



Some Solutions to Contribute to Improving the Quality of Teaching and Learning the Subject of History of the Communist Party of Vietnam at Hung Vuong University at the Present

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Abstract: Innovation in teaching and learning methods to improve the quality of training in Political Theory subjects is an inevitable requirement to adapt to the demands of the times, including innovation in teaching and learning the subject of History of the Communist Party of Vietnam. Improving the quality of teaching and learning the subject of History of the Communist Party of Vietnam in the current period must be considered a regular and continuous task in universities, aiming to foster noble ideals, revolutionary worldview, patriotism, national pride, build and consolidate faith in the leadership of the Party, uphold the socialist revolutionary ideal that our nation has chosen. From the reality of teaching the subject of History of the Communist Party of Vietnam, the author wishes to contribute some opinions reflecting the current situation of teaching and learning the subject of History of the Communist Party of Vietnam at Hung Vuong University, thereby proposing some solutions to improve the quality of teaching and learning in accordance with the spirit of innovation of the Party and the State to meet the requirements of current international integration.

Keywords: Quality of teaching, learning, innovation of methods, political theory, History of the Communist Party of Vietnam.

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1. INTRODUCTION

In the trend of global integration, the teaching and learning of political theory subjects is also of great importance in orienting and improving students' ideological and political awareness, maintaining intellectual fortitude, constantly creating to protect themselves, keeping "a pure heart, a bright mind, and great ambitions", against the influences of the globalization period. Therefore, improving the quality of teaching and learning of political theory subjects is an urgent requirement, in which innovation and improvement of the quality of teaching and learning of the subject of History of the Communist Party of Vietnam is also inevitable.

Current practice also shows that the teaching of the subject of History of the Communist Party of Vietnam at Hung Vuong University in the past has encountered many difficulties, and students have not yet realized the importance and practical significance of this subject. Because we think that the subject of History of the Communist Party of Vietnam is just a secondary subject, a conditional subject, we just need to study it perfunctorily, accumulate enough credits to graduate... As those who work in teaching, especially teaching the subject of History of the Communist Party of Vietnam, facing the above situation, I see that proposing solutions to contribute to improving the quality of teaching and learning is one of the important and urgent issues.

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2. CONTENT

The subject of History of the Communist Party of Vietnam is a general body of knowledge for all students in the university education system nationwide. The goal of the subject is to educate the Party's guidelines and policies, contributing to improving revolutionary ethics and political mettle, thereby unifying ideology, will, and qualities with practical working capacity, guiding them to apply that knowledge to life. However, to fully implement the subject's goals and tasks in the context of increasingly deep integration is still a big challenge for both teachers and students.

2.1 Some issues that need attention in the teaching and learning of the subject History of the Communist Party of Vietnam at Hung Vuong University today

2.1.1. Regarding the teaching of the subject History of the Communist Party of Vietnam

Firstly, Hung Vuong University is currently using the teaching materials for the subject History of the Communist Party of Vietnam published by the Ministry of Education and Training in 2021. With the prescribed number of credits being 2, the amount of knowledge prescribed in the textbook and the teaching time is too much for both teachers and students and it is very difficult to fully convey the knowledge content. In addition, some contents in the textbook are still heavily theoretical and not closely linked to the practical issues of innovation in the country. Although the Department in charge of teaching the History of the Communist Party of Vietnam at Hung Vuong University has also developed study guides with more condensed knowledge about the content and suggested some issues for students to discuss in order to serve the learning needs of non-major students. However, the needs of students are increasing, especially for study and research materials, especially on issues related to the country's reality. Therefore, the curriculum and materials must be continuously updated with theoretical issues arising in the leadership process of the Communist Party of Vietnam, as well as practical instructions and achievements in the socio-economic development of the country.

Secondly, the application of science and technology in teaching is inevitable. However, the use of science and technology to search for documents serving teaching and learning has inadvertently become too dependent on technology, leading to dependent thinking, loss of independent thinking, judgment, and gradual decline in the habit of reading books, sources of official knowledge. For theoretical subjects, studying documents and giving presentations still have certain values. It can be said that they are still effective methods in sharing and conveying inspiration and knowledge.

