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Life Skills Education Capacity Structure of Teacher in the Context of Current Education Innovation

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Abstract---*The current general education innovation has clearly defined the quality and capacity goals that students need to achieve, which shows the integration of life skills in the requirements of each quality and capacity at each educational level. With this innovation, the requirement on life skills education capacity of high school teachers is set. Thus, training in pedagogical schools should pay attention to developing this capacity for students. The article studies the structure of life skill education capacity of pedagogical students, creating a premise for pedagogical schools to develop this capacity for students, meeting the requirements of reforming the general education program in 2018.*

Keywords---*life skills, secondary education, teacher training, technical vocational skills, youth employability*

Introduction

There are many different definitions of life skills. From the perspective of the World Health Organization (WHO): Life skills are psychosocial competencies, an individual's ability to effectively cope with the demands and challenges of life. According to UNESCO, Life skills are the individual's ability to fully function and participate in daily life. The Four Pillars of Education is a life skills approach. According to UNICEF: Life skills are specific behaviors that demonstrate the ability to convert knowledge and attitudes into adaptive actions in life (Canh et al., 2017).

From the above conceptions of life skills, it can be seen that: life skills are social and personal abilities to fully perform functions and participate in daily life. Life skills are both personal and social. Life skills are personal because it is an individual's ability. Life skills are also considered social because, in each development stage of social history, each region requires each individual to have appropriate life skills. Life skills are not only to solve social problems, but they help to improve people's quality of life (Maryam et al., 2011; Palmer, 2014; Hepsiba et al., 2017). There are many ways to classify life skills. Based on the classification of the health field, UNESCO classified life skills into general life skills and life skills in each area of human life, including:

General life skills

These skills are divided into 3 groups:

- Cognitive skills: Includes specific skills such as: critical thinking, problem-solving, perception of consequences, decision making, creativity, self-awareness, goal setting, value confirmation...
- Emotional coping skills: Includes motivation, sense of responsibility, commitment, stress management, emotional control, self-management, self-monitoring, and self-regulation...
- Social skills or interaction skills: Including communication skills; decisiveness; negotiation/rejection skills; Active listening, cooperation, understanding, recognizing the sympathy of others, etc.

Through the above-mentioned general life skills, it can be seen that life skills include the following elements: intellectual, socio-psychological and practical. Life skills in each specific issue: Hygiene, food hygiene, health, nutrition; gender and reproductive health issues; preventing and taking care of people with HIV/AIDS; use of alcohol, tobacco and drugs; prevent natural disasters, violence and risks; peace and conflict resolution; family and community; civic education; protect nature and environment; cultural; language; technology.

The document on life skills education in cooperation with UNICEF (Ministry of Education and Training) introduced another classification, in which life skills are classified into 3 groups:

- Skills to recognize and live with yourself include: Self-awareness skills; Self-esteem; Consistency; Coping with emotions; coping with stress.
- Skills to recognize and live with others include: Interpersonal relationship/interaction skills; sympathy; withstanding the negative pressure of friends or others; negotiating and communicating effectively.
- Effective decision-making skills include: Critical thinking; Creative thinking; decision making; Problem-solving.

Applying UNESCO's concept of life skills in the informal sector, continuing education practitioners in Vietnam also have concepts of life skills including:

- Basic skills (reading, writing, calculating, etc. blinding the functions of reading, writing, and calculating for daily functions).
- General skills such as: Problem-solving skills, critical thinking skills; writing skills in groups, etc.
- Skills in specific situations and contexts of social life such as generating income; health; sex; family; environment etc.

Life skills education capacity

Capacity is a complex psychological attribute, which is the convergence of many factors such as: knowledge, skills, attitude, experience, and willingness to act and respond. The concept of capacity is associated with the ability to act. Action capacity is a type of capacity, but when we say capacity development, people also understand at the same time the development of action capacity (Meier & Van Cuong, 2014). Thus, capacity is the ability to responsibly and effectively perform actions, and solve tasks and problems in changing situations in the professional, social or personal fields on the basis of knowledge, skills and experience as well as the willingness to act (Magnani et al., 2005; McMullen & McMullen, 2018).

