



## Using picture channel in textbooks to teach Vietnamese history

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### Abstract

The goal of Vietnam's current general education program is to help student's Comprehensive development of morality, intelligence, physical strength, aesthetics and basic skills, developing personal capacity, dynamism, creativity, forming the personality of socialist Vietnamese people... History as a science subject plays an important role in shaping the personality, ideology and spirit of each person, making an important contribution to realizing the goal of training the young generation. Research article image channel in current Vietnamese history textbooks.

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### 1. Introduction

Exploiting the visual channel system in history textbooks to improve the quality of teaching the subject is one of the important contents that has been mentioned by a number of researchers in both internal and external research works water. In it, issues related to the topic are also reflected to a certain extent. The author group focused on surveying research projects on methods to improve the quality of teaching history in general and the image channel system in history textbooks in particular. NGdairi in the book *How to prepare for a history lesson*, Education Publishing House (1973) also mentioned the rich use of reference sources, exploiting visual channels to concretize knowledge in textbooks. Department to create interest for students. Dairi emphasized that to have a good lesson, teachers must combine many different stages to make the lesson content richer and more accurate. In particular, the explanation of paintings, events, and historical phenomena is given top priority and is the basic content of knowledge that students must grasp after the lesson [3]. In the *textbook Methods of teaching history, volume I*, Hanoi Education Publishing House (1976) by authors Phan Ngoc Lien, Tran Van Tri [6] and the book *Methods of teaching history, volume II*, Publishing house of Pedagogical University Hanoi, (2017) by the author group Phan Ngoc Lien (editor), Trinh Dinh Tung, Nguyen Thi Coi [7] all affirm the importance of using visual and language channels to create symbols for learning about historical events. From there, it helps students master the nature of events, form concepts, understand the laws and important lessons of history, train students in the habit of scientific research, and develop their thinking historicalism. The authors also offer some methods and principles for using picture channels in the process of conducting in-class lessons for students.

Instructions for using picture channels in middle school history textbooks, world history section (2007, Education Publishing House) by the author group Trinh Dinh Tung (editor), Nguyen Manh Huong - Nguyen Van Ninh as well as believes that textbooks can only be used well when both teachers and students deeply understand the content of the articles (text channel) as well as the pictures, charts, and diagrams (image channel) of the textbook. In addition, the book's authors also analyze the reasons why the exploitation of image channels in textbooks has not received much attention, focusing on the fact that teachers do not clearly understand the origin, content, and meaning of image channels in textbooks textbook. At the same time, during training sessions to replace textbooks, teachers are mostly only trained on curriculum structure and innovations in text content, but have not been specifically trained on visual channels, although. The number of picture channels has increased significantly. Or some teachers, although fully aware of the value of the visual channel, are afraid to exploit and use it, afraid of wasting time, and only use it for formality, illustrating the text channel [11].

In the book *Ways and Measures to Improve the Efficiency of History Teaching in High Schools* by author Nguyen Thi Coi (Hanoi University of Pedagogy Publishing House; 2006), one of the measures to improve the effectiveness of lessons is to present lessons. Present images and emotions to students to create images of characters and events in teaching history. From there, the author emphasizes that mastering the content and being flexible in exploiting the visual channels of history textbooks will help teachers have valuable visual aids to make lessons more vivid and attractive [2].

**Thus**, using the exploitation of the image channel system in history textbooks in general and history textbooks grade 10 in particular has been mentioned in a number of research works on history teaching methods and orientation. Instructions for using the picture channel.

## 2. Content

### 2.1. Concept and classification of visual channels in history textbooks

#### 2.1.1. Concept

Image channels are one of the important sources of information, present in textbooks to illustrate and supplement the knowledge content presented by text channels. In some cases, the image channel almost acts as a replacement for the text channel to express the content of basic knowledge.

According to information in the book "Active teaching: The role of visual channels" by author Tran Thi Thanh Hai, the definition of visual channels is presented as follows: Visual channels in teaching are defined as types of visual, vision is used to support and enhance the effectiveness of teaching and learning activities.

From a communication perspective, "picture channel" is understood as the use of "image" to transmit information from transmitter to receiver. In particular, "image" is understood as a type of means of communication, which can be static images (pictures, diagrams, diagrams...) or moving images (films, video clips...). The images in Textbooks do not simply provide visual effects, but also convey the content of basic or extended knowledge and connections to students.

Psychologists have confirmed that images play a very important role in the cognitive process, especially thinking and creative thinking. Images can mobilize many skills in the

cerebral cortex such as: color, lines, size... especially imagination. Compared to text channels, images have more advantages in stimulating brain activity, especially the right brain, contributing to enhancing mental activity.

In the teaching process, picture channels are one of the teaching aids combined with appropriate teaching methods to bring effective lessons and achieve lesson objectives. Each subject has its own characteristics, therefore, the cognitive process is also different, requiring teachers to design and use appropriate visual channels. For the subject of history, events do not exist independently, but are always associated with specific time, space, historical characters... The use of picture channels to concretize historical events in all aspects learning is one of the important methods to help students deeply understand and remember events for a long time.

