ISSN 2664-3995 (Print) & ISSN 2664-6757 (Online)
South Asian Research Journal of Business and Management
Abbreviated Key Title: South Asian Res J Bus Manag

| Volume-7 | Issue-3 | May-Jun- 2025 | **DOI: https://doi.org/10.36346/sarjbm.2025.v07i03.006**

Original Research Article

Ethical Education Activities for Pupils in Primary Schools in the Context of Digital Transformation

Le Tan Loc[1*]

[1]Postgraduate student, Saigon University, Ho Chi Minh City, Vietnam

***Corresponding Author:** Le Tan Loc
Postgraduate student, Saigon University, Ho Chi Minh City, Vietnam

Article History
Received: 24.03.2025
Accepted: 03.05.2025
Published: 17.05.2025

Abstract: In the context of digital transformation, moral education for elementary school pupils becomes a core element and is increasingly necessary. Pupils should be equipped with the skills to use technology responsibly, including adhering to ethical values such as respecting privacy, protecting personal information, and maintaining civil communication in the classroom and digital space. This requires not only the transmission of knowledge but also practical educational activities, closely coordinated between school, family, and society. This process must go hand in hand with continuously updating teaching methods appropriate to the digital environment to ensure comprehensive pupil development, both in knowledge and personality. Digital transformation is not only a change in teaching methods but also requires a deep awareness of ethical education. To be successful, synchronous support is needed from school, family, and society, along with appropriate policies and advanced infrastructure. Through a survey of 51 administrators and teachers, the study analyzed perceptions of the role, goals, content, and methods of ethical education in the digital transformation period. Also, it made recommendations for setting up ethical education practice to improve the quality of moral education in this context.

Keywords: Education, educational activities, ethics, primary school principal, digital transformation.

INTRODUCTION

In the modern context, the strong development of information technology and digital transformation has had a strong impact on many fields, including education. In recent years, digital transformation has been strongly implemented in schools, including the application of information technology in teaching, pupil management, as well as extracurricular activities. However, in addition to the opportunities that technology brings, ethics education for pupils, especially primary school pupils, who are at the age of forming and developing their personalities, also faces many challenges in the process of integrating technology (Ministry of Education and Training, 2020). Moreover, the learning process does not only take place within the framework of the school but must also be linked with family and society, to achieve the goal of building a lifelong learning society, where each individual continuously learns and develops. At the primary level, the role of ethics education becomes especially important in shaping personality, contributing to building future generations of citizens with the qualities to master and develop the country.

Ethics education in primary schools, especially in the context of digital transformation, has proven to be feasible and urgent, although there are still many challenges in integrating ethics content into the digital education system. Currently, the education sector has made initial progress in implementing ethics education in the digital environment, but the effective management and operation of this activity still need to be improved to meet the requirements of innovation and international integration. According to the Primary School Charter, issued together with Decision 51/2007/QD-BGDDT dated August 31, 2007 of the Ministry of Education and Training, the formation, training and fostering of ethics for pupils is always a core task of education, especially in the current period when digital technology is increasingly penetrating every aspect of life. Ethics education in the context of digital transformation not only helps pupils develop solid

ethical qualities but also equips them with the ability to behave properly in personal and social relationships. Factors such as family, friends, teachers, and society play a key role in shaping pupils' personalities.

For the above reasons, innovation in ethics education activities in primary schools in the context of digital transformation is not only an urgent requirement but also an important task for the education system. This article aims to understand the awareness of managers and teachers about the role, significance and current status of ethics education activities for pupils in primary schools in the context of digital transformation, on that basis, identify the factors that promote and hinder the innovation of ethics education in the digital age, and propose practical solutions to improve the effectiveness of this activity, ensuring that pupils not only acquire technological knowledge and skills but also develop comprehensively in terms of personality and ethics. Therefore, the author chose to research the topic: "Innovation of ethics education activities in primary schools in the context of digital transformation".

LITERATURE REVIEW

Concept of ethics education activities for primary school pupils

According to the group of authors Ha Nhat Thang, Nguyen Phuong Lan (2006), ethics education activities for primary school pupils are a comprehensive process of impact, through many different methods, to help form and develop pupils' personalities according to ethical standards. The goal of this process is to create a solid foundation for pupils to be able to behave properly, following ethical values in their relationships with themselves, with others and with society. The final result of the ethics education process is that pupils possess good, lasting qualities and have the ability to understand and handle situations correctly in specific situations in life.