The quality of education, in general, depends greatly on the educational capacity of teachers. Pedagogy K.D. Usinxki said: "There is no doubt that the quality of education depends greatly on the general atmosphere of the school, but the most important thing is still the personality of the teacher, the person who regularly interacts with children. The influence of the teacher's personality on young minds creates a great educational power that textbooks, moral teachings, rewards and punishments cannot replace. Therefore, in addition to the qualities and competencies of the teaching profession in general, today's high school teachers need to have the ability to educate life skills. Based on the above definition of capacity, we believe that: Life skills education capacity is an individual's capacity, to demonstrate responsible and effective implementation of life skills education activities or solving tasks and life skills related problems in different educational situations on the basis of knowledge, skills and experience in life skills education (Harris & Sass, 2011; Martínez-de-la-Hidalga & Villardón-Gallego, 2016).

Thus, in order to have the capacity to educate life skills, teachers first need to have knowledge of life skills in general and knowledge of life skills of high school students in particular, to have knowledge of education and life skills education, to have the necessary standards, spirit, attitude and responsibility, typical for life skills education in high schools, with an appropriate environment and context to carry out life skills education for students. Below is the structure of the teacher's life skills education capacity structure (Paraskeva et al., 2008; Bozkurt et al., 2012).

Capacity structure of life skills education of teachers

Based on the structure of capacity in general, based on the characteristics of life skills mentioned above, we determined the life skills education capacity of high school teachers including component competencies. In each component capacity, there are corresponding standards of knowledge, skills, and attitudes (Oketch, 2007; Depaepe et al., 2015; Maba et al., 2018). Based on that, general schools or pedagogical schools can foster and develop life skills education capacity for teachers and students. This structure is detailed in the table below:

Table 1
Structure of teacher's life skills education capacity

| Components of life skills education capacity | Structure | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| | <i>Knowledge</i> | <i>Skill</i> | <i>Attitude</i> |
| Identifying life skills of high school students by grade level | 1. Be able to present the typical signs of students' life skills according to each grade level 2. Analyze and explain the characteristics of life skills of students at each grade level | Identify the skills of students at each grade level in the checklist | Seeing the necessity and importance of identifying the life skills of students at each grade level |
| Design education topics for life skills for all levels | 1. Fully understand the psychophysiological characteristics of students of all ages 2. Required analysis of a life skills educational topic | 1. Classify the life skills of each age 2. Design life skills education topics suitable for classified life skills groups | Consideration when classifying life skills of each age Flexibility and creativity in designing life skills educational topics |
| Design special or integrated life skills education activity plans in experiential education/subject-teaching activities according to designed themes | Present the structure of a plan of educational activities / subject teaching | Determining the right goals, contents, methods and appropriate life skills education forms, necessary conditions for carrying out life skills education, clearly defining requirements for testing and evaluating life skills education results | Identify the importance of designing life skills education activities suitable for each age of students |
| Implement life skills education plan | Presenting the process of organizing life skills education activities by topic | Organize a life skills education activity for students on a specific topic | Flexibility, creativity in organizing life skills education activities for students |
| Assessment of student's life skills | A complete and basic understanding of assessment in general education | Design tools and scales for student behavior in learning and activities at high school | Objective, fair in assessing students' life skills |
| Report student progress on life skills | 1. Present the structure of a student progress report. | 1. Collect evidence for student progress in life skills 2. Write a report on the | Be careful, honest, and objective when writing student progress reports. |

| | |
|-------------------------------------------------------------------------------|-----------------------------------|
| 2. Present the grounds to demonstrate the progress of students in life skills | student's progress in life skills |
|-------------------------------------------------------------------------------|-----------------------------------|

Conclusion

The above capacity structure of life skills education can be viewed as fostering content or capacity development content of life skills education for high school teachers and students of pedagogical schools. With this capacity, teachers can help students achieve the quality and competency requirements of each age specified in the 2018 general education curriculum.

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