Thirdly, the development of science and technology requires teachers to constantly innovate their methods, approaches, and means to teach effectively, and the teaching staff of the History of the Communist Party of Vietnam is no exception. If teachers only provide and teach scientific knowledge, robots and smart devices will do better. Teachers cannot just repeat what is available because through keywords in search engines and free shared printed books, students are fully capable of acquiring more knowledge than teachers. Now teachers no longer have a monopoly on knowledge, but must take on the role of organizing and guiding students to receive knowledge. Instead of providing one-way knowledge, teachers should make the most of visual aids to arouse in students the spirit of proactive learning and the ability to delve into research. Therefore, for the subject of History of the Communist Party of Vietnam, in addition to imparting inspiration and motivation for studying and researching, lecturers must also convey the fire, belief and revolutionary ideals to the younger generation, which is becoming more and more necessary in the era of information technology explosion like today. This is not only a big challenge for the teaching staff of History of the Communist Party of Vietnam but also a big challenge for the whole society.

Fourthly, the proportion of lecturers with the major of History of the Communist Party of Vietnam at Hung Vuong University is still very low (especially those with a doctorate degree), so there is not enough human resources to teach, there is a shortage of successors, and this is also a common situation in most universities and colleges in the country. This leads to the situation of having to combine classes with a large number of students. It is very difficult for lecturers to control the situation of students going to school, manage the class, and cannot convey all the content of the subject in a situation where the lecturer keeps lecturing while the students may or may not listen due to many objective conditions. At the same time, it is also impossible to implement many active teaching methods to promote learners' abilities. This leads to the quality of teaching the subject not achieving the set goals and tasks.

2.1.2. Regarding the study of the History of the Communist Party of Vietnam

First, for many students, these are irrelevant, dry, boring subjects, leading to a mentality of studying to cope, studying for the sake of it, and not having the right motivation to study... Most students do not have a high awareness of the subject, thinking that this is a secondary subject, learning without applying it to work, leading to a dependent, passive, and unproductive attitude. In particular, the state of indifference and boredom with studying this subject

is very common. Students almost do not have creative learning methods and forms.

Second, there are still many students who do not study the textbooks or read reference materials. Students today still have the mentality of just "repeating" what the teacher said, writing the textbooks, memorizing, taking the final exam, getting an above average score, and waiting for the lecturer to limit the content of the exam; the purpose of students' study is heavily based on exams, paying off the debt of the subject, studying to pass. In particular, the overuse of technological devices replaces thinking, reasoning, and analysis in learning. This results in low quality of student learning, poor ability to grasp lesson knowledge, leading to incorrect perceptions.

Third, the problem of applying knowledge of the subject History of the Communist Party of Vietnam into practice by many students is still inadequate, because many of them consider these subjects irrelevant and marginal, so applying that knowledge to real life, to specific situations and circumstances is a difficult problem. Especially at a time when social networks connect and share widely, for socio-political issues that are shared quickly, but not grasping basic knowledge about these issues has led to sharing without fully understanding the content, whether it is correct or incorrect, causing confusion, loss of confidence in perception, and from there, wrong actions.

Fourth, it is necessary to mention the learning methods of students. For the subject History of the Communist Party of Vietnam in particular, the political-social knowledge is very broad, related to many areas of social life. Therefore, studying in class is not enough. You have to study by yourself, look for relevant documents to supplement, but how many students nowadays go back to review the lessons they have learned, read more documents outside the textbook, and search for relevant books and newspapers? It is impossible to achieve good results by cramming all the knowledge until close to the exam or test, then review and re-study. This is not only for the subject of History of the Communist Party of Vietnam but for almost all subjects.

2.2. Some solutions to contribute to improving the quality of teaching and learning the History of the Communist Party of Vietnam at Hung Vuong University today

Facing the trend of development and integration, implementing the goal of fundamental and comprehensive innovation of education in general and innovation of teaching and learning the History of the Communist Party of Vietnam is not out of the picture containing that meaningful change.

