

SOLUTION OF EDUCATIONAL MANAGEMENT OF SOCIAL EVILS PREVENTION AND FIGHTING SKILLS FOR STUDENTS IN HIGH SCHOOLS IN BAO LOC CITY, LAM DONG PROVINCE IN THE CURRENT 4.0 INDUSTRIAL REVOLUTION CONTEXT

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Education of social evils prevention skills for students at high schools in Bao Loc city, Lam Dong province in recent years has been implemented and implemented with the best results. High schools organized through integrated classroom subjects; through out-of-class-time educational activities...Students were initially equipped with basic knowledge and skills on social evils prevention and control. However, the effectiveness of educational activities has not been as expected, the applicability is still low, the participation of the coordinating forces is lack of consistency and coherence, somewhere in the educational environment is not the safety and health real for students. Based on the principles of proposing solutions, the author has proposed 6 educational management solutions for social evils prevention skills for students in high schools in Bao Loc city, Lam Dong province. in the current industrial revolution 4.0. These solutions all have a close relationship, mutual impact are suitable with the actual conditions of the schools and are appreciated through the testing process.

Keywords: Social evils prevention and fighting skills; Managing and educating social evils prevention and fighting skills; Management solutions; High schools; Bao Loc City, Lam Dong Province.

1. Introduction

In the current period, we are living in the early years of the twenty-first century - the integration century, in the context of the industrial revolution 4.0, Vietnamese society is influenced both positively and negatively by the marketing mechanism. The enhanced social life leads to evils such as addiction, violence, gambling, lies...These evils are like a dangerous epidemic that spreads throughout the school. That is swearing, detracting from personal honor. It is cheating on exams that undermines the morality of students. It is school violence that destroys the character and soul of a student and becomes cruel. It is the information explosion with many unhealthy information that has caused the young generation to show many distorted perception and live away from traditional moral values and many other dangers.

There are many causes, but according to education experts, the root cause is the lack of skills to live with life's difficulties such as divorced parents, broken family, poor study...They were attracted to the pragmatic lifestyle, demanding, not brave enough to say "no to evil". From the above situation, the

schools have responded to the emulation movement "Build friendly schools with positive students" to create a safe cultural environment, connect teacher-student relationships and help students. develop creativity, form healthy ethical lifestyle habits. One of the five very important content of the emulation movement today "Build friendly schools, positive students" is education to train students' life skills. This is a practical content, associated with educational activities in schools and becomes more and more urgent for the young generation, especially high school students, at an age where psychology has many changes, lack of social understanding, lack of life experience, being active, easily manipulated ... if not properly educated from the beginning.

Bao Loc City is one of the most densely populated places in Lam Dong province. Many families of students from different localities move to live and study with many different economic sectors, students themselves are subjected to many impacts of the surrounding environment. Due to not being stable in life, students still face certain disadvantages in education regardless of any aspect, including education on social evils prevention skills. Students

who are educated about social evils prevention skills will determine their obligations to themselves, their families and the community. Therefore, it is the responsibility of administrators and teachers of schools to educate students on the necessary skills to know about prevention and fight against social evils.

For the above reasons, the author chose to study the topic: “The solution for educational management of social evils prevention and fighting skills for students in high schools in Bao Loc city, Lam Dong province in the context of the current industrial revolution 4.0”.

2. Research method

2.1. Group theoretical research methodology

- Study on the Law on Education, documents, directives and resolutions of the Party and State on the education of skills in the prevention and fight against social evils for high school students.

- Study documents of the Ministry of Education and Training, Lam Dong Department of Education and Training related to education of social evils prevention skills for students in high schools.

- Research textbooks, scientific topics, books, newspapers and documents related to the education of social evils prevention skills for students in high schools.

2.2. Group of practical research methods

- Expert method: Collect the opinions of experts in the field of management of social evils prevention and control skills for students in high schools.

- Method of investigation by questionnaires: Through referendums, understanding awareness and aspirations of administrators, teachers, students and parents to collect information about the current situation of management. education of social evils prevention skills for students in high schools of Bao Loc city, Lam Dong province.

