

Educating Traditional Cultural Values for Students in the Multi-Cultural Environment in Vietnam

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Abstract

Preserving traditional cultural values is one of the important educational contents in Vietnamese schools. This article discusses the issue of educating cultural values for students in a multicultural environment and focuses on clarifying the following issues: (1). Approaching traditional cultural terms and values, multicultural environment; (2). Discussing the education of cultural values for students; (3). Proposing some solutions to effectively educate students on traditional cultural values. Data is collected from documents on traditional culture and educating cultural values in books and newspapers, talks to experts in the field of education and combined with actual documents and survey results, pedagogical experimentation at some schools. The results show that the education of cultural values for students in the context of integration and development is very necessary. However, at present, the education of traditional cultural values for students has not methodical and not very effective. Therefore, it is necessary to clearly define methods and ways of organizing ethnic cultural value education activities suitable for each student and each region.

Keywords: Education, Cultural values, Student, Multicultural environment, Traditional culture

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1. Introduction

Culture is understood as the synthesis of material and spiritual values. In the period of integration, culture becomes an issue of news, epochalism and humanity. There are countries that have considered culture as a special commodity that is included in their economic development strategy. Culture has become the driving force promoting comprehensive development in all fields, developing on the basis of culture. Preserving traditional cultural values in a multicultural environment is one of the important educational contents in Vietnamese schools nowadays.

Cultural values education for students aims to provide them with basic knowledge and understanding of traditional cultures of ethnic groups in the locality as well as regions across the country. It helps forming and developing students' skills to approach and exploit traditional knowledge and cultural capital of the nation to absorb, learn and apply in practice. Effectively implementing educational activities on national cultural identity will make an important contribution to educating students for comprehensive development.

The education of traditional cultural values for students in a multicultural environment aims to achieve a number of objectives. Firstly, it helps to meet the requirements of reforming the General Program of the Ministry of Education and Training of Vietnam. Secondly, it helps students understand the traditional cultural values of the nation. Thirdly, students will have a sense of preserving and promoting national cultural values. Fourthly, through the education of cultural identity, it also trains students in learning skills such as skills in observing, collecting and processing information, applying learned knowledge to explain phenomena and things in cultural values.

It is clear that there are quite a lot of students who do not really understand traditional cultural values and are even less aware of the need to preserve traditional cultural values. The exploitation of traditional cultural values in teaching and educational activities associated with the goal of comprehensively educating students in morality, intelligence, material and beauty for students is very necessary in the current period.

In Vietnam, the education of cultural values for students in multicultural areas is also receiving attention in recent years. However, how to effectively implement the task of educating cultural values for students in a multicultural environment still needs to be studied.

During the research process, we found that research on the issue of educating cultural values is receiving more and more attention from many countries.

Many countries around the world have established websites related to education and especially providing resources on heritage, environment... linking learning pages to educate comprehensive knowledge for students. For example, www.swmlac.org.uk/MLI/muslin.html is a useful website that introduces topics such as learning in museums and drafting educational policy. Besides, www.english-heritage.org.uk - "British Heritage" is a website to encourage educational participants at all levels to use the historic environment as a resource throughout the program. The website: www.cadw.wales.gov.uk. Cadw is the Wales council's historic agency responsible for the protection, preservation and promotion of historic values.

Many researchers in countries and international organizations have long been interested in human issues in

relation to national and regional cultures. Along with the research often found solutions to the problem of educating people. It shows that the traditional value system and cultural values of countries are always a matter of concern and are associated with the field of human education. The works all emphasize the educational perspective that needs to change when teaching in a multicultural environment.

