MINISTRY OF EDUCATION AND TRAINING **THE SOCIALIST REPUBLIC OF VIETNAM**

**HO CHI MINH CITY UNIVERSITY OF TECHNOLOGY AND EDUCATION Independence – Freedom – Happiness**

**NEW CONTRIBUTIONS OF THE THESIS**

Doctoral thesis title : **Practicing core skills of engineering students**

Major : Education Science Major code: 9140101

PhD candidate : LE THI HUONG Training Course: 2017-2020

The 1st Supervisor : Ass.Prof. Ngo Anh Tuan

The 2nd Supervisor : Ass.Prof. Bui Van Hong

**Summary of theoretical and academic contribution of the thesis**:

Active educational methods have been researched and appears in documents on education and preschool education. However, applying active educational methods in organizing cognitive activities for preschool children in non-public preschools is an open issue, limited in in-depth research. Therefore, the research has been conducted to clarify the problem, thereby proposing a process for application, making some theoretical and practical contributions such as:

Firstly, the topic provided general research on 3 related issues: 1) Organizing cognitive activities for preschool children; 2) Active educational methods; 3) Applying positive educational methods in organizing cognitive activities for preschool children in non-public preschools. The results of the research can be used as a guidance in field of the theoretical basis and applying educational methods in preschool.

Secondly, the topic provided the entire theoretical framework including 5 main contents: 1) Related concepts, especially the concept: Applying positive educational methods in organizing cognitive activities for preschool children spear; 2) Organizing awareness activities for preschool children in non-public preschools; 3) Active educational methods in organizing cognitive activities for children in non-public preschools; 4) Applying positive educational methods in organizing cognitive activities for preschool children in non-public preschools; 5) Influencing factors. Among the 5 particularly outstanding contents, a 5-step application process is proposed.

Thirdly, the topic contributed the results of analysis and evaluation of the current status of applying positive educational methods in organizing cognitive activities for preschool children in non-public preschools in Ho Chi Minh City . The results ensure both quantitative and qualitative convincing and can serve as a basis for in-depth research.

Next, the topic provided quite clear experimental results between the two control and experimental groups. The results ensure reliability and can help implement large-scale implementation in both public and non-public preschool systems.

Finally, the topic provided recommendations for leaders, departments, and relevant subjects, which helps leaders have more options when solving preschool education