- Activity and observation research methodology: Study the direction plans of school administrators, records, lesson plans, programs of educational activities on evils prevention skills. Teachers’ society for students, mass organizations, some hours of teaching and activities of educating students on social evils prevention skills are held in schools to draw out comments on the management of social evils prevention skills education for high school students.

- Interviewing method: A method of giving questions to the interlocutor to collect information about the educational management of social evils prevention skills for high school students. Each subject is selected for interview, the researcher will have different approaches to get the necessary information for the research problem.

- Experience summary method: A method of summarizing activities from practice. From the

educational practices and educational management obtained, analyze to draw lessons learned and generalizations can supplement the theory and examine the results to draw useful conclusions for the arguments. next method.

2.3. Mathematical statistical methods

Using mathematical statistical method to process the collected kidney survey data. Using SPSS software to process sample forms, analyze results.

3. Overview of the problem research

3.1. Studies of life skills education and management of life skills education

Survival skills education was mentioned in the Dakar World Education Forum in May 2000; in implementing the Convention on the Rights of the Child; in the International Conference on Population and Education Development for All. In particular, in the statement on the commitments of the United Nations Special Sub-Committee on HIV/AIDS (June 2001) countries agreed that “By 2005, ensure that at least 90% and by 2010 At least 95% of young people and women aged 15 to 24 can access the education information and services needed to develop life skills to reduce the vulnerability of HIV infection” (Nga, 2010).

From 1995 - 1996, the term “life skills” began to be known in Vietnam through a project of UNICEF in collaboration with the Ministry of Education and Training and the Vietnam Red Cross with the program “Technical Education. “Living skills to protect health and prevent HIV/AIDS for young people inside and outside schools”. According to UNICEF: “Life skills are psychosocial skills related to knowledge, values and attitudes and are ultimately manifested by behaviors that allow individuals to adapt and resolve, effective life demands and challenges” (UNICEF, 2001).

In 2003, the workshop “Quality of life skills education” by UNESCO in coordination with the Vietnam Institute of Educational Science has clarified and more fully the concept of life skills. UNESCO believes that: Life skills are adaptive and positive behavior that allows individuals to fully cope effectively with the needs and challenges of everyday life (UNESCO & Institute for Educational Strategy and Program, 2003).

In 2007, with the ministry-level science and technology topic “Education of some life skills for high school students” led by author Nguyen Thanh Binh, the research results showed that the Their help is limited. On the basis of studying the current situation and determining the needs of life skills education, the topic has built a chapter on education of life skills for students through out-of-class-hour educational activities (Binh, 2013).

Life skills education at the lower secondary level is done mainly through the school’s curriculum

and educational activities, along with a number of foreign-funded programs and projects. Specifically, at the high school level, the subjects are exploited and integrated in the education of life skills for students in some specific subjects such as: Citizen Education, Literature, Geography, Biology and Activities. after-school education.

At the master's level, there are research works of authors such as: Author Nguyen Thi Thanh Nhan, Hanoi University of Education (2014): "Management of life value education - Life skills for students at Nguyen Sieu High School, Hanoi City"; Author Nguyen Thi Hanh Hanoi National University of Education (2015): "Management of life value education activities - Life skills for students at Thanh Oai A High School, Hanoi City"; Thesis of Master Tran Thi Thu Hien - University of Education (2017) with the topic "Management of life skills education for students of Que Lam High School, Phu Tho province" has clarified the content. of the concepts of life skills, life skills education, characteristics of life value education, life skills for high school students. Besides, there are a number of doctoral dissertations on management of life skills education activities such as the thesis "Education of life skills for high school students through extra-curricular activities" by Phan Thanh Van (2010) showed the current situation of life skills education for high school students through extra-curricular activities and proposed some solutions to improve the above activities. In general, the aforementioned studies have focused on clarifying the theoretical issues of life skills and management of life skills education activities. Suggested management measures suitable for each time, each school and locality. These measures all contribute to solving problems posed for schools and can be applied in the management of education in schools in the current period. Besides programs, documents and research topics related to life skills education for high schools are quite plentiful, in the book "Practical activities to learn life skills for students" by Tran Thoi Kien (Editor) presented ways to set up activity topics, plan activities to specific activities to form necessary skills for students.

