

Scientific Editors

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SOCIAL PEDAGOGY
WITH THE CARE
FOR A HUMAN BEING
(FROM VIETNAMESE RESEARCH)

ZIELONA GÓRA 2019

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Phan Le Na¹, Dinh Thanh Giang²

The major objectives of current educational reform in Vietnam

Abstract

This article focuses on clarifying the meaning of the today's education reform which is being implemented with the motto "the fundamental and comprehensive reform of education" in Vietnam today. Since the declaration of independence (1945), Vietnam has undergone four times of education reforms. The three first one had gained success to a certain extent, but due to the war situations and the limited investment resources, some limitations had also emerged. Comparatively it can be seen in this reform that Vietnam is heading for a national education system which represents modernity, international integration, the inheritance of the advanced education in the world, with the ultimate purpose is to create all conditions to develop the quality and ability of learners.

Keywords: objective, education reform, Vietnam

Introduction

Education in Vietnam is undergoing a fundamental and comprehensive reform (the so-called "Renew"). The two words "fundamental" and "comprehensive" put emphasis on the thoroughness and the systematicity of this education reform in

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Vietnam. I think that in order to have a better understanding of the purpose and significance of this reform, it is necessary to revise the three previous educational reforms to see how the Vietnamese educational system has followed the task of the country in each period, and also has gradually integrated into the world. However, in the context of globalization and intense international competition, education in Vietnam is inevitably subject to more intensive reforms with the view to creating the best conditions for the development of personality, capacity in accordance with the guideline set by UNESCO: "*Learning to know, learning to do, learning to live together and learning to be*".

Four reforms in education in Vietnam

In order to adapt to the rapid changes of society, especially the rapid development of technological and scientific revolutions, the education of countries must necessarily reform. John Dewey, author of the book *Democracy and Education*, states: "Life is a development, and the process of growth and growth is life. To enter the field of education, that is, the educational process has no purpose beyond itself, education is its own purpose, and education is a continuous process of reorganization, create, transform".

The first reform of education in Vietnam was carried out in 1950 (at the time of the French-Vietnamese War, but most of the areas were administered by the Democratic Republic of Vietnam). This first reform aimed at eradicating the old French-established education in the invaded Vietnam and towards a democratic education. The general education system had been transferred from the Baccalaureate (French) to the 9-year compulsory education system comprising 3 levels (4 + 3 + 2 years). Due to the inadequateness in war, the government planned to reduce the number of school years and set aside some subjects that were not really necessary. After the 9th grade was a college preparatory year for the few number to cater for the needs and to keep a degree prepared for the future when conditions allow. Pedagogical training schools were of great interest, with the support from China in the construction of a central campus in Nanning (China) to accelerate the training of teachers, including high school teachers.

The second educational reform took place in 1956, when Vietnam were divided into two parts: the North and the South, each with different both political goals, educational philosophy and differentiated education system. While in the South, the education system was oriented towards the model of education in the United States, in the North, education is based on the socialist countries', especially that of the Soviet Union and China. General schools were organized in 10 years and divided into 3 levels (model 4 + 3 + 3). In this reform, the ultimate goal was to create education opportunity for all people. The State would manage and unify the program and textbooks. As the war against the United States intensified, schools

was evacuated to the safe areas to continue teaching. Universities go on training students. A large number of students were sent for training in the Soviet Union, China and other socialist countries such as Poland, Czechoslovakia, Hungary ... However, due to war situations, this reform also had to face a number of disadvantages: The textbooks were s mainly a copy of the socialist countries: academic and lack of application, while the content of The subject was overloaded. Foreign languages were only Russian and Chinese. This reform program had minor modifications, but then remained basically the same for many years of war. When the North and the South united in 1975, the educational model in the North approached the educational system was established in the South; In particular, the 10-year elementary and middle school curriculum in the North must be consistent with the 12-year curriculum in the South. The North continues the 10-year system and the South holds the 12-year system from 1976 to 1981, then got consistent all over the country.

