

DESIGNING LESSON PLANS ON NATURAL - SOCIAL SUBJECT DEVELOPING STUDENT QUALIFICATIONS AND COMPETENCES

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Abstract

The change from the content of the General Education Program 2006 to the competence and quality of the General Education Program in 2018 is an important and urgent issue that teachers and educational administrators pay attention. To form and develop student capacity in teaching Nature - Society, teachers need to organize learning activities such as observation, interaction, experience, etc., subject to the requirements to be met in order to form and develop students' abilities and qualities. The article analyzes the requirements of the components in the design of the Natural - Social lesson plan in the direction of forming and developing these abilities and qualities.

Keywords: *Capacity, design, lesson, nature-society.*

THIẾT KẾ KẾ HOẠCH BÀI DẠY TỰ NHIÊN - XÃ HỘI PHÁT TRIỂN NĂNG LỰC, PHẨM CHẤT HỌC SINH

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Tóm tắt

Sự thay đổi trong cách tiếp cận nội dung của Chương trình Giáo dục phổ thông 2006 sang cách tiếp cận năng lực và phẩm chất của Chương trình Giáo dục phổ thông 2018 đang là vấn đề quan trọng, cấp thiết được giáo viên, cán bộ quản lý giáo dục chú ý quan tâm. Để hình thành và phát triển năng lực của học sinh trong dạy học Tự nhiên - Xã hội, giáo viên cần tổ chức các hoạt động học tập như quan sát, tương tác, trải nghiệm,... Các hoạt động dạy học thực hiện theo các yêu cầu cần đạt để từ đó mà hình thành, phát triển năng lực và phẩm chất của học sinh. Bài viết phân tích về yêu cầu của các thành phần trong thiết kế kế hoạch bài dạy Tự nhiên - Xã hội theo hướng hình thành, phát triển năng lực và phẩm chất của học sinh.

Từ khóa: *Bài dạy, năng lực, thiết kế, tự nhiên - xã hội.*

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1. Introduction

The General Education Program 2018 is oriented to form and develop student main qualities: patriotism, compassion, hard work, honesty, responsibility; Core competencies include common competencies: self-control and self-study, communication and cooperation, problem-solving and creativity, and subject-specific competencies and educational activities. This is an innovation in the approach to the program of teachers and students. The General Education Program 2006 was basically a content access program. Teaching activities focused on providing information in textbooks, so teaching how to learn, contacting application, and connecting to practice was still limited. The General Education Program 2018 shifts to a competency approach, aimed at developing students' qualities and abilities. The fundamental transformation in this approach makes the teaching process change from content, teaching methods, teaching meanings, teaching forms, testing and evaluation; management and implementation... to create a fundamental innovation in education quality. For this change to be effective, the first thing for teachers is to design lesson plans. This is an important job of teachers before organizing student learning activities in the classroom. Teachers need to determine exactly the requirements to meet such as: *After the lesson, what should students know and be able to do? What should students learn, discover, experience? What learning activities do teachers need to design? How to guide students to study?* All these questions asked are the tasks teachers need to perform when designing lesson plans. The difficulty of teachers is organizing learning activities subject to the requirements of the program in order to shape and develop students' abilities and qualities. This means that students must achieve the natural-social competencies required by the program and the general competencies and key qualities (if appropriate). Minister Nguyen Kim Son talked about difficulties in implementing the 2018 General Education Program recorded by Van Trang: "For example, avoid extremes in the transition from education that is heavy on knowledge to focus on quality development and learner capacity. Knowledge is also of important value, it takes knowledge to form capacity, only knowledge is not the goal..." (Van, 2023).

Teachers design lesson plans in the direction of forming and developing students' qualities and capabilities to organize teaching of Nature and Society, Science, History and Geography (primary level). It is crucial to the quality of student learning and education.

2. Competence and learning activities form students' capacity

Competence is an individual attribute that is formed and developed thanks to inherent qualities and the process of learning and training, allowing people to synthesize knowledge, skills and other personal attributes such as inspiration, pleasure, belief, will, etc. to successfully perform a certain type of activity, achieving the desired result under specific conditions. (Ministry of Education and Training, 2018).

