natural disasters is a very necessary content in forming awareness, thinking and action for secondary school pupils in the current situation. Now the whole world in general and Vietnam in particular have to fulfill the national goals on responding to climate change and preventing natural disasters.

- Secondary schools need to do well in propaganda and organize regular training to raise awareness for administrators, teachers, staff, pupils, parents and organizations, local society about the importance of educating pupils in climate change response and disaster prevention life skills.

4.2.2 Solution 2: Develop a detailed life skills education plan to respond to climate change and prevent natural disasters in accordance with the psychophysiological characteristics of pupils and the actual conditions of high schools Don Duong district campus

The development of a plan to plan the direction of life skills education activities in response to climate change and disaster prevention in detail in accordance with the pupils' psychophysiological characteristics and the actual conditions of the pupils of high school, and identifying the future outcomes of the activity.

The planning process of managing life skills education activities to respond to climate change and prevent natural disasters for pupils will help the Principal to direct all activities in the school, forecast strategic goals for the school strategy and specific goals to be achieved, planned mobilization of resources to implement the goals and anticipated situations that will be encountered in the process of implementing the plan of life skills education to respond to climate change disaster prevention and response for pupils.

Establish a steering committee for life skills education activities to respond to climate change and prevent natural disasters; assign specific tasks to members of the steering committee; examine and evaluate activities of life skills education in response to climate change and disaster prevention.

Establish and assign tasks to members of the steering committee, specifically:

Principal in charge of general.

+ A vice-principal is in charge of direct management of life skills education in general and life skills education to respond to climate change

in particular.

+ Professional team leaders: direct, supervise and supervise the implementation of integrated teaching and learning content of life skills education in response to climate change and disaster prevention through teaching basic cultural subjects such as: Physics, Chemistry, Biology, Technology.

+ Secretary of the Youth Union: responsible for building and managing discipline, monitoring pupils' emulation, organizing collective activities, educating life skills to respond to climate change and prevention disaster avoidance for pupils.

- The principal directs the development of life skills education plans to respond to climate change and prevent natural disasters for pupils.

4.2.3. Solution 3: Consolidate the organizational structure of the personnel apparatus, foster and improve the capacity of education in life skills to respond to climate change and prevent natural disasters for educational forces in secondary schools.

The school's principal studies documents and promulgates regulations on the school's personnel apparatus to participate in life skills education activities to respond to climate change and prevent natural disasters for pupils; have a regular training plan so that educational forces can participate in life skills education activities to respond to climate change and prevent natural disasters in schools with appropriate qualifications and qualifications. There is a method to organize life skills education to respond to climate change and prevent natural disasters for pupils to achieve the highest efficiency.

The work of training and fostering knowledge on response to climate change and disaster prevention for managers, teachers and employees has been paid attention and promulgated by the Department of Education and Training of Don Duong district. guiding documents for lower secondary schools to organize the implementation. However, the training is only for implementing documents, directing the implementation of tasks, not going into depth, not being organized regularly and continuously, the content is not diverse and training has not been carried out with the staff forces participating in education of life skills to respond to climate change and other disaster prevention in schools; Materials for forces participating in life skills education to respond to climate change and prevent natural disasters are not yet abundant.

Therefore, in order to improve the quality of life skills education to respond to climate change and prevent natural disasters for pupils, the principal needs to do well in regular training for staff, teachers and staff in order to improve the quality of life. Improving the capacity of life skills education to respond to climate change and prevent natural disasters for forces participating in education of life skills to respond to climate change and disaster

prevention in schools by means of various forms. The following methods: Equip educational forces with life skills to respond to climate change and prevent natural disasters in terms of content, methods, active teaching techniques,... for administrators, teachers, qualified staff to educate pupils in life skills to respond to climate change and prevent natural disasters.

4.2.4. Solution 4: Promote the direction of diversifying forms of organizing educational activities on life skills to respond to climate change and prevent natural disasters for pupils

Studying manuals and reference materials to select content, how to organize life skills education to respond to climate change and prevent natural disasters for pupils in accordance with psychological characteristics, children's age, meet the requirements of innovation in education.

Directing life skills education forces to respond to climate change and disaster prevention in diversifying forms and methods of organization to match required content, creating opportunities for experience and practice apply, create interest for pupils, specifically:

+ Organizing collective activities on the occasion of major holidays in the school year.

