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WORK CULTURE EDUCATION OF VIETNAMESE PRE-SCHOOL CHILDREN IN HANOI

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SUMMARY

The subject of the research presented in this dissertation was the actions taken by both parents and teachers of pre-school children in Hanoi leading to the formation of a work culture. In describing the theoretical assumptions of the study, the author's concentration was directed to the perception of work culture in its narrower sense. Work culture is a personal characteristic of the individual. It follows that every person has certain individual characteristics that lead to the way in which he or she carries out the work process. The work culture thus understood, which is related to the psycho-physical dispositions that are formed throughout a person's life, consists of knowledge of work, skills and attitude. The formation of work culture is related to the issue of professional development. Therefore, the theoretical basis for the analyses carried out in this paper is the theory of professional development by Anna Roe, who draws attention to the particular importance of the childhood period and the influence of the family and early education on the development of professional preferences and the development of a person's lifelong career.

The main aim of the study was to identify what measures for shaping the work culture of preschool children are taken by parents and teachers of children attending kindergartens in a large Vietnamese city (Hanoi). In developing the research project, the achievements of the Polish pedagogy of work were used, because in the Vietnamese literature in the field of education this topic, despite the great importance of work as a value in culture, tradition and everyday life, is not taken up and researched. The research was directed towards the following objectives:

1. To determine what activities leading to the formation of a work culture are undertaken by parents of Vietnamese pre-school children.
2. To determine what activities leading to work culture formation are undertaken in Vietnamese pre-schools for the children attending them.

3. To identify to what extent separate literature is used in work culture education conducted by parents of preschool children and by kindergartens.

The research objectives and problems set were oriented towards the positivist paradigm and towards research situated in the field of quantitative research. A diagnostic survey, defined by some researchers, especially in sociology, as survey research, was used. Consistent with the adopted method, a selected research group was surveyed using survey questionnaires. Two original survey questionnaires were used, one of which was addressed to teachers of educational institutions involved in the care and upbringing of pre-school children, and the other to parents of children attending educational institutions in Hanoi. The research proper was preceded by a pilot study conducted with small groups of teachers and parents.

The analysis of the collected material made it possible to attempt a diagnosis of the state regarding the extent and forms of work culture formation for Vietnamese pre-school children. A particular area of interest was the use of separate literature as a means of supporting education to work culture. Due to the location of the research in Vietnam and its analysis and presentation on the basis of theoretical and methodological foundations from the area of Polish pedagogy, the analysis of the material allowed to gather knowledge on original ways of shaping the culture of work of Vietnamese preschool children from Hanoi, which could be used in the Polish educational system, as well as in other countries.

The work was concluded with both conclusions and recommendations resulting from the developed material. The recipients of these recommendations are all circles involved in the process of educating pre-school children. These are primarily parents and educators, as well as teachers working in kindergartens. Some recommendations are also addressed to the organisers of the upbringing and educational process in Vietnamese kindergartens. The presentation and subsequent possible implementation of the guidelines proposed in the work entails the additional advantage of their international context. Relating the collected material and its analysis of upbringing and education in Vietnamese kindergartens to the considerable experience of Polish researchers and practitioners in this area is of significant theoretical and practical importance, especially in the context of the rich Polish experience of upbringing in the culture of work.