

Develop Students' Learning Planning Skills Faculty of Chinese, Hanoi Pedagogical University 2



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ABSTRACT: Recognizing the importance and practical significance of study planning skills for students in general and students of the Faculty of Chinese at Hanoi Pedagogical University 2, we have researched the current status of planning skills. Learning plans of students of the Faculty of Chinese, Hanoi Pedagogical University 2. From the results of this research, we propose recommendations that contribute to improving the learning planning skills of students of the Faculty of Chinese, Hanoi Pedagogical University 2, in particular, and students of universities in general.

KEYWORDS: learning planning skills, Faculty of Chinese, Hanoi Pedagogical University 2, students.

1. INTRODUCTION

Credit-based training is an advanced training method in the world. The essence of this training method is to promote the positivity and initiative of students, in which study planning skills are one of the important skills to help students be proactive in their time and complete their goals. your learning goals.

Recognizing the importance and practical significance of study planning skills for students in general and students of the Faculty of Chinese at Hanoi Pedagogical University 2, we have researched the current status of planning skills. Learning plans of students of the Faculty of Chinese, Hanoi Pedagogical University 2. From the results of this research, we propose recommendations that contribute to improving the learning planning skills of students of the Faculty of Chinese, Hanoi Pedagogical University 2, in particular, and students of universities in general.

2. RESEARCH METHODS

The research was conducted on 773 students of courses from K46 to K49 of the Faculty of Chinese, Hanoi Pedagogical University 2. Students were distributed according to the following years: the first year of K49 was 132 students; the second year of K48 was 47 students; the third year of K47 was 353 students; The fourth year of K46 was 241 students.

The main research methods used in research are the group of theoretical research methods including descriptive methods, systematic methods, analytical methods, synthesis, and comparative methods. The group of practical research methods includes a questionnaire survey method, observation method, and interview method.

The questionnaire is designed in 3 levels. At the level of necessity, there are 3 expressions: necessary, relatively necessary, and unnecessary, scored according to a corresponding coefficient of 3 points, 2 points, and 1 point for each option. At the performance level, there are 3 expressions: often, sometimes, and rarely, which also have corresponding coefficients of 3 points, 2 points, and 1 point for each choice. For each skill, we also establish a percentage and calculate the total score and the average score.

3. CONTENT

3.1. Overview of learning planning skills of pedagogical students

A study plan is an organized schedule that outlines study time and learning goals. Learning plans often include the following contents: learning goals, a list of tasks, implementation methods, available resources, or needs to be prepared to effectively achieve learning goals for each individual. certain learning period.

Learning plans help students identify their main goals in the learning process, thereby self-checking and self-adjusting specific tasks as well as promptly motivating students to work effectively to achieve their goals. proposed, bringing high results in learning. In addition, based on each student's study plan, academic advisors and assistants in the department will monitor students' learning progress, thereby orienting testing, consulting, and support. effective students.

Learning planning is the process in which learners design a learning program that is predicted to be optimal and feasible, to complete a learning purpose for a specified learning period based on a determined basis. correct quantity and quality of learning

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goals and available and required resources and conditions, helping to choose appropriate measures to ensure effective final learning results.

It should also be noted that, when developing a study plan, students must rely on their psychological characteristics, know how to take advantage of the time for self-study and know how to arrange common work in the most reasonable way to spend time. time for activities. In addition, students know how to combine work with reasonable rest to avoid stress and fatigue, consult with friends, and adjust their study plans when new learning tasks arise.

For pedagogical students, there are the following types of study plans: self-study plans by school year; self-study plan by semester; monthly self-study plan; weekly self-study plan; daily self-study plan; each lesson; self-study plans for subjects; self-study plan for each subject; book selection and reading plan; review plan.