According to authors Nguyen Huu Hop and Luu Thu Thuy (2007), ethics education for pupils is a process of influencing pupils' personalities through many different ways to develop properly in terms of ethics, creating a basis for them to behave following ethical standards in the relationships between individuals with themselves, with others and society. The result of the ethics education process is that pupils have good, lasting qualities and have the ethical courage to behave properly in social relationships. According to Nguyen Sy Trung (2020): Ethics education is closely linked to cultural education, in which culture is the basic foundation for education. This view is agreed upon by Duc Hiep (2022) when he said that the cultural values of a nation are the foundation for ethics education in schools. The core value of education is to create people with ethics and respect for the culture of the nation (Van, 2023). Education will not be valuable without creating cultural habits (Hong, 2022).

.

In summary: Ethics education activities for primary school pupils are activities with purpose, content, methods, and forms, along with supporting conditions and self-education factors of learners to equip pupils with knowledge, ethical awareness, beliefs, ethical feelings and most importantly, to form in pupils' ethical behavior and habits following social norms.

The context of digital transformation in education

Digital transformation in education for primary school is increasingly becoming an inevitable trend, posing new opportunities and challenges in teaching and learning for pupils. At this stage, pupils begin to form the basic foundations of knowledge and personality (Ministry of Education and Training, 2021), so the integration of digital technology into primary education must be carried out carefully and effectively, to ensure the quality of education and comprehensive development of pupils.

Digital transformation has changed the traditional way of teaching. Teachers not only teach through textbooks but also use digital tools such as interactive boards, learning software, and digital documents to support teaching. This creates a diverse and flexible learning environment, helping pupils access knowledge from many different sources and in many forms, from videos, images to educational game applications. Primary school pupils, with their curiosity and eagerness to learn, are often attracted to visual and interactive learning experiences. Digital technology helps promote learning interest and interactivity through online lessons, educational games, and mobile learning applications. This not only helps pupils absorb knowledge more vividly but also develops logical thinking skills, problem-solving skills, and collaboration skills (Wilson, 2000).

In addition, digital transformation also places new requirements on the teaching staff. Primary school teachers not only need to be good at their subject matter but also need to master digital teaching tools and methods. The use of learning management systems (LMS), educational software, and online learning assessment tools requires teachers to have technological skills, understanding of digital tools, and the ability to integrate them into lessons effectively (Ho Chi Minh City People's Committee, 2021). In addition, training and support for teachers in applying digital technology to teaching is an important factor. Teacher training programs need to focus on providing necessary digital skills, from using basic software to developing e-lessons and managing online classrooms.

In summary: The digital transformation context in primary education is creating profound changes, opening up many development opportunities but also posing many challenges that need to be solved. Effectively utilizing digital technology in teaching and learning not only helps improve the quality of education but also contributes to preparing pupils with the necessary skills to integrate and develop in the future.

The role and significance of ethics education in the context of the digital transformation of education

In the context of digital transformation of education today, ethics education plays an extremely important and essential role. The role and significance of ethics education in the context of digital transformation of education are shown as follows:

First, ethics education is a solid foundation for shaping the personality and life values of pupils. It helps them develop basic qualities such as patriotism, compassion, diligence, honesty and responsibility, qualities necessary in the digital age. These are the values that the comprehensive general education program aims for, contributing to the comprehensive development of pupils in a world with increasingly rapid and profound changes in technology.

Second, the strong development of cyberspace brings with it new challenges regarding privacy and information security. In this context, ethics education not only conveys life values but also helps pupils identify and adjust their behavior in the online environment. This includes the ability to analyze, evaluate information and handle complex ethical situations on the Internet, thereby protecting oneself and the community from risks in the digital space (Giang, *et al*., 2024).

Third, the coordination between schools and families in ethics education becomes even more important in the digital age. Monitoring and supporting pupils in their online behavior, especially in the use of technology devices and digital platforms, requires close cooperation between stakeholders to ensure that ethics education is carried out not only in schools but also in the family environment (Hang, 2020; Trung, 2020).

Fourth, the integration of technology into ethics education brings about innovative and effective teaching methods. Technology not only helps pupils interestingly learn ethical values, but also provides tools to deal with issues such as misinformation and online fraud, thereby helping pupils protect themselves and those around them in the digital space.