The third education reform was implemented in 1981, five years after the war ended, Vietnam became a unified country. The general education and consequently higher education had made great changes. The idea of moving towards a modern, democratic, and international integrated education was step by step realised, but could not be processed quickly. Universal program consisted of 12 years (5 + 4 + 3). Programs and textbooks also had changes. There had been two different sets of textbooks in the South and the North, and in 2000 they were merged into on. Major changes in the educational direction were: private sector participation in school (both in high school and in college); the idea of "socializing education", building "learning society" is implemented; in addition to maintaining Russian, Chinese English, French is also encouraged. Teachers had more freedom in choosing teaching methods. Programs and textbooks have many innovations. For example, the textbook in the school of literature was adjusted to focus on humanity, human love, the feelings of beauty, love of the nature. However, academics did not to adhere to reality, the overload of the program was still clear, therefore the teachers must mainly use the method of purely lecture. In 2006, the general education program was adjusted according to the spirit of division and vocational guidance for the students after graduation. Ideology is right, but it is rather inflexible, it is just oriented to the different exam subjects of the university entrance exam, so the efficiency of the divisions is deflected. The most obvious problem was that most learners refuse to choose the most neutral program (called the "basic" program). This failure had been criticized by many educators in Vietnam for failing to make a real comeback from the needs and aspirations of learners as well as the realities of the labor market.

At the university level, there were slow changes. The training programs were adjusted towards credit-based training³. Some universities, especially national and regional, are also decentralized granted with certain powers such as autonomy in human resources, finance, training, science and technology. The 32th term of Law on Higher Education No. 08/2012 / QH13 passed by the National Assembly on June 18, 2012 states that *"tertiary education institutions shall be autonomous in activities in the fields of organization and personnel, finance and property, training, science and technology, international cooperation, quality assurance in tertiary education, tertiary education institutions exercising autonomy at a higher level in accordance with capacity , the results of the evaluation and the results of the accreditation of education. "* The Article 36 of this law also provides that: *"Heads of tertiary education institutions shall organize the compilation or selection and approval of higher education curricula for use as teaching and learning materials in tertiary education institutions. On the basis of evaluation by the syllabus appraisal council established by the head of the tertiary education institution. "* However, the Ministry of Education and Training still manages the determination of enrollment quotas, the allocation of funds and the organization of entrance examinations uniformly throughout the country.

Facing such problems, the Vietnamese government from 2010 onwards has issued many documents guiding the "fundamental and comprehensive reform of Vietnamese education", both at the general and university level. The preparation of reforms was carried out in a positive way with the development of the objectives, the principles of education, preparation of experts, and the preparation of facilities and funds. According to the plan, from 2019 onward, the new general education program will begin to come to effects. Universities are moving towards university autonomy in line with international practice. This issue has caught the attention of educators, media, learners and their families. Many major changes will be launched to bring a great revival of Vietnam's education into an international integration.

Changes and goals in the current educational reform

In this reform (the so-called fourth educational reforms), the first acknowledgment is the great change in the goal, the motto of education reform. All of the documents of the Government of Vietnam, Ministry of Education and Training emphasize that the idea of reform is to have comprehensive changes in the program, textbooks and teaching methods, in the way management and Organize training at the general level to university level. Programs and textbooks from the 2019-2020 school year will be rewritten, in a spirit of integration, practicality, modernity, ensuring the flexibility and flexibility to meet the requirements of learners. Compulsory courses

³ Until 2005, only a few pilot schools were trained under the credit regime. Since 2006 there have been seven credit-based schools, and by 2010 most credit-based schools have applied.

will be reduced, while elective courses will increase. Some subjects will be integrated as between Physics, Chemistry and Biology; History and Geography ... General education is still 12 years, in which basic education is 9 years and vocational education is 3 years. The teacher will be given a broader freedom to decide on the content and method of teaching⁴. The principle of education will change, from the focus of content knowledge to develop quality and capacity of learners. Personal qualities such as honesty, responsibility, hard work are outlined along with patriotism or human love. Individual competencies will be attached to the requirements of each subject. In terms of competencies, the new general education curriculum identifies the three main competencies (general competence) and seven specialized competencies. The key competencies will be formed by all departments. Specific abilities will be associated with specific subjects. Key competencies identified include self-efficacy and self-learning, communication and collaboration, problem solving and creativity. The seven special abilities include: language ability, computing power, natural and social learning capabilities, technology capabilities, computer skills, aesthetic abilities, physical abilities. These qualities are characterized by the specifically required performances achieved at each level⁵.