In Vietnam, the Ministry of Education and Training, the Ministry of Culture, Sports and Tourism issued specific documents on guiding the use of heritage in teaching in 2013. It clearly states the purposes and requirements of the use of cultural heritage in schools. At the same time, methods of organizing the teaching of cultural heritage content in schools such as integrating cultural heritage teaching content into subjects and educational activities in the general education curriculum are also proposed (intra-curricular or extra-curricular), developing plans and organizing teaching, cultural, artistic and sports activities with typical heritage-related themes and guide students to explore and exploit different contents of cultural heritage through documents and artifacts. With the article "Traditional cultural education in boarding schools for ethnic minorities in Vietnam" in the Journal of Educational Sciences, No. 97, October 2013 [9], Do Thi Bich Loan discusses and analyzes some issues of education in culture and communication in boarding high schools for ethnic minorities in Vietnam. The author has analyzed some concepts of culture, traditional culture and traditional cultural values. In the research project at the ministerial level "Objective orientation, content of educating traditional cultural values for students", Assoc. Prof. Dr. Nguyen Duc Quang reviewed the program contents of a number of subjects and educational activities that contain cultural values. From there, he systematized and arranged into a system of traditional cultural values being taught and educated to students. Nguyen Thi Kim Ngan (Director of the Institute for Educational Research and International Exchange) also had an article "Urgent cultural value education for students" (2018) which mentioned that cultural value education is to pass on to the young generation the values that previous generations have accumulated, just like knowledge education is to provide students with knowledge that mankind has acquired in the process of discovering nature, people and society. Some authors investigate teaching in a multicultural environment and teaching methods of teachers. For example, Vu Minh Giang, (1998) [5], Preserving and promoting national cultural values in the current education development strategy of Vietnam, Institute of Researching Educational Sciences, Education Publishing House, Hanoi, Nguyen Van Huyen, (2001), Aesthetic culture and human development in Vietnam in the new century, Culture and Information Publishing House, Hanoi [7], Phan Ngoc Lien and Nguyen Canh Minh, (1976), National culture and traditions with the education of the young generation, Pham Dinh Nghiep, (2000), Education of revolutionary ideology for the young Vietnamese generation in the new situation, Youth Publishing House, Hanoi. In the article "On the cultural environment and cultural environment in Vietnam" Ho Si Quy also affirmed: "Never before has the cultural environment in Vietnam been rich and diverse, dynamic and positive, yet encouraging and tempting, there are many opportunities and challenges like today". The issue of education of cultural values in a multicultural environment has also been mentioned by scientists in a number of research works, such as "The current situation of language education in the mountainous ethnic minority areas of three northern provinces of Vietnam - recommendations and solutions" (2002, Tran Tri Doi) [4]. In the research, the author mentioned that teaching in a multicultural environment needs to prepare a team of teachers to meet the requirements of mother tongue education for the people in the long run.

The above works have provided a comprehensive view for those who continue to study the field of educating cultural values in different aspects, especially the issue of educating cultural values in a multicultural environment from the perspective of comparison between cultural regions, thereby obtaining responsible and humane community education.

2. Method

With this research, we approach in a multi-disciplinary direction: pedagogy, culturology, geography, history, literature and art. We use a group of theoretical research methods, such as researching works on value education of ethnic cultures in schools in a multicultural environment; analyzing and synthesizing theoretical issues to build the theoretical framework of the research.

The main research methods include the scientific observation method in which the research team observed students' learning activities on different topics, extracurricular activities, learning products and methods of teaching and education of cultural values of teachers. Besides, the expert method is used during the research process. The authors consulted with many researchers in the field of education, teaching methods, cultural researchers, ethnographers, teachers with experience in teaching.

3. Results and discussion

3.1 Approaching theoretical issues about culture, traditional culture and multicultural environment

3.1.1. Culture and traditional culture

Culture is a multi-faceted, multi-layered concept. In their own professional angles with different cognitive purposes, there are different conceptions or interpretations/definitions of culture, but still revolve around certain trends. Currently, there are two trends in the definition of culture. The first is a descriptive definition that lists the

elements of culture. The second is the type of definition that characterizes the culture. These tendencies may be different, but they all agree on one point, which is the close relationship between people and nature, and culture is the product of adaptation between people and nature [6] [12].

The first definition of culture was given by the English ethnologist Edward Burnet Tylor in 1871 in his book "Primitive culture". Accordingly, culture or civilization, understood in the broad sense of ethnography, includes knowledge, beliefs, arts, morals, laws, customs and any other capabilities and habits acquired by man as a member of society. Up to now, there have been hundreds of different definitions of culture, depending on the perspective and approach of scholars. According to two scientists A.L. Kroeber and A.C. Kluckhohn in his book "Culture: A critical review of concepts and definitions", Harvard University, Cambridge, 1952, there were 164 definitions of culture. This speaks to the diversity of culture and understanding of culture [3].

According to the most general definition by UNESCO, "Culture can be considered as the totality of distinctive spiritual and material, intellectual and emotional features that determine the character of a society or of a social group. Culture includes art and literature, ways of life, basic human rights, value systems, customs and beliefs. Culture gives people the ability to think about themselves. It is culture that makes us uniquely human, rational, critical, and ethically engaged creatures. It is through culture that people express themselves and become self-aware".

Traditional culture can be generalized with the following basic characteristics. Firstly, it is value. Secondly, is the transmission. Thirdly, is stability. When it comes to traditional culture, it refers to the traditional values that have been evaluated by history, affirming positive meanings for the community in a certain historical period. At the same time, when considering and evaluating traditions and traditional cultural values, it is necessary to have a dialectical and historical point of view, that is, to put them in certain historical circumstances of both past and present [13][14].