Thus, we can understand that the visual channels in history textbooks are maps, diagrams, pictures, statistical tables, charts, etc. This type of media is a tool and a condition. Let the teacher act as an intermediary, influence the teaching object, help transmit and increase the power of teachers and learners to the teaching object. In the vast majority of cases, image channels can replace text channels in expressing historical events and historical figures.

#### 2.1.2. Classification of image channels in history textbooks

The system of picture channels used in the process of teaching history is quite diverse, including: picture channels in history textbooks, picture channels exploited outside of history textbooks (on the internet; Youtube; Facebook). ...). In the era of information and communication explosion, both teachers and students can easily exploit picture channels and apply information technology in the teaching process. Types of channels commonly used in textbooks include: Diagram; Chart; Map; Historical images (including: images illustrating historical events in the aspects of military, economics, culture, politics, science and technology and images of historical figures). Each type of picture channel has different advantages and effectiveness, requiring teachers in the exploitation process to have appropriate measures to meet lesson objectives. The types of picture channels can be illustrated with the following table:

**Table 1:** Picture channel type

Picture Channel Type	Efficiency of use
Diagrams, maps	Reflects the distribution of historical events and phenomena at the maximum level of abstraction, demonstrating the logic of historical events and phenomena from a spatial perspective.
Chart	Concretize economic and social development, quantitative statistics, etc. with images of columns, lines, circles. Historical data is presented in quite detail and provides more information than text channels in the same content.
Historical pictures	The most realistic and vivid reflection of historical events and characters, helping to recreate historical events the way they happened. At the same time, it gives learners deep historical emotions, creates symbols and forms concepts, and draws historical rules and lessons.
Diagram	Represents events in a historical period, or elements that make up historical issues such as space, time... Diagrams are both specific, intuitive, general, abstract and systematized. High. Through diagrams, teachers can both analyze cognitive objects into events and constituent elements, as well as synthesize and systematize those events and elements into a unified whole.
Data sheet	Interpret cognitive objects through data or facts associated with a certain natural, economic and social process. Using data tables in teaching new knowledge or reinforcing lessons helps students easily receive information, develop comparative thinking, comment and evaluate historical events and phenomena, and at the same time Increase the reliability and persuasiveness of information.

Through a survey of the 10th grade History textbook, Kite series, Pedagogical University Publishing House (2023), the author found that the number of picture channels is relatively large and popular, scattered throughout all lessons.,

including: 1 diagram, map, 1 chart, 112 historical pictures; 6 diagrams, 5 data sheets. With the area for images occupying about 40% of each page, historical knowledge is much more vivid and less dry, making it easier and more vivid for

students to receive knowledge. Placing images representing humanity's brilliant civilized achievements right on the cover of the book such as: Roman Coliseum; One Pillar Pagoda in Vietnam. The world's first locomotive... proved the important role of the picture channel in reflecting the picture of the historical past.

Paintings include many types such as: realistic paintings, propaganda paintings, portraits, landscapes, caricatures... and each type has its "nuances". Realistic paintings realistically depict historical images that took place. Promotional paintings express the subjective wishes of the author, promoting a certain policy or direction in the present. A caricature is also a type of painting that expresses the author's subjective ideas, but is often expressed by borrowing literal meanings to express figurative meanings or giving generalized images to express specific events, in order to criticize them, judge bad habits, denounce oppression, injustice... while mixing elements of humor.

There are many types of photos such as: portrait photos, news photos, documentary photos, landscape photos, etc. Portrait photos depict the true appearance and likeness of people. News photos (also known as press photos, news photos) reflect "hot" historical events that have just taken place in the present. The most valuable thing about historical photos is their authenticity and topicality, bringing absolute reliability to viewers.

Maps and diagrams in history textbooks are mainly current status maps and cluster maps to generalize the specific space and time of historical events. Cluster maps also show comparisons of similarities and differences (across timelines) of the same historical subject. Both types of maps contain geographical and historical knowledge, contributing to creating symbols for students about the space where the event occurred, regardless of whether that space is large or narrow. Therefore, researchers often call maps "trusted guides" or "eyes of the army".

## 2.2. The role and significance of picture channels in teaching history in high schools

The picture channel has an extremely important role and significance for the teaching process in general and the history subject in particular. One of the characteristics of history is that students cannot observe events, phenomena, and historical figures in the past directly, but can only perceive them indirectly through fragments of the past such as: documents, pictures, historical artifacts... Therefore, using both image and text channels in textbooks will help students realistically recreate historical pictures of the past.

First, the use of picture channels in textbooks helps students visualize historical events and phenomena. Historical images, diagrams, diagrams, maps... not only help students clearly understand historical processes and events but also illustrate basic knowledge and make students deeply understand the content lesson. At the same time, the picture channel also contributes to creating symbols of space, time, historical characters... in the most realistic way, avoiding the disease of "historical modernization", avoiding misleading and mistaken perceptions and to create the best conditions for the thinking and creative process. For example, learning about Dai Viet's trade in the 16th - 17th centuries through the text and image channels "A corner of Thang Long in the 17th century (Painting)" will help students recreate the picture of the land's internal trade our country at that time, as well as inculcating basic knowledge: Thang Long was not only the

political center, but also the socio-economic center during the feudal period.

