

A MODEL OF CULTURAL VALUE EDUCATION FOR STUDENTS IN HIGH SCHOOLS: A CASE OF VIETNAM

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ABSTRACT

In the trend of international integration, along with the positives that modern society brings, there is a risk of the disappearance of national traditional values; especially in the younger generation. To limit and overcome that, in addition to propagating and educating students to love and respect ethnic cultural values from the family, enhance education to raise awareness and capacity to preserve Ethnic cultural traditions for students in schools most effective solutions. Education of traditional cultural values for students is not a simple problem that only schools can do. Human literacy is not naturally available but must be systematically trained, especially through labor activity, if not based on labor, it is impossible to distinguish clearly standards. The beauty and ugliness, thanks to it, people's emotional thoughts are more and more enriched and there is a basis to determine what is valuable or counter-valuable, especially in culture. This paper is based on the survey results and analysis process, the research results confirm the value of ethnic culture and the teaching of ethnic culture for students is extremely necessary.

KEYWORDS: awareness , traditional values, students, education.

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1. INTRODUCTION

Ethnic cultural values education is an indispensable part of the content of school education in Vietnamese schools. In Vietnam's high schools, the content of cultural value education is integrated into the curriculum of the subject, in the organization of educational activities. These cultural values are presented at two levels: the national level and the local level (region/school), which are conveyed through the organization of teaching and educational activities in schools [1].

In fact, in the current period, the process of forming and developing the character of young people is influenced and influenced by many new and modern factors, so the cultural values of the nation are being eroded [2]. Cultural values in daily life, beliefs and customs of the nation are also changing gradually due to the development of an urbanized and industrialized lifestyle in the community. In that context, the study of

cultural value education for high school students with the desire and identification of the educational model of cultural values in the current schools helps teachers and school-level administrators at the local level and local authorities have a panoramic view of the current status of ethnic cultural value education and future directions [3]. The research issue discussed in this article is part of the ministerial level of science and technology research on the proposed research model of cultural values for high school students in Vietnam in the new period (Subject code: CT.2019.08.02). In the scope of this article, the authors of the article approach to research the model of ethnic cultural values education for high school students, which is a model of micro-education within the middle school, surveyed the situation at 8 secondary schools in Quan Ba district, Ha Giang province. Research methods used are: theoretical research method, current situation survey on the Likert scale, in-depth interviews with the principal of the secondary school and the teacher teaching in the school [4].

2. CONTENT OF RESEARCH

2.1. Regarding the model of cultural value education for students in high schools in Vietnam

Ethnic cultural identity education for students in the school is a way of preserving cultural values in the community. The goal of educating cultural identity for students is to help students have a basic understanding of the cultures of ethnic groups in their homeland; To form and develop student's skills to learn about national cultural values, to have an attitude of respect and protection of national cultural values for the development of the community [4].

The education of ethnic cultural values included in the general education program, the 2018 general education program has mentioned cultural values in human personality qualities such as: The values of: love country, honesty, responsibility, hard work, etc. associated with specific cultural values of regions and ethnic groups [5]. The contents of cultural value education are implemented and implemented under the models of specific teaching and educational activities [6].

The model of cultural value education in high schools in Vietnam: The educational model of cultural values for students in schools can be understood in two ways: The first meaning, the educational model of literary values According to the approach to the type of school: Public schools and non-public schools - with the principle of operating and forming the school's cultural values according to its own characteristics; There are two types of public schools: boarding schools for ethnic minority children (for children of ethnic minorities who come to study at schools) and schools for children of all ethnic groups in the area. Secondly, the value education model is the way and way of implementing cultural value education in schools. In the scope of the article, we discuss the model of ethnic cultural education for students in the second sense [3].

Regarding model of cultural value education for students in junior high schools, education of ethnic cultural values through teaching activities (especially the dominant subject): Contents of a number of subjects in the general education program have contents of educating ethnic cultural values for students such as: Literature, Geography, Citizen Education, etc. Therefore organizing teaching activities is also a way to help

students expand their knowledge and know about the national cultural values, to love and be proud of the national cultural values, forming their future plans in promoting the national cultural values in the current context [4].