3.1.2. Multicultural environment

In the era of globalization, more and more people come to the educational environment from different cultures. Teachers who teach in a multicultural educational environment may face difficulties in terms of language, culture, and complexity of learners' perspectives, psychology, and religions. That requires teachers to have an understanding of learners' cultures and languages and to have appropriate approaches. Learning and teaching in a multicultural environment helps learners develop intellectually, social awareness, and affirm their individual abilities [3]. Multicultural educational environment helps learners to preserve their own cultural and ethnic identity, proud of the nation's own cultural heritage and at the same time, the community's culture is also more diverse. In a diverse cultural environment, people need to respect differences and individuals (because each person can communicate with others by their own identity, beliefs...). An educator is a person who officially takes on the task of influencing the lives of learners in different cultural settings, empowering them to integrate into community life. Multicultural education has defined the rights of cultural communities, the right to cultural education – a group of people who share the signs of a common identity that they intend to preserve and develop [15].

Approaching traditional cultural value education in a multicultural environment will help students see the importance of the values of cultures. They respect the language and culture of a nation, promote the uniqueness and diversity of identities, incorporate culture as a strategic element in national and international development policies, provide an environment that respects and encourages free expression, enable interaction and creativity, nurture and renew cultural expressions.

3.2. *Educating traditional cultural values for students*

3.2.1. Objectives of educating traditional cultural values for students in a multicultural environment

Educating traditional cultural values for students in a multicultural environment towards the development of the foundation to expand and improve the cognitive capacity as well as the flexible adaptability of people when changing living environment as well as participating in social activities. Therefore, the most important goal of educating traditional cultural values in a multicultural environment is first and foremost the development of multicultural competence. It is the development of awareness, understanding of many cultural perspectives, the ability to communicate, cooperate, sense of equality, respect, cultural tolerance, social action skills, avoid anti-discrimination for students through appropriate organizational forms and teaching methods.

In 2004, Ameny-Dixon, together with the American Council on Education and other major scholars, summarized the five long-term benefits of multicultural education as follows: First: Developing cognitive and ethical competencies for everyone; Second: Enhancing creative problem-solving skills through different perspectives; Third: Strengthening positive relationships to achieve common goals, mutual respect and commitment to equality in the school; Fourth: Reducing prejudices and prejudices through direct interaction with diverse groups; Fifth: Increasing social vitality with diverse cultures, developing a broad and sophisticated view of the world.

3.2.2. Principles of educating traditional cultural values for students in a multicultural environment

Upholding the principles of educating cultural values: In the education of cultural values for students, it is

necessary to pay attention to a number of issues of general principle to establish this value system. These are the principles: Ensuring political orientation; Ensuring that both inherit and promote the traditional values of the nation while absorbing the progressive values of the times; Ensuring easy to understand, easy to remember, easy to act; Ensuring easy inspection and evaluation; Ensuring the participation of the entire population; Ensuring a breakthrough in practical, practical and effective action.

Enhancing the role of teachers and learners in a multicultural educational environment: Educating cultural values in a school environment needs to pay attention to the roles of teachers and learners. The teacher not only performs the function of teaching and educating, but also a scientist, cultist, moralist, social activist.... For students, they have an active role in activities organized, guided and directed by teachers. It is the initiative in the collaborative work process of the students that reflects the students' living capital, understanding and maturity in the process of regional cross-cultural encounter and exchange.

Enhancing the factors affecting educating cultural values in a multicultural environment: In order to educate students in cultural values in a multicultural environment, it is very important to attach importance to the family cultural environment. The family is the first primary school environment with an important position and great significance to the process of forming and developing a student's personality. Family is the place to create close ties of blood and blood - an emotional bond that is hard to separate. Families create sustainable cultural values.

For the education of cultural values in a multicultural environment, school culture becomes more important than ever because it is one of the factors that determine the beginning, development and replication of the positive image of the multicultural teaching method. The friendly school culture environment is also the basis for building a multicultural school space. The sociability of all students will help them dare to express their personality and bring the typical traditional beauty of the nation to introduce to friends and the social community [1] [11].

The local community's cultural environment is also important. Educating cultural values in a multicultural environment requires an attitude of integration with other community groups in the region according to common progressive values while still preserving and promoting their identities and good traditions of the people, demonstrating cultural bravery, optimizing learning to succeed in the era of globalization, and at the same time contributing to the common culture of the nation.