Ethics education in the digital age not only supports personality development but also equips pupils with the ability to face the challenges of the digital age, contributing to building a civilized and sustainable digital society.

Objectives of ethics education in the context of digital transformation of education

In the context of digital transformation of education, the objectives of ethics education need to be adjusted to meet changes in the learning environment and the needs of pupils. The main objectives include:

(i) Developing comprehensive personality for pupils with qualities such as patriotism, compassion, diligence, honesty, responsibility, applicable in both real life and cyberspace;
(ii) Pupils need to be equipped with knowledge and skills to use technology safely, keep personal information confidential and comply with rules of conduct when participating in the online environment. This includes recognizing and preventing online bullying, as well as knowing how to identify and deal with misinformation, ensuring a healthy and safe online environment for themselves and the community;
(iii) Ethics education needs to help pupils develop the ability to adapt to new changes and challenges in the digital age. This requires teachers to flexibly adjust teaching content and methods, not only to suit technological trends but also to meet the increasingly diverse ethical needs of pupils in today's digital environment;
(iv) To strengthen and promote ethical values, it is necessary to encourage close coordination between schools and families. Both sides play an important role in nurturing, educating and forming good ethical qualities for pupils, creating a solid foundation for their comprehensive development;
(v) Increase pupils' awareness of ethical issues such as privacy protection, combating misinformation and negative online behavior (Hien, 2019).

Ethics education in the digital age not only builds a foundation of personality but also equips pupils with the necessary skills to cope with challenges and opportunities in the digital environment.

Contents of ethics education in the context of digital transformation of education

On June 3, 2020, the Prime Minister signed Decision No. 749/QD-TTg approving the "National digital transformation program to 2025, with a vision to 2030", accordingly, education and training is one of the priority areas. Implementing this Decision, the Ministry of Education and Training (MOET) has issued many documents guiding and directing educational institutions to carry out digital transformation tasks, create a connected learning environment, and apply information technology. In the context of digital transformation of education, in addition to the ethics education content identified in the 2018 general education program, it is necessary to add some more content to meet the requirements

and challenges of the digital learning environment, specifically:

(i) Awareness and responsibility towards oneself and the community, both in real life and in the online environment. Encourage honesty in learning and behavior, including avoiding cheating and behaving appropriately online.
(ii) Behave and practice civilized behavior in the online environment. Develop skills to respect others, including privacy and emotions in the digital environment;
(iii) Develop the ability to analyze and evaluate information accurately, identify misinformation and fake news. Responsibility when sharing information, including checking the accuracy and origin before sharing (Giang, , *et al*., 2024);
(iv) Use technology responsibly and effectively. Encourage maintaining a balance between time spent using technology and real-life activities. Use technology to support learning and positive self-development;
(v) Practice and experience interactive activities in cyberspace such as: Using simulation games, online learning platforms and real-life situations for pupils to practice ethical situations. Participate in community projects and activities to develop ethics skills and make positive contributions to society (Dung, 2018)

The content of ethics education needs to reflect changes in the learning environment and pupils' needs, to develop the necessary ethical qualities to live and study effectively in the digital age.

Methods of ethics education in the context of digital transformation of education

In the context of digital transformation of education, the methods and forms of ethics education need to be optimized to meet the needs of pupils and apply new technology. In terms of methods, it is necessary to focus on applying interactive methods and experiential learning, such as using simulation games and online learning platforms to create real-life ethics situations, and organizing group activities and online discussions for pupils to solve problems together. Technology-based approaches are also important, including the use of online learning platforms, mobile apps, and artificial intelligence (AI) to personalize the learning experience and track pupil progress. Reflective and analytical approaches encourage pupils to take notes, write diaries, and receive feedback from teachers and peers to analyze and learn from ethical situations.

In terms of form, ethics education can be delivered through online learning, with courses and discussion forums to exchange ideas on ethical issues. In addition, blended education, such as online and traditional learning, is an alternative. Experiential education includes community projects and situational simulations, helping pupils apply theory to practice (Wilson, 2020).

In short, flexibility and creativity in combining technology and traditional methods will create an effective learning environment that best meets the needs of pupils in the digital age.