Education of cultural values through the organization of experiential activities for students: Experimental activities in schools are compulsory educational activities, designed according to topics for students to experience, thereby helping students to understand the ethnic cultural values and form positive attitudes towards national culture, forming behaviors to preserve and promote cultural values in the community. Many educational topics of ethnic cultural values are designed in the form of educational topics such as: Your homeland's New Year's Day, Spring Market, Local Ethnic Cuisine, etc. Besides, students also experience some folk games help students to understand more about the cultural values of the community while preserving and preserving these values in their lives [6].

The model of ethnic cultural values education informs the organization of cultural and artistic activities. Through the organization of arts of ethnic communities through performing forms of ethnic arts is a form that helps students experience that culture in the form of cultural and artistic activities. Some art performances with local ethnic characteristics such as: Khèn of the H'Mong ethnic group, key singing of the Tay people, etc. are held within the school to introduce cultural characteristics of the ethnic minorities. With the pupils, it can contribute to expand the understanding of cultural values for the pupils [7].

Regarding model of ethnic cultural value education through the implementation of content of local knowledge education, the content of local education in the general education program that reflects the natural characteristics, historical conditions and the cultural values of the local ethnic groups that need to be preserved and promoted are included in the program content for students study systematically.

Regarding the model of educating the ethnic cultural values through the layout in the ward, classroom and school space. The layout in the school, school and classroom spaces also shows local cultural characteristics and is also a way to educate students about cultural knowledge, making them interested in learning, local cultural knowledge and help the children to appreciate the local traditional cultural features and form the need to preserve and promote these cultural features in the community [8].

2.2. The status of the model of ethnic cultural values education for pupils of junior high schools in Quan Ba district, Ha Giang province

Surveyed by social survey method with 5-level Likert scale to survey 24 management staffs (MS), 150 teachers and 200 at 8 secondary schools (junior high schools) in Ha Giang province on ethnic cultural values education for students, the results are shown in the following table 1:

- Awareness of the meaning of cultural value education for students:

Table 1. The perception of administrators and teachers about the meaning of educating cultural identity for students

No	The meaning of cultural value education	Cognitive level (n= 174)										Average scores	
		Completely disagree		Disagree		Partly agree		Agree		Totally agree			
		MS	Teacher	MS	Teacher	MS	Teacher	MS	Teacher	MS	Teacher		
1	Ethnic cultural values education contributes to the development of cultural personality for students	0	0	0	0	2	23	8	118	14	9	4,27	
2	Contributing to preserving the ethnic culture in the community	0	0	0	0	3	47	14	98	7	5	3,78	
3	Helping students to be proud of their national traditions	0	0	0	0	5	23	10	103	9	24	4.02	
4	Contributing to preserving ethnic cultural identity for students	0	0	0	0	1	29	5	107	18	14	4.01	

Survey results show that: administrators and teachers of junior high schools in Ha Giang province all think that the education of ethnic cultural values for students has a high meaning to students, especially meaningful in developing personality for students. Respondents of the survey all said that ethnic cultural values education is a way to help students be proud of the cultural values of the local people, contributing to preserving and preserving the ethnic culture in the community [5].

Interview with Mr. NTB - Vice Rector of Bat Dai Son Secondary School learned, "Through educational activities of cultural values for students in the school, they help them to have a deeper understanding of the cultural values of ethnic groups. Since then, I have a sense of preserving and promoting the national cultural values".

