

DIGITAL TRANSFORMATION IN TEACHING PHILOLOGY IN VIETNAM - AN URGENT NEED IN TRAINING AND INNOVATION

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ABSTRACT

Digital transformation in Philology teaching is an important turning point in improving the quality of education, bringing about strong innovation in teaching and learning methods. This article analyzes the urgent need for applying digital technology in Philology teaching in Vietnam, current challenges, and proposes strategic solutions to promote the digital transformation process in this field. Thereby, the article emphasizes the core role of the teaching staff in leading this change to meet the requirements of educational innovation in the era of technology 4.0.

Keywords: Digital transformation, Philology, education, innovation.

1. INTRODUCTION

With the mission of conveying core humanistic and cultural values, Philology is not only a subject that helps students enrich their vocabulary and linguistic thinking, but also equips them with the ability to analyze, think critically, and have deep compassion. However, in the context of the 21st century, the rapid changes in society, technology, and the diverse learning needs of the young generation have posed a great challenge. Accordingly, how can Philology not only maintain its traditional values, but also become a modern, attractive subject that is closely related to real life? In Vietnam, digital transformation is not only a trend but has been affirmed as a national task through strategic policies to promote comprehensive education, modernize teaching content, and train talents to adapt to the new era. At the same time, the COVID-19 pandemic has shown that without technology, education will be disrupted. Digital transformation in teaching Philology has therefore become an urgent need, helping teachers to exploit the full potential of technology, while providing students with a modern, creative and close learning experience. The article aims to clarify the role of digital transformation in teaching Philology, current opportunities and challenges, as well as propose practical solutions to improve the effectiveness of teaching and learning. Thereby, the article is not only an urgent call for the importance of digital transformation but also a foundation for building advanced educational models, suitable for the context of Vietnamese education in the technology era.

2. RESEARCH METHODS

To obtain the research results in this article, the authors used specific and appropriate scientific research methods: (i) Methods of research, synthesis and analysis of documents: Book, newspaper, specialized journal and research works; (ii) Expert method: during the research, the authors

consulted researchers and experts in the fields of educational science to have a comprehensive, accurate, objective and scientific perspective to research issues.

3. RESULTS AND DISCUSSION

3.1. The role and benefits of digital transformation in teaching Philology

Digital transformation in teaching Philology is a revolution in the way of teaching this deeply humanistic subject. Instead of just reading text on paper, students can explore the work through vivid visual forms, such as illustrated videos, 3D pictures, or virtual reality (VR) experiences associated with the historical or cultural context of the work. The use of digital tools helps students no longer be passive recipients but become content creators.

Philology is often considered a “hard to score high” subject because each student’s perception of Philology and language is different. Digital technology opens up the possibility of personalizing lesson content, helping to meet the needs and strengths of each student. Intelligent learning systems (LMS) collect data from students’ learning progress, helping teachers understand each student’s abilities and interests. From there, teachers can build separate learning content, such as reading comprehension exercises, creative writing, or literary analysis, suitable for each group of students’ abilities.

Digital transformation not only benefits teaching but also provides an opportunity to equip students with essential skills. Students can create presentations, videos, or blogs related to literary works, which not only helps them gain a deeper understanding of the work but also develops creative thinking. Online discussion platforms such as Padlet, Google Classroom, or learning forums provide a space for students to present and discuss literary issues, thereby improving their logical thinking and reasoning skills.

One of the biggest benefits of digital transformation for Philology is connecting literary knowledge to real life. Digital lessons can integrate topics related to social realities, such as human rights, the environment, or cultural values, to help students see the connection between Philology and reality. With technology, students can take online courses, seminars on Philology from international experts, or connect with other students to exchange views.

For teachers, digital transformation not only provides support tools but also opens up opportunities for comprehensive innovation in teaching methods and professional development. Lesson planning and classroom management software such as Microsoft Teams, Canva, or Moodle will help teachers design lessons faster and more easily. Teachers can participate in online training courses, seminars, or connect with a global network of teachers to update their knowledge and modern teaching skills.

Digital transformation in teaching Philology is not simply about bringing technology into teaching, but also a strategic change in educational approaches. The benefits that technology brings help this

subject both maintain traditional values, and open up new, more engaging and practical approaches.

3.2 Challenges in digital transformation in teaching Philology

Teachers, the key factor in implementing digital transformation, still face many difficulties in proficiently using digital technology in teaching Philology. They have difficulty in designing digital lessons, handling online tools or organizing online classes effectively. Hesitancy towards new things slows down the process of digital transformation in teaching. In addition, teachers face expectations of innovating teaching methods, while not being provided with adequate tools or specific instructions.

Facilities and learning conditions play a very important role in implementing digital transformation, however, not all places currently have the conditions to deploy technology in teaching Philology. In many localities, especially remote areas, technological equipment such as computers, projectors, or high-speed Internet connections are limited, making it difficult for teachers and students to access digital platforms and online learning resources. Digital learning materials and lectures specifically for Philology are still lacking or not widely disseminated. This reduces the effectiveness of applying digital technology in the subject. Many schools do not have enough budget to invest in tools, software, or organize digital capacity building courses for teachers.

