AN INVESTIGATION INTO EDUCATING CULTURAL VALUE FOR STUDENTS IN HIGH SCHOOLS IN HA GIANG, VIETNAM

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ABSTRACT

Vietnam is known as a multiethnic country, which has 54 officially defined minority ethnic groups with their own unique cultures. In Vietnam, educating cultural values of ethnic groups to people especially to students is considered as an essential object. The content of this article refers to a model of educating cultural values for students in secondary schools in a mountainous district of Ha Giang province, Vietnam. This survey is a part of the ministry-level science and technology research project “A model of cultural values education for Vietnamese secondary school students in the new period” (N0 CT.2019.08.02).

In this survey, 172 teachers, school administrators who work in education organizations and 200 students in Quan Ba district, Ha Giang province belonging to age group of 12-60 years. 200 students were randomly allocated to evaluate the content of cultural values which were included in the curriculum and in outdoor activities at high schools. To sort out the results of the survey, the researchers used Likert Scale to assume the distance between each choice is equal. Many cultural values are included in the education for students, but for the ethnic values associated with the region, the survey within this article focuses on the following contents which were found in experiential activities and in the curriculum of the schools: culinary culture; culture in ethnic arts; in ethnic customs and beliefs; in the daily activities of each ethnic group.

Organizing teaching and learning activities is known as an effective way to help students expand their knowledge and understanding 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 real situations.

The researchers found out the cultural values of ethnic groups which were presented at secondary schools in Quan Ba district, Ha Giang province, Vietnam. The goal of educating cultural identity for students is to help them have a basic understanding of the cultures of ethnic groups in their homeland; Form and develop skills for students to learn national cultural values, have an attitude of respectful protection of national cultural values for the development of the community.

Keyword: Education; Cultural values; Ethnic groups; Culture; Minority

1. INTRODUCTION

Educating cultural values is an indispensable part of the educational content in schools in Vietnam. The contents of educating cultural values for students in secondary schools are integrated into the curriculum of many subjects, in the plans of organizing experiential activities. The content of educating cultural values in secondary schools is shown at 2 levels: national level and local level (region / school), conveyed through teaching and organizing experiential activities in schools. At the national level, these cultural values are common cultural values of the Vietnamese nation and shown in the education program, subject content in the general education program. At the local level, the cultural values shown are the ethnic cultural values associated with the locality and region (local history, traditions, festivals and customs as well as the lifestyle of the community, local communities, ethnic cultures, ...) are shown in the school education program and are carried out through the form of subject teaching and experiential activities. Currently, the process of forming and developing the students’ personality is influenced by new and modern factors,
international cultural values, so the cultural values of the nation are gradually being eroded and become strange to them. The cultural values in daily life, beliefs and customs of the nation are also changing gradually due to the development of the urbanized and industrialized lifestyle in the community today. In that context, the survey was conducted to explore the current model of educating the cultural value in secondary schools to help teachers, school administrators and local authorities to have accurate and appropriate directions of how to present the ethnic cultural values in education for students in schools, especially in the context of reform of general education in Vietnam.

2. MATERIAL AND METHODS

The survey was conducted from September 2019 to January 2020 of the academic year 2019-2020. The researchers focused on collecting the attitude of 172 teacher, school administrators and 200 students (secondary school students) in Quan Ba district, Ha Giang province, Vietnam about main cultural values which are presented in the curriculum and through experiential learning activities of the academic year 2019-2020. The researchers conducted questionnaires to determined cultural values in secondary school education (also included experiential activities) and the content of cultural values in education in Quan Ba district, Ha Giang province, Vietnam.

The descriptive method was used in this study. After collecting the information that related to the survey, the researchers used Likert Scale to assume the result. Survey with 5 levels Likert scale: Never - Rarely - Occasional - Regular - Very often was used to find out the difference between teachers’ and students’ opinion about the content of educating cultural values. Numerous studies have been applied to some close research instruments such as questionnaires, observation and interviews and have been considered valuable and effective ones. In this study, such instruments were also suitable to apply on discovering the cultural values applied to the curriculum content and experiential outdoor activities. During the process of working on the survey, the researchers spent time on observing the students’ attitudes towards the content of cultural values of ethnic groups in their homeland. The questionnaires for the interview that are validated by the adviser and other teachers were distributed to the students, teachers and administrators who work in education field for the research.