Student abilities are formed through activities. Therefore, teaching through activities is a fundamental and important factor, it is necessary to organize teaching through activities to develop the quality and capacity of students. Therefore, it is necessary to organize learning activities for students to actively participate in activities such as:

- Learning through observation: Observing things and phenomena through pictures, real objects, video clips, the surrounding natural and social environment. Thereby, develop the ability to comment, compare, classify, analyze,... what has been observed at a simple level.

- Learning through experience: Activities of discovery, contact and application associated with the surrounding real life. From there, students learn how to behave, solve common simple problems related to their own health and safety and protect the living environment.

- Learning through interaction: Simple activities such as games, role-playing, exchange, discussion, practice, inquiry, investigation. From there, it helps form student cooperation, communication, and confidence through expressing their opinions and presenting learning products.

- Exploiting student knowledge and experiences: Promoting scientific curiosity, towards the development of positive relationships of students with the surrounding natural and social environment. (Ministry of Education and Training, 2018).

Therefore, when designing a lesson plan of Nature - Society, it is necessary to determine the main content of the lesson from which to design teaching and learning activities to learn new knowledge (discovery), practice and apply the subject of forming and developing specific competencies, contributing to the formation of general competencies and qualities required by the subject program, towards the formation of students' competencies and qualities.

3. Designing lesson plan for teaching Nature - Society

Designing lesson plans is an important step in the process of organizing teaching. This is a difficult job, requiring teachers to invest a lot of time and effort. From that, teachers actively implement lesson plans to organize student learning successfully and achieve the desired effect. Therefore, teachers must deeply understand how to design lesson plans in the direction of developing students' abilities and qualities. The sequence of designing lesson plans to develop student capacity may include the following tasks:

3.1. Identifying the main content of the lesson

Determining the main content of the lesson/specific content (called learning content) Natural - Social is determining the knowledge that students aim to realize after the lesson. In order to correctly determine the main content of the course on Nature - Society, teachers must base themselves on:

- Content of the course program: The course content is the concretized representation of the subject's program content in the content/topic circuit. Teachers base on the learning content to know the position of the lesson, the content that students need to be aware of in the content/topic circuit of the subject.

- Content requirements are the goals to be achieved in student learning. Therefore, determining the main content of the course must be based on the requirements of the subject program.

- Student learning materials (Natural-Social Textbooks), because learning materials are the representation of program content of specific learning content through visual channels, text channels subject to the prescribed structure, lesson structure of the Ministry of Education and Training. Example 3.1: Content Using solar energy (Content Circuit Energy,

Solar energy, wind and flowing water, Science 5) (Ministry of Education and Training, 2018b), with a focus on the use of light energy and use the heat energy of the sun.

3.2. Determining the requirements to be achieved for the lesson

The term requirement to achieve is explained: is the result that students need to achieve in terms of quality and competence after each level of study, class in each subject and educational activity; in which, each later grade and class has its own higher requirements, and includes requirements for the previous grades and classes (Ministry of Education and Training, 2018). When writing the requirements of the lesson, teachers need to clearly define: *what students can do; what can be applied to solve problems in real life; What are the opportunities to form and develop qualities and capacities?*

3.2.1. Necessary requirements of the course content

In the curriculum of high school subjects in general, and the program of Natural - Social subjects in particular, it is necessary to describe in detail in order to properly understand the expression of the content requirements to be achieved:

Firstly, it is usually defined in a way that is consistent and clear with the learning content, for example 3.2. The requirements for content Membership and the relationship between family members (Family content circuit, Nature and Society 1) (Ministry of Education and Training, 2018a) are: themselves and family members. Some requirements to be achieved are written in common for a group of objects, for example 3.3. Contents Plant and Animal Habitat (Plant and Animal Content Circuit, Nature and Society 2) (Ministry of Education and Training, 2018a), there are requirements to be met: State the name and the habitat of a number of plants and animals around. Therefore, teachers need to separate the requirements to be achieved for each specific object of plants and animals.

