

TRAINING AND FOSTERING PHILOLOGY TEACHERS IN VIETNAM TO MEET THE REQUIREMENTS OF THE NEW PROGRAM

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ABSTRACT

Entering the 21st century, due to the rapid development of society, continuous and unpredictable changes, the role of education has received more attention and investment attention from countries than ever before to prepare the young generation to face and stand up to the challenges of life. Changing, renovating, improving programs, and even reforming education have been carried out by many countries. In 2018, Vietnam's general education program was rebuilt after more than 12 years of implementing the old program (in 2006), including Philology. To meet the new requirements of the general education program, pedagogical students and teachers of Philology in Vietnam need to be trained and fostered to acquire the following competencies: reading comprehension and text creation, teaching reading comprehension and text creation, testing and assessing the results of studying Philology.

Key Words: Training, Fostering, Teachers Of Philology, Vietnam, Requirements, New Program.

1. INTRODUCTION

After more than 30 years of *doi moi*, Vietnam has overcome many difficulties and challenges and achieved great achievements of historical significance. Vietnam has come out of its underdeveloped status and entered the group of middle-income developing countries. However, Vietnam's economic achievements are not solid, the quality of human resources and the competitiveness of the economy are not high, the cultural environment still has many limitations, not enough factors to rapid and sustainable development.

Also in the period before and after the renovation, the world witnessed profound changes in all aspects. The third and fourth industrial revolutions followed one after another, the thriving knowledge economy brought great development opportunities, and also posed significant challenges for each country, especially in developing and underdeveloped countries. On the other hand, climate changes, resource depletion, environmental pollution, ecological imbalance and political and social changes also pose global challenges. To ensure sustainable development, many countries have constantly innovated education to improve the quality of human resources, equip future generations with a solid cultural foundation and high adaptability to all changes of nature and society. Educational innovation has become an urgent need and a global trend.

In that context, the 8th Conference of the Central Committee of the Communist Party of Vietnam (term XI) approved Resolution No. 29 dated November 4, 2013 on a fundamental and comprehensive renovation of education and training to meet the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration. The National Assembly has promulgated Resolution No. 88 on November 28, 2014 on the renovation of general education curricula and textbooks, contributing to the fundamental

and comprehensive renovation of education and training. On March 27, 2015, the Prime Minister issued Decision No. 404 approving the Scheme on the renovation of general education curricula and textbooks.

According to the renewal objective stipulated by Resolution 88/2014 of the National Assembly, “general education curricula and textbooks are innovated in order to create a fundamental and comprehensive change in the quality and effectiveness of general education; combining literacy, teaching and career orientation; contributing to transforming an education that is heavy on knowledge transmission to an education that develops comprehensively in both quality and ability, harmonizes virtue, intelligence, body, and beauty, and brings out the best potential of each student.”

Implementing the Resolutions of the Party, the National Assembly and the Prime Minister's Decision, Vietnam's new general education program is built in the direction of developing the quality and capacity of students, creating a learning and training environment to help students develop in harmony physically and mentally, becoming active and confident learners, know how to apply active learning methods to perfect their knowledge and foundational skills, conscious career choice and lifelong learning, having the good qualities and abilities necessary to become a responsible citizen, a cultured, industrious, creative worker who meets the needs of personal development and the requirements of the cause of national construction and defense in the era of globalization and the new industrial revolution.

On that basis, the new general education program in Philology in Vietnam is built on the basis of theory and practice, updating research achievements in education, psychology and teaching methods of Philology; research achievements in Philology and linguistics; Vietnamese literary achievements over the periods; experience in developing Vietnam's Philology program, especially from the beginning of the 21st century to the present and the international trend in program development in general, and the Philology program in particular in recent years, especially program of developed countries; social realities, education, economic conditions and Vietnamese cultural traditions, especially the diversity of students in terms of regions, conditions and learning abilities.

The new General Education Program in Philology in Vietnam has developed compared to the old one. It approaches the way of building international programs when taking the practice of communication skills (reading, writing, speaking and listening) as the main axis throughout all three levels in order to meet the requirements of the competency-based program and ensure the integrity and continuity in all grades and classes. The basic and general knowledge about Vietnamese language and Philology is formed through teaching activities to receive and create texts; directly serve the requirement of practicing reading, writing, speaking and listening skills.

The new and outstanding feature of the General Education Program in Philology in 2018 (the new program) compared to the general education program in Philology in 2006 (the old program) is that it is built in an open direction, reflected in the lack of detailed regulations on teaching content, but only specifying requirements for reading, writing, speaking and listening for each class. It stipulates some basic and core knowledge about Vietnamese language, Philology and a number of documents with important positions and meanings of national Philology as compulsory uniform content for students nationwide.

It can be seen that the new general education program in Philology in Vietnam has not only met the requirements of innovation, but also focused on inheriting and promoting the advantages of the existing English language programs, especially the current curriculum.