Building a successful cultural value education school model is not easy without the background from the multi-ethnic culture of the region. Thus, it can be said that the regional culture of the local community of ethnic minorities also has a great impact on teaching in a multicultural way. This impact is shown very specifically from creating a foundation, creating motivation for development to preserving and preserving the multicultural identities of ethnic minorities in the multicultural school community.

3.2.3. Traditional cultural values need to be taught to students in a multicultural environment

Educating cultural values for students aims to provide knowledge of good traditional values in a multicultural environment. Educating traditional cultural values is to form in students a positive attitude to preserve and promote the good values of traditional culture in a multicultural environment. Educating traditional cultural values is formed in students by preserving and promoting good traditional cultural values in a multicultural environment, contributing to building an advanced school culture imbued with national identity. Educating traditional cultural values contributes to the comprehensive development of students' personality in a multicultural environment. Educating traditional cultural values form habits and behaviors in daily life in accordance with social standards for students. Educating traditional cultural values helps students to prevent and avoid the risks of social evils and school violence. Educating traditional cultural values helps integrate with the world, without being "dissolved" [1] [2].

Cultural values selected for education are tangible heritage, which is the system of citadels, communal houses, pagodas, mausoleums, souvenir areas, historical sites of the locality. Intangible heritage are the customs and folk festivals associated with the lives of local people, such as Long Tong festival, New rice festival... Each region contains rich history and precious traditions dating back thousands of years. Therefore, among the many cultural values that need attention, teachers need to choose the most unique and meaningful values in the cultural area.

The local community cultural environment is the starting foundation for multicultural teaching. Teaching in a multicultural environment is strongly dependent on the richness of the cultural heritage of the local area. In the diversity of colorful arrays, the teacher needs to be oriented towards the dominant cultures of the region. If we organize teaching in a multicultural environment of a local population with a homogeneous culture or only the presence of a culture of one ethnic group, multicultural teaching is not feasible or encounters many difficulties because teaching in a multicultural educational environment is a form of teaching that helps students in general, and students of ethnic minorities in particular, to interact with many cultures in the culture of the indigenous community. Therefore, the more ethnic minorities living in close proximity to each other in a community, the more convenient the multicultural teaching will be because the locality already exists in a multicultural environment.

3.2.4. Some suggestions on educating traditional cultural values for students in a multicultural environment

Currently, the education of traditional cultural values for students has been implemented in many different forms, such as in the subjects of Literature, History, Geography, Citizen Education, Music and Arts, teachers include the

content or request exercises associated with the local historical and cultural sites. Teachers can organize regular classes or extra-curricular activities for students. Besides, education can be done through the example of good people and good deeds. Students can also be assigned to collect and take notes on local ethnic culture.

In this article, we have selected three implementation methods to educate students on traditional cultural values, which are Integration (by single subject and interdisciplinary subject) and Organizing experiential activities (Field activities and school/class activities) and project-based teaching.

Table 1: Content and method of implementing traditional cultural value education for high school students

Content	Implementation					
	Integration			Experiential activities		Project-based teaching
	Single Subject	Interdisciplinary Subject	Cross Subject	Field activities	School activities	
Patriotism; Love for the family, neighbors and friends...	x	x	x		x	
Solidarity, diligence, honesty, discipline, responsibility, bravery and cooperation	x	x	x		x	
Cuisine		x		x	x	
Costume culture	x	x			x	
Language and writing	x	x			x	
Traditional festival		x		x	x	x
Social customs	x	x	x	x		x
Production customs	x	x	x	x		x
Traditional crafts		x		x		x
Folk knowledge		x			x	
Folk beliefs		x			x	
Folk games		x			x	x
Literature and art	x	x			x	
Folk performing arts		x			x	
Historical and cultural sites		x	x	x		x
Sites		x		x		
Relic		x		x		
National treasures		x		x		
Other national cultural contents	x	x	x			

Source: The authors

Ethnic culture is a very broad field and has many angles to learn and approach. In our opinion, the contents of ethnic culture should be chosen to include in schools are:

Organizing students to participate in traditional cultural festivals, traditional crafts, ethnic culinary culture, folk games, and ethnic musical instruments. At the same time, schools bring these activities into schools with the scale of organizing by class, by block or by the whole school in different forms. Education about ethnic minority cultural identity for students through extracurricular activities is not only expressed through cultural and artistic activities but also in a number of other forms. That is the design of an artifact gallery including cultural products of ethnic groups such as costumes, jewelry, production tools, ethnic musical instruments... for students to visit, learn and use during festivals.