Second, it is expressed by verbs that act with specific objects and requests. These action verbs show the student required levels of knowing, understanding, and applying the learning content, for example 3.4. Content Traffic activities (Local Communities Content Circuit, Nature and Society 2) (Ministry of

Education and Training, 2018a), have requirements to achieve: Name the types of roads. Students' required requirements for this content are expressed at the level of knowledge. There are verbs that are used repeatedly to different degrees, but in each case the object, complexity and difficulty are different. Example 3.5 Nature content (Content Circuit of the Central Highlands, History and Geography 4) (Ministry of Education and Training, 2018c) with requirements: Present one of the natural features of the Central Highlands region. The student's requirements for this learning content are expressed in the level of understanding; Example 3.6 Contents Van Lang, Au Lac (Content Circuit The first countries in the territory of Vietnam, History and Geography 5) (Ministry of Education and Training, 2018b), with requirements: Presentable The birth of Van Lang and Au Lac countries through studying a number of legends and archaeological evidences. The requirements for this content are expressed in understanding.

Thirdly, the expression of scientific competence and specific competence in the Natural - Social subjects. Depending on the learning content in the content/topic circuit of the program, it is possible to form for students specific competence components at different levels. Example 3.7. Content Arrange personal belongings neatly and neatly (Family content circuit, Nature - Society 1) (Ministry of Education and Training, 2018a), requirements to be achieved: State the necessity Keep personal belongings neat and orderly. Requirements for this learning content are expressed at the level of knowledge; Do the right things to keep the house neat and orderly. The requirements are expressed at the application level. Example 3.8 Content Keeping House Clean (Family Content Circuit, Nature - Society 2) (Ministry of Education and Training, 2018a), requirements to be met: Explain why the house must be kept clean. The student's requirements for this learning content are expressed at the application level; Do the right things to keep your home clean. The requirements for this learning content are expressed at the application level.

Lastly, the core competencies and key qualities of specific content and topic circuits have not yet been demonstrated. Teachers need to base on the content of the lesson and then compare it with the requirements to achieve about the general competencies and main

qualities of students recorded in the overall general education program so that they can be outlined for the lesson. The general competencies and main qualities that are formed and developed for students are not all of the content in the subjects, but only those that have the greatest chance of affecting the general competencies and the main qualities. Example 3.9 Content The members and duties of some members in the classroom, school (Content Circuit School, Nature and Society 1) (Ministry of Education and Training, 2018a), have requirements to be met: Show affection and appropriate behavior with friends, teachers and other members of the school. Compared with the requirements of the compassionate quality recorded in the General Education Program: Loving friends and teachers; care, encouragement, friends. Thus, after considering that there is a similarity in the requirements of the subject's content with the requirements for the benevolent quality stated in the General Education Program. Therefore, the teacher can include the requirements of the lesson on forming compassionate qualities: Loving friends, teachers; care, motivate, encourage friends, to have the opportunity to influence students.

3.2.2. *Components of the requirement to be met*

The requirements of the content of the subject Nature - Society usually determine the components: specific capacity, general capacity and student quality.

Basically, the requirements set out in the Natural - Social subject program that students achieve must come from understanding the knowledge and skills of each content in the content/topic circuit of the subject. Example 3.10 Contents Domestic and foreign relatives (Family Content Circuit, Nature and Society 3) have requirements: State the relationship of relatives inside and out. That is, through learning for students to know their relationship inside and out. For the requirements to be written in common for the target group of learning content, for example 3.11 Contents Parts of plants and animals and their functions (Plant and Animal Content Circuit, Nature and Society 3) (Ministry of Education and Training, 2018a), have requirements to be met: Point and speak/write names of some parts of plants and animals; then the teacher needs to clearly write down the requirements to be achieved for each plant and animal object with a specific lesson/content.

From identifying the core knowledge of a specific lesson/content, teachers organize to guide students to learn and discover new knowledge through observation, interaction, experience, exploitation of knowledge, students' experiences to guide the requirements to be met.

- Specific competence: is the requirement to be achieved by the component competencies: awareness..., learn..., apply... after the lesson/specific content of the subject. Based on the content of the lesson/specific content, the requirement should be described by verbs at the level of knowing, understanding, and applying words from which the teacher can express specific competence components to suit the needs of the teacher relevant, specific and evaluable. Example 3.12 Content Safety when participating in some activities at school and keeping the school clean (Content circuit School, Nature and Society 2) (Ministry of Education and Training, 2018a), requirements to be met show cognitive capacity: Identify a number of dangerous situations, possible risks..., is the level of knowledge; Practicing hygiene when participating in some activities at school, is the level of use. Example 3.13 Content: Composition of soil, - The role of soil (Circuit of Substance content, Soil content, Science 5) (Ministry of Education and Training, 2018b), requirements to demonstrate cognitive capacity: State some components of the soil, is the level of knowledge; Present the role of soil for plants, is the level of understanding.