+ Organizing extracurricular courses in Physics, Chemistry, Biology, Geography, Technology in the form of theatricalization, sightseeing, picnics, presentations, painting, project-based teaching, ringing bells gold, quiz to learn,...

+ Organize teaching that integrates life skills education in response to climate change and disaster prevention in basic cultural subjects such as Physics, Chemistry, Biology, Geography and Technology.

+ Teaching is integrated in flag salutation lessons, outside class hours, and classroom activities with age-appropriate topics according to general orientation.

+ Creating conditions for the legal corridor and physical facilities for pupils to participate in activities at art clubs, life skills clubs,... organized by the school, the Youth Union, and the unions of the university. The locality organizes seminars, healthy fun activities, life skills education in general and life skills to respond to climate change and disaster prevention in particular for pupils.

4.2.5. Solution 5: Increase testing and evaluation of life skills education activities to respond to climate change and prevent natural disasters for pupils on a regular basis

Through examination and evaluation to reward typical collectives and individuals, typical replication; timely commendation to encourage and encourage the movement. For groups and individuals that do not perform well, there are reminders, criticisms and lessons learned to carry

out life skills education to respond to climate change and prevent natural disasters for pupils more effectively.

Summarize and reward managers, teachers and employees with achievements; reminding, criticizing or using higher sanctions when managers, teachers, and employees fail to perform well in life skills education activities in general and life skills education activities in response to climate change and disaster prevention in particular for pupils. Through the survey results, the current situation study shows that in the past years, the secondary schools in Don Duong district have not performed well in testing, evaluating and drawing lessons from life skills education activities to cope with the pandemic climate change and disaster prevention in particular for pupils.

In order to well manage the education of life skills to cope with climate change and prevent natural disasters for pupils, schools, especially the Principal, need to pay attention to the testing and evaluation; must change the assessment method to suit the content and form of organizing life skills education to respond to climate change and prevent natural disasters, specifically:

- Developing evaluation criteria for life skills education in response to climate change and disaster prevention for secondary school pupils.

- Developing a plan to test and evaluate life skills education in response to climate change and disaster prevention for secondary school pupils.

4.2.6 Solution 6: Build physical facilities and increase the application of information technology to ensure life skills education in response to climate change and disaster prevention in secondary schools

Investing in funds for procurement of facilities in general and teaching equipment in particular, renovating the school's landscape; purchase means and equipment for teaching activities, collective activities and organize life skills education activities to cope with climate change and prevent natural disasters for school pupils.

Do well the socialization of education, enlist the support of material and spiritual foundations of individuals, organizations, businesses and benefactors to get facilities to meet the requirements, organizing life skills education activities to respond to climate change and prevent natural disasters for pupils.

Principals shall base themselves on state budget funding sources; The school's tuition revenue source plans to invest, purchase equipment for life skills education activities in response to climate change and disaster prevention in particular.

Strengthening the socialization of education by mobilizing resources from pupils' parents, individuals, businesses and benefactors to renovate the school's landscape to be safe, clean and

beautiful to meet teaching requirements. Learning and educating life skills to cope with climate change and prevent natural disasters in particular for pupils.

School principals need to deploy to administrators, teachers and employees regulations on the effective and safe use of teaching equipment, avoiding fees, embezzlement and misuse in education activities at schools.

4.2.7. Solution 7: Work closely with educational forces, families, schools and society in educating pupils on life skills to cope with climate change and prevent natural disasters

Create a high degree of unity between educational forces inside and outside the school in educational activities, thereby promoting synergy, exploiting the great potential of social forces in technical education management life skills to respond to climate change and prevent natural disasters for pupils to become useful citizens for society.

Make pupils' parents, local mass organizations understand the importance of life skills education activities in response to climate change and disaster prevention for pupils, thereby enlisting support of the pupil's parents.

Coordinating with organizations, mass organizations and functional agencies to develop educational plans, contents and programs and prescribe forces participating in life skills education to respond to climate change and prevent climate change. disaster avoidance for pupils. Focusing on the family's role in life skills education to respond to climate change and prevent natural disasters. Family education brings positive effects to personality education, especially in terms of awareness, lifestyle, communication, behavior, behavior... the close cooperation with pupils' families will create favorable conditions for pupils' families, schools in educating, practicing manipulations, forming good habits and behaviors, avoiding the situation: "Drums beat forward, trumpet blows backwards".