Criteria for evaluating ethics education in the context of the digital transformation of education

To evaluate the current status of ethics education for pupils in the context of digital transformation, it is necessary to identify criteria that reflect the effectiveness and quality of education. Important criteria include:

(i) Level of understanding of ethical values: Assess pupils' awareness of basic values such as patriotism, humanity, honesty, and network security issues, privacy through testing, interviews or discussions.
(ii) Ability to apply ethical values in practice: Observe pupil behavior in the learning environment and online, and assess the ability to apply ethical values in real-life situations.
(iii) Coordination between schools and families: Assess the level of cooperation in monitoring and supporting pupils' online behavior through surveys of parents and teachers.
(iv) Quality of ethics curriculum: Assess the creativity and effectiveness of ethics teaching methods, especially in integrating digital technology.
(v) Level of pupil participation in ethics education activities: Monitor the rate of pupil participation in ethics education activities, including online and extracurricular programs.
(vi) Pupil personality development: Observe and assess the development of ethical qualities such as honesty and responsibility in the digital environment.
(vii) Ability to handle ethical situations in the digital space: Assess the ability to identify and resolve complex ethical situations online such as misinformation and online bullying.
(viii) Developing soft skills related to ethics: Assessing skills such as civilized communication, critical thinking and the ability to work in a digital environment.
(ix) Using technology tools in ethics education: Assessing the application of technology platforms such as online learning, educational applications to reinforce ethical values (Le Tan Loc, 2022).

RESEARCH METHOD

Purpose of the survey

The survey is designed to collect information on (1) The role of ethics education for primary school pupils in the context of digital transformation of education and (2) The current status of innovation in ethics education at primary schools in the digital transformation environment. The survey includes 2 main questions and 29 detailed sections.

Survey content

The survey tool includes a survey form and an interview information sheet, built on two key contents: the role and status of ethics education in the context of digital transformation. After completing the design, the survey form was sent to two education experts and three managers for comments. Based on the feedback received, the survey form was adjusted and conducted with 6 managers and 45 teachers at 03 primary schools: Minh Dao, Bau Sen, and Tran Binh Trong, District 5, Ho Chi Minh City.

Survey method

To achieve the research objectives, we applied a combined method of quantitative and qualitative research. Specifically, we used a survey form to collect quantitative data through two forms : Google Forms and distributing the survey form directly in the classroom. In addition, we conducted interviews and discussions with education managers to study the current status of innovation in ethics education activities at primary schools in the context of digital transformation. From these analyses, we will propose recommendations to improve and innovate ethics education activities at primary schools, ensuring compliance with the requirements of the digital age.

Scope of the survey

Due to time constraints, the study was conducted in the form of a survey via questionnaires and interviews at 03 primary schools in District 5, Ho Chi Minh City, combined with document analysis and related scientific research.

The topic uses SPSS 26 to process data collected from the survey forms with a Liket scale of 5 levels: from 1 point (Strongly Disagree/ Weak/ Very Unnecessary) to 5 points (Strongly Agree/ Good/ Very necessary) on the agreement and level of achievement of ethics teaching activities for primary school pupils in the context of digital transformation of education and the feasibility of the proposed measures. With a 5-level scale, the scale is converted to a distance value scale (Maximum - Minimum)/n = (5-1)/5 = 0.8. From there, the average values in the scale in the survey form are conventionally calculated according to Table 1 as follows:

Table 1: Convention for processing survey form information

1.0 ≤ Average score <1.8	1.8≤ Average score <2.6	2.6≤ Average score <3.4	3.4≤ Average score <4.2	4.2≤ Average score <5.0
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Weak	Least	Average	Rather	Good
Very Unnecessary	Not necessary	Undecided	Necessary	Very Necessary

The author tested the reliability of the scale using Cronbach's Alpha; the result obtained was 0.891. This proves that the survey has high reliability.