From clearly determining the level of requirements to be achieved by students, teachers write down specific components of competence in detail. In the example 3.12 above, in order to form cognitive capacity at the level of knowing: Identifying some dangerous situations, possible risks..., students must demonstrate the ability to learn such as observing, asking questions. Ask, compare, and differentiate to identify situations that are more dangerous than other situations.

- General competencies: compare the requirements to achieve the general competencies of students described in the General Education Program with the requirements to achieve the lesson content/specific content of the subject to form, develop the general capacity for students. Because, in the

course curriculum of specific content circuits, topics, lessons/contents, the core general competencies and key qualities have not yet been reflected in the requirements to be achieved. However, it is not recommended to put many requirements to achieve the development of general capacity and quality for each learning content, but it is necessary to choose the requirements to achieve the lesson/specific content of the subject that has the most impact on developing student capacity. Example 3.14 Content Local Nature and People (Content Circuit, Locality, History and Geography 4) (Ministry of Education and Training, 2018c), with requirements to be met: Present some economic activities locally. Compare the requirements to achieve the content of the lesson with the requirements of the common competencies of communication and cooperation: Initially knowing how to use language in combination with images and gestures to present information and ideas, then include the requirements to achieve the lesson to form the component competence: Determine the purpose, content, means and communication attitude of the communication and cooperation capacity for students through the content.

- Main qualities: compare the requirements to achieve the main qualities of students recorded in the General Education Program with the requirements to achieve the lesson content/subject-specific content to find opportunities for forming and developing the quality of students. Like general competencies, it is necessary to select the required requirements of the lesson/specific content of the subject that has the most impact to include in the goal of developing student quality. Example 3.15 Contents Geographical location, territory, administrative unit, National Flag, National Emblem, National Anthem (Content Circuit of the Country and People of Vietnam, History and Geography 4) (Ministry of Education and Training, 2018c), there are requirements to be met: State the meaning of the national flag, national emblem, and national anthem of Vietnam. Compared with the required requirements of the main qualities with the requirements to achieve this content, the requirements to be achieved to form for students the patriotic qualities in this lesson are: Love the motherland, love the country, and respect the symbols of the country.

3.3. Identifying teaching means and equipment

For students, in addition to learning materials/textbooks, it is necessary to prepare information, materials, and learning aids that can be collected according to lesson requirements to carry out learning in class guided by teachers.

For teachers, it is possible to prepare all kinds of reference materials, pictures, artifacts, videos, and related learning websites to illustrate, organize, and guide students to learn lesson knowledge/specific content. These materials are selected on the basis of requirements to be achieved/objectives of the lesson/specific content and teaching methods, teaching organization form of the lesson/specific content in the subject program.

3.4. Designing teaching activities

On the basis of identifying the main content of the lesson/specific content of the subject, it is possible to build teaching activities in the activity of forming new knowledge for students. When designing teaching activities to form new knowledge, there are two main activities as follows:

Teacher's activities: Organize, guide, support learning activities for students, etc. Design a teaching activity including naming the activity; the organization and guidance of teachers, corresponding to students' learning; Connect the requirements/objectives of the lesson/specific content with the student's learning:

- Name the student's learning activities according to the requirements to achieve/objective knowledge, skills of the lesson/specific content usually expressed by the verbs learn, explore, experience, compare ...

- Organizations and instructions include: Organizing study groups; Assigning learning tasks; Instructing students to perform learning tasks; Organize students to present results and discuss; Comment and evaluate the performance of learning tasks; Practical contact, update, expansion, explanation (if necessary) (Ministry of Education and Training, 2021).

- Connecting the requirements/objectives of the lesson/specific content with the students' learning: each ability and quality is formed through what in the student's learning activities.

In designing teaching activities, teachers choose

teaching methods and teaching techniques; teaching form; Teaching means for learning content, student assessment and appropriate for the whole lesson.