In general, researches on education and management of life skills education in the world and in Vietnam have shed light on many issues of education and management of life skills education in general. Many studies have shown the urgency and form of life skills education, proposing measures to educate life skills and manage life skills education for students. In-depth research into the management of educational activities for each individual life skill has been little researched.

3.2. Studies on social evils prevention and control skills education and education management skills on social evils prevention in high schools

World organizations such as the United Nations,

the World Health Organization (WHO), the National Drug Control Program of the United Nations (UNDCP) have repeatedly warned and launched campaigns on a global scale. , calling on humanity to join forces, unanimously stop and repel social evils, and bring peace to life.

Today we are living in the integration period, the cultural exchange takes place strongly, so we have the conditions to absorb the cultural quintessence of humanity. The mass media is like "extended arm" of information to the younger generation. In the process of development and integration, it cannot be without its downside, especially the social evils that are creeping into the school environment, among the student generation.

Social evils are a burning and painful issue that disrupts the happiness of many families, threatens the future of the race of the nation, is the main cause of HIV/AIDS infection and is considered a among the main causes of crime, objects of danger to society. This is really a danger of the country in the time of opening up and international integration. The fight against social evils and crime is becoming one of the most important and urgent issues of a global and regional nature.

Over the past years, State agencies, researchers from the Ministry of Public Security, the Ministry of Education and Training, the Ministry of Labor, Invalids and Social Affairs, and the Center for Social Sciences and Humanities have studied evils. social, crime under many different angles, has clarified the theoretical problem about the nature of social evils, signs from the perspective of legal science, education, medicine for the fight. competition against social evils. Among these, there must be research works such as: "The current situation and solutions to prevent social evils among current students" by Tran Quoc Thanh in 2000; Doctoral thesis in jurisprudence "Strengthening the fight against social evils by law in the current period" by Phan Dinh Khanh - 2001 - Ho Chi Minh National Academy of Politics; The topic "Experimenting solutions to prevent social evils among current students" by Tran Quoc Thanh in 2004; KX 0414 project "Research on the current situation, causes and solutions to prevention and control of social evils and crimes" of the General Department of Police - Ministry of Public Security.

4. General assessment of the management of social evils prevention and control skills education for students in high schools in Bao Loc city, Lam Dong province

4.1. Strengths

Schools have developed educational plans on skills of prevention and combat of social evils for students, contributing to improving the quality of their comprehensive education.

- Having carried out professional guidance to

instruct teachers to prepare relevant lessons and integrate the content of education on social evils prevention and control skills for students into subjects in the main school hours.

- Staff of Youth Union, Youth Team are consciously formulating plans to organize extracurricular activities in combination with professional groups, including the content of educating students about social evils prevention skills. Organize extracurricular educational activities on the whole school scale or in blocks or classes. The scope and form of organization are increasingly plentiful.

- The homeroom teacher has paid attention to and regularly coordinated with the parents of students in educating the skills of preventing and fighting against social evils. Depending on the conditions of the class, the homeroom teacher builds a plan by semester, by month, by school year or by topic ...

- Schools have organized the implementation of the plan of educating social evils prevention and fighting skills to all staff, teachers, and staff, and at the same time have directed specific contents. Most of the teachers in the school have responded to the plan and policy of educating students on social evils prevention skills, although the methods and forms of organization may differ.

- Schools have examined and evaluated the education of skills on social evils prevention and control.

- There is the coordination and response from families, mass organizations and local authorities in educating students about social evils prevention skills.

4.2. Drawbacks

- School administrators put the content of educational programs on social evils prevention and fighting skills for students in a form, inappropriate, lack of creativity and the program's activities were still sketchy, not detailed. Specifically. The examination and evaluation of the educational work on social evils prevention and control skills are still heavy in terms of records and books without building a clear evaluation criteria.

