

INTEGRATING LIFE SKILLS EDUCATION FOR PRESCHOOL CHILDREN THROUGH ACTIVITIES TO GET ACQUAINTED WITH FOLKLORE WORKS ACCORDING TO THE STEAM EDUCATION MODEL, MEETING THE REQUIREMENTS OF EDUCATIONAL INNOVATION

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Abstract: *Early childhood education is the first level of education in the national education system, laying the foundation for the physical, cognitive, social-emotional and aesthetic development of children. Integrating life value education and life skills in teaching topics in kindergartens is the task of preschool teachers. However, many preschool teachers still face difficulties in carrying out this task. STEAM education is an effective educational method, meeting the requirements of educational innovation in general and early childhood education in particular. With an oriented approach, from the study of the theoretical basis and the current situation of innovating methods for children to get acquainted with literary works in kindergarten, the study shows that the integration of life skills education in the organization of activities for children to get acquainted with folklore works in the direction of STEAM education will help children get acquainted with with easier, more effective and meaningful literary works. The article helps preschool teachers, especially those who do not have much experience in integrating life skills education through activities for children to get acquainted with literary works and perform their tasks better.*

Keywords: *Integrate; Early childhood education; Life skills education; Folklore works; Vietnamese folk songs, STEAM education model, Vietnamese education innovation.*

1. INTRODUCTION

Early childhood education is the first level of education in the national education system, laying the foundation for the physical, cognitive, social-emotional and aesthetic development of children. Skills that children absorb through preschool education care program will be the foundation for their future learning and success. Vietnamese folklore - “a source of living resin to nourish children’s souls, give wings to the future with great ambitions about life, nature and people” (Nguyen Dinh Thi, 1944) is considered a rich source of literature, containing suitable life skills for children in their first steps and throughout their lives. STEAM education is a modern education trend, it has been included in the Formal Education programe 2018 by Ministry of Education and Training. The goal of preschool education is: “*Helping children develop physically, emotionally, intellectually, aesthetically, forming the first elements of personality, preparing children for the first grade...*” (Circular No. 01/VBHN-BGDDT in promulgating the preschool education program, 2021). Organizing

integrated educational activities in kindergarten in the orientation of STEAM education is an appropriate way to connect fields into a topic and associated with practice, helping children observe, explore, experience, explore in-depth, realize their own strengths, their favorite jobs to start career orientation right at preschool age. This model also trains children in the necessary competencies and qualities of citizens in the integration generation. With a oriented approach, from the study of the theoretical basis and the current situation of innovating methods of organizing educational activities for children in preschool, the study shows that the application of the STEAM education model in integrating life skills education for preschool children through activities for children to get acquainted with literary works is a solution effective in cultural integration in education, making an important contribution to the realization of the goals of preschool education in the trend of innovation. At the same time, this solution will help children get acquainted with literary works more easily, effectively and with more practical meaning; help preschool teachers, especially those who do not have much experience in applying the STEAM education model in organizing educational activities in general in kindergartens, meeting the requirements of early childhood education innovation in particular and Vietnamese education in general.

2. RESEARCH RESULTS

2.1. Some general theoretical issues

2.1.1. *Integration Concept and Integrated Education*

“*Integration*” has a Latin origin as “*entergration*”, with the meaning of integrating, merging, merging, establishing the common, the whole, the unity on the basis of individual parts.

According to author (Nguyen Thi Hoa, 2019), “*Integrated education is a concept of the learning process in which the entire learning process contributes to the formation in learners of clear and anticipated competencies that are necessary for learners to serve the future learning process, or to integrate students into working life... integrated education makes learning meaningful.*” Thus, integrated education is intended to be integrated educational activities in which learners learn to use knowledge, skills and movements in a coordinated way to comprehend in the most complete way. Integrated education screens useful information to form integrated competencies and goals.