2. RESEARCH METHODS

To carry out this study, we used the method of retrospective documentation to study documents related to the overall general education program, the general education program in Philology, Philology teaching competence of teachers in Vietnam. On that basis, we conduct analysis to propose training and fostering content for Philology teachers in Vietnam to meet the requirements of the new general education program.

3. RESULTS AND DISCUSSION

Training and fostering provide teachers with teaching competence to meet the requirements of the new Philology program - the 2018 Philology program. These are the competencies: reading comprehension and text creation, teaching reading comprehension and text creation, testing and assessing the results of studying Philology.

3.1. Reading comprehension and text creation competencies

To be able to read a text, a teacher needs to be able to recognize the text and understand it. To recognize the text, it is necessary to understand the concept and types of text. In Vietnam, the concept of "text" is often understood as the products of language for a certain purpose of communication. The word "text" in Vietnamese, in the Sino-Vietnamese sense, is often understood as a written document. In Europe, "text" has the equivalent meaning of "text" (English), "texte" (France), both metaphorically related to the Latin verb "texere" meaning "to weave", has nothing to do with writing. Accordingly, PISA (program for assessing international students) believes that "a text is a set of symbols (form) to express a meaning, containing a message (content)". It can be seen that, today, the concept of text has gone beyond the narrow scope of mere language (according to the common sense) but tends to include products with a combination of signs and symbols. language and other types of signs (visual signs, sound signs, etc.) with diverse forms of expression.

Texts in the new general education curriculum of Philology in Vietnam include literary texts, argumentative texts, and informational texts. Literary texts are creative products of writers, objects of enjoyment and reception of readers. Literary texts often go deep into reflecting objective reality, exploring the emotional and ideological world, satisfying people's aesthetic needs. Literary text is the crystallization of the author's artistic thinking process, turning the symbols, thoughts and feelings inside of the author into an objective socio-cultural reality for readers to ponder. Argumentative text is a form of writing in which the author mainly uses arguments and evidences, then argues to point out the highlights and arguments in order to determine and show the reader the thoughts and views of the author. Argumentative text is written to help readers believe, appreciate and understand to accompany the writer. Informational text is primarily written to convey information or knowledge. Therefore, this type of text often presents information objectively and provides information about the object honestly to help readers understand exactly what is described and introduced. From the above concept, it can be seen that each type of text has its own characteristics. For effective reading comprehension, teachers must clearly understand the similarities and differences of the above types of texts. From there, readers can understand the work and understand themselves, thereby fully understanding the text.

In order to create texts, writers need to understand that the nature of text-making activities is the expression of the ability to synthesize and crystallize the ability to observe, feel, think, imagine and feel. It is a harmonious combination of Vietnamese skills and thinking activities, using

living capital, knowledge and experience to communicate effectively in oral and written form. The ability to create texts is an important factor that helps people effectively participate in social activities in different communication situations. Vietnamese schools teach the creation of the following types of texts: descriptive, narrative, expressive, explanatory, and argumentative. Each type of text has its own characteristics. Accordingly, the writer must master these characteristics to be able to create each different type of text.

3.2. Teaching reading comprehension and text creation competencies

Teachers must have proficiency in reading and writing skills to help students know how to read and self-receive texts; help students know how to write and create text styles by themselves; help students know how to speak and listen with appropriate content, technique and attitude. To teach reading comprehension and text creation effectively, teachers must combine basic scientific knowledge, pedagogical understanding, and good performing arts. In the new general education curriculum, the term "multimodal text" appears for the first time. This type of text appears in reading comprehension and in the creation of Philology. With such new points, teachers need to master the characteristics of multimodal texts, including multimodal informational texts - a new subtype of text with requirements in speaking, writing and reading skills. In particular, teachers need to have background knowledge, in-depth knowledge and extensive living capital to be able to guide students in reading comprehension and creating texts effectively.

3.3. Testing and assessing the results of studying Philology competencies

The Philology program has changed from a content program to an output-based program (the program is towards quality and capacity development). Therefore, teachers need to overcome the old way of teaching: focusing on content, cramming knowledge... to teaching how to read, write, speak and listen. Every Philology teacher needs to have an understanding of the science of assessment: objectives, content, methods, tools, forms, ... have the skills to write assessment essays (essay + multiple choice + comment). Importantly, teachers need to have skills in choosing new materials and ways to raise problems and ask new questions.

4. CONCLUSION

In order to effectively implement the new General Education Program in Literature - the 2018 program in Vietnam, the active role of schools and teachers is extremely important. The teacher is not only a mere imparter of knowledge, but also has to be creative in organizing and administering teaching activities. At the 8th Central Conference, it was clearly stated: "Teachers are the decisive factor in the quality of education and are honored by society". The Education Law also affirms: "Teachers play a decisive role in ensuring the quality of education". Aware of their mission, each teacher of Literature in Vietnam needs to constantly improve and hone their professional knowledge and expertise.

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