- Teachers' habit of focusing on theoretical knowledge will be a big obstacle when developing social evils prevention skills education - a type of education aimed at creating habits, attitudes, and behaviors. behave properly before the evils of social life. The contingent of teachers has not been properly trained, in accordance with the standards of education on social evils prevention and control skills and has no full time. Managers and teachers still face many difficulties and confusion in the implementation. The selection of contents of education on social evils prevention and fighting skills is not appropriate, making the education of social evils prevention skills ineffective, not attracting students to participate in

understanding prevention of social evils.

- The coordination of mass organizations, forces inside and outside the school is ineffective, has not brought into play the strength of forces that educate and combat social evils skills.

- The form of educational organization on social evils prevention and fighting skills is very plentiful and diverse, but the conditions to serve the operation are limited such as facilities, investment funds, and support for activities from socialized sources.

From the above-mentioned shortcomings, the education of social evils prevention and control skills for students in schools in Bao Loc City is still limited. This requires state management agencies in education, administrators in schools to continue to research, find remedial measures and apply appropriate solutions and steps to improve. moreover, effectively educate students on social evils prevention skills, contributing to improving the quality of education, training and comprehensively developing personality for students in a friendly learning environment and safe.

5. Some solutions to the management of social evils prevention skills education for students in high schools in Bao Loc city, Lam Dong province

5.1. Solution 1: Organize seminars on educating social evils prevention skills for students with the participation of educational forces inside and outside the school

Implement this measure to create a close unity between the school education environment and the community education environment to prevent and limit spontaneous, negative and harmful impacts of social evils. has been and is increasingly influencing and spreading the school environment.

Participating in the seminar on the education of social evils prevention skills for students also helps to raise awareness for educational forces inside and outside the school about the importance, purpose and meaning of prevention. and fight against social evils in order to take effective steps and measures to effectively manage the prevention and control of social evils in schools. Specifically: helping members in schools and localities, social organizations to properly and fully understand this work (position, role, content, way of implementation ...), leading to consensus and is committed to working together because the school has no social evils, towards the goals of comprehensive education for students. This is a necessary indispensable issue to focus the synergy in preventing social evils in schools.

The content of the seminars focused on clarifying the causes leading to the phenomenon of students violating social evils. The cause: Students lack the strict management of their families, schools, and ineffective management of local and functional agencies. Children who suffer from social evils

caused by their friends, dragging, demanding, wanting to assert themselves, psychological crisis or not equipped with knowledge about the harmful effects of social evils. If you do not pay attention to invest in education and prevent it, it will affect the students' learning, cultivation and training in a long time.

-The students' awareness is still limited, so they cannot master themselves before social evils, the temptations are very sensitive to their age and related to emotions and gender, so it is extremely complicated. Students often disagree between perceptions and behaviors of each individual, especially in today's integration context when the flow of good and bad information flows through and into their souls and childhood. Therefore, if the forces of education inside and outside the school do not have a firm and timely preventive measure, the widespread social evils among students will be unavoidable.

5.2. Solution 2: Directing the systematic implementation of educational content on social evils prevention and control skills for students through classroom subjects

In high schools, teaching and learning cultural subjects take a central position are the main activities of the school and through the main activities of the school and through this activity that carries out a number of other educational tasks.

Education of social evils prevention skills through the teaching of cultural subjects is one of many forms to be deployed. Each managerial staff, teacher must know how to promote the strengths of the lessons, turn the teaching process into one of the important routes to educate students about social evils prevention skills. Each teacher must pay attention to the content of knowledge in their lectures, help them to have a basic understanding of all kinds of social evils, its harms and dangers and how to prevent and prevent them.

The purpose of integrating and integrating through classroom subjects is to help students understand what social evils are and its effects on human health, personality, family, community and society. Know prevention skills for each social evils. Since then, there is awareness, behavior and right attitude in preventing and combating social evils and becoming an advocate in the family, school, community, and society. Through the integration of teaching also provides students with a system of social ethical standards, compliance with the law, training to become useful citizens for society.

