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Using reverse teaching method in teaching political theory subjects at Ho Chi Minh City University of Food Industry

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Abstract

Currently, lecturers at universities choose to apply the "reversed classroom" model in teaching political theory subjects, showing that it not only creates initiative and interest in learning for learners, but also creates interest in learning for students. It also contributes to innovating teaching methods, improving learning efficiency, helping to train and develop students' thinking as well as skills.

Keywords: Teaching, flipped classroom, Political theory

1. Introduction

Currently, the research and innovation of teaching activities in order to improve the effectiveness of this activity in universities in general and University of Food Industry in Ho Chi Minh City in particular are being studied by experts, researchers, and expert education and directly interested and actively participating lecturers (Teachers). Everyone realizes that in the traditional classroom, teachers have to spend most of their time in class to help learners acquire new knowledge and skills, then learners do exercises, practice in class, and are assigned lessons practice at home to consolidate and perfect the knowledge received. Doing so has not really created learners' initiative, positivity and interest in learning. In the context of the strong 4th technological revolution, the change of teaching methods from traditional teaching methods to reverse classroom teaching methods combining the use of information technology in order to promote pushing the learning process outside the classroom is a trend that has been increasingly popular in education around the world, especially at the university level.

2. Research content

2.1. The importance of teaching political theory subjects in higher education.

In universities in Vietnam, teaching and fostering knowledge of political theory subjects is considered an activity of spreading, absorbing, and creatively applying knowledge from principles and theories. Marxism-Leninism, Ho Chi Minh's thought, guidelines and viewpoints of the Communist Party of Vietnam in order to shape the worldview, revolutionary outlook on life, methodology and political qualities, contributing to the development promote the activeness of students and trainees in the work of building and defending the socialist Fatherland. However, for the students, they do not understand the importance of the political theory subjects, many students think it is not necessary, so it is the responsibility of the teachers to explain and build for students to understand in order to achieve this goal. effective when learning political theory subjects.

Political theory subjects are special sciences, containing a very wide body of knowledge, both scientific and class-specific with a clear ideological stance. However, because it is a theoretical science, the views and principles of the subject are very abstract, often considered dry for students. Therefore, according to the new educational point of view, in order to promote learners' capacity, the transmission of knowledge about the subject of political theory by teachers is not an act of forcing learners to see it as an invariable and available truth, but rather suggestive of it.

Open for learners to draw the truth and combine their own creative thinking.

Improving the quality of teaching and learning scientific knowledge in general and political theory subjects in particular at universities is always the goal that educators, teachers and learners aim for. Therefore, to evaluate the quality of teaching and learning of political theory subjects is not only the teaching and learning process but also the teaching quality assurance process. The quality of teaching and learning political theory subjects will be quantified by scores, by the competencies that students have after studying these subjects. The higher the score, the more developed the learner's intellectual capacity, and vice versa, if the low score shows that the quality of teaching and learning is still limited. Thus, in order to improve the quality of good teaching of political theory subjects at universities, lecturers need to use many teaching methods including the flipped classroom method.

2.2. Some concepts of traditional teaching methods and flipped classroom methods

2.2.1. Traditional class

With the traditional classroom, students go to school, listen to the teacher's lectures and then return home to do homework, making them passively absorb knowledge, lack creativity, and the ability to analyze, filter, retain and develop development is not high. In class, the teacher is responsible for imparting new knowledge and a little time will do exercises in class. Thus, most of the teaching and listening takes up most of the time, the remaining time for both teacher and student's classroom practice is not much, so it is difficult for students to think, imagine, and dig into knowledge while listening.

2.2.2. Reverse Class

The flipped classroom model is an integrated teaching method. This model has fully exploited the advantages of information technology and contributed to solving the limitations of the traditional teaching model by "reversing" the teaching process compared to the traditional teaching model. The "reversal" here is understood as a change with pedagogical intentions and strategies expressed in the way of implementing content, teaching objectives and teaching activities that are different from the traditional way of teacher teachers and learners ^[1]. In the flipped classroom model, the activities "Learn in class, do homework" (in the traditional classroom model) are transformed into self-study activities at home through video lectures, online learning, Studying lessons via the Internet and when going to class, learners will do exercises, exchange and share the content of the lesson, solve problems and situations set by the teacher. Learners will have to work with the previous lecture through reading documents, summarizing documents, listening to lectures through supporting means such as clips, slideshows as well as searching and exploiting documents for service for the study of the lesson.

Lectures of teachers are sent to students in advance and become homework that learners must prepare before going to

class. All class time will be spent on teacher-oriented activities, listening to students' reports, exchanging and sharing their preparation before the teacher consolidates and officially closes the content of the lesson. This is in line with the requirements of teaching organization in training according to the credit system at universities. When comparing the two models, a fundamental difference can be seen in the organization of activities in and out of the classroom between the flipped classroom model and the traditional classroom. According to bishop & verleger ^[2], this change can be summarized as Table 1.

Table 1: Transformation of activities in the flipped classroom model and the traditional classroom

Type	In the Classroom	Outside the Classroom
Traditional classroom	Lessons/lectures	Exercises and practice
Reverse Class	Exercises and Practices	Lecture Videos

2.3.2. The flipped classroom model and the development of learners' thinking

The flipped classroom model is built on the basis of the theory of active learning. This is an approach in teaching in the direction for learners to actively explore and access knowledge through an interactive process ^[3]. This teaching method creates an environment that encourages autonomy in learning for learners because they can learn in advance the necessary knowledge to prepare for lessons as well as research related issues in advance instead of waiting for the teacher's knowledge transmission in class. According to Marks ^[4], implementing the flipped classroom model will contribute to training and cognitive development for students. If based on Bloom's thinking scale (improved), going from low to high is: remembering, understanding, applying, analyzing, evaluating, creating, which can be seen in the traditional classroom. Due to the limited time in class, teachers can only guide learners with the content at the first 3 levels of awareness: memorization, understanding and application. To reach higher levels, learners have to work hard to study and study at home and that is a big obstacle for most of them. With the flipped classroom model, the first 3 levels are done by learners at home thanks to the clips, documents, and lectures given in advance to read under the guidance of the teacher. Class time, maximum time for teachers and students to work together to help learners achieve higher order thinking (the last three levels of the cognitive scale), this is a difficult requirement but they can achieve it when there are teachers and friends to share and support.