RESEARCH RESULTS AND DISCUSSION

The current situation of the role and significance of ethics education activities in the context of digital transformation

Table 2: Management staff and Teachers' awareness of the goals, roles and importance of digital transformation in education

Order	Code	Management staff			Teacher			Synthetic		
		Average score	Level	Standard deviation	Average score	Level	Standard deviation	Average score	Standard deviation	Ranking
VT1	Building personality and life values for pupils	4.42	Strongly Agree	0.72	4.44	Strongly Agree	0.64	4.44	0.65	1
VT2	Guiding behavior in the digital environment and cyber security	4.37	Strongly Agree	0.63	4.37	Strongly Agree	0.64	4.37	0.64	4
VT3	Enhancing cooperation and	4.32	Strongly Agree	0.74	4.39	Strongly Agree	0.60	4.38	0.62	3

	coordination in the digital environment									
VT4	Responding to changes and challenges in the digital environment	4.37	Strongly Agree	0.71	4.42	Strongly Agree	0.61	4.41	0.63	2
Average score		**4.37**	**Strongly Agree**	**0.7**	**4.41**	**Strongly Agree**	**0.6**	**4.4**	**0.63**	**4**

Based on the results of Table 2, it can be seen that: The average score in the perception of Management staff and Teachers does not have much difference, specifically: The average score for all criteria is 4.4, reflecting a very high level of consensus from both Management staff and Teachers. The average standard deviation ranges from 0.60 to 0.74, indicating a small level of fluctuation in opinions. The criteria are arranged in different priority orders based on the average score, with the role that is considered the top priority being: Building personality and life values for pupils (VT1) and the lowest being Behavioral orientation in digital environment and network security (VT2). In general, the statistics table shows that both Management staff and Teachers highly agree on the importance of educational factors and pupil management in the digital environment, with a special focus on personality building and responding to digital challenges.

Current status of implementing ethics education activities

Table 3: Current status of implementing ethics education activities for pupils in primary schools in the context of digital transformation

Order	Code	Management staff			Teacher			Synthetic			
		Average score	Level	Standard deviation	Average score	Level	Standard deviation	Average score	Standard deviation	Level	Ranking
MT1	Building and developing a comprehensive personality for pupils	3.97	Rather	0.68	3.96	Rather	0.74	3.96	0.65	Rather	4
MT2	Guiding the responsible use of technology	4.13	Rather	0.65	4.04	Rather	0.73	4.08	0.64	Rather	2
MT3	Adapting to changes in the digital transformation environment	3.14	Average	0.65	3.15	Average	0.69	3.15	0.62	Average	5
MT4	Promoting cooperation between schools and families	4.02	Rather	0.64	4.15	Rather	0.77	4.09	0.63	Rather	1
MT5	Raising awareness of ethics in the digital environment	4.02	Rather	0.74	3.99	Rather	0.60	4.00	0.62	Rather	3
Total average		**3.85**	Rather	**0.67**	**3.86**	Rather	**0.71**	3.86	**0.63**	Rather	**5**

The results of Table 3 show that the goal of ethics education: Building and developing comprehensive personality for pupils (MT1), both Management staff and Teachers achieved the "Rather" assessment level with Average score of 3.97 and 3.96 respectively. The aggregate average score was 3.96 (Standard deviation = 0.65), showing that this is an important goal but has not yet been fully achieved at the highest level; Guiding the responsible use of technology (MT2) was rated higher, with an aggregate average score of 4.08 (Standard deviation = 0.64), reflecting the focus of both groups on ensuring pupils use technology responsibly; Adapting to changes in the digital transformation environment (MT3) had the lowest assessment level with an aggregate average score of 3.15, only at the "Average" level, showing the difficulty in helping pupils adapt to the rapid changes in the digital environment; Promoting school-family cooperation (MT4) was highly rated, especially by teachers (4.15), and the aggregate score was 4.09, indicating that family-school cooperation is a key factor in ethics education; Raising awareness of ethics in the digital environment (MT5) was rated "Rather" with an aggregate average score of 4.00, reflecting the importance of educating pupils about ethics in the digital environment. The objectives were rated quite highly, with an overall average of 3.86, the "Rather" level. However, the ability to adapt to changes (MT3)

is a point that needs improvement.

