
AN APPROACH TO CLASSIFY PEDAGOGICAL SITUATIONS IN VIETNAM

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ABSTRACT

The article has analyzed how to classify pedagogical situations based on the current situation in Vietnam. To conduct research, we carried out a survey on teachers' awareness of pedagogical situations and their ability to handle situations. We emphasized how to classify teachers' situations (April 2024). Survey and statistical results show that pedagogical situations can be divided into many types based on different aspects depending on each person's unique perspective. However, in order to cover all possible pedagogical situations, as well as orient the approach to handling pedagogical situations from the theory of linguistics - communicative dialogue, the article proposes to classify situations according to their causes. Accordingly, pedagogical situations arise from verbal behavior and pedagogical situations arise from non-verbal behavior. The above classification has been verified by trying to classify situations in the book "300 Pedagogical Communication Situations".

Keywords: Pedagogical Situations, Classification Of Pedagogical Situations, Vietnam.

1. INTRODUCTION

1.1. Education is always considered a national policy, one of the important issues that determine the survival of a country because it can enlighten and become the most powerful weapon to change the world. Educational work is a unique activity, which is both artistic and highly creative. In the process of communicating and educating students, the emergence of pedagogical situations that need to be resolved is inevitable because students are still in the process of perfecting their personalities and experiencing physiological changes.

1.2. According to the survey results of the study, in general, teachers and pedagogical students have an understanding of pedagogical situations and have skills in handling certain situations. However, these methods of handling are almost all methods of handling based on experience accumulated through the teaching process. Teachers are sometimes not really sure whether their approach is optimal or not. Recently, many heartbreaking incidents between teachers and students have been reported in the press. The main reason for the incident is the lack of knowledge and behavioral skills of teachers. The survey results of the study also show that many teachers are quite confused. It is difficult to analyze situations because there are many complex situations, mobilizing many theoretical areas from different aspects (psychology, teaching principles...). Over 90% want to have an integrated method of handling situations from a common theoretical framework that is easy to recognize and implement. Handling pedagogical situations belongs to the aspect of communication, the art of communication. Therefore, when processing, it is necessary to rely on the initial basis from conversation theory, including politeness theory and the theory of linguistic actions. There is a close relationship between them and can be used to handle pedagogical situations in a focused way.

From the above observations, we conducted this study with the purpose of proposing an approach to classify situations to support teachers in handling pedagogical situations in the best way from the actual needs of Vietnamese teachers.

2. RESEARCH METHODS AND TASKS

2.1. Research methods

To conduct this research we used the following research methods:

- *Theoretical research method*: Based on the research of conversation theory, politeness theory, linguistic behavior theory, we analyzed the relationship between these theoretical issues and the theory of handling pedagogical situations.

- *Practical research method*:

+ Investigation and survey methods: To conduct this research, we developed survey questions to assess teachers' understanding and approaches to handling pedagogical situations. We conducted a survey for teachers and third and fourth-year pedagogical students based on criteria to evaluate how to handle pedagogical situations associated with politeness theory in communication. Specifically, we conducted a survey and collected data from 158 teachers who are teaching at high schools and secondary schools in the Northern provinces of Vietnam, including Bac Giang, Thai Nguyen, Hoa Binh, Phu Tho, Bac Ninh... and 19 third-year students and fourth-year students at University of Education - Thai Nguyen University in April 2024.

+ Expert interview method: This method is applied to interview and ask for opinions from experts (05 experts - Thai Nguyen University of Education, Vinh University). The subjects we chose to consult are researchers and teachers of linguistics and researchers and teachers of pedagogical communication.

+ Method of description and discourse analysis: This is the main method of the study. This method is used to analyze and classify conversations and situations that arise that need to be handled. In addition, the project statistics common pedagogical communication situations according to the book “300 Pedagogical Communication Situations” to verify the classification of the topic.

2.2. Research tasks

- Survey awareness and understanding of handling pedagogical situations, capacity to handle pedagogical situations and the need for specific and effective approaches in handling real pedagogical situations.

- Research on conversation theory in general and polite communication and linguistic behavior in conversation in particular.

- Research the relationship between conversation theory, polite communication, linguistic behavior and the handling of pedagogical situations.

- Classify pedagogical situations in accordance with the method of handling situations according to the orientation of the topic.

3. RESULTS

3.1. Survey results on awareness and ability to handle pedagogical situations of teachers

Within the actual survey scope of the project, we conducted a survey of 158 teachers (in some Northern provinces of Vietnam) and 19 third and fourth-year students at Thai Nguyen University of Education. The survey of the project includes two contents: *one group of survey questions*