Teachers must create an environment to promote creativity in acquiring knowledge of learners as well as create opportunities to train and develop thinking for learners. In the flipped classroom model, teachers need to clearly define that teaching must take the student's learning activities as the center ^[5]. On the basis of studying the role of teachers and learners' tasks in the traditional classroom model and the flipped classroom model, we have the following comparison table (table 2):

Table 2: Comparison of traditional classroom organization and flipped classroom

Teaching methods	Teacher	Learner
Traditional class	- Instructor guide - Teacher evaluation	- Learners take notes - Learners follow instructions - Learners have homework
Reverse Class	- Teachers share lectures, documents, books, videos, websites, ... for learners to study at home - The teacher guides, organizes discussions, ... and closes the lesson content in class	- Learners deepen their understanding of concepts, applications and connections to the content created during class discussion. - Learners receive support when needed.

3. The role of lecturers and students when applying the flipped classroom model in teaching Political Theory subjects at the University of Food Industry in Ho Chi Minh City

Ho Chi Minh City University of Food Industry was established in 1982, under the Ministry of Industry and Trade, history of establishment and development The school was renamed and upgraded through many different periods; Ho Chi Minh City University of Food Industry. Ho Chi Minh City is a multi-disciplinary, multi-disciplinary, multi-level education and training institution with strengths in the field of food science and technology; Realizing the correct position, role and significance of political theory subjects in equipping each student with knowledge and skills, developing creative thinking and practical capacity. After graduating from university, in recent years, the school is conducting strong and comprehensive renovation in all stages and steps of the process of education and training in political theory subjects. In particular, the innovation of teaching methods is one of the urgent requirements to contribute to solving the contradiction between educational theory and educational practice, an important factor contributing to improving the quality of teaching subjects political theory in school today.

In recent years, the lecturers of the Faculty of Politics and Law have applied a change of teaching methods from traditional to more active methods, in which the reverse classroom method in political theory subjects is always taught by lecturers fully applied. To implement this teaching method effectively, it is necessary to perform the following processes well:

3.1. To the lecturer

- Lecturers must prepare online lectures, document links, study voucher system and share them with students before they come to class.
- Prepare a variety of learning materials for students to learn from lecture slides, lecture summaries, video lectures, websites, etc.
- Set up communication channels to transfer lectures, interact and exchange between lecturers and students.
- Lecturers need more time to refine the direct teaching activities. Design lessons in accordance with the flipped classroom model method, specifying each activity of lecturers and students and the time for those activities.
- Teachers need to understand clearly the role and duties of the instructor, not the center of the class. During class time, the lecturer is the one who organizes and leads the students to exchange discussions, critiques and presentations; analyze the students' learning products to comment and evaluate the students' learning level; encourage them to express their own ideas creatively, respect your opinions.
- In class, teachers must be able to better understand the

problems students are facing and spend a lot of time helping students practice, interact and experience, and train students in cooperation and presentation skills.

- Lecturers need to improve their skills in using technology or managing student learning data and activities on the system.

3.2. To the students

Students perform well in the self-study process before going to class, can study anytime, anywhere and with any device as long as that device can be online such as smartphone, tablet, ipad, or desktop computer. Internet connection..., which means that students must necessarily view the documents before coming to class, namely:

- Read the lesson in the textbook at the request of the teacher.
- View lecture summaries of lecturers and lecture slides.
- Answer the questions included in the lecture.
- Students must be conscious and responsible for self-study.
- Students must be aware of their central role, have a more positive learning attitude and discipline than the traditional way of learning.
- When entering class, students need to be more active and active in discussions and interactions in the classroom.

It can be seen that according to this model, students will switch from passive listening to lectures and only receiving knowledge from lecturers to active learning through reading and viewing subject materials, working in groups, giving presentations. Criticism and interaction between lecturers - students and students-students.

Moreover, for the learning data system, students can choose the time and place to study, can stop at the key parts, the parts that are not understood; or skim through the ideas already understood, with the preparation and preview of the lecture and instructions at home, students will be oriented in asking questions, discussing, and deepening the problem when going to class.

4. Conclusion

The flipped classroom method applied in teaching political theory subjects has shown high feasibility, the learning process not only gradually erases the passive habit of relying on teachers, but also emphasizes the active and proactive role. activities of students, and at the same time create interactive habits as well as form attitudes, thinking and cognitive and practical skills. Thereby, it is clear that students' learning is not confined to the classroom but can be opened up in many different spaces: in real life, in the library, at home or anywhere where students can study. This is completely consistent with the trend and development of the world. Over time, the application of the flipped classroom model has proven that this method is suitable for the small class time of

the subject and the students are very excited to learn and learn at home, the class becomes lively with the students. In the discussion part, the application of theory to practice is solved more helping students realize the practical value of the subject. Knowledge through a process is molded, searched, understood and answered by students, so it is very profound. The classroom environment is fun, the interaction between lecturers and students creates a close bond, the students' learning achieves high results, and the students' self-study, presentation skills, etc. is enhanced. We hope this method will be widely applied in teaching many different subjects at Ho Chi Minh City University of Food Industry in particular and universities in general.

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