There will be many kinds of textbooks developed and the choice will be of the teacher. Teachers will be selected and retrained. The involvement of private schools in the general education system will be increasingly strong with the motto "socialization education", the whole society will invest in education. In the draft plan of the new curriculum, the Ministry of Education maintains that the program should "update the achievements of modern science", refer to "developed country programs", "the strength of each individual learner"⁶. The Government is committed to developing education-science as a top priority and will prioritize funding, in addition to mobilizing from the society. According to a government report, Vietnam now spends 20% of its annual budget on education⁷.

In addition to general education, higher education has been through a great education reforms basing on three major changes. First, universities will head for full autonomy in the selection of disciplines, admission, curriculum development, curriculum development, human resources, financial resources. The management of

⁴ Subjects will be developed based on learning outcomes and competency matrix. There will be only a few core subjects, such as the core language arts curriculum, which will have six core subjects to learn, the rest will be selected by the institution and the teacher (Ministry of Education and Training: <http://moet.gov.vn>).

⁵ Source: Ministry of Education and Training web portal: <http://moet.gov.vn>.

⁶ Announcing of the draft of 20 new curriculums, Source: <http://vietnamnet.vn>, updated 19/01/2018.

⁷ By 2015, the state budget for education and training will be VND 224,826 billion, accounting for 20% of total state budget expenditure. Regular spending on education and training in 2015 is VND 184,070 billion (Source: Ministry of Finance of Vietnam).

the ministry will be gradually eliminated. The Ministry of Education and Training will no longer interfere in the specific work but only plays the role of state management in the field. Secondly, the universities will change the form of governance, reform the way of training, strengthen international cooperation. Many universities now import programs or collaborate with universities around the world to develop programs and collaborate on training. Many advanced training programs (with foreign partners) are opened at Hanoi Foreign Trade University, National Economics University, Hanoi University of Technology, Law University ... Many universities such as the National University of Ho Chi Minh City, Hanoi University of Civil Engineering, Vinh University, Thu Dau Mot University, etc, have developed CDIO approach (Concept - Design - Conceive - Design - Implement - Operate. A number of international universities have come into operation such as the Vietnam-Japan University, Vietnam-Germany University, Fulbright University (USA). Thirdly, quality assurance will be strengthened. Several national accreditation centers will be established. Universities will be accredited and accredited by the accreditation body every five years. Some universities also follow regional and international quality standards such as AUN-QA (ASEAN University Network - Quality Assurance), ABET (Accreditation Board for Engineering and Technology).

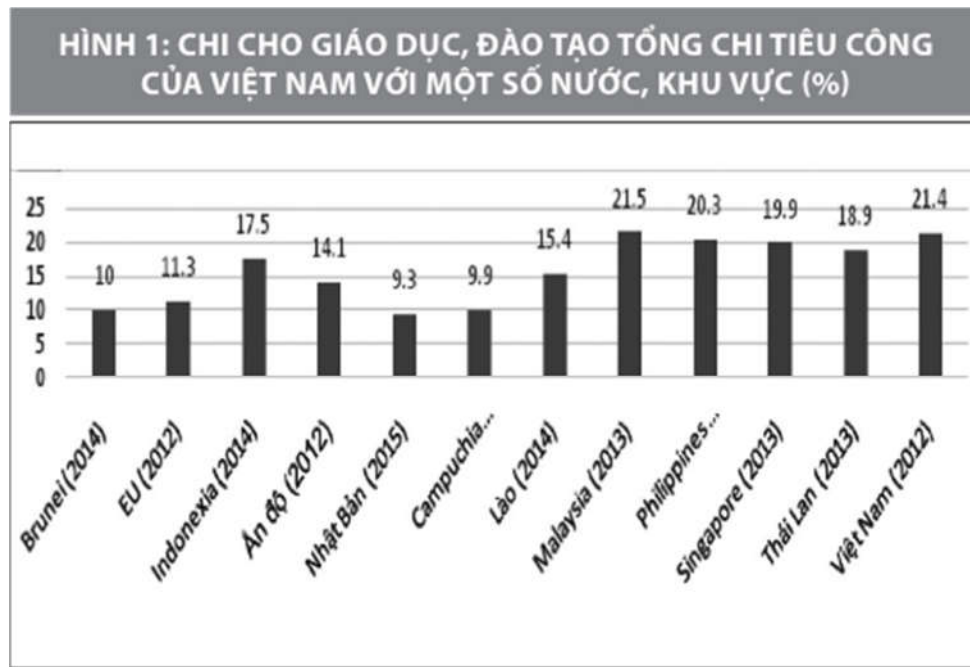
Some issues raised in the current educational reform

