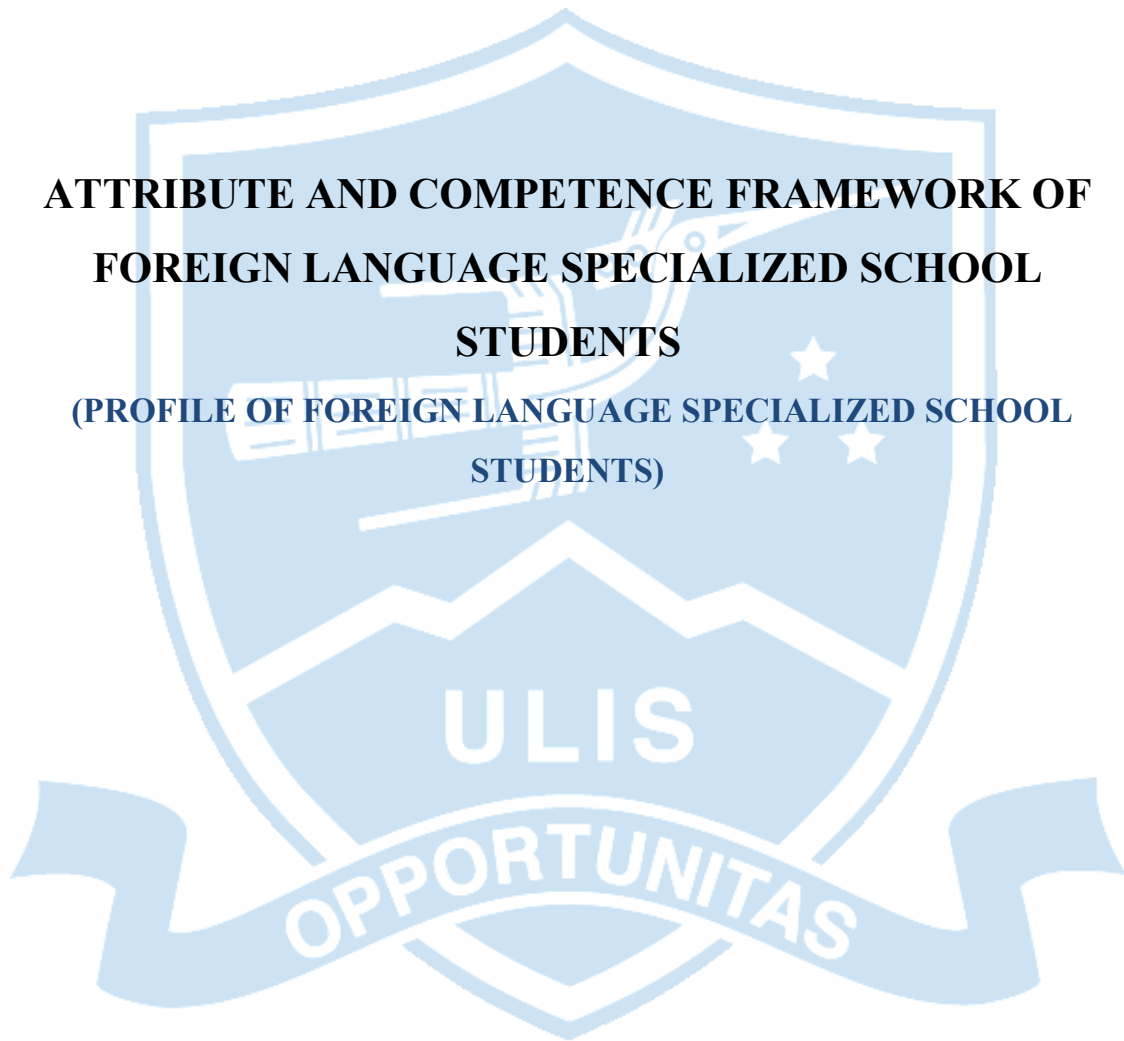


VIETNAM NATIONAL UNIVERSITY, HANOI
UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES

**ATTRIBUTE AND COMPETENCE FRAMEWORK OF
FOREIGN LANGUAGE SPECIALIZED SCHOOL
STUDENTS**
(PROFILE OF FOREIGN LANGUAGE SPECIALIZED SCHOOL
STUDENTS)



Hanoi, September 2017

ATTRIBUTE AND COMPETENCE FRAMEWORK OF FOREIGN LANGUAGE SPECIALIZED SCHOOL STUDENTS

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*(Issued pursuant to Decision No 2728/ QĐ-ĐHNN dated December 29, 2017 by the
President of the University of Languages and International Studies - Vietnam
National University, Hanoi)*

1 Introduction

On the 28th of July, 2017, the General Education Curriculum was officially approved by the Steering Committee of textbook innovation for general education. The newly approved curriculum stipulates five major attributes to be formed and developed in students: patriotism, humanity, diligence, honesty and responsibility. Besides, the curriculum framework aims at building ten core competences which include:

- *General competences that are formed and developed through all the educational subjects and activities, including autonomy and self-study, communication and cooperation, problem solving and creativity;*
- *Academic competences that are acquired through selective educational subjects and activities, including language, calculation, natural science and social science, technology, informatics, arts, and physical fitness.*

In addition to the formation and development of these competences, the general education curriculum also seeks to discover and foster special abilities (talents) of students.

With these five attributes and ten competences in mind and considering the characteristics of the educational model being adopted by the school, we hereby propose the **Attribute and Competence Framework of Foreign Language Specialized School Students** (also known as the profile of FLSS students) which describes the attributes and competences that need to be formed and developed in students, followed by principles and general guidelines for the school's educational

activities (i.e. teaching and learning activities, supplementary activities and extracurricular activities) to achieve that goal.

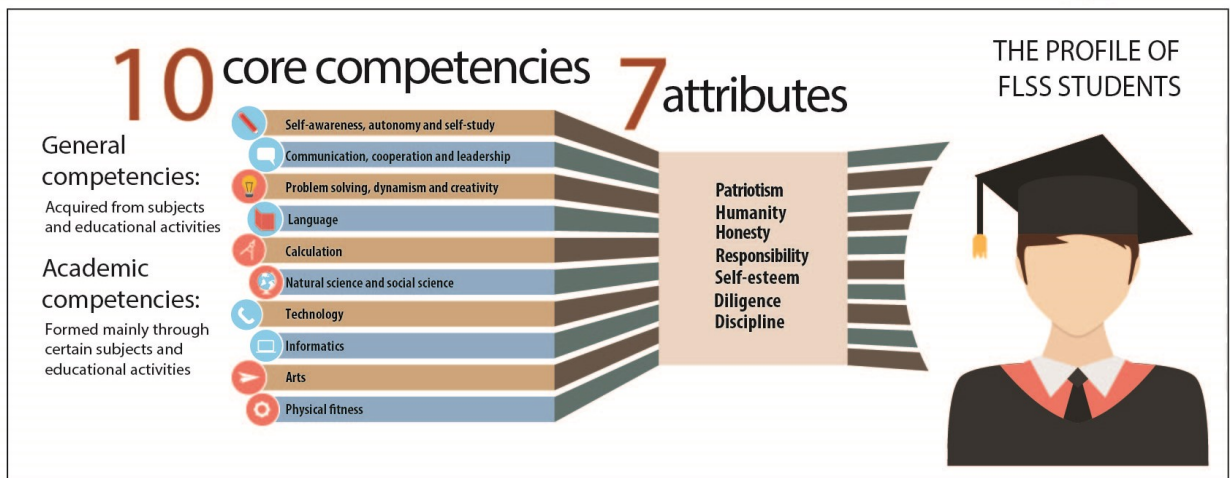
2 Principles of building the Attribute and Competence Framework of FLSS Students

The Attribute and Competence Framework of FLSS Students was built based on the following principles:

- The Attribute and Competence Framework of FLSS students must be based on the attributes and competencies of students defined in the general education curriculum (also called the profile of new students).
- The attributes and competences of students stipulated by the Ministry of Education and Training vary from Primary, Secondary to High School, in which the following level developed on top of from the previous ones. Therefore, all attributes and competencies from the three levels should be integrated in the Attribute and Competence Framework for FLSS Students (High School level).
- The description of each attribute should follow a consistent format: Definition (what is that attribute?), Description (what does a student with that attribute do?), and Action Direction (what does this student do to the community?)
- We propose the addition of two attributes of “self-respect” and “discipline”; and the use of “self-understanding, autonomy and self-study” instead of “autonomy and self-study”; “problem solving, dynamism and creativity” instead of “problem solving and creativity”; “communication, co-operation and leadership” instead of “communication and cooperation” as competences. Hence, the Attribute and Competence Framework of FLSS Students now consists of seven attributes and ten competences.

3 Attribute and Competence Framework of FLSS students

3.1. Overview



3.1 Attributes and Competencies of the FLSS students

3.2.1. Students' attributes

Attributes	- FLSS students
1. Patriotism	
	<ul style="list-style-type: none"> - Those students with this attribute show affection for, take pride in, and treasure Vietnamese tangible and intangible values. - They are aware of and take actions (actively and effectively) in building and protecting the sacredness and integrity of national values. They actively contribute to the country's economic renovation and integration. - They are responsible for spreading the patriotism and encourage others to take action for the sake of the nation.
2. Humanity	
2.1. Kindness to others	<ul style="list-style-type: none"> - Those students with this attribute show sympathy, understanding, and kindness to others in words and in deeds. - They show disagreement and fight to protect others if

	<p>their safeness and legitimate benefits are harmed.</p> <ul style="list-style-type: none"> - They encourage others to build a humane environment.
2.2. Respect of the differences among people	<ul style="list-style-type: none"> - Those students with this attribute respect the diversity in personalities and the individual differences in attributes, competences, aptitudes, tastes, professions, living conditions and their cultural identity. - They are willing to learn about other cultures. - They raise community awareness so that all differently-developed individuals can integrate into the society, and the differences in any individuals are accepted.
3. Honesty	
	<ul style="list-style-type: none"> - Those students with this attribute think and act righteously; they admit mistakes and make up for them. - They are willing to fight for the rightness to protect good people and good things. - They take part in and encourage others to take part in detecting and fighting against dishonest behaviors at school and in life.
4. Responsibility	
4.1. Responsibility for oneself	<ul style="list-style-type: none"> - Those students with this attribute actively and voluntarily take care of, protect and perfect their own minds, souls and physical health. - They are willing to take responsibility for their own words and actions. - They encourage others to take responsibility for themselves.
4.2. Responsibility for one's family	<ul style="list-style-type: none"> - They are conscious of fulfilling their duty for their family members. - They take care of and protect their own families.

	<ul style="list-style-type: none"> - - They encourage others to take responsibility for their families.
4.3. Responsibility for the school and society	<ul style="list-style-type: none"> - Those students with this attribute are conscious of and take actions to protect public assets and observe school regulations and national laws. - They are conscious of studying and practicing in order to promote the school's tradition. They actively contribute to the community activities. - They encourage others to preserve and promote the school's tradition, to protect the public assets, to obey laws and to take part in the community activities.
4.4. Responsibility for the environment	<ul style="list-style-type: none"> - Those students with this attribute respect and preserve natural resources and the environment. They are fully aware of the meaning of using resources efficiently for the sustainable development of the environment. - They use resources efficiently; they fight against wasting resources and damaging the environment. - They raise social awareness about protecting natural resources.
5. Self-esteem	
	<ul style="list-style-type: none"> - Those students with this attribute appreciate their own values, qualities and image by knowing their own strengths and weaknesses. - They protect, take care of and perfect themselves by continuously broadening their knowledge, self-improving their morality, and perfecting their living skills; they know how to prevent themselves from crimes and bad things in their living environment. - They always highly appreciate others' values; they encourage others to bring their self-respect into play at