3.2. Current status of awareness and study planning skills of students of the Faculty of Chinese at Hanoi Pedagogical University 2

3.2.1. Current status of awareness of the need for study planning skills of students of the Faculty of Chinese at Hanoi Pedagogical University 2

Based on a survey of 773 students of the Faculty of Chinese from the first to the fourth year, we obtained the results of the current status of awareness of the need for study planning skills as shown in the following table. :

Table 1: Current status of awareness of the need for study planning skills among students of the Faculty of Chinese at Hanoi Pedagogical University 2

Numerical order	Forms of study planning	Level of awareness of the need for study planning skills						Σ Total	\bar{X} Medium score	Level
		Necessary		Somewhat necessary		Not necessary				
		SL	%	SL	%	SL	%			
1	Make a study plan for the entire course	410	53,04	208	26,9	155	20,05	1801	2,33	11
2	Make a study plan according to the school year	428	55,37	205	26,53	140	18,11	1834	2,37	10
3	Make a study plan by semester	432	55,89	211	27,3	130	16,81	1848	2,39	9
4	Make a study plan each month	452	58,48	215	27,81	106	13,71	1892	2,45	7
5	Make a study plan each week	512	66,23	198	25,61	63	8,15	1995	2,58	4
6	Make a study plan every day	517	66,88	212	27,43	44	5,69	2019	2,61	3
7	Make a study plan for each subject	526	68,05	218	28,2	29	3,75	2043	2,64	2
8	Make a study plan	618	79,95	125	16,17	30	3,88	2134	2,76	1
9	Plan to make a course outline	487	63	218	28,2	68	8,8	1965	2,54	5
10	Plan a group discussion	475	61,45	178	23	120	15,52	1901	2,46	6
11	Make a plan to choose books and read books	446	57,7	213	27,55	114	14,75	1878	2,43	8
GPA: $\bar{X} = 2,5$										

Looking at Table 1, it can be seen that students of the Faculty of Chinese are quite clearly aware of the necessity of study planning skills, with an overall average score of $\bar{X} = 2.5$. This is a very positive sign because the nature of credit-based learning is

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that learners mainly have to study and research on their own, so awareness of the need for study planning skills will help learners improve their skills. learning outcomes.

In each form of study planning, students have different levels of awareness. The majority of students perceive that the skill of planning a review is necessary (ranked first) ($\bar{X}=2.76$), the skill of planning a study for each subject is ranked second ($\bar{X}=2.64$), day-by-day study planning skills ranked 3rd ($\bar{X}=2.61$). This stems from the reason that for students, these are practical skills that directly affect the results of each subject in particular and learning results in general. In contrast, the skills of planning for the entire course ranked 11th ($\bar{X}=2.33$), and planning for the academic year ranked 10th ($\bar{X}=2.37$). This shows that when planning the whole course, each school year, and each semester, most students do not have clear directions. Therefore, there will be many difficulties in specific study plans. Therefore, the responsibility of academic advisors and subject lecturers is to orient learning plans to help students arrange and manage their time properly and avoid being passive.

3.2.2. Current status of the implementation level of study planning skills of students of the Faculty of Chinese at Hanoi Pedagogical University 2

To get results on the actual level of study planning implementation of students of the Faculty of Chinese at Hanoi Pedagogical University 2, we used the question in the survey "Please tick the appropriate level". suitable for your study planning. The results are shown in the data table below:

Table 2: Assessing the current status of the implementation of study planning skills of students of the Faculty of Chinese at Hanoi Pedagogical University 2