Some teachers and parents worry that the introduction of technology into teaching will reduce the emotional connection, inspiration, and humanity inherent in the subject. Philology is a field that requires subtle perception and deep reflection, which not all technology can effectively support. Choosing the right technology tools and designing digital lessons that ensure traditional values are considered a major challenge. Many students rely too much on technology, causing them to lose the ability to feel reality or interact with literary content naturally.

Digital transformation is not just the responsibility of teachers but requires coordination among many stakeholders such as schools, students, parents and education management agencies. Although digital transformation has been identified as a priority in the national education strategy, many schools have not received specific guidance or the necessary resources to implement it. This leads to a lack of uniformity in implementation across different regions.

Teaching Philology through digital technology platforms raises the question: How to accurately assess students' progress in literary appreciation skills, critical thinking and creativity? Online tests mainly focus on assessing knowledge, not demonstrating students' ability to perceive or analyze literary content in depth. Currently, there are not many studies and applications of methods to assess literary skills through digital environments, which reduces the effectiveness of digital transformation in teaching Philology.

3.3. Solutions to promote digital transformation in Philology teaching

Digital transformation in Philology teaching not only requires the application of technology but also requires changes in thinking, policies, and close coordination from many stakeholders.

First of all, enhancing digital capacity for teachers is considered a top priority solution. Teachers need to participate in specialized training courses specifically for Philology teachers, focusing on using tools such as Canva, Padlet, Google Classroom, Microsoft Teams to design digital lessons and organize online classes. Management agencies need to develop multi-level training programs (basic, advanced, specialized) to suit the abilities and needs of each teacher, and establish online learning communities specifically for Philology teachers, where they can exchange, learn and share experiences in applying technology to teaching. Teachers must be provided with instructional materials, video demonstrations, and sample lessons to reference and practice. Another solution can be digital lesson design competitions for teachers, thereby encouraging them to innovate teaching methods. Teachers' breakthrough initiatives in applying technology to teaching Philology need to be recognized and rewarded.

A solid technology foundation is a prerequisite for a smooth digital transformation. Investment in modern facilities and technology needs to be deployed synchronously and effectively. It is necessary to popularize necessary technology devices such as tablets, laptops, projectors, and interactive screens in schools, especially in rural and mountainous areas. Besides, it is necessary to build smart classrooms with high-speed network-connected computers, creating favorable conditions for the implementation of digital teaching methods. High-speed Internet networks need to be invested in, especially in remote areas, to ensure that all students and teachers have access to online resources. Online learning platforms can be developed to serve the needs of teaching Philology, integrating features such as homework, discussion, and periodic testing.

One of the biggest obstacles to digital transformation in teaching Philology is the lack of high-quality digital learning resources. Digital libraries need to be built with literary materials, including famous literary works, videos analyzing the works, illustrations, historical and cultural context maps related to the works. It is necessary to create high-quality, accessible online lectures for students and teachers on platforms such as YouTube and Coursera, develop interactive exercises through gamification, online quizzes, and role-playing exercises to help students understand and remember the lesson content longer. Suitable activities such as “online literary discussions,” “creating stories in the style of the works,” or “imagining characters through illustrations” must be developed and expanded.

Applying technology to teaching Philology is not only about the technical aspect but also requires a profound change in the thinking and awareness of teachers, students, parents, and educational management agencies. Organizing workshops and seminars to raise awareness about the benefits of digital transformation in teaching Philology is very important. At the same time, it is important

to explain to parents that technology does not destroy the traditional values of the subject, but helps students access knowledge in a more comprehensive and creative way. Parents are encouraged to support their children in online learning, from creating a positive learning environment to providing necessary equipment.

Finally, digital transformation in teaching Philology cannot be successful without support and guidance from education management levels. It is necessary to incorporate digital transformation into teacher training programs at universities of education, ensuring that future generations of teachers are fully equipped with digital skills. Pilot programs on digital teaching are implemented to replicate successful models nationwide. Schools must be provided with a budget and resources, especially in disadvantaged areas, to implement digital transformation. Continuous technical support must be ensured for teachers in the process of using technology. It is necessary to promote cooperation between schools, teacher training institutions, and technology enterprises to develop optimal digital education solutions. Besides, it is crucial to encourage social organizations and communities to participate in supporting and promoting digital transformation in education.

Digital transformation in teaching Philology not only brings practical values but also creates a foundation for comprehensive and sustainable educational innovation. However, this process requires determination from the teaching staff, serious investment in facilities, and close cooperation from many stakeholders. Only when solutions are implemented synchronously and effectively, can Philology transform strongly, maintain humanistic values and at the same time meet the requirements of the new era.

4. CONCLUSION

Digital transformation in teaching Philology is a strategic step that not only helps this subject catch up with modern trends but also maintains and enhances educational values. To promote this process, there needs to be synchronous coordination between stakeholders in investing in infrastructure, developing digital resource warehouses, training teachers, and changing community awareness. This is the time for us to act and build a more modern, humane, and sustainable education. With comprehensive orientations and solutions, digital transformation will help Philology not only be a traditional subject but also a bridge between cultural heritage and technological innovation, creating a strong driving force for the development of Vietnamese education.

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