	school and in life.
6. Diligence	
6.1. Interest in studying	<ul style="list-style-type: none"> - Those students with this attribute are fond of, active and creative in accessing new knowledge through books and real-life activities. - They learn from others and life; they keep developing themselves. - They apply knowledge into practice. - They overcome difficulties to study effectively. - They actively share their knowledge with others.
6.2. Interest in work	<ul style="list-style-type: none"> - Those students with this attribute show love for, take interest in, and are active and creative in work. - They are conscious of applying knowledge into work. - They overcome difficulties to work effectively. - They have a clear career orientation and determined to achieve that goal. - They actively assist others in work.
7. Discipline	
7.1. Self-discipline	<ul style="list-style-type: none"> - Those students with this attribute follow plans in study and personal activities strictly and effectively. - They understand the meaning of discipline in study and life; they know how to make personal plans scientifically and effectively; they are brave, consistent and determined to overcome challenges and difficulties to fulfill those plans. - They respect others' discipline and encourage them to build plans in study and personal activities and to follow those plans strictly.
7.2. For the	<ul style="list-style-type: none"> - Those students with this attribute respect and strictly

community	<p>follow the school and national regulations.</p> <ul style="list-style-type: none"> - They understand the meaning of common rules to the community and individuals; they have a thorough understanding of school regulations and basic national laws; they are consistent, brave and determined to overcome any challenges and difficulties in order to follow the common regulations.
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3.1.1 *Students' competences*

3.1.1.1 General competences

General competences	FLSS students
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1. Self-awareness, autonomy and self-study

1.1. Self-awareness	<ul style="list-style-type: none"> - Self-awareness is the ability to understand one's own feelings, emotions, dreams, ambition, strengths, and weaknesses in particular situations by analyzing, synthesizing, assessing subjective and objective information. - A student who is considered to have self-awareness is able to adjust and take control of his/her own emotions and attitudes; adjust his/her behaviors in a positive way; develop his/her strengths, limit his/her weaknesses; identify goals in study and work, make plans and follow them effectively, etc. - He or she always discovers themselves; actively analyzes the changes in their psychology, emotion and behavior; craves for receiving feedback and actively adjusts themselves in a positive way.
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1.2. Self-reliance	<ul style="list-style-type: none"> - Self-reliance is the ability to study, work, and live on one's own health, competencies and attributes without relying on others' support. - A student who is self-reliant should show disapproval of people who always rely on others' support. - He or she should help those who rely on others to live by themselves.
1.3. Self-assertion and protection of one's legitimate rights and demands	<ul style="list-style-type: none"> - This is the ability of students to understand, assert and protect one's legitimate rights (compatible with morality and law). - These students show disapproval of others' illegitimate rights; they are honest and assert themselves confidently. - They encourage others to assert themselves and protect each other's legitimate rights.
1.4. Emotion, attitude and behavior self-control	<ul style="list-style-type: none"> - Students with this competence fully understand their emotions, attitudes, behaviors and the relation between emotions and behaviors. - They know how to adjust their own emotions, attitudes, and behaviors in a positive way; they are optimistic, cautious, calm and thoughtful, etc. in every situation. - They help others to understand themselves and have proper attitudes and actions.
1.5. Job self-orientation	<ul style="list-style-type: none"> - Students with this competence are aware of their own strong points, competences, and career aspirations. - They have a grasp of essential information related to their future job in order to actively orient their career.
	<ul style="list-style-type: none"> - They try their best to follow plans in order to achieve career goals. - They share with and support friends in orienting their career.