Numerical order	Forms of study planning	Level of implementation of learning planning skills						Σ Total	\bar{X} Medium score	Level
		Often		Sometime		Rarely				
		SL	%	SL	%	SL	%			
1	Make a study plan for the entire course	245	31.69	365	47.22	163	21.09	1628	2.11	11
2	Make a study plan according to the school year	250	32.34	368	47.61	155	20.05	1641	2.12	10
3	Make a study plan by semester	267	34.54	398	51.49	108	13.97	1705	2.2	9
4	Make a study plan each month	287	37.13	410	53.04	76	9.83	1757	2.27	6
5	Make a study plan each week	298	38.55	390	50.45	85	10.9	1759	2.28	5
6	Make a study plan every day	314	40.62	392	50.71	67	8.67	1793	2.31	3
7	Make a study plan for each subject	335	43.34	350	45.28	88	11.38	1793	2.32	1
8	Make a study plan	315	40.75	378	48.9	80	10.35	1781	2.3	2
9	Plan to make a course outline	298	38.55	385	49.8	90	11.64	1754	2.27	4
10	Plan a group discussion	274	35.45	405	52.4	94	12.16	1726	2.23	8
11	Make a plan to choose books and read books	278	35.96	402	52	93	12.03	1731	2.24	7
$\bar{GPA}: \bar{X} = 2,2$										

Looking at Table 2, it can be seen that the majority of students in the Faculty of Chinese practice study planning skills ($\bar{X} = 2.2$). Regarding the level of implementation of study planning skills for each subject, it ranked first ($\bar{X}=2.32$), and review planning skills ranked second ($\bar{X}=2.3$). This shows that students have a good sense of planning implementation, but they still do not pay attention to planning for the entire course, each school year, specifically planning for the entire course to rank. 11 ($\bar{X}=2.11$), making a study plan according to the school year ranked 10th ($\bar{X}= 2.12$).

Comparing the correlation between the level of awareness and the level of implementation of learning planning skills according to the Spearman rank correlation coefficient, the obtained results $R = 0.95$, proving that there is a positive, positive

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correlation. Thus, in general, students perceive that study planning skills are necessary and the level of implementation is regular. However, depending on the manifestation of specific skills in students of the Faculty of Chinese, the awareness and level are not the same.

3.3. Measures to develop study planning skills for students of the Faculty of Chinese at Hanoi Pedagogical University 2

3.3.1. For students

Students need to be aware of the importance and influence of study planning on periodic and overall learning outcomes. Accordingly, students need to firmly grasp the training regulations of the training program to create a study plan suitable to their conditions and abilities. Students must determine their learning goals right from the beginning of the course and aim to complete those goals.

Students must voluntarily plan their studies for the entire school year, each semester, each month, and each day. At the same time, they must know how to self-evaluate the results of their study plans to make timely adjustments. time, reasonable.

3.3.2. For academic advisors

Planning a study plan for the entire course is extremely difficult, especially for first-year students, so the role of the academic advisor is really important. Academic advisors must help students grasp training regulations and training programs advise them on planning their studies throughout the course, each school year, and each semester, and remind them to register. Study the module according to the prescribed time.

3.3.3. For lecturers

In the credit-based training method, the lecturer plays the leading role in organizing orientation and advising students' learning process. Instructors guide students on how to organize learning forms such as self-study, group study, seminar discussions, and course study planning.

3.3.4. For Faculty and University

It is necessary to integrate the development of learning planning skills for students in the training program, have strategies to help students control the learning planning process, and organize the implementation of learning plans as well as help students. The teacher evaluates the results of implementing the learning plan. It is possible to design a student handbook on study planning that includes specific study plan samples for students to use as reference materials.

3.3.5. For Union organizations in the University

It is necessary to include study planning skills as an annual training content for student union members. At the same time, pay attention to building a learning community and sharing experiences among students across the Faculty on study planning.

4. CONCLUSION

Study planning is an important skill for university students, helping students proactively manage their time and achieve high results in their studies. The current status of study planning among students of the Faculty of Chinese, Hanoi Pedagogical University 2 shows that the majority of students have implemented study planning skills, however, in specific forms, there are still no manifestations. present evenly and reasonably. To help students of the Faculty of Chinese, Hanoi Pedagogical University 2 have good study planning skills, it is necessary to have the initiative of each student and the coordination of relevant parties to form a unified supporting block. Helps implement, organize, and evaluate effectiveness.

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