assessing understanding of handling pedagogical communication situations and two groups of questions assessing skills in handling pedagogical communication situations. First of all, when asked about their understanding of politeness in communication, 18.6% of teachers participating in the survey answered that they were very knowledgeable and 75.1% of teachers understood. However, when they were asked to write down their understanding of politeness, the keyword that was mentioned the most was "respect". This is the correct answer but it is not enough because if a person only focuses too much on respecting his communication partner and seems to forget to respect himself, the face of the parties participating in communication will also be threatened and cause negative influence. Besides, according to the survey results, it can be seen that the majority of teachers (97.7%) realize the close relationship between polite communication theory and the handling of pedagogical students. The percentage of teachers participating in the survey who understood and understood that relationship very well was 93.8%. The percentage of teachers who are still vague and not completely understood accounts for 6.2% and the rate of no one completely understanding this relationship is 0%. When expressing their understanding of that relationship, a few responses are "When handling pedagogical situations, we need to keep a polite attitude and speech. When communicating, it reduces the effectiveness of handling situations." Most teachers can only point out that there is an intimate, close relationship between the theory of polite communication and the theory of handling pedagogy... but cannot show why there is such a relationship and how that relationship is expressed. From there, it shows that they have awareness and ability to handle the situation, but the way to resolve the situation is still not thorough. The reason for that result is probably because teachers do not really know how to classify pedagogical situations. According to the answers we collected from 177 survey participants, most of them classified situations based on criteria, such as the subjects participating in the situation (teachers, students, parents, etc.); the space and time of the situation (in school and outside school)... Because the classification of pedagogical situations is considered based on many factors, it causes difficulties for teachers. Based on the practical needs of teachers, the article has researched to propose an approach to classify pedagogical situations in Vietnam.

3.2. The relationship between conversation theory, politeness theory and handling pedagogical situations

According to research, politeness theory emphasizes showing respect for face, controlling emotions and implementing communication rules to create a professional and sociable working environment. Meanwhile, conversation theory focuses on the study and application of principles and skills to carry out conversations effectively and build positive relationships. Handling pedagogical situations is the process of solving problems that arise during the teaching and classroom management process.

It can be said that the relationship between conversation theory, politeness theory and handling pedagogical situations are closely related to each other. By applying politeness theory and conversation theory, teachers can solve problems thoroughly and effectively, and especially create harmony in terms of face between participants in communication. Thereby, they can better understand the cause of the problem and find appropriate solutions through respect, listening and positive feedback. This helps create a positive, democratic communication environment.

3.3. Results of situation classification according to the cause of the situation

Based on the relationship between conversation theory, politeness theory, linguistic behavior theory and handling, we aim to classify pedagogical situations according to the causes of the situation: pedagogical situations come from verbal behavior and pedagogical situations come from non-verbal behavior. As follows:

The situation that comes from verbal behavior arises from the linguistic action that the speaker performs when speaking. It changes the face of the characters involved in the communication situation in a negative direction.

For situations originating from verbal behavior, research continues to classify actions into two types: direct linguistic behavior and indirect linguistic behavior.

- Direct language behaviors include two main groups: The group of insulting and criticizing behaviors (including criticizing, cursing, blaming and criticizing) and the group of using authority (including requesting, and ordering; affirmative acts containing subjective prejudice).

- Indirect linguistic acts are divided into two groups: Intentional linguistic acts (including the group of acts of using sarcasm and the group of acts of using authority) and the group of acts of language without intention.

The next cause that gives rise to pedagogical situations comes from non-verbal behaviors. These are situations that are not caused by the impact of language. This situation can stem from physical impact (physical violence) or mental impact (misunderstanding, evasion of responsibility, etc.).

With the type of situation stemming from non-verbal behavior, we classify it into three groups as follows: Situations stemming from erroneous behavior and leaving negative consequences, situations stemming from positive behavior and situations arising from unexpected incidents.

We have tried to apply the method of classifying pedagogical situations according to the above criteria in the book *300 Pedagogical Communication Situations* (by Hoang Anh and Do Thi Chau). The number of situations in the book is 300, but in reality, when performing the classification operation, we found that there are 82 situations in which the authors have proposed solutions and asked for an evaluation of the teacher's comments in that case. Therefore, we only classify pedagogical situations based on the remaining 218 situations and obtain the following statistical results:

**The number of pedagogical situations according to the classification of the topic
(Unit: times)**

Quantity		Clasification of situations		
130	106	Direct linguistic behavior	Situations arising from verbal behavior	Pedagogical situations
	24	Indirect language behavior		
88	69	Causing errors and leaving bad consequences	Situations arising from non-verbal behavior	
	11	Originating from positive actions		
	8	Originating from unexpected incidents		

Through the statistical table, it can be seen that the study has generalized the entire content of frequently occurring pedagogical situations. From this basis, the project will build principles,

processes, and processing methods to ensure systematicity for all pedagogical situations.

Through the above research results, it is shown that with the above approaches of classifying pedagogical situations, teachers can easily perform the task of classifying situations before solving them to solve them most harmoniously and thoroughly.

4. CONCLUSION

It can be seen that, based on the analysis of the relationship between conversation theory, politeness theory and the handling of pedagogical situations, the study has confirmed the close relationship between them. In addition, with the purpose of supporting teachers in handling pedagogical situations derived from the foundation of conversation theory, we propose an approach to classify pedagogical situations based on the actual needs of Vietnamese teachers. We have proposed a classification of pedagogical situations according to the cause of their emergence. Accordingly, there are situations arising from verbal actions and situations arising from non-verbal actions. In particular, it is possible to continue to classify into smaller criteria mentioned in section 3.3. The classification in the article's research results can be used to guide methods of handling pedagogical situations from conversation theory.

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