1.6. Self-study and self-perfection	<ul style="list-style-type: none"> - Students with this competence are able to identify their own study objectives and tasks, and therefore can make suitable study plans. - They are able to assess and adjust their study plans to make them suitable with reality. - They learn from others. - They share their experiences and encourage others to self study and perfect themselves.
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2. Communication, cooperation and leadership

2.1. Identification of goals, contents, means and attitudes of communication	<ul style="list-style-type: none"> - Students with this competence are able to identify the suitable goals of communication in different contexts; they are aware of the advantages and the difficulties in order to fulfill the goals of communication.
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	<ul style="list-style-type: none"> - They know how to select contents, types of document, languages and other means of communication that are suitable for the contexts and the objects of communication. - They understand documents on sciences and arts that are of their interested field and related to their future career, both in verbal and non-verbal language. - They know how to use verbal and non-verbal languages in order to present information and ideas, to discuss, to argue and to evaluate scientific and art issues of their interest and job orientation. - They are active in communication; they are confident and can control emotions and attitudes when speaking in public.
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2.2. Establishment and development of social	<ul style="list-style-type: none"> - Students can establish, maintain and develop social relationship based on understanding others' thoughts, emotions and attitudes.
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relationships; adjustment and reconciliation of conflicts	<ul style="list-style-type: none"> - They are able to identify and reconcile conflicts. - They actively contribute to building a humane and friendly society.
2.3. Identification of the goals and means of cooperation	<ul style="list-style-type: none"> - Students with this competence can identify issues that require to be solved through teamwork. - They propose issues that require teamwork and suggest suitable methods of cooperation.
2.4. Identification of one's responsibility and activities	<ul style="list-style-type: none"> - Students with this competence understand their role, position and tasks in teamwork. - They attempt to complete their tasks through contributing, learning and cooperating with others. - They are ready to do new and difficult tasks; to share and support other members of the team.
2.5. Identification of partner's needs and abilities	<ul style="list-style-type: none"> - Students with this competence can evaluate team members' competencies and abilities in order to assign the task properly. - They adjust and assign work for others depending on particular situations. - They are willing to help other members who have trouble in work.
2.6. Organization and persuasion of others	<ul style="list-style-type: none"> - These students are good at task assigning, planning and monitoring the group's activities. - They take initiative in listening to others' ideas so as to adjust the organization of activities.
	<ul style="list-style-type: none"> - They create a harmonious and cheerful working environment; encourage and motivate other members to accomplish their assigned tasks well.

2.7. Evaluation of cooperation activities	<ul style="list-style-type: none"> - These students are able to evaluate and comment on the activities of the group in general and of each member in particular, based on the initial objectives of the group activities. - They are able to draw out experiences and lessons constructively. - They encourage and recognize other members' contributions.
2.8. International integration	<ul style="list-style-type: none"> - Students with this competence show spirit of international integration on the basis of fundamental knowledge about the countries in the region and in the world, international laws and the relationship between Vietnam and other countries in the world. - They play an active role in developing knowledge and skills in order to learn from, exchange with, and seek opportunities for cooperation with other countries. - They are aware of the importance of preserving national identity in international integration.
3. Problem solving, dynamism, creativity	
3.1. Perception of new ideas	<ul style="list-style-type: none"> - Students with this competence know how to collect, analyze and process information to find out new ideas. - They know how to evaluate the reliability and feasibility of new ideas. - They are able to propose an action plan for new ideas to be implemented at school and in life.
3.2. Detection and clarification of problems	<ul style="list-style-type: none"> - Students with this competence know how to collect, analyze and process information to identify problematic situations at school and in life. - They are conscious of the problematic situations in the multi-dimensional relationship.

	<ul style="list-style-type: none"> - They draw out meaningful lessons from each situation at school and in real life.
3.3. Formulation and implementation of new ideas	<ul style="list-style-type: none"> - They know how to formulate, propose and implement new ideas at school and in real life. - They are flexible in adjusting the way of carrying out and connecting different ideas so as to achieve high efficiency. - They are able to assess risks and have effective backup plans.
3.4. Suggestion and selection of solutions	<ul style="list-style-type: none"> - They know how to collect, analyze and process information related to the problem in order to find solutions. - They are capable of proposing and analyzing the advantages and disadvantages of several solutions. - They are able to evaluate and select the best solution.
3.5. Implementation and evaluation of solutions	<ul style="list-style-type: none"> - They know how to apply and evaluate solutions to problems. - They know how to analyze a solution to determine its appropriateness in a particular situation. - They are able to adjust and find the most appropriate solution.
3.6. Independent thinking	<ul style="list-style-type: none"> - These students are able to deduce from problems and analyze them independently with multi-dimensional way of thinking. - They raise a lot of questions to in order to detect new problems. - They take evidence into consideration when assessing events. - They are flexible in approaching problems; willing to listen and adjust in a new and reasonable way.