Table 4: Current status of implementing ethics education activities for pupils in primary schools in the context of digital transformation

Order	Code	Management staff			Teacher			Synthetic			
		Average score	Level	Standard deviation	Average score	Level	Standard deviation	Average score	Standard deviation	Level	Ranking
ND1	Cultivating core values: responsibility, honesty, respect and emotions in the digital environment	4.02	Rather	0.64	4.02	Rather	0.69	4.02	0.65	Rather	1
ND2	Behavior and civilized behavior in the online environment	3.76	Rather	0.75	3.46	Rather	0.81	3.61	0.64	Rather	3
ND3	Perceiving and processing information in the online environment	3.18	Average	0.55	3.36	Average	0.52	3.27	0.52	Average	5
ND4	Using technology responsibly and effectively	3.71	Rather	0.51	3.31	Average	0.53	3.51	0.53	Rather	4
ND5	Practicing and experiencing interactive activities in cyberspace	3.97	Rather	0.63	3.57	Rather	0.64	3.77	0.64	Rather	2
Total average		**3.73**	Rather	**0.62**	**3.54**	Rather	**0.64**	3.63	**0.60**	Rather	5

The results of Table 4 show the content of ethics education activities: Training core values: responsibility, honesty, respect (ND1) is the highest rated content, with a combined Average score of 4.02, reflecting the importance of training core values. Behavior and civilized behavior in the online environment (ND2) have a large difference between Management staff and Teachers, with a combined Average score of 3.61. This shows that there are still difficulties in ensuring civilized behavior in the online environment. Perception and processing of information in the online environment (ND3) has an "Average" rating with a combined Average score of 3.27, indicating the need to improve pupils' ability to process information online. Using technology responsibly and effectively (ND4) has a combined Average score of 3.51, the "Rather" level, reflecting the need to orient pupils to use technology effectively. Educational content reached the "Rather" level with an average of 3.63. However, information processing skills and online behavior need to be focused on more.

Table 5: Current status of implementing ethics education methods for pupils in primary schools in the context of digital transformation

Order	Code	Management staff			Teacher			Synthetic			
		Average score	Level	Standard deviation	Average score	Level	Standard deviation	Average score	Standard deviation	Level	Ranking
PP1	Interactive and experiential learning	3.88	Rather	0.82	4.11	Rather	0.81	4.00	0.65	Rather	2
PP2	Digital technology-based teaching methods	4.21	Good	0.91	4.09	Rather	0.78	4.15	0.64	Rather	1
PP3	Information analysis and processing methods	3.40	Rather	0.89	3.95	Rather	0.81	3.68	0.62	Rather	4
HT1	Online learning forms	3.48	Rather	0.91	3.62	Rather	0.80	3.55	0.63	Rather	5
HT2	Combining classroom and	3.84	Rather	0.84	4.07	Rather	0.78	3.96	0.65	Rather	3

	online										
HT3	Real-world experience	3.48	Rather	0.84	3.15	Average	0.76	3.31	0.64	Average	6
Total average		**3.71**	Rather	**0.87**	**3.83**	Rather	**0.79**	3.77	**0.64**	Rather	6

The results of Table 5 show the methods of ethics education activities: The teaching method based on digital technology (PP2) was rated the highest with a composite Average score of 4.15, "Good," indicating the effectiveness of using digital technology in teaching ethics. The interactive and experiential learning method (PP1) had a composite Average score of 4.00, reflecting the high appreciation of both Management staff and Teachers for this method. The information analysis and processing method (PP3) was rated "Rather" with a composite Average score of 3.68, but there were still fluctuations in the implementation methods and assessments of the groups. The ethics education method in digital transformation achieved the "Rather" level with an overall average of 3.77. However, the practical experience method (HT3) only achieved the "Average" level, indicating the need to improve the effectiveness of practical activities. The goals, contents and methods of ethics education for pupils in the context of digital transformation are mainly at the "Rather" level. Factors that need to be improved include the ability to adapt to the digital environment and information processing skills. Using digital technology in ethics education is highly appreciated, but it is necessary to improve the effectiveness of practical experience methods and ways of cooperation between schools and families to optimize the process of ethics education in the digital age. In the context of digital transformation, when comparing the interview results of 03 management staff and 06 teachers at 03 primary schools (Minh Dao, Bau Sen, Tran Binh Trong) in District 5, Ho Chi Minh City, it shows that most (97%) agree with the goals, contents and methods of ethics education for pupils in the context of digital transformation. The contents related to ethics education all received high consensus. However, there are some specific comments as follows:

Management staff2: "The form of ethics education for pupils through practical activities is not yet widely used by teachers when organizing educational activities for pupils. This limits the effectiveness of ethics education in practice."

Teacher1: "Ethics education for pupils needs to focus more on organizing and guiding practical activities. Teachers need to better exploit this form to attract active participation from pupils, helping them to be more excited and proactive when participating in activities with teachers."