Second, the image channel accompanying the text channel will increase the attractiveness and stimulate students' interest in learning. If textbooks are simply a text channel, learning will become boring and difficult to absorb. Using image channels with vivid colors will contribute to attracting learners' attention and their active participation in the learning process. For example, in section 2 (Some ancient - medieval Eastern civilizations) of lesson 4 (Concept of civilization. Some ancient - medieval Eastern civilizations), history textbook 10 (Kite series), students will not be able to understand the concept of "hieroglyphs" if they do not have access to images of hieroglyphs of ancient Egyptian residents. From there, students will also understand why in the early days of humanity entering the threshold of civilization, they used hieroglyphs. Or when learning about the organization of the state apparatus of Van Lang - Au Lac in lesson 10 (Van Lang - Au Lac civilization), if students do not see the diagram of the organization of the state apparatus during the Van Lang - Au Lac period, you will not be able to evaluate "what a primitive monarchical state apparatus is" and compare it with the state apparatus of Egypt, Mesopotamia, and China in ancient times. Or when looking at the satirical picture "The bourgeoisie exhausts the working power of the proletariat" (Lesson 6. Industrial Revolution), students cannot help but feel indignant and indignant at the exploitation. Between the owners and the workers, thereby understanding the profound causes leading to the struggle movement of the proletariat against the bourgeoisie. If students are not interested in learning, they will not be stimulated to fully understand the nature of an event or historical issue and will not love learning the subject.

Third, using pictures in history lessons helps students connect history with real life. Images of historical relics and historical places help students better understand the meaning of historical events for a nation and for future generations. When students observe the picture of "The command bunker of the French army's Dien Bien Phu stronghold belonging to the Dien Bien Phu battlefield relic complex (Dien Bien)" in lesson 3 (History with conservation and promoting the value of cultural heritage, natural heritage and tourism development) combined with the teacher's descriptive techniques, students will understand the meaning of the historic victory of Dien Bien Phu in 1954, although Students have not learned about the events that took place. From there, students will have certain understanding in real life, in the process of accessing information sources about the Dien Bien Phu victory on television news channels, or social media (Facebook, Zalo, Instagram, Tik Tok...). Students will also become useful propagandists when participating in commemorations and remembrances of the Dien Bien Phu victory, or a tour guide when visiting the historical site "War relics complex". Dien Bien Phu school".

Third, the process of learning and acquiring historical knowledge of students through both written and visual channels will contribute to the maximum development of thinking, skills of commenting, analyzing, comparing, and evaluating events historical event. Any map, diagram, or historical image contains information about the time, space, and characters of that historical event, as well as the connotations of concepts, terms, or the cause of a revolution. For example, the image of "Jem Oat" (painting) and "Jem Oat's steam engine model (Lesson 6. Industrial Revolution)

will contain basic knowledge about the reasons why the industrial revolution the first boom in the 18th century was in the textile industry. From there, students will also understand why the industrial revolution took place most strongly in England.

Fourth, using visual channels contributes to forming students' ability to accurately identify and judge historical events, including skills to identify and judge events, and know the relationship between people and events between historical events. At the same time, students also form a reflex to learn about images in textbooks in parallel with learning about text. For example, when seeing images of the basic achievements of the third industrial revolution (Lesson 7. Modern Industrial Revolution), students will want to continue learning about those achievements richness of the scientific and technological revolution in other fields: new raw materials, new energy, transportation and communication... from there, students gain a comprehensive perspective on all both the fields of achievements of the third scientific and technological revolution, as well as predicting that people will continue to carry out the scientific and technological revolution in the following decades.

Fifth, the use of picture channels brings a dynamic learning space that engages students' senses. Because picture channels not only make textbooks lively and lectures attractive, but are also an inseparable source of knowledge from basic knowledge content. The image channel can even replace the text channel, as a measure to prevent "overload" of information in history textbooks. The use of picture channels greatly contributes to arousing creative learning abilities in children. For example, when teaching lesson 13 (Some achievements of Dai Viet civilization), teachers can let students create symbols by drawing an organizational chart of the feudal state apparatus, or using a statistical table of Dai Viet's achievements in the field of science and technology to evaluate the significance of those achievements for the Vietnamese people. Students can also become a tour guide when they know how to use documents and images to explain the remaining historical relics of Dai Viet civilization.

### 3. Conclusion

The image channels in 10th grade history textbooks are very rich, but the most displayed are historical pictures, diagrams... To exploit a specific image channel effectively, the teacher must understand the classification characteristics and Apply appropriate methods to avoid overloading students. With the characteristic of being one of the most vivid visual media, picture channels play an extremely important role in teaching and learning activities, especially in curricular lessons. Through specific images of historical events, students will have correct symbols about the past (people, space, objects...). From there, urge students to analyze, comment, and evaluate the nature of historical events. At the same time, form in students the skill of understanding visual channels in parallel with understanding text channels. Knowing and understanding history through pictures and diagrams also arouses students' interest and stimulates creative learning abilities.

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