2.1.2. *Contents of life-skills education in preschool education and tasks of teachers in life-skills education for preschool children*

- *Life-skills education in preschool education*: In the World Forum on Education for All in Senegan (2000), the Dakar Action Program has set out 6 goals, of which goal 3 says: “Each country must ensure that learners have access to appropriate life skills education”. Simultaneously, goal 6 requires: “When assessing the quality of education, it is necessary to evaluate the life skills of learners.” (Nguyen Thi Binh *et al.*, 2017). In the preschool education program, educational contents in 5 areas of education are arranged according to the theme system, including: *Self; Family; Schools, preschool classes; Primary School;*

Profession; Traffic; Uncle Ho; Homeland, country; Tet and festivals; plant world; Animal World; Natural phenomena; Nutrition - health. This system of topics is close to preschool children, gradually expanded by the interaction between children and their families, schools and the world around them, and is associated with the necessary life skills of preschool children: in line with Goal 6 of the Dakar Action Program, “Vietnam’s early childhood education innovation program has taken into account life skills as a component of education quality” (Nguyen Thi Binh et al., 2017).

- *Duties of teachers in life skills education for preschool children:* Children in preschool age are gradually getting used to society and the natural world, so the content of life skills education in the preschool education program is quite rich and comprehensive to help them adapt to life. Life skills education at the preschool level is conducted through content that contains life skills” (Nguyen Thi Binh et al., 2017). The tasks of teachers in life skills education for preschool children are: to identify the role of life skills education; identify groups of necessary life skills for each preschool child, associated with the thematic system in the preschool education program; selecting topics with content containing life skills suitable for each age of preschool children; select appropriate forms, methods and techniques to design teaching plans suitable to the theme and preschool ages; organize activities in the direction of experience, promote initiative, creativity, form and develop life skills for children.

Thus, being educated in life skills is the right of preschool children. The task of preschool teachers is to equip children with the necessary early life skills through educational activities, so that they gradually enter life with confidence, independence, self-esteem and safety.

- *Contents of life skills education in Vietnamese preschool education programs:* There are many criteria for classifying life skills groups, according to the innovative preschool care and education framework program, the content of life skills education includes the following groups: physical development skills; cognitive skills; language development skills; emotional skills and social behavior; artistic and aesthetic skills.

With the unique characteristics of literary works, especially literary works in the genre of folklore, the group of songs, preschool teachers have enough basis to integrate and educate those skill groups in organizing activities for children to get acquainted with literary works. The problem here is, which educational model to choose to be able to do the above tasks well.

STEM/STEAM education and innovating methods for children to get acquainted with literary works in kindergarten.

- *STEM education:* Originating in the United States, STEM education is an educational model that was born in the 90s of the twentieth century. STEM education has been interested and researched for several years in many countries around the world such as the US, UK, Japan, South Korea and Vietnam... The goal of STEM education is develop scientific thinking, linking technique, technology and logic of Mathematics, forming the capacity and quality of citizens in the 21st century. By placing learners in learning situations that are meaningful, closely related to their environment, and applicable, STEM education

motivates and engages learners (English & King, 2015; Stohlmann, 2012). STEM education is a model that pursues the philosophy of integrated education, aiming to form learners with broad, interdisciplinary knowledge and significantly pays attention to the formation and development of learners' practical activity capacity. Integration in STEM education is not spread out on a large scale but focus on 4 specific fields: science, technology, engineering and mathematics. These scientific fields are designed to be integrated and intertwined in learning tasks associated with practice. The learning process of learners is mainly based on the mode of working, practicing, experiencing, and cooperating. Through practical activities, learners self-discover and discover scientific knowledge and more importantly, form and develop skills in exploration, experimentation, exploitation and application of technology, technical design, thinking and calculation.

- *STEAM education*: STEAM is a step forward from STEM education with the addition of Arts. "STEM integrates with liberal arts to become a new subject, STEAM" (Nguyen Thanh Hai, 2019). STEM education is moving to STEAM as a new educational approach that is considered a highly effective and improved education strategy for the field of early childhood education, in line with the requirement of innovating early childhood education methods "to create conditions for children to experience, explore, explore the surrounding environment in many diverse forms, meeting the needs of children's interests according to the motto "play and learn, learn and play" (Ministry of Education and Training, 2021).