Education of social evils prevention and control skills is an interdisciplinary and interdisciplinary type of education, so many subjects have the ability to integrate and integrate the education of social evils prevention skills. In the teaching process, each

teacher should pay attention to take advantage of every opportunity and ability to educate students about social evils prevention skills through their teaching in a scientific and reasonable way, avoid forced, restrictive but ensure practicality in education.

Integrating the content of education on social evils prevention and fighting skills at the junior high school through subjects with the opportunity to integrate social evils prevention and control with a high rate such as Citizen Education, Literature Literature, Biology, Geography, History...The essence of integration is teaching and imparting knowledge associated with real life, meeting educational objectives, serving socio-economic tasks of the land. country.

In the integration process, integration should pay attention:

- Content knowledge must be systematically arranged, prepared by teachers and conducted when appropriate. This means that the content must both ensure the basic contents, suitable to the education of skills on social evils prevention and combat, and ensure the characteristics, content and systematization of the subject. To do so, it is necessary to understand the ability to integrate specific educational content in which chapters, lessons, or sections. When teaching some issues of a certain subject, it can be related to one aspect or another of social evils and social evils prevention skills.

- The contents and education on social evils prevention and control skills must be cleverly integrated, suitable into relevant subjects, gentle, non-compulsive and highly effective.

- To restructure the lesson content, it is possible to add an appropriate knowledge unit on education of social evils prevention skills to the lesson and this knowledge unit becomes an organic part of the lesson learn.

- When evaluating lessons, students must integrate and interweave contents related to the prevention and fight against social evils.

- The managerial staff instructs the strengthening of teachers to deploy integrated content, integrates the education of social evils prevention and control skills for students through the subjects, must always ensure education and fitness. , practicality. In this way, the new school hours will bring high efficiency in the education of skills on social evils prevention and control for students in the current period.

5.3. Solution 3: Directing to diversify forms of educational organization of social evils prevention skills for students through experiencing activities and enhancing the application of information and communication technology to improve efficiency education

Not only being educated about social evils

prevention skills through integration and integration in cultural subjects in the classroom, all students are also allowed to participate in creative experiences and activities. after-school education ...organized by the school to provide students with basic and practical knowledge, have proper attitude, have confidence and ability to prevent, prevent, know to proactively apply measures to prevent and combat social evils in daily life for themselves, their family and the community, contribute to reducing the spread of social evils and limiting the dangers caused by social evils.

- Attitude: There is disagreement, objections to behaviors that are not in accordance with social standards, violation of rules and regulations of students in schools, laws of the state such as: The depraved lifestyle, neglect, drop out of school, skipping class, gossip, addiction, gambling, Internet gaming...exist inside and outside schools. Knowing to build friendly solidarity, against indifference, indifference to social evils, school evils, disregard for the prevention and control of social evils for themselves, family and community.

- About belief: On the basis of being equipped with basic knowledge and skills, each student must identify the social evils that have been, are the dangers of humanity. It is threatening humanity, each student must trust and work together to prevent, repel and proactively protect themselves from the spread of social evils.

- About action: Participate in social evils prevention and control educational activities in the family, school and community.

Deploying a variety of forms of education on social evils prevention and fighting skills for students, ensuring that they are rich, lively and attractive for them to participate in activities.

Each activity organized by the organization needs to clearly define the goal of educating social evils prevention and fighting skills with a specific program of activities, assignments and good preparation before organizing the activity. moving.

Develop skills to prevent and combat social evils for students such as skills to prevent and combat school violence, drug abuse, prostitution, child sexual abuse...

Build a healthy lifestyle, have good moral qualities, care, share, listen, and be responsible to themselves, the family and the society in the prevention and fight against social evils.

School administrators need to seriously implement the content of guiding documents of the relevant branches and levels. Implementation plan needs to be developed specifically with the approval of the school principal as well as the supervision of the steering committee.