Students' learning activities: Forming new knowledge (experience, discovery, analysis). Students' learning activities are carried out according to the organization and guidance of teachers, students work individually, in groups or as a whole class.

3.5. Illustration of lesson plan design Nature - Society

Content: Keeping clean around the house (Family Content Circuit, Nature - Society 3) (Ministry of Education and Training, 2018a).

3.5.1. Requirements

a. Natural - Social Abilities

- Name and do some suitable things to keep the house clean (Activity 1).

- Observe, ask questions, and comment on cleaning activities around the house (Activity 1,2).

- Explain simply why it is important to keep the surroundings of the house clean (Activity 2).

b. General Abilities

- Self-control and self-study capacity: Learn about cleaning jobs around the house, collect documents, photos, videos, and data on hygiene in the place where you live. (Activities 1, 2)

- Communication and cooperation capacity: Give individual opinions, discuss in groups about keeping the house clean (Activity 1); things to do to keep the environment clean and beautiful, avoid diseases, and protect health (Activities 1, 2)

- Problem solving and creativity: Group discussion: 1) What would you do if you met people dumping garbage, sewage, etc. into the street? 2) An said: I just need clothes, bed, bath and wash clean? What would you say to An? (Activity 2)

c. Quality

- Be responsible for the living environment: Be conscious of keeping the environment clean, do not litter indiscriminately. (Activity 2)

3.5.2. Teaching facilities and equipment

Teacher: Computer, pictures about cleaning, information, videos about epidemics, etc. Study sheets.

Students: Information, documents, pictures, etc.
about keeping clean around the house.

3.5.3. Teaching content

Teacher activities	Student activities
<p>a. Opening (booting, connecting)</p> <ul style="list-style-type: none"> - Teachers let students sing or watch information about environmental pollution, epidemics... - Connecting knowledge learned in grade 1,2 <p>b. Forming new knowledge</p> <p>Activity 1. Find out how to keep clean around the house</p> <ul style="list-style-type: none"> - <i>Organization of study groups:</i> Ask to divide into groups of 4 students (divide groups; group positions). - <i>Assign learning tasks:</i> Study sheet No. 1, collection materials for the lesson. - <i>Organize the implementation of learning tasks:</i> Individuals, groups; content according to the study sheet; observe, ask questions, discuss..., tablecloth techniques; learning media; time 4 minutes; record the results, record the results in the group table (suggestions to present in the form of tables, diagrams, pictures, ..) - <i>Organize the presentation of results and discussion:</i> Group study results on the class board; the whole class observe the group's products, make comments, ask questions; represent one or two groups to present; opinions with other groups. - <i>Comment and evaluate learning tasks:</i> Results, teamwork, positivity, cooperation, praise the creative team, lots of information, etc. - <i>Practical contact, update, expand, explain (if necessary):</i> Self-assessment of cleaning work around the house: yard sweeping, garden cleaning, garbage disposal, etc. improper hygiene. <p>Activity 2. Why is it important to keep the surroundings clean?</p> <ul style="list-style-type: none"> - <i>Organization of study groups:</i> Ask to divide into groups of 4 students (divide groups; group positions). - <i>Assign learning tasks:</i> Study sheet No. 2, collection materials for the lesson. - <i>Organize the implementation of learning tasks:</i> Individuals, groups; according to the study sheet; observe, ask questions, discuss, etc.; learning media; time 	<p>a. Opening (booting, connecting)</p> <ul style="list-style-type: none"> - Matching song or information - Arrange personal belongings neatly and orderly (Natural - Social 1); Keeping the house clean (Natural - Social 2) <p>b. Forming new knowledge</p> <p>Activity 1. Find out how to keep clean around the house</p> <ul style="list-style-type: none"> - <i>Organization of study groups:</i> Ask to divide into groups of 4 students (divide groups; group positions). - <i>Assign learning tasks:</i> Study sheet No. 1, collection materials for the lesson. - <i>Organize the implementation of learning tasks:</i> Individuals, groups; content according to the study sheet; observe, ask questions, discuss..., tablecloth techniques; learning media; time 4 minutes; record the results, record the results in the group table (suggestions to present in the form of tables, diagrams, pictures, ..) 1) Name the cleaning job around the house? (Sweeping trash, leaving garbage in designated places; participating in cleaning around the house, mobilizing people to clean, ...) 2) Cleaning jobs around the house where you live? (Cleaning in accordance with regulations? Is there garbage and wastewater around the house? Participating in general cleaning?...) (<i>Special capacity, communication and cooperation</i>) - <i>Presenting the results and discussing:</i> Hang the group results on the board, observe the results of the groups; give ideas, exchange in groups, with the presentation group. (<i>Communication and cooperation ability</i>) - <i>Comment, evaluate learning tasks:</i> Record learning knowledge, self-assess learning in groups, other groups, draw experiences, ... - <i>Contact about keeping hygiene around the house:</i> Share in the group, what did the class do, habits to keep the house clean? Listen to information from the teacher, memorize to perform. (<i>Qualities responsible for the environment</i>) <p>Activity 2. Why is it important to keep the surroundings clean?</p> <ul style="list-style-type: none"> - <i>Divide into groups:</i> Study in groups like activity 1. - <i>Accept learning tasks:</i> Read Study Sheet No. 2, check existing materials (Self-study ability). - <i>Performing learning tasks:</i> Individual giving opinions, discussion groups, ..; Observe pictures in textbooks, documents, worksheet questions: 1/ In your opinion, which job is not suitable to keep the