3.7. Creativity	<ul style="list-style-type: none"> - Students with this competence are able to act actively, enthusiastically, and effectively in every situation. - They are willing to widen their knowledge and take physical practice to be energetic for new activities; they make work plans in the order of priority and implement those plans with high discipline; they coordinate with other individuals so as to increase efficiency. - They inspire others in life and share them the needed skills in work.
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3.1.1.2 Academic competencies

Competences	FLSS students
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4. Language

4.1. Usage of Vietnamese	<ul style="list-style-type: none"> - Students with this competence know how to use Vietnamese efficiently in daily life situations (i.e. greetings, expressing emotions, making conversations, arguing, etc.), to present and to defend personal views in a logical and convincing way. - They are good at listening comprehension and focusing on the important and useful information in complex conversations, discussions and debates; they are able to give flexible and appropriate feedback. - They are skilled in reading different kinds of documents included in the curriculum; they acquire and utilize knowledge and reading skills in order to understand other supplementary and authentic texts. They are able to react actively and efficiently to the acquired knowledge, to be willing to explore and expand the scope of reading, and to apply language into real life. - They know how to write correct and creative compositions
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	<p>on different topics involving study and life; present their own view persuasively, taking others' views into account.</p>
4.2. Usage of foreign languages	<ul style="list-style-type: none"> - Regarding their specialised language, students who took the entrance test in the same language should reach level 4 out of 6 in the Framework of Foreign Language Competency for Vietnamese Learners; other students should reach level 3. - Regarding the second foreign language, students should reach level 2. - They are proficient in using all four skills of the specialized language including listening, speaking, reading and writing in their study, research, and real life. - They are able to use foreign languages in general communication.
5. Calculation	
5.1. Basic mathematical knowledge	<ul style="list-style-type: none"> - Students who have this competence have basic knowledge of numeric and arithmetic system; they show proficiency in calculation and use of calculation tools. - They have basic knowledge of Algebra. - They have a systematic understanding of familiar functions; know how to analyze functions and graph a function using derivatives. - They know how to use integrals to calculate the area and the volume of objects in space. - They have fundamental knowledge of Geometry and use it to describe the objects in the surrounding world. - They understand the basic methods of statistics and classical probability.

<p>5.2. Ways of manipulating thinking and reasoning; calculation, estimation, usage of calculation tools and measuring devices; reading comprehension, explanation, analysis, and evaluation of mathematical situations</p>	<ul style="list-style-type: none"> - They are skilled at manipulating thinking. - They know how to use argumentation and reasoning methods when solving problems; to draw logical conclusions and consequences (except in complicated cases). - They know how to link between mathematical ideas, between mathematics and other subjects as well as between mathematics and daily life; to explain or adjust solutions in a reasonable way. - They are aware that the ideas and methods of mathematics are the universal language of science and technology, and also the tools for reflecting natural and social phenomena. - They use calculators effectively; they know how to use computational and statistical softwares in their study and daily life.
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6. Natural science and social science