5.4. Solution 4: Build a friendly school environment, contribute to educating social evils prevention skills in the current period

Building a friendly school environment, healthy culture is an important condition in forming student's personality. Furthermore, a healthy, clean, and friendly educational environment will not allow social evils to arise and exist, in addition to the focus on teaching and learning, other activities and movements. All bring a unique look to each school. But the most important thing is that a safe and healthy living environment for children is necessary.

In order to build a safe, friendly and healthy environment in the school, the administrators, the steering committee and the educational forces have agreed to join hands in building a healthy cultural environment, ensuring security. school order and safety, disciplined and civilized life in schools.

Coordinating with the organization to sign a commitment to building a healthy cultural environment, organizing exchanges between school teachers - students with local government organizations in educating social evils prevention skills for students. The school organizes propaganda, advocacy and awareness raising among teachers, staff and students of legal documents on social evils prevention and control, the basic concepts, the development, spread and harm of social evils. Preventive measures, a good example in social evils prevention. Propaganda and education must always be considered as a basic task and must be done regularly and continuously.

Thoroughly grasping all teachers must strictly comply with the regulations and teachers' manners, and regulations on school safety. Teachers themselves, parents, members of mass organizations must always be exemplary. Building a positive and friendly relationship between teachers and teachers, teachers with students, students with students, in which the relationship between teachers and students is especially important. Because this relationship creates an emotional background, has a strong influence on students' psychology and educational outcomes. With each word, gesture, behavior, and attitude of the teacher will affect and influence. Outstanding educational outcomes for each student. This relationship must be built on the basis of equality, mutual respect and trust.

5.5. Solution 5: Mobilizing funding sources, facilities and facilities for the education of social evils prevention skills

Good preparation in terms of funding, the necessary facilities and facilities will contribute significantly to the success of social evils prevention skills education. Reasonable exploitation of the facilities conditions: playground, training ground, system of function rooms together with facilities,

equipment, teaching aids will be useful support tools for managers. management, teachers and students implement innovation, creation and diversifying in a flexible way the forms of educational organization of social evils prevention skills. Make use of every ability to mobilize funding sources to motivate and encourage educational forces to participate well in educating students about social evils prevention skills through emulation and commendation assessment. and widely recognized examples in social evils prevention and combat.

School administrators, the Steering Committee of the education of social evils skills need to have many measures to coordinate with the Representative Board of students' parents, mass organizations, local authorities, Donors support funding and facilities in the school. The school needs to do well the socialization of education to continue to invest in the procurement of facilities in general and teaching equipment in particular, improving the school's landscape to be safe, clean and beautiful to meet the requirements. teach and organize other educational activities, including education on social evils prevention skills to get the best results.

5.6. Solution 6: Manage and coordinate forces involved in educating students about social evils prevention skills

In order for the education of students' social evils prevention skills to achieve the goals, the organization and direction of managers is extremely important. Further strengthening the management and close coordination between educational forces inside and outside the school will create a unified consistency in the process of planning, directing, organizing and testing. activities of preventing and combating social evils inside and outside the school are qualified and effective.

In order to organize and direct well, the steering committee is essential to develop a scientific and appropriate mechanism of organization and administration to help organizations, members inside and outside the school understand and understand the functions. their tasks, scope, powers and responsibilities, thereby agreeing highly on organizational methods and forms to closely coordinate to create overall strength, friendly relationships, and solidarity in lifting high-efficiency education on social evils prevention skills for students.

In order to operate effectively, first of all, the steering committee needs to determine the composition of the educational force participating in the coordination, the roles and functions of each force.

The force educating social evils prevention and fighting skills in junior high schools includes: administrators, homeroom teachers, subject teachers,

Youth Union officers, other mass organizations, and other mass organizations. student's mother.

Out-of-school educational forces such as: Police, health care, study promotion association, child care division, Youth Union, cultural office, army, local government leaders...Each educational force has specific functions, but not separate, but in close coordination with each other. This close coordination will create the best educational environment for students, especially in the education of social evils prevention skills with clear assignment and assignment.

The coordination of forces has helped out-of-school forces to understand and care about education, on the other hand to raise their awareness and responsibility in educating students and educating themselves with the school. surname. Helping students to have a favorable environment to study and practice skills and behaviors in accordance with social standards. Resolutely prevent bad impacts, deviated manifestations, and violations of social standards from entering the school.

Strengthen inspection, evaluation, learn from experience and timely reward. On the basis of theoretical research, through analysis of the current situation and practical surveys, the author has boldly proposed 6 educational management solutions for social evils prevention skills for students in high schools. popular city Bao Loc, Lam Dong province.

Through the test results, taking opinions of administrators, teachers, parents and students, we can see the urgency and feasibility of the proposed solutions. In order to effectively educate students on social evils prevention and control skills, awareness must be raised for the participating forces, seminars, exchanges, and the establishment of the Steering Committee for activities to build specific action plan, set goals. There must be unity in the coordination of educational forces, diversifying methods of implementation, forms of education during class hours and extracurricular educational activities, taking advantage and promoting. all resources, intellectual strength of all members to join hands in building a safe and healthy educational environment, free from social evils entering the school. Although each solution has its own position and role, they are inseparable and only bring into play the highest efficiency when implemented synchronously, smoothly and consistently to educate about bad prevention skills. social problems for students in high schools in Bao Loc city, Lam Dong province, achieve efficiency and educational goals, consistent with the reality of schools and the development trend of education in the current period. now on.

6. Discussion

Through the research topic, the author hopes to contribute a part to the educational management

of social evils prevention skills for students in high schools in the current period. Helping school administrators have an overview of the current situation of educational management of social evils prevention skills for students, thereby having effective solutions for good management and building a safe and healthy education schools create conditions to ensure the comprehensive educational development for students.

However, there are some content that need to be further researched and completed as follows:

It is necessary to promulgate official documents guiding the implementation of social evils prevention and control skills education for high school students. Strengthen the organization of training courses on social evils prevention skills education for key managers and teachers in the area of Bao Loc city. Fostering and training management theory and management skills for management staff, especially in the field of educational management, social evils prevention skills for high school students. Publishing and publishing documents, textbooks and teaching materials about the content of education on specific social evils prevention and control skills with specific and relevant subjects such as Citizen Education, Biology, Study, Literature, Geography...It is necessary to strengthen the organization of seminars, seminars on social evils prevention skills education for administrators and teachers to attend. Develop a plan to regularly inspect and evaluate high schools in Bao Loc city on social evils prevention skills education. This should be considered as a criterion for evaluating and ranking the school's activities in each school year.

For managers of high schools, it is necessary to: Pay attention to and strengthen more closely the close direction of Party cells, the Board of Management, the active participation of educational forces to work. educate students about social evils prevention and fighting skills. It is necessary to proactively develop appropriate and flexible plans, content, programs and methods with school practices. Prepare necessary facilities, equipment and means, mobilize all resources and have synchronous coordination with organizations inside and outside the school to effectively organize skills education activities prevention and combat of social evils for students. Assign and mobilize teachers to participate in training classes organized by superiors. Deploy training at school. Organizing seminars, inviting consultants, to exchange experiences on educating students about social evils prevention skills among teachers in the school. There are summaries and evaluation to draw experience after each activity.

For teachers need: be active, self-conscious, proactive in learning and professionally fostering skills in educating social evils prevention skills for students. Well implement "Order, discipline, love,

responsibility", determined to prevent and repel social evils. It is necessary to develop a plan for individual teaching activities, in which paying attention to and focusing on the education of social evils prevention skills. It is necessary to regularly renew education, methods and forms of organization to educate students, in order to attract learners to participate in learning, practice actively and raise awareness of fighting against social evils. festival. Head teachers need to actively coordinate with parents of students in training and cultivating students' morality, including awareness of prevention and fighting against social evils and implementation of school and class rules.

Parents need: to have close and regular coordination with the school and teachers in managing and educating students on social evils prevention skills. Together, we will build a safe and healthy educational environment, ensuring favorable conditions for the comprehensive development of students' personality. Each family must build a healthy cultural lifestyle, parents must be a moral example for children to learn and follow.

7. Conclusion

Social evils have caused serious harm and immeasurable consequences in all aspects of human life and are more dangerous, at present, the risk of social evils entering schools has been and is having negative impacts on the formation and development of student character causes anxiety for the school, family and society. Therefore, education on social evils prevention skills is a task and an urgent requirement of managers and forces participating in education in schools. Managing the education of social evils prevention and control skills for students in high schools has an impact of the management staff on the forces of educating social evils prevention skills in and outside school in order to effectively implement plans and contents of educational activities on social evils prevention and control skills for students, aiming to educate, train ethics, habits and correct behavior, social standards and comprehensive personality development for students.

Managing social evils prevention and control skills education for students in high schools in Bao Loc city, Lam Dong province, including the following contents: Managing the education program on evils prevention skills socializing for students through classroom subjects; Managing the educational program on social evils prevention skills for students through out-of-class-hour educational activities; Manage forces involved in social evils prevention and control skills education; Managing the implementation conditions, elements, and measures to educate students about social evils prevention skills. Based on the principles: Ensuring the systematic, legal, practical...the author has proposed 6 educational management solutions for

social evils prevention skills for students in high schools. information. In each solution, the objectives, contents, methods and conditions are clearly defined. These solutions all have a close relationship, interact

with each other, are suitable with the practical conditions of the schools and are appreciated through the testing process.

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GIẢI PHÁP QUẢN LÝ GIÁO DỤC KỸ NĂNG PHÒNG, CHỐNG TỆ NẠN XÃ HỘI CHO HỌC SINH Ở CÁC TRƯỜNG TRUNG HỌC PHỔ THÔNG THÀNH PHỐ BẢO LỘC, TỈNH LÂM ĐỒNG TRONG BỐI CẢNH CÁCH MẠNG CÔNG NGHIỆP 4.0 HIỆN NAY

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Tóm tắt: Giáo dục kỹ năng phòng, chống tệ nạn xã hội cho học sinh ở các trường trung học phổ thông thành phố Bảo Lộc, tỉnh Lâm Đồng trong những năm gần đây đã được tổ chức thực hiện và triển khai bước đầu có những kết quả nhất định. Các trường trung học phổ thông đã tổ chức thông qua các môn học trên lớp được lồng ghép, tích hợp; thông qua hoạt động giáo dục ngoài giờ lên lớp... Học sinh bước đầu đã được trang bị những kiến thức, kỹ năng cơ bản về phòng, chống tệ nạn xã hội. Tuy nhiên, hiệu quả hoạt động giáo dục chưa được như mong muốn, khả năng vận dụng còn thấp, sự tham gia vào cuộc của các lực lượng phối hợp còn thiếu sự đồng bộ, chặt chẽ, đầu đó môi trường giáo dục chưa thực sự đảm bảo an toàn, lành mạnh cho học sinh. Dựa trên các nguyên tắc đề xuất các giải pháp, tác giả đã đề xuất 6 giải pháp quản lý giáo dục kỹ năng phòng, chống tệ nạn xã hội cho học sinh ở các trường trung học phổ thông thành phố Bảo Lộc, tỉnh Lâm Đồng trong bối cảnh cách mạng công nghiệp 4.0 hiện nay. Các giải pháp này đều có mối quan hệ mật thiết, tác động tương hỗ nhau, phù hợp với điều kiện thực tiễn của các nhà trường và được đánh giá cao qua quá trình khảo nghiệm.

Từ khóa: Kỹ năng phòng, chống tệ nạn xã hội; Quản lý giáo dục kỹ năng phòng, chống tệ nạn xã hội; Giải pháp quản lý; Các trường trung học phổ thông; Thành phố Bảo Lộc, tỉnh Lâm Đồng