Addressing the relationship between quality and quantity, between public and private schools, between state investment and social investment

The Government of Vietnam recognizes that the renewal of higher education must be practical, effective and inclusive; Identify the breakthrough, priority area and focus on resources to make a clear move. The expansion of the scale should be combined with improving quality; Social equality goes along ensuring effective training.

At present, Vietnam has to face difficult conflicts between the increasing demand for learning and the ability to fulfill it of the economy. The explosion in the number of college students in recent years has led to a decline in the quality of training. Although Vietnam currently spends 20% of its annual budget on education - it is in the top spot in the region (see Figure 1), this has not met the actual requirements. The infrastructure of many universities, investment in schools in mountainous and remote areas is still limited, the life of a number of teachers is difficult. The facilities and equipment of many vocational training institutions are lacking quantity and backward in terms of quality. About 31% of the classrooms and 50.7% of the workshops are temporary houses. only about 20% of the schools are equipped with some equipment at the level of technology, the rest is only equipped for practice and basically have not formed high quality vocational schools.

The major objectives of current educational reform in Vietnam



Nguồn: Ngân hàng Thế giới

Fig. Investment for education in Vietnam (compare with some countries in Asia)

The quality of the teaching staff is not properly taken care of. The quality of education, especially undergraduate education, is low. Graduates are limited in creative thinking, practical skills, the ability to apply knowledge in solving practical problems, and lack of knowledge and skills necessary for integration, ability to adapt to work, and the sense of discipline is limited.

In the coming years, the reform of education will require a large amount of money to build the program, rewrite textbooks and train the teachers. The government is calculating a budget for this task.

Investment in public and private school systems is also raising the issue of fairness in treatment. While public schools (both public and private) are heavily subsidized by the state, private schools have to pay for their own facilities, pay teacher salaries, and support their students. This led to unequal competition and many private and public universities and colleges were forced to speak out over repeated requests for changes.

Today, with the tradition of hard learning in the Vietnamese, people are spending a large amount of money helping their children have conditions to study, improve the level. But at the same time, they also demand more and more rigorous

quality training, the development of learner capacity, adapt quickly to the working world.

The problem of a constructing philosophy in educational reform

One of the issues that is being controversially debated by Vietnam's education and educational philosophy development leaders about education reform is the two very different views:

The first view: some educators argue that Vietnam's educational philosophy is quite clear in the texts of the ruling party, the parliament, the government: It is a top priority for education in the way. "Investment in education is investment for development"; The goal of education is to train Vietnamese people to develop comprehensively, love the family, love the motherland, love the compatriots, live well and work effectively to meet the requirements of national construction and defense; It ensures the best possible individuality of each individual.

The objectives of the system, clearly defined: Building an open education, practical school, practical, good teaching, good study, good management; have a reasonable structure and method of education, associated with the building of a learning society; to standardize, modernize, democratize, socialize and integrate into the education and training system; To create a radical change in quality, efficiency, education and training, striving for the education of Vietnam to reach the advanced level in the region by 2030.

In a speech to the National Assembly in answer to the question why there is no text on education philosophy, Deputy Prime Minister Vu Duc Dam said: "The educational philosophy of Vietnam is primarily Philosophy builds a strong, democratic, equitable, civilized country. It is the building of the whole Vietnamese people, of the mind, the beauty, the national spirit, the patriotism and the international responsibility. "According to a quote from the media, the Deputy Prime Minister said that the philosophy of education in Vietnam is also aimed at the goals set by UNESCO, that is learning to know, learn to do, learn to be, learn to live together"⁸.