3. RESULT

After 5 months, the result of the survey was found out which help the researchers have more information to complete the ministry-level science and technology research project “A model of cultural values education for Vietnamese high school students in the new period” (N0 CT.2019.08.02). There were two main points presented in this survey:

3.1 Education of cultural values for students in secondary schools:

Ethnic cultural identity education is the process to equip students with knowledge and understanding of national cultural values, forming positive emotions towards cultural expressions. There are specific things that introduced ethnic cultural values to everyone. Education of cultural values to students in schools is done through teaching and educating process. It is very important to contribute and form knowledge of ethnic cultures, emotions, and behaviours for students, and to correspond cultural habits through which promote good cultural values for the young generation.

Educating ethnic cultural values in national school curriculum refer to cultural values of human qualities such as the values of: patriotism, honesty, responsibility, hard-working characteristic .. associated with specific cultural values of regions and ethnic groups. The content of these cultural values in school education is applied through specific teaching and educational organization models. [1]

Educating cultural values for students in schools is one of the ways to preserve and promote the ethnic cultural values in the community, it is also a way to help the young generation understand better about their national cultural values (for example: having knowledge of cultural values such as festivals, customs in the residential community or ethnic groups, knowledge in daily activities of people in different regions, ...). The virtual aim of teaching the cultural values for students in school is to raise the basic knowledge about the cultures of ethnic groups in their areas, to form and develop the national cultural values and help the young generation have a positive attitude to
protect and respect to their national cultural values for the development of the community. [2]

The contents of educating cultural values for students include: national cultural values, national traditions reflected in the school education curriculum and regional and local cultural values. The main things often reflected in the content of the curriculum and experiential outdoor activities are local history, regional cultural characteristics, ethnic cultures. One of the requirements on cultural values education for students in the primary, secondary school, and high school is through Experiential Activities. The schools have to organize different experiential activities for students and most of the activities must be related to the requirements included in the Table 1

<table>
<thead>
<tr>
<th>Primary school</th>
<th>Secondary school</th>
<th>High school</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Perform cultural acts in public.</td>
<td>- Make products that which contribute to the traditions of the school</td>
<td>- Build school’s traditions for individuals and community.</td>
</tr>
<tr>
<td>- Participate actively in social activities, public labour activities and traditional festivals in the local.</td>
<td>- Respect the difference and cultural values among people especially people who belongs to small ethnic groups from remote areas, disagree with the discriminatory on gender, ethnicity, or social status.</td>
<td>- Carry out activities to educate the spirit of national solidarity, friendship and peace.</td>
</tr>
<tr>
<td>- Participate actively in gratitude activities and traditional educational activities in the local.</td>
<td>- Participate in traditional education activities and local community development in the local.</td>
<td>- Demonstrate excitement, curiosity when exploring different cultures; It shows the respect for differences among ethnic groups’ cultures.</td>
</tr>
<tr>
<td></td>
<td>- Introduce the pride of local’s traditions.</td>
<td>- Develop and implement the project of humanitarian volunteer activities and manage the project effectively.</td>
</tr>
</tbody>
</table>

*Table 1. Cultural value education in general education (presented through experiential activities)*

Based on these requirements, every school has to plan specific programs which have different activities to aim at forming the knowledge for students about the local traditional culture (cuisine, costumes, personality or about the livelihoods of the people in the region, ... and appropriate cultural skills, habits, and attitudes towards the preservation and promotion of the ethnic cultural groups. All issues are included in a specific curriculum of the schools and can be organized in various forms (model of educating cultural values in schools).

The survey related to the content of educating ethnic cultural values for students at secondary and high schools in Quan Ba district, Ha Giang province (Survey with 5 level likert scale: Never - Rarely - Occasional - Regular - Very often) can be seen in the Table 2:

<table>
<thead>
<tr>
<th>Number</th>
<th>Content educational cultural values</th>
<th>Average Point (Teacher &amp; Administrators) n= 174</th>
<th>Average Point (Students) n=200</th>
</tr>
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The survey on teachers, administrators and students showed those contents which considered as integrated education for students in schools through different cultural education models help students realise and have a deeper understanding of the cultural values, find out the beauty in the development of ethnic culture in general, regional culture in particular. Education of cultural features in ethnic arts such as ‘Then’ singing, ‘Khèn’ dancing of the H’Mong ethnic group... included in the curriculum of the school to help students know more about the cultural value of other ethnic groups in their country. Other contents on cultural values through costumes, cuisine, activities and beliefs, and customs have been introduced into the education of students in secondary and high schools in Quan Ba district, Ha Giang province. Many cultural values are included in the curriculum to educate for students, but for the ethnic values associated with the region which presented in 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. Mr. B.N.C, a teacher at a secondary school in Quan Quy district, Ha Giang province, was interviewed and he said "ethnic cultural values are needed to be included in the school education program to help students have the opportunity to learn about the origins of ethnic groups, discovering more valuable knowledge about ethnic groups with cultural, educational and religious values ".