- Current status of ethnic cultural values for junior high school students: Survey the status of educational cultural values for students with a 5-level likert scale (Never - Rarely - Occasionally - Often - Very regular) with results in table 2:

Table 2. Current status of educational values for lower secondary school students

No	Content educational cultural values	Average scores (Teachers& Management staffs) n= 174	Average scores (Students) n=200
1	Educating culinary culture of some local ethnic groups;	4,05	3,73
2	Education of cultural values of ethnic groups through costumes	3,58	3,58
3	Educate the ethnic cultural and artistic values such as: key singing of the Tay people; The dancing of the H'Mong ethnic group, etc.;	2,82	3,25
4	Educate beauty in customs of some local ethnic groups	4,06	3,73
5	Educate about cultural features in activities and beliefs of some local ethnic groups	3,87	3,52

Many cultural values are included in the education of students, but for the ethnic values associated with the region, the survey within this article focuses on the following contents: culinary culture ; culture in ethnic arts; in ethnic customs and beliefs; in the daily activities of each ethnic group. Survey results on administrators and teachers, students showed that the above contents are integrated education for students in schools through different cultural education models to help students access, have a deeper understanding of these values, feel its own beauty in the development of

ethnic culture in general, regional culture in particular [9]. Education of cultural features in ethnic arts such as key singing, “khèn” of the H’Mong ethnic group, etc. is included in the education of students but only occasionally; There are other contents on cultural values through costumes, cuisine, activities and beliefs, and customs are introduced into the education of students in junior high schools in Quan Ba district, Ha Giang province (Table 3).

Current status of the model of ethnic cultural value education for students in junior high school:

Table 3. Current situation of the model of cultural value education for students

No	Form	Average Scores (Teachers&Managers) n= 174	Average Scores (Students) n= 200
1	Integrating cultural values in the organization of educational activities	3,34	2,65
2	Integrating knowledge about local cultural values in teaching the content of local education	3,91	3,58
3	Organizing activities to learn about ethnic cultural values for students	4,30	4,34
4	Organizing cultural activities on folk tunes of all ethnic groups in all parts of the country	3,91	3,68
5	Organizing for students to design posters and decorate a space, classroom/ school environment to promote national cultural values	3,71	3,53
6	Integrating cultural news and cultural values in the school's monthly radio newsletter (or newsletter)	3,28	2,73
7	Organizing a culinary contest on the topic of Vietnamese culinary culture	3,97	3,45
8	Organizing learning projects for students to learn and research ethnic cultural values	2,42	2,2
9	Arranging and arranging cultural bookcases in schools to introduce ethnic cultural features to students	3,69	3,71

The models of cultural value education such as: integrating cultural values in local educational content, through organizing educational activities, organizing cultural experiences, etc. are held in schools. The survey results also show that educational models of cultural values for students through experience are

used most prominently [3]. Look at educational models such as: through local educational content, cultural organization, decoration and layout of classroom spaces, schools, and cultural bookcases are included in the teaching school education however at a regular rate. The model of educating cultural values for

students through organizing research projects on cultural values for students is the one that is less often used because of the limited program duration and the download program content currently being implemented in junior high schools today [10].

Interviewing the MAV teacher, a teacher of a junior high school in Ha Giang province, learned: "Cultural experiences have a great role and effect in educating students about ethnic cultures, for example organizing the Lunar New Year market of ethnic people in the northeastern mountainous area to help students have more knowledge about the cultural life of the local people, the cultural significance of the fair, etc."; The BNC teacher at the junior high school said, "the ethnic cultural values needed to be included in the school education program to help students have the opportunity to learn about the origins of ethnic groups, discover more valuable knowledge. Ethnic treasures have cultural, educational and religious values "

3. CONCLUSION

The model of ethnic cultural values education has been deployed in junior high schools, including the following models: Education of cultural values through the organization of experiential activities; implementing local educational content, organizing projects to study cultural values for students, organizing cultural performances (folk tunes, ethnic dances in all regions of the country). These cultural values education models are applied in Vietnamese schools to the education of common national cultural values, such as patriotism and national unity; education of national solidarity, hard work, responsibility for individuals, natural environment and community, etc.

In addition, lower secondary schools in localities, depending on regional characteristics, ethnic composition residing in the locality, form educational contents with specific cultural values. Regarding the ethnic cultural value education model applied in schools is to apply the above educational models, but the frequency and the way of organizing are different between junior high schools. Specifically: in schools with a large number of ethnic minority students, cultural values are held in schools with ethnic cultural characteristics of the ethnic group in the school, reflecting their unique characteristics in the ethnic culture are also a way of introducing students to have a

chance to learn about these ethnic cultural values in the community.

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