6.1. Natural science

<p>6.1.1. Natural science knowledge</p>	<ul style="list-style-type: none"> - Students with this competence have a deep understanding of natural science knowledge in textbooks and other supplementary materials; they also pick up natural science knowledge from their daily life. - They know how to collect, store, organize, analyze, and process information for their study and research. They know how to express ideas using oral and written speech, drawings, diagrams, and tables, etc. - They have general knowledge of the field of science that they are interested in. They can choose for themselves a future career path after graduating from the high school.
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<p>6.1.2. Exploration and discovery of the natural world</p>	<ul style="list-style-type: none"> - Students with this competence master basic skills in exploring and discovering certain phenomena in nature and life including observing and gathering information, analyzing and processing data; predicting research findings, etc. They are able to explain daily simple scientific phenomena. - They acquire certain researching and exploring skills such as raising research questions, constructing a hypothesis, planning and implementing problem solving plans, and presenting the findings of the research. - They are able to analyze, compare, and notice the general and particular signs of some objects and simple natural phenomena. They know how to draw conclusions from scientific evidence.
<p>6.1.3. Application of knowledge into real life, reaction to nature in accordance with the requirements of sustainable development and environmental protection</p>	<ul style="list-style-type: none"> - They apply scientific knowledge to specific situations; describe, predict, explain the phenomena, and solve the problems scientifically. - They behave appropriately in situations related to the personal health as well as health issues of their family and the community.
<p>6.2. Social science</p>	
<p>6.2.1. Acquisition of social science knowledge</p>	<ul style="list-style-type: none"> - They understand basic concepts in social sciences such as social division, social differentiation, social conflict, war, revolution, and social progress, etc. - They have basic knowledge of certain fields of social science including human evolution, history of civilizations, traditional ethical values, cultural identities and cultural

	<p>exchanges; personality development, mass media, global connectivity and globalization;</p>
	<ul style="list-style-type: none"> - social conflict, war and struggle for world peace, human rights, rights and duties of Vietnamese citizens and global citizens, etc. - They have an understanding of the basic dynamics in politics, economy, society, ideology, culture, arts, national defense and security, science and technology, marriage, and gender and family, etc. - They know the general rules about Vietnam's national development and defense in regional and international contexts. - They understand some basic characteristics of the population (population dynamics, population structure, population distribution, types of settlement) and related social issues (labor - employment, unemployment, urbanization, etc.) as well as production activities of the society (agriculture - forestry - fishery, industry - construction, service) in the world and Vietnam in accordance with students' awareness and age. - They understand the inter-relationship between society and nature and sustainable development. - They are aware of the characteristics, roles, duties and responsibilities of the youth as global citizens.
<p>6.2.2. Practice of thinking strategies and basic research methodology of social science</p>	<ul style="list-style-type: none"> - They know how to do research (individually or in groups) on a social issue. - They know how to join a debate on current social issues, especially those directly related to the youth nowadays. - They form basic methods and techniques of data collection, analysis and process. - They know how to analyze and present different

	<p>characters, events, and social processes from different perspectives and aspects.</p> <ul style="list-style-type: none"> - They know how to present ideas, reasons and arguments on various social issues.
6.2.3. Application of social and cultural knowledge into daily life	<ul style="list-style-type: none"> - Students with this competence have a positive attitude towards the Government's policies (such as social policies, the youth policies, population and family policies, etc.), explain to their family, friends and community, and encourage them to support those policies. - They believe in the righteousness of the moral standards and good social values; they take the responsibility for themselves and the society; they wish to adjust and perfect themselves in order to become an active and dynamic social entity. - They have a proper attitude towards sustainable development and take specific actions to contribute to it. - They manage and control themselves well; they know how to cooperate with others; they fight to resolve issues related to morality, law, economy, politics, and society.
7. Technology	
7.1. Design	<ul style="list-style-type: none"> - Students with this competence understand the role and importance of the design industry, factors affecting design, and jobs related to design.
	<ul style="list-style-type: none"> - They can use certain designing tools. - They apply designing mindset to the exploration and creation in different aspects of life.

7.2. Utilization	<ul style="list-style-type: none"> - They know the general principles in using certain technical and technological devices safely and efficiently. - They are able to find out about the functions and usage of some technological devices via direct experiences with the product.
7.3. Communication	<ul style="list-style-type: none"> - They are able to use technical drawings when discussing about the products, technical and technological services. - They are able to use graphic softwares to visually illustrate designing ideas.
7.4. Evaluation	<ul style="list-style-type: none"> - They are able to give well-reasoned evaluation of technical and technological trend. - They are able to give advice on the choice and use of technical and technological products.
8. Informatics	
8.1. Understanding and proper behavior with standards of morality, culture and law in the information society and knowledge economy	<ul style="list-style-type: none"> - Students with this competence respect the laws and keep Vietnamese moral and cultural values in mind when using IT products as well as in using IT applications to create other products. - They understand the impacts and influence of IT on education and society. - They are willing to join IT activities confidently, dynamically, responsibly and creatively.
8.2. Usage and management of different means, tools, and automatic systems of IT and media	<ul style="list-style-type: none"> - These students combine various popular tools and applications (including smart portable devices) in their study and daily life. - They have basic skills in using popular office softwares such as MS PowerPoint, MS Word, and MS Excel certified by MOS (or equivalent certificates).