2.2.1 Regarding the training program

The History of the Communist Party of Vietnam textbook must be a standard textbook in terms of knowledge, presented in a scientific and easy-to-understand manner, and must be continuously updated with the latest content, which are the new Resolutions and policies of the Party. Therefore, in my opinion, in the coming time, the Ministry of Education and Training's Curriculum Compilation Steering Committee needs to adjust the content and duration of the program to suit the amount of knowledge. Research on the allocation of the number of students in each class to be reasonable and sufficient to avoid the situation of overcrowding. So that lecturers can promote the "learner-centered" approach well. At the same time, there is a strategy to train and recruit more permanent staff to ensure effective teaching. Continue to promote innovation in teaching methods "learner-centered" to create opportunities for students to actively participate in the teaching process, helping students to acquire knowledge themselves, foster scientific beliefs, thereby helping students grasp the content of their studies and research fully and deeply, overcoming the inertia and passivity of current students.

2.2.2. For lecturers

In response to current requirements, teaching the subject of the History of the Communist Party of Vietnam must first improve the capacity of the teaching staff, which is the decisive factor in the quality of the teaching and learning process. Therefore, lecturers need to have the ability to guide, help students perceive, expand their knowledge, and at the same time know how to nurture their desire and passion. We must constantly improve the spirit of initiative, self-awareness and comprehensive innovation.

First, we must build a practical teaching program, focusing on teaching methods that promote thinking and critical thinking skills. Teaching content must continuously absorb new theories and closely follow reality. Every year, the training program for lecturers of Political Theory is carried out, but it is still very formalistic, does not convey much information and is limited in the number of participants. In my opinion, the subject of History of the Communist Party of Vietnam is a subject that continuously updates knowledge with the Party's guidelines and policies, the State's policies and conveys that knowledge to a large number of students. Therefore, the training and improvement of knowledge for lecturers should be attended by all lecturers, especially young lecturers, who have the opportunity to improve their professional qualifications. At the same time, the training content needs to go deeper into the specialized content of each subject and be trained separately, not organized

together with all Political Theory subjects. Along with that, the subject of History of the Communist Party of Vietnam is closely linked to the Resolutions and policies of the Party, so units need to thoroughly grasp and organize specialized activities with the new Resolutions of the Party to promptly incorporate the content into lectures.

Second, applying information technology in teaching helps lecturers improve their creativity and become more flexible in their teaching process. It increases interest in learning and eliminates thoughts about boring and dry political subjects. To have these capabilities, school management levels need to promote the application of modern technology so that lecturers can use it to support the teaching process. Then, with available technology, they will be more proactive and creative in applying technology and allowing and guiding their students to use it to improve the learning process. At the same time, lecturers should delve into areas related to information technology to approach and form new educational methods. From there, combine traditional teaching methods with modern teaching methods in a way that is suitable to actual conditions. Because in terms of the nature of the subject of History of the Communist Party of Vietnam, traditional methods still have certain value in guiding students.

Third, in addition to lecturers constantly innovating teaching methods, innovating the form of testing and evaluating students' learning and research results is also a solution to contribute to improving the quality of learning, ensuring the development of learners' capacity. Through changing the method of testing and evaluating students' learning results for subjects and educational activities according to the process or at each stage of learning, it is the main measure to determine the level of implementation of teaching objectives in terms of knowledge, skills, attitudes and abilities, and at the same time plays an important role in improving students' learning results, helping students progress, encouraging and motivating them to study well. Thereby, lecturers also adjust and self-regulate teaching and learning activities in a timely manner to bring about the highest efficiency. Innovating the method of testing and evaluating the subject History of the Communist Party of Vietnam can be implemented in the following directions: building appropriate criteria and scoring scales in assessment tests; The core is to change and flexibly implement assessment forms such as: conducting regular assessment and summative assessment; individual assessment and group assessment; creative assessment; combining lecturer assessment and self-assessment; combining objective test and essay assessment forms...

Fourth, improve foreign language proficiency for political theory lecturers. This is a condition for accessing advanced scientific and technological knowledge, for lecturers to integrate with the trend of global connectivity, and to integrate with world university education. Therefore, lecturers in general and lecturers of the subject of History of the Communist Party of Vietnam in particular need to improve their foreign language proficiency by many different measures. At the same time, lecturers must constantly practice communication skills and soft skills to attract and connect with many students.