Establishing a School Psychology Advisory Board in the school, including: Principal, Vice Principal in charge of mass activities, Educational Psychology Teacher, Secretary of the Union, Representative of the homeroom teacher, and medical staff to guide, share with pupils, share with the classroom teacher, act as a bridge to organize exchanges between classes and organizations inside and outside the school to enhance and diversify the content and forms of teaching. Educating pupils on life skills to cope with climate change and prevent natural disasters.

5. Discussion

Although each measure has its own position and role, they are not separate from each other and only promote the highest effectiveness when synchronously implementing those measures.

Therefore, in order to contribute to improving the quality of education to meet the current educational reform requirements, it is necessary to implement all seven measures as described above.

The proposed management and education measures to respond to climate change and disaster prevention for pupils of secondary schools in Don Duong district are assessed as necessary and high feasible. If the measures are implemented synchronously, closely and in accordance with the actual conditions of the school, the locality will create a positive change in the management of life skills education in response to climate change and disaster prevention for pupils of secondary schools in Don Duong district of Lam Dong province in particular and secondary school's pupils across the country in general.

Topics that need further research:

- Studying the contents of the general education program, put life skills education in response to climate change and disaster prevention into the program, with specific content as the scientific and legal basis.

- There are documents guiding the implementation of life skills education in response to climate change and disaster prevention for secondary school pupils, providing guidance documents on life skills education to cope with change climate and natural disaster prevention for pupils for the Department of Education and Training to research and direct schools to implement.

- Strengthening the organization of training courses, fostering professional improvement in education of life skills to respond to climate change and prevent natural disasters for administrators and teachers.

- Developing evaluation criteria for the results of implementing life skills education in response to climate change and disaster prevention for pupils of schools.

6. Conclusion

Life skills education in response to climate change and disaster prevention and life skills education in response to climate change and disaster prevention for secondary schools pupils in Don Duong district, aims to form and develop awareness, attitude and behavior for pupils, help them see the causes and consequences of climate change and natural disasters so that they can form own attitudes and behaviors in adapting to and minimizing harm caused by climate change and natural disasters, as well as consciously propagating for everyone to do the same, towards a good life, a civilized society, meeting the goal of comprehensive education in the current period.

Education on life skills to cope with climate

change and prevent natural disasters for pupils is of great interest to schools, but not only in theory but in substance as a result of life skills education to cope with climate change and disaster prevention, it is about forming pupils' awareness, attitudes and behaviors in schools and in society, so there must be a synchronous coordination between educational

forces in schools. With such a family and society, the life skills that pupils acquire will be sustainable.

The proposed education solutions of life skills to respond to climate change and prevent natural disasters for pupils in secondary schools in Don Duong district, Lam Dong province are assessed as necessary and high feasibility.

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GIẢI PHÁP QUẢN LÝ GIÁO DỤC KỸ NĂNG SỐNG ỨNG PHÓ VỚI BIẾN ĐỔI KHÍ HẬU VÀ PHÒNG TRÁNH THIÊN TAI Ở CÁC TRƯỜNG TRUNG HỌC CƠ SỞ HUYỆN ĐƠN DƯƠNG, TỈNH LÂM ĐỒNG TRONG BỐI CẢNH HIỆN NAY

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Giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai cho học sinh ở các trường trung học cơ sở nói chung và cho học sinh ở các trường trung học cơ sở huyện Đơn Dương, tỉnh Lâm Đồng nói riêng là vấn đề cấp bách và cần thiết trong bối cảnh hiện nay. Việc nắm vững cơ sở lý luận về quản lý giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai cho học sinh đã chỉ ra những vấn đề lý luận mang tính định hướng giúp cho mỗi cán bộ quản lý giáo dục có cách nhìn khoa học hơn về thực trạng của vấn đề này đang diễn ra trong các nhà trường trung học cơ sở của huyện Đơn Dương, tỉnh Lâm Đồng. Bài báo đã đề xuất hệ thống giải pháp quản lý giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai cho học sinh trung học cơ sở một cách khả thi và hiệu quả đáp ứng được yêu cầu đổi mới giáo dục trong giai đoạn hiện nay, góp phần nâng cao chất lượng giáo dục toàn diện của các trường trung học cơ sở.

Từ khóa: *Giáo dục kỹ năng sống; Quản lý giáo dục kỹ năng sống; Giải pháp quản lý giáo dục kỹ năng sống; Ứng phó với biến đổi khí hậu và phòng tránh thiên tai; Các trường trung học cơ sở huyện Đơn Dương, tỉnh Lâm Đồng.*