<p>minutes; Record the results and products discussed in the group table (can be presented as activity 1).</p> <p>- <i>Organize the presentation of results and discussion:</i> Put the results of group study on the class board; the whole class observe the results, make comments, ask questions; represent one or two groups to present; discussion groups.</p> <p>- <i>Comment, evaluate the learning task:</i> Why must keep the house clean; teamwork: positive, cooperative, creative, informative, commendable, etc.</p> <p>- <i>Contact practice, update, expand, explain (if necessary):</i> Information and data on epidemics caused by improper hygiene. State the problem, situation?</p> <p>c. Activities Practice, practice</p> <p>d. Activities of application and experience (if e. Adjustment after the lesson (if any))</p>	<p>house, put garbage in the prescribed place, clean the house; pour wastewater into the street, let pets clean on the street, ...)</p> <p>2/ What happens when you don't keep the house clean? (a lot of waste, unpleasant smell from pets, born flies, affected living environment, diseases,...) (Special capacity, communication and cooperation).</p> <p>- <i>Present the results and discuss:</i> Hang the group's work on the board, observe the results of the groups; giving opinions and exchanging ideas in groups; exchange with the presentation group.</p> <p>- <i>Comment, evaluate learning tasks:</i> Record learning knowledge, self-assess learning in groups, other groups, draw experiences, ...</p> <p>- <i>Contact why it is necessary to keep hygiene around the house:</i> Listen to information from the teacher, remember to do it.</p> <p>Solve problems, situations:</p> <p>1) What will you do if you meet people dumping garbage, sewage, etc. into the street?</p> <p>2) An said: I just need clothes, bed, bath and wash clean? What would you say to An.</p> <p>(Problem solving ability; Quality responsible for living environment)</p>
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LEARNING SHEET NUMBER 1

Activity 1, time 4 minutes

Referring to textbooks, materials and personal insights, do:

1. Name the cleaning job around the house?
2. Cleaning jobs around the house where you live?

LEARNING SHEET NUMBER 2

Activity 2, time 4 minutes

With personal understanding and real life, let's exchange:

1. In your opinion, which job is not suitable to keep the house clean?
2. What happens when there is no hygiene around the house?

4. Conclusions

Designing lesson plans Natural - Social in the direction of forming and developing student competencies and qualities is to design teaching activities for teachers to organize student learning. This job requires teachers to determine the level of awareness of specific competencies required to achieve lesson content to direct students to participate in learning activities. From there, teachers organize lesson plans for students to experience, actively explore, discover and explore new knowledge. Students through interaction, exchange and cooperation with you under the guidance, control,

and referee of the teacher so that the lesson content achieves the desired effect. Therefore, teachers need to do extensive research and study in order to design a Nature - Society lesson plan in the direction of forming and developing student abilities and qualities. The lesson plan design must be appropriate, accurate, and closely follow the requirements in terms of learning content with specific competencies, general competencies and key qualities approved by the Ministry of Education and Training, creating regulations in the curriculum of subjects and the overall General Education Program./.

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