These comments show that, although the goals and content of ethics education have been agreed upon, the method of education through practical activities still needs improvement, especially in the context of digital transformation, where interactive methods and practical experiences can be key factors in improving the effectiveness of ethics education for primary school pupils.

Current status of evaluation results of ethics education activities in the context of digital transformation

Table 6: Current status of necessity and evaluation results of ethics education activities in the context of digital transformation

Code	Contents	Necessity		Level Achievability		Standard deviation
		Average score	Level	Average score	Level	
ĐG1	Assessing pupils' awareness of basic moral values	4,46	Very necessary	4,19	Rather	0,27
ĐG2	Ability to apply moral values in real life	4,32	Very necessary	3,07	Average	1,25
ĐG3	Coordination between school and family	4,45	Very necessary	3,26	Average	1,19
ĐG4	Quality of moral education program	4,32	Very necessary	3,18	Average	1,14
ĐG5	Level of pupils' participation in moral education activities	4,16	Necessary	3,12	Average	1,04
ĐG6	Assessing the development of moral qualities such as honesty, responsibility in the digital environment	4,23	Necessary	3,49	Rather	0,74
ĐG7	Ability to handle ethical situations in the digital space	4,16	Necessary	3,29	Average	0,87
ĐG8	Developing soft skills related to ethics required in pupils	4,56	Very necessary	3,40	Rather	1,16

ĐG9	Applying technology platforms such as online learning, moral education applications	4,43	Very necessary	3,38	Average	1,05
Total average		**4,34**	**Necessary**	**3,38**	**Average**	**0,97**

The analysis results from Table 6 show that ethics education in the context of digital transformation is very necessary, with a high average level of necessity (Average score = 4.34), but the level of achievement is only average (3.38), creating a significant difference (Average score = 0.97). This reflects the limitations in implementation, especially the application of technology and increasing pupil participation.

The assessment of the necessity of ethics education in the context of digital transformation shows that: Factors such as awareness of basic ethical values (Average score = 4.46) and development of ethical soft skills (Average score = 4.56) are considered very important. Level of achievement: Factors such as applying ethics in practice (Average score difference = 1.25) and family-school coordination (Average score difference = 1.19) show ineffectiveness in practice. Notable limitations include program quality, pupil engagement, and the development of ethics in the digital space. Technology application: Although highly rated (Average score = 4.43), the effectiveness of technology use in ethics education is still low (Average score = 3.38), emphasizing the need to improve and optimize technology application.

The results show that ethics education in the context of digital transformation is necessary, but practical implementation still faces many challenges. It is necessary to improve teaching quality, strengthen coordination between families and schools, and promote technology application to improve the effectiveness of ethics education in the digital age.

CONCLUSION AND RECOMMENDATIONS

The results from the assessment table on the objectives, content, and methods of ethics education for primary school pupils in the context of digital transformation in District 5, Ho Chi Minh City indicate that the main factors are at the "Rather" level. This reflects the focus on ethics education in the new context, but there are still limitations that need to be improved. In addition, the coordination between schools and families, as well as the use of digital technology in ethics education, is highly appreciated, but the effectiveness of the practical experience method still needs to be improved. Digital transformation in education brings opportunities but also poses challenges for ethics education. The application of technology requires changing traditional methods such as direct teaching, learning through stories, to suit the digital learning environment, including the use of online learning platforms, artificial intelligence and simulation games. However, the success of these methods depends on infrastructure, teacher training and education policies.

Based on the above analysis, the article proposes the following recommendations:

For the Department of Education of District 5: It is necessary to create conditions and provide resources to improve the quality of ethics education for pupils in the context of digital transformation. Strengthen the organization of training courses and seminars for Management staff and Teachers on methods of adapting to the digital environment, especially skills to guide pupils in processing information online and using technology responsibly. Coordinate with technology organizations to provide more tools to support online ethics teaching and learning, helping pupils better adapt to the changing learning environment.

For primary schools: It is necessary to strengthen supervision and support teachers in implementing digital-based ethics education methods, while ensuring the integration of practical activities into the educational process. Encourage close cooperation between families and schools, creating an environment that supports ethics education for pupils both inside and outside of school, especially in the digital context. Improve infrastructure and technology to support online teaching and learning, to optimize online ethics education methods.