Currently, the STEAM education model has been implemented relatively widely in kindergartens across the country, especially in provinces and big cities with specific orientations. However, this model mainly stops at some typical topics and lessons and in extracurricular clubs, STEAM festivals and focuses on integrating topics in the field of science and technology, which have not been widely implemented in the fields of social sciences and humanities, including activities for children to get acquainted with literary works. Meanwhile, the STEAM education model is an educational model that really brings many benefits in activities for children to get acquainted with literary works.

- *Methods for children to get acquainted with literary works*: At preschool age, it is not possible to call exposing children to literary works teaching and learning, but "to let children get acquainted with literary works". According to authors (Nguyen Thi Tuyet Nhung and Pham Thi Viet, 2006): "get acquainted and point out the level of children's initial exposure to literature. The essence of contact with the work. On that basis, teachers let children memorize poetry expressions, tell expressions of stories or dramatize literary works."

Thus, kindergarten is a place where children have access to literary works for the first time in a methodical way, systematically, preschool teachers are the bridge, bringing children to the artistic world of literary works. Through literary works, teachers have the following tasks: to arouse love for literature; expand awareness of the world around them, foster them healthy emotions and noble dreams; language development; have the skills of reading and telling expressively, expressing works in different forms (La Thi Bac Ly, Le Thi Anh Tuyet, 2009). So how do the beauties of literary works that teachers bring to children not become irresistible? What lessons do not become dogmatic and imposed? How can we

arouse in children a love for literature, so that children voluntarily “engage” in the magical world of literary works and receive the values and skills needed in their first steps in life? In fact, when introducing children to literary works, many preschool teachers have not fully exploited the effects of literature as well as have not used active teaching methods to the fullest, but only stop at the level of allowing children to memorize, read expressively and grasp the content of the text. The ability to use artistic language and literary perception has hardly been focused on in the teaching process. The main methods and activities are storytelling, role-playing, and discussion. Meanwhile, the ability of STEAM will help children develop comprehensively, participate in the world of technological advances to occupy the beauty of the art world in literary works (Van Thi Minh Tu et al, 2022). STEAM competency is a composite competency that covers all areas. STEAM thinking is scientific thinking. But before becoming an excellent scientist or engineer, it is necessary to first focus on developing the specific skills of Literature through the literary works that children have access to, such as: the ability to feel, read, tell expressions, expressions, vocabulary, imagination, etc creativity and more importantly, bringing lessons about beauty, goodness, and positivity into their own lives. That requires teachers to have a fresher mindset to approach literary works, that the STEAM technical process does not only belong to the field of science and technology. That process is completely appropriate and brings many benefits to both her and the child in the activity for children to get acquainted with literary works.

- The significance of integrating life skills education when organizing activities for children to get acquainted with literary works according to the STEAM education model.

Children of preschool age are in the stage of both physical and mental development. A peaceful and warm living environment is the cradle for children to develop comprehensively. In order for children to be stable from the first steps, equipping them with the necessary life skills will start from teaching them the most practical things such as: self-service, seeking help, preventing risks and risks from the living environment, loving and sharing love, etc. Next is to practice skills: communication, listening, answering, seeking help, solving problems, overcoming difficulties, teamwork, etc. This is an important premise to help students be more confident when entering more complex social relationships later.

Folklore, the treasure of folk wisdom left by our father by word of mouth, was evaluated by President Ho Chi Minh as “precious pearls” of national literature. Folklore is lessons that are close to life, practical, practical and highly educational. Studying Vietnamese folklore, compositions suitable for preschool children, especially the genre of "ca dao", folk songs, groups of songs adapted into lullabies for children, we realize that this is a valuable source of literature, making an important contribution to “Forming and developing in children the main qualities: patriotic, compassionate, hardworking, honest and responsible; fostering the soul, forming personality and developing personality” (Ministry of Education and Training, 2018). The content of each literary work is a valuable lesson about behaviour with practical life skills for preschool children.