Fifth, strengthen scientific research activities, this is one of the two top tasks of lecturers. Combining the application of scientific research results in teaching is always an inevitable solution, bringing new things to learners. This will contribute to spreading and inspiring scientific research, increasing students' passion and interest in studying and learning about political science subjects. Sixth, there should be policies on management, personnel and remuneration for the teaching staff of the History of the Communist Party of Vietnam, creating favorable conditions for lecturers to study, improve their professional qualifications and access advanced and effective means and methods. The school will be a fulcrum and a bridge for lecturers to go further in their teaching career.

2.2.3. For students

First, it is important that students correctly identify their motivation and purpose for studying. They must determine that they study for themselves, study to earn a living and work, study to develop their own abilities and then have the conditions to serve the people and society. Thereby forming the right attitude towards studying, not taking it lightly, distinguishing between major and minor subjects of any subject. Because any subject possesses certain values and contributions to the development of the student himself. Education in the subject of History of the Communist Party of Vietnam will aim to raise political and ideological awareness for students, orienting their thinking and actions correctly according to the Party's guidelines and policies, and the State's laws and policies in the face of social changes.

Second, students must ensure their lessons in class, know how to listen carefully, and know how to take notes on their own. Through the guidance and direction of the lecturer, students can expand their knowledge, enrich their knowledge and continue to develop their knowledge through self-study plans. And, when they have grasped the "soul" of the teacher's lecture, it is the time when students have grown up in scientific belief and become more confident in life.

Third, when studying the History of the Communist Party of Vietnam, students themselves must master the method of studying the subject and at the same time find a learning method that suits their own strengths. Students must be aware of their role in order to acquire knowledge most effectively through the guidance of the lecturer. Students must self-study, self-research according to the study plan provided by the lecturer, in order to master the process of acquiring knowledge before the lecturer's lecture.

Fourth, students must be proactive in self-study, consider self-study as an urgent issue, forming the awareness of self-study early will create an inherent habit for self-study later. Students must consider self-study as an internal need to strive to master knowledge in order to work. Because, in the condition of a large amount of knowledge in the subject of History of the Communist Party of Vietnam and the time for the subject is reduced, the lecturer will not convey all the knowledge but only orient the main contents, at the same time requiring updating and applying the practical knowledge of the country. In addition, it is necessary to promote scientific research among students, with participation in scientific research having the effect of changing the perception of a large number of students. Study well to do scientific research and do scientific research to practice faith, nurture the will, and become future scientists.

Fifth, form the habit of reading books, newspapers, and following political and social news instead of watching entertainment programs. Practical issues are the best basis to prove the leadership of the Party in the current period. Thereby, students can quickly update practical and new information to serve and consolidate the content of their lessons. This is also a way to accumulate knowledge from the most practical issues that students need to learn. At the same time, use highly reliable scientific information channels to gain more standard knowledge instead of searching on Google search engine, especially effectively exploit open learning resources from the school library.

Sixth, constantly cultivate and practice more soft skills (foreign languages, information technology, teamwork, communication, behavior, technology proficiency...) for yourself. This is not only extremely useful throughout the learning process but also an advantage when graduating to find job opportunities. Therefore, students need to actively participate in learning activities and be proactive in new learning methods such as presentations, teamwork, etc. Participate in union and association activities to accumulate necessary skills such as communication skills, life skills, etc. Actively seek and

participate in appropriate skill classes taught by reputable schools and training organizations to accumulate necessary soft skills; Finding part-time jobs suitable for students to accumulate experience and working skills that actively support future work in a certain profession; In addition, participating in social work is extremely beneficial to help enhance community spirit, clear perception and orientation.

3. CONCLUSION

With the role of helping learners raise awareness, belief in the Party and the ability to apply learned knowledge into practice, contributing to building and protecting the socialist Fatherland of Vietnam. At the same time, building students with the correct political attitude, firm stance and ideology on the foundation of Marxism-Leninism, Ho Chi Minh Thought, the Party's guidelines, and the State's legal policies, improving the quality of teaching and learning the subject of History of the Communist Party of Vietnam is an inevitable requirement to contribute to training generations of comprehensive development, both red and specialized for the country. This is both an urgent and a long-term task, an effort that requires not only an individual but also the attention of the whole society, the school, the faculty, the coordination of functional departments, the efforts of the teaching staff to rise up and assert themselves and the cooperation of students so that in the not too distant future, Vietnam's education will be an education that can keep up with the development of countries with the world's leading education systems.

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