



Analytical native language education in Vietnam

Duong Thi Ngu

Tan Trao University, Tuyen Quang, Vietnam

* Corresponding Author: **Duong Thi Ngu**

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Abstract

In the goal of comprehensive national development of each country in the world, it is impossible not to mention the task of developing education. In language education, native language education is one of the core issues. Especially in the context that Vietnam is a multi-ethnic country and in the context of a strong integration trend in the world, native language education is becoming more and more urgent. As the national language, Vietnamese language has been promoting its advantages and role in the Vietnamese community. However, as a multi-ethnic country with many ethnic brothers living together, the development of Vietnamese and native languages of ethnic minority communities is a matter of much discussion. In the scope of this article, we present the current situation of native language education in Vietnam.

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Introduction

There have been many studies on native language education from different perspectives. Some typical works related to the research problem can be summarized as follows:

In the collective research work of Vietnamese linguists introduced by the Institute of Linguistics, entitled "*Language problems of ethnic groups in Vietnam and in Southeast Asia*", published by the National Institute of Linguistics. The Social Science edition, released in 1988, published the research work of Prof. Dr. Nguyen Nhu Y: "*Language policy. Policy on languages