| 1 | The culinary culture of some local ethnic groups; | 4,05 | 3,73 |
| 2 | The cultural values of ethnic groups through costumes | 3,58 | 3,58 |
| 3 | The ethnic cultural and artistic values such as: ‘Then’ singing of Tay people; ‘Khèn’ dancing of the H’Mong ethnic group,....; | 2,82 | 3,25 |
| 4 | The beauty in customs of some local ethnic groups | 4,06 | 3,73 |
| 5 | The cultural features in activities and beliefs of some local ethnic groups | 3,87 | 3,52 |

Table 2. Educating cultural values for students in secondary and high schools

3.2 Ethnic cultural value education model for students in secondary and high schools:

The model of educating cultural values for students is a way to develop the attitude of students to cultural values. In recent years there have been many ways to educate cultural values for students with the goal ‘The young generation develops the national cultural values, preserves and promotes those values to other young people. Educating cultural values is a content in the curriculum for students in high schools, this content is integrated and integrated through teaching and educating students. In high schools in Vietnam: The educational model of cultural values for students in the school can be understood, approaching two meanings: The first meaning, the educational model of cultural values according to the approach to the type of school. : State schools private schools - with the unique principles of operating and forming the school’s cultural values; There are two types of state 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. The second meaning related to the model of educating cultural values which is considered as the 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 meaning.

Model of educating cultural values for students in high schools:
Educating ethnic cultural values through teaching activities (especially the core subject): The 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, ... Therefore organizing teaching activities is also a way to help students expand their knowledge and understanding to know more about the national cultural values, to love and to be proud of the national cultural values, and gradually to form their future plans in promoting the national cultural values in the current context.

Educating cultural values through the organization of experiential activities for students: Experiential 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 behaviours 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, ... Besides, students also experience some folk games which help students to understand more about the cultural values of the community while remaining and preserving these values in their lives.

The model of educating the ethnic groups’ cultural values at school based on the experiential activities, related to cultural and artistic activities. Through organizing different experiential activities about ethnic communities arts, which helps students experience the 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, ‘Then’ singing of the Tay people, ... are held within the school to introduce cultural characteristics of the ethnic people to the students, contribute to expand the understanding of cultural values for the students.

Model of educating ethnic cultural value through the implementation of content of local knowledge education. The content of local education in the 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.

The model of educating the ethnic cultural values through the layout in the school, classroom and school space. The layout in the school and classroom spaces also shows local cultural characteristics and is also a way to educate students about cultural knowledge, help them be more interested in finding knowledge of the local culture 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.

The real status of the model of educating ethnic cultural value for students in secondary and high school in Quan Ba district, Ha Giang province on ethnic cultural value education for students:

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The beauty in customs of some local ethnic groups

The cultural features in activities and beliefs of some local ethnic groups

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<td>3,52</td>
</tr>
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Table 3. Model of cultural values education for students in junior high school

The model of educating cultural values such as: combine knowledge about local cultural values in teaching the content of local education, through organizing educational activities, organizing cultural experiences which are held in schools. The survey results also show that educational models of cultural values for students through experiential activities are used most prominently. Look at educational models such as: through local educational content, cultural activities, decoration and layout of classroom space, schools, and cultural bookcases are included in the teaching curriculum for school education; however it is applied 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 excess of program content currently being implemented in secondary and high schools today. There are different plans recommended to act out the activities to help students have a wider and deeper knowledge about the ethnic cultural values. Students can find those content in different experiential activities.

Interviewing a MAV teacher at a junior high school in Quan Ba district, Ha Giang province, it is known that: “Cultural experience has a great role and effect in educating students about ethnic cultures, For example, organizing the Lunar New Year market of ethnic people in the north-eastern mountainous area helps students have more knowledge about the cultural life of the local people, the cultural significance of the fair, … ”

4. CONCLUSION

Educating ethnic cultural values has been implemented in secondary and high schools in Quan Ba district, Ha Giang province, Vietnam with the following educational activities: Cultural value education through holding experiential activities; implementing local educational content, organizing projects to study cultural values for students, organizing cultural activities (performing folk songs of local ethnic groups). Cultural values are applied to various points related to cultural values such as patriotism and patriotism tradition; national solidarity, hard-working characteristic, responsibility towards individuals, natural environment and community, ... Depending on the difference among regions, ethnic groups in the area, secondary and high schools can select specific and unique cultural values to applied into the school plans and the content of the curriculum. The model of educating ethnic cultural values is applied in schools with different frequencies among secondary and high schools. It depends on specific conditions on pupil characteristics, facilities; and teachers.

REFERENCES

Article/ Research Paper


Books