The current situation of integrating life skills education when organizing activities for children to get acquainted with literary works in kindergartens according to the STEAM education model.

General information about the survey

- Form: online poll on Google forms

- Subjects: 100 managers and teachers at a number of kindergatens in the provinces of Tuyen Quang, Thai Nguyen, Vinh Phuc and Hanoi on the current situation of integrating life skills education for preschool children through activities for children to get acquainted with literary works according to the STEAM education model, meeting the requirements of educational innovation.

- Content: The question system focuses on 5 issues:

(1). The understanding of life skills education in preschool and of the implementation of the task of integrating life skills education for preschool children through activities for children to get acquainted with literary works according to the STEAM education model, meeting the requirements of educational innovation;

(2). Integrated forms of life skills education for preschool children through customs clearance activities for children to familiarize themselves with literary works in the orientation of STEAM education model, meeting the requirements of educational innovation;

(3) Levels of children's participation in integrated activities of life skills education for preschool children through customs clearance activities for children to get acquainted with literary works in the orientation of preschool education, meeting the requirements of educational innovation;

(4) Advantages and disadvantages of integrating life skills education for preschool children through customs clearance activities for children to get acquainted with literary works in the orientation of preschool education, meeting the requirements of educational innovation;

(5) Proposals on integrating life skills education for preschool children through customs clearance activities for children to get acquainted with literary works in the orientation of STEAM education model, meeting the requirements of educational innovation.

2.1.3. Survey results

The survey results were obtained as follows: 98% of the interviewed teachers were well aware of the role and significance of applying the STEAM education model in innovating methods for children to get acquainted with literary works, the remaining 2% had no opinion because they did not know anything about this model.

Regarding the current situation of applying the STEAM education model in organizing activities for children to get acquainted with literary works with the following levels: regularly (0%); from 1 to 2 times/1 year (20%); only organized in the form of extracurriculars and contests (78%); not yet applied: 2%. With the question of the forms of application: used, club form (20%); STEAM Festival (78%). With questions about the levels of children's participation in STEAM activities: Excited (20%); Shy (78%); Not participating: 2%.

Regarding the advantages and disadvantages, the opinions focus on the following points:

- *Advantages:* Teachers are qualified above professional standards, always proactive in innovating methods of organizing activities to attract children. Having reading skills, expressive storytelling, etc., are always oriented and encouraged by the school to organize experiential activities for children, including applying the STEAM education model; always receive the attention and facilitation of the school, invest in relatively adequate facilities; have the trust and trust and support of parents in organizing activities for children...

- *Disadvantages:* Teachers still confused in choosing topics, developing plans to organize educational activities according to the STEAM education model; not really confident to implement a STEAM project on a large scale and methodically with the participation of all parties (Board of Directors, young parents, etc.). STEAM experience is limited; There are still limitations; There is still a shortage of time and funds for activities and hesitancy in calling for the participation of young parents...

- *Evaluation:* The results of the poll show that, currently, in preschools, the STEAM education model in organizing activities for children to get acquainted with literary works has been implemented but not really regularly. Participating in this activity, not only are children relatively passive. On the teacher's side, preschool teachers are aware of the significance of applying the STEAM education model in innovating methods for children to get acquainted with literary works in kindergarten. Subjectively, preschool teachers have basic competencies in their profession but are still very limited in STEAM capacity and organizing STEAM educational activities. There are also difficulties in designing the STEAM education process. The rest are objective shortcomings such as school facilities, attention and support from young parents. From that situation, the article aims to build a process of integrating life value education and life skills in organizing activities for children to get acquainted with folklore works according to the model of a STEAM education project.