Second view: Others have the opposite view that apart from these goals and directions, it is necessary to develop a separate education philosophy, not to share the same viewpoint with the philosophy of education, because the philosophy of education will be the concretization of views, goals into the direction, the way of operating the education. In September 2007, the Education Management Institute under the Ministry of Education and Training of Vietnam held the first seminar "Philosophy of Education in Vietnam" to find answers to the questions: Philosophy What is education? Does Vietnam have an educational philosophy? Why education

⁸ M. Lam, *What is the philosophy of education in Vietnam?*; Source: <https://www.rfa.org/vietnam-.../what-s-the-vn-educational-philos>; (Updated: 21.11.2016).

philosophy is important? ... However, the seminar did not finally give a satisfactory answer. Prof. Dr. Tran Ngoc Them, a well-known cultural researcher in Vietnam, said: "Missing education is due to a false educational philosophy. Therefore, educational reform must start with a change in the educational philosophy (...). Officials often declare educational philosophies that are desirable but are not derived from reality to determine what the educational philosophy of Vietnam is to date. Fix it does not know how it should fix the wrong. Where is the philosophy of education? It is not in the goodness that we declare, but in the practice of everyday education. The practice of daily education is due to the demands of society"⁹.

Cultural researcher Gian Tu Trung, author of many famous books in Vietnam, said that want to solve education reforms need to solve three issues: 1. Innovation in education philosophy, 2. Institutional innovation, 3. Innovation of the role of key actors in the education system. In it, he asserted: "Innovation in the philosophy of education, is to find the answer to the following questions: What is human? Where is the destination of education, or the destination of education is the human like? How to get that person?" (see [2]).

Translators of books: "*Japanese Educational Reform, Social Learning Guide, Social Learning Guide II*"; the author of "*What did Vietnam Education learn from Japan ?, The historian is not as boring as you think*"..., educator Nguyen Quoc Vuong has cited Japan's educational philosophy in educational reforms in 1947 and what Vietnam should learn from Japan's educational reforms. According to Nguyen Quoc Vuong: "If envisioning education as a path, the philosophy of education shows people the destination of that road. In Japan, education philosophy appears in the law of education of their country (Basic Education Law). This philosophy shows the image of a society they want and the image they want. All the design of the curriculum, the subject system, issues such as education and evaluation are all reflected in that philosophy. But in Vietnam I did not clearly see the philosophy of education. This innovation also, I do not see the philosophy of education, perhaps also so there are still many comments¹⁰.

These are two major issues that attract the attention of educators and researchers involved in educational reform. In addition, there are smaller issues, such as: what are the competencies raised in the new curriculum? Should history be integrated with geography?

Conclusions

⁹ T.N., Them, <https://laodong.vn/.../gtskh-tran-ngoc-them-giao-duc-hong-chinh-1> ..; (Updated: 27.6.2016).

¹⁰ Source: <https://tuoitre.vn/khong-thay-co-triet-ly-giao-duc-1310622.htm>; (Updated: 08.05.2017).

Despite many years of war, Vietnam remains a well-educated country in the region. The Government of Vietnam, especially Vietnamese families, is very interested in their children's education and always devotes considerable resources to education. Since the declaration of independence, to meet the demands of life, Vietnam has undergone four educational reforms. Each educational reform has specific contexts, has its own objectives, but in general the reforms are always aimed at creating opportunities for people to go to school, step by step universalize the education as well as improve the quality of higher education. However, due to war and the limited investment resources, the three previous educational reforms have certain limitations. In the current context of innovation and international integration, Vietnam is focusing on the fourth educational reform, with the aim of creating new development for the education of the country, building an education Both national and modern, inherited the quintessence of the advanced education in the world. This educational reform has clearer and more specific goals, which are to focus on the development of the quality and capacity of learners, attention to creativity, problem solving ability and ability to cooperate, along with foreign language skills, computer skills, etc., to help students better adapt to a world of changes.

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