Organizing students to learn and experience cultural heritage such as historical sites, revolutionary relics, scenic spots... Along with that, there are a number of activities, such as traditional education “drink water, remember the source”, “repay gratitude”, take care of the martyrs' cause, visit and help the families of war invalids and martyrs, and families with meritorious services to the revolution. In general programs, especially in the field of social sciences, the fact that teachers exploit the hidden values in cultural heritages and transfer them to students helps them realize the values of cultural heritage. It is also the basis, the foundation to help children scientifically explain things and phenomena related to heritage. Through the experience at the cultural heritage, students do not have to memorize the meaning of each heritage, but they practice observing, describing or interviewing cultural subjects about the heritage, as well as actively discovering the form and content hidden within the heritage. When they learn, approach and experience in reality, they will improve their understanding of heritages, and have the right attitude and behavior, and a sense of preserving and promoting these heritages of the country. For the education sector in general and for each teacher in schools in particular, it is necessary to develop educational plans, programs and activities related to heritage that are suitable to the psychology, age and awareness of the

students.

In order to effectively teach traditional cultural values, it is necessary to identify the topic, the target audience of primary school students must be different from those of secondary school students and from high school students. In addition, for the quality education program of traditional cultural values, there must be a close connection between education and students' parents, teachers and school administrators, and between the school and the education department of each locality.

In the community of ethnic minorities in Vietnam, many ethnic groups have their own writing systems. In terms of origin, formation and development, a number of writing systems have a history of over a thousand years, that is, the writing systems of the Thai, Cham, Nung, Dao... Currently, integration is raising the risk of a decline in the "native" language of many ethnic minorities. The preservation and promotion of ethnic minority languages and writing systems are essential to preserve cultural identities and realize equal rights among ethnic groups. Therefore, schools in mountainous areas, where many ethnic minorities live, need to increase the use of their own language, writing, types of literature, folk art, traditional art of the community, organizing the teaching of letters and ethnic languages suitable to the conditions of the schools....

In the localities, it is necessary to select a number of typical villages and residences of ethnic minorities, where there are unique and healthy customs and habits, development of traditional crafts, culinary culture, etc.... to organize for students to visit and learn, and at the same time for students to participate in the development of community tourism and local cultural tourism.

In schools in areas with many ethnic minority students, especially boarding schools for ethnic minorities, it is necessary to further promote propaganda and mobilizing parents and students to prepare ethnic costumes for their children before the new school year. Schools are encouraged to coordinate with the Parents' Association to organize for students to participate in fun activities, educational activities outside of class time, extracurricular activities at the relic site, historical or cultural heritage, scenic spots in the district, province, in order to help the children immerse themselves in the cultural space of the ethnic groups.

Traditional cultural education programs of ethnic minorities need to be indirect with the goal of training standard knowledge for each grade level and suitable to the requirements of each subject, in which attention should be paid to the integrate interdisciplinary knowledge, especially social science subjects.

Currently, most localities have not compiled and built traditional cultural value education programs in a systematic and synchronous manner, so there are many difficulties for both teachers and students, especially the in mountainous, deep-lying and remote areas. In order to help the local education sector in different provinces and regions to best deploy new general education programs and textbooks, it is very necessary to develop programs/compile documents on education of traditional cultural values for schools. The compilation of materials should be based on the specific characteristics of the region as well as different students.

In order to effectively educate traditional cultural values, each region needs to edit a set of documents on traditional cultures of ethnic groups, design educational topics with ethnic cultural identities and teaching methods in school educational programs, develop a set of assessment questions (content about traditional cultural values of ethnic groups) in the direction of developing student's capacity, edit manuals for teaching traditional cultural values of ethnic groups in school educational programs.

4. Conclusion

The issues of traditional culture, cultural values, multicultural environment, cultural value education... are an important theoretical framework of traditional cultural value education for students in a multicultural environment. Multicultural education aims to develop the basic foundation to expand and improve people's cognitive capacity as well as flexible adaptability when changing living environment as well as when participating in social activities.

The introduction of the traditional cultural value education program of ethnic minorities at the general education level is a right policy that not only has the meaning of educational knowledge but also contributes to raising awareness and understanding of homeland traditions for students. Besides, it also contributes to fostering and building an advanced Vietnamese culture imbued with national identity in the context of socialist-oriented market economy development and international integration, creating a solid spiritual foundation for rapid development and sustainability of the country. Preserving and promoting traditional cultural values in association with the orientation of educational innovation is one of the important educational contents in Vietnam's schools nowadays. In order for the education of cultural values to be effective, teachers need to grasp the theoretical and practical issues of cultural values and national culture, from which there will be methods and ways of organizing educational activities of ethnic cultural values suitable for each student in different regions.

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