3. PROPOSE THE PROCESS OF ORGANIZING THE PROJECT TO INTEGRATE LIFE SKILLS EDUCATION IN ORGANIZING ACTIVITIES FOR CHILDREN TO GET ACQUAINTED WITH VIETNAMESE TRADITIONAL MUSIC AND FOLK SONGS ACCORDING TO THE STEAM EDUCATION MODEL

3.1. General principles when integrating life skills education in teaching Vietnamese traditional music and Folk Songs in the direction of STEAM education.

- Teaching closely follows the content of the current preschool education program.
- Develop topics/lessons/projects in the direction of STEAM topics.
- Ensure integrated education - Ensuring the principle of quantity.
- Ensure regularity and continuity.

3.2. The process of implementing teaching - learning activities of the STEAM project.

- Step 1: Identify groups of life skills suitable for preschool children.

- Step 2: Researching on preschool education program, selecting the STEAM topic.
- Step 3: Searching for general sources of literature, digitize corpus on traditional music, folk songs and lullabies.
- Step 4: Choosing the right songs, folk songs, and lullabies for preschool children.
- Step 5: Researching on corpus, selecting the project's topics (names).
- Step 6: Developing the project plan.
- Step 7: Implementing the project plan.
- Step 8: Evaluating the project results.
- Step 9: Implement post-project activities.

3.3. Develop a project teaching plan

3.3.1. Project plan

Project name: When drinking water, remember its source

Project summary: Vietnamese songs and folk songs are cultural treasures and folk knowledge, reflecting the customs, practices, and aspirations of Vietnamese people, where the system of images of nature, people and labor blends together, creating life, nature and people of Vietnam. Traditional music and folk songs have entered the human soul naturally and are an invaluable spiritual product, so it is necessary to preserve and promote the role and value of folk songs in the new era. For preschool children, "Folk songs are the spiritual milk" nourishes them right from the womb to adulthood.

Areas of instruction: Language development; Emotional and social behavior development.

Topic: Family, homeland, country.

Subjects: children 5 - 6 years old.

Built-in content: Language development, emotional development and social behavior; life skills education; literary perception capacity ("ca dao" genre); painting, music, plastic arts, theater, mathematics and symbolism; music, art...

Goals

- **General goal:** After participating in the project, children will:

Know the group of familiar songs, folk songs, and lullabies about gratitude

Recitation, expression reading and lullaby, performing some songs about gratitude

Apply what is known about folk songs, and lullabies to participate in folk games; project activities, completion of project tasks.

Design a STEAM product associated with the project theme

Displaying, performing, and presenting STEAM products.

- STEAM goals

Science (S): Children have access to folklore in general and a group of songs, folk songs, and lullabies about gratitude – a moral tradition of the Vietnamese nation;

Technology (T): Children know how to design practical products for fun and exploring the world... as well as developing the values and techniques received from the project;

Engineering (E): Children know how to use tools and materials properly in the process of designing project products;

Art (A): Children know the combination of colors and paintings; creative script development, role-playing, acting, costumes...

Mathematics (M): Children know how to apply skills: Selection, classification, measurement, comparison... to create products that meet the criteria of aesthetics as well as good application.

- Goals of life skills education

- Physical development skills: gross movement, fine movement

- Cognitive skills group: knowledge of Vietnamese singing and skills to receive the genre of singing

- Language development skills: communication, cooperation, presentation...

- Emotional development skills and social behavior: love, gratitude, sharing, empathy...

- Art and aesthetic skills group: painting, music, shaping, acting...

Teaching forms, methods and techniques: Project teaching, teamwork, visualization, application of information technology, theatricalization...)

Preparation

- **Teachers:** documents, materials, teaching plans, evaluation rubrics...

- **Children:** songs, lullabies, tools and utensils to design project products...

Assessment Schedule

- *During the implementation*

+ Report on the progress of the implementation of the project tasks of the children's groups;

+ Evaluate the process and products of the children's groups.

- *After the implementation*

+ Feedback form of the participating parties (School Management, professional team, parents, relatives of the child and subjects invited to participate in the project result report.