	<ul style="list-style-type: none"> - They know how to arrange and store data safely. - They know how to cope with common problems when working with the computer such as internet connection, CPU, screen, printer, etc.
<p>8.3. Identify and resolve issues in the social environment and knowledge economy.</p>	<ul style="list-style-type: none"> - They know how to search for and select reliable sources of information for the issues that need to be solved. - They know how to use the suitable tools to organize and share data and information. - They know how to use the internet to deal with problems and have creative experience. - They begin to have the mindset of control and automation by using computers in the process of problem solving. - They know and apply certain Copyright laws (e.g. Creative Commons, End User License Agreement) when using different Internet resources.
<p>8.4. Study and self-study under the assistance of ICTs</p>	<ul style="list-style-type: none"> - They are able to use softwares to assist learning and willing to find out more similar applications confidently. - They have a good command in using the Internet environment to update and search for new knowledge; they know how to utilize the digitalized resources in their study.
<p>8.5. Communication, integration and cooperation in accordance with the age of information society and knowledge economy</p>	<ul style="list-style-type: none"> - They actively choose and use ICT tools and services systematically, efficiently and safely in cooperating, sharing and exchanging information to expand their knowledge and create useful products. - They are able to identify potential risks in communication within the digital environment; they follow basic and popular safety guidelines. - They know how to prevent injury syndromes due to excessive contact with digital devices (RSI – Repetitive Strain Injury).

9. Arts

9.1. Awareness of the aesthetic aspects (the beauty, the sorrow, the humor, the righteousness, the kindness, and the loftiness)

- Students with this competence are aware of values of Vietnamese cultural beauty and certain art and humanity values of mankind and their impacts on various aspects of life.
- They have emotions and express their attitudes and opinions towards the aesthetic phenomenon in the natural and social life, as well as in arts and literature.

9.2. Analysis, evaluation of the aesthetic aspects

- They present, analyze, and evaluate the aesthetic and anti-aesthetic qualities, material and cultural values in natural phenomena and social life events, as well as in literature and art.
- They are able to evaluate the level of beauty, the expression of aestheticism in different natural phenomena and social life events, as well as in literature and art.

9.3. Expression, creation and application of the aesthetic aspects

- They are able to propose aesthetic ideas and begin to express those ideas creatively and selectively in accordance with specific contexts, leaving a personal/group positive impression.
- They are able to propose ideas and know how to apply the result of aesthetic studying/creativity into school, society and social activities; disseminate the values of culture, literature and traditional art.

10. Physical fitness

10.1. Flexible life in harmony with the environment

Students with this competence know the scientific background of the environmental protection and adjust their daily routines in a suitable way. They combine suitable exercise activities with other social activities.

10.2. Identification and mastery of basic mobility skills in life	They know their own physical conditions and health; they exercise regularly and know how to choose the right types of exercise to improve their physical skills.
10.3. Identification and building of basic physical strength in life	They know their own physical conditions and health, and understand basic health index; exercise regularly and know how to choose the right types of exercise to improve their own physical strength.
10.4. Identification of and participation in sports and physical activities	They understand the effect and beauty of physical health and sport talent; they understand basic factors of a selected sport; they practice regularly and know how to choose suitable types of practice in order to improve themselves; they enjoy doing sports and physical activities.
10.5. Appreciation of physical activities	They know how to evaluate and deal with specific life situations appropriately and responsibly; they live in harmony with the surroundings; they love and appreciate the role of sports and physical activities in life.