For teachers: It is necessary to improve the skills of using digital technology in teaching ethics and integrate practical experience activities into lectures to encourage pupils to participate more actively. Focus on guiding pupils to use technology responsibly, while training them in the skills of processing information online safely and effectively. Strengthen cooperation with parents through online communication to promote ethics education outside of regular school hours.

For parents: Actively participate in the process of educating their children about ethics, especially in the context of digital transformation. Support schools in guiding pupils to use technology safely and responsibly. Work closely with teachers to grasp the content and methods of ethics education, thereby implementing and encouraging ethics activities at home, creating a connection with the educational environment at school.

In short, to improve the quality of ethics education for primary school pupils in the context of digital

transformation, there needs to be synchronous cooperation from many sides. The Department of Education needs to provide resources and support, schools need to promote their leadership role, teachers need to improve teaching methods, and parents need to actively participate in the process of ethics education for pupils.

REFERENCES

- Dung, B. V. & Thuy, T. T. (2018). The impact of the 4.0 industrial revolution on education. Journal of the Vietnam Academy of Social Sciences, No. 7, pp. 22-27.
- Duc, H. H. (2022). The changes in education policy in the context of educational innovation in Vietnam. Revista on Line De Política E Gestão Educacional, 26(esp.1), e022043.
- Giang, T. T. H. &, Thuy, P. T. T. (2024). Application of information technology in organizing primary school teaching activities to meet the requirements of digital transformation. Education Journal, No. 24 (special issue 8). August 2024, pp. 73-77.
- Hang, H. N. & Lan, N. P. (2006). Ethics and ethics education methods in primary schools. Hanoi: Education.
- Hang, L. T., , *et al*. (2020). Building Strong Teaching and Learning Strategies through Teaching Innovations and Learners' Creativity: A Study of Vietnamese Universities. International Journal of Education and Practice, 8(3), pp. 498-510.
- Hien, P. L. (2019). Managing ethics education activities for pupils at primary schools in District 5, Ho Chi Minh City. Master's thesis, Ho Chi Minh City University of Education.
- Ho Chi Minh City People's Committee. (2022). Plan to enhance the application of information technology and digital transformation of the Education and Training sector of Ho Chi Minh City for the period 2022-2025, with a vision to 2030, Decision No. 1411/QD-UBND dated April 27, 2022.
- Hong, V. V. (2022). Management of educational activities in schools towards the approach of learners' competency: a case study of a high school. Nuances: Estudos Sobre Educação, 32(00): e021005.
- Hong, V. H. (2022). Necessity and solutions for ethical education among teachers in the framework of Industrial Revolution 4.0. Revista on line de Política e Gestão Educacional, Araraquara, v. 26, n. 00, p. e022166, 2022. DOI: 10.22633/rpge.v26i00.17731. Disponível em: https://periodicos.fclar.unesp.br/rpge/article/view/17731.
- Hop, N. H. & Thuy, L. T. (2007). Ethics and ethics education methods. Hanoi: Education.
- Loc, L. T. (2022). Managing ethics education activities for pupils at public primary schools in District 5 in the context of educational innovation. Master's thesis, Saigon University.
- Luong, N.V. (2022). O papel educacional das redes socialis na comunicação de políticas no Vietnã. Revista on Line De Política E Gestão Educacional, 26(esp.1), e022037. https://doi.org/10.22633/rpge.v26iesp.1.16513
- Ministry of Education and Training. (2016). Circular 12/2016/TT-BGDDT dated April 22, 2016 on "Regulations on the application of information technology in management and organization of online training". Hanoi.
- Ministry of Education and Training. (2020). Digital transformation program for the Education and Training sector for the period 2021-2025. Hanoi.
- Ministry of Education and Training. (2021). Decision on the establishment of the Steering Committee for digital transformation, Decision 4977/QD-BGDDT dated December 30, 2021. Hanoi.
- Prime Minister. (2020). Decision No. 749/QD-TTg dated June 3, 2020, of the Prime Minister approving the "National Digital Transformation Program to 2025, with a vision to 2030". Hanoi.
- Van, H. V. (2023). Ensuring the Quality of Education and Training in the Context of Educational Innovation. Quality Access to Success, vol 5, no. 98, pp. 40-50. https://doi.org/10.47750/QAS/25.198.05
- Wilson, J. (2000). Methodology and moral education. Oxford Review of Education, 26 (2), 255-262.