+ Children's feelings

Estimated time

- *Time:* according to the school year plan

- *Duration:* 6 lessons in class, in addition, teachers guide children to participate in corner activities, picnics, play...

Progress of classroom lessons

- Lesson 1, 2: Project introduction
- Lesson 3, 4: Project implementation
- Lesson 5, 6: End of the project

3.3.2. Guidance on the organization of activities the project on integrating life skills education in the organization of activities for children to get acquainted with literary works according to the STEAM education model

Phase 1. Project Introduction (Lesson 1,2)

Activity 1. Warm-up - Mounting

- Goals to be achieved: Arouse interest in children, analyze the context, detect problems, form project ideas, assign group tasks.
- Forms and methods: classroom learning; games (suggestion: responding to songs; chasing pictures and catching words, king of Vietnamese...)
- Task tranference:
 - + Teachers introduce the context, discuss project ideas, divide learning groups, assign learning tasks to groups; guiding the working group; assign tasks to children under the theme “Uống nước nhớ nguồn” to disseminate the requirements to be met, guide children to search for songs, folk songs, lullabies, and expected products; zoning knowledge related to project topics and products; dissemination of schedules; evaluation criteria and reporting forms;
 - + Children work in groups: discuss project products; assigning tasks to members; schedule for synthesizing, approving and accepting products...

Phase 2. Project Implementation (Lesson 3,4)

Activity 2. Connect

- Goals to be achieved: children gain an understanding of folk songs, reading expressively folk songs, singing lullabies.
- Forms and methods: classroom learning; presentations, conversations, explanations, expressive readings, games...
- Tasks tranference:
 - + Teachers: run groups to report research results and present ideas about the group’s products, give suggestions for the group’s products.
 - + Children: report on the results of teamwork, present difficulties that need support from teachers

Activity 3. Explain

- Goals to be achieved: Children can apply the knowledge and experience gained from “cohesion” activities to specific situations to design products.
- Forms and methods: classroom learning; Teamwork

- Tasks tranference:
- + Teachers: supervise, support, encourage, orient and unify the products of the groups.
- + Children: Discuss and unify the products, processes, schedules, etc.
- Teachers conclude about the products of the groups:
- Group 1. A play about gratitude (based on folk songs)
- Group 2. A painting expressing gratitude to parents (inspired by folk songs)
- Group 3. A lullaby performance in 3 regions (North – Central – South)

Activity 4. Consolidate

- Goals to be achieved: Teams to complete the learning products, practice, prepare for the report and product evaluation.

- Forms and methods: Presentations, teamwork

- Tasks tranference:

+ Teachers: disseminate the content of the product report: assignment of tasks, program script, form, evaluation criteria.

+ Children: complete, approve products, assign tasks to members, prepare for product reports.

Phase 3. End of project (Lesson 5,6)

- Requirements to be met: Summarizing, evaluating: evaluating the process; evaluating learning products; evaluating improvements and orienting the application of products into practice

- Forms and methods: Competition playgrounds; literary prom... Demonstration groups, product reports, judges (teachers, team members, guests) evaluate according to the product evaluation criteria that have been designed and disseminated during the project implementation.

4. CONCLUSION

Integrating education on life values and life skills in organizing activities for children to get acquainted with folklore works according to the STEAM education model has practical meaning, in line with the orientation of reform of general education in general and preschool education in particular. The organization of STEAM projects makes it easier, more interesting and meaningful to get acquainted with children's literary works. This form helps children to access literary works in an active, self-conscious and exciting way to realize the true life values, the early life skills needed from the close moral lessons in the oral works left by their ancestor. This article will help preschool teachers, especially those who do not have much experience in organizing activities that integrate life value education and life skills in organizing educational activities, to better perform their tasks. Applying the

STEAM education model to the integration of life skills education in familiarizing children with folklore is a positive teaching plan, crucially contributing to innovating the method of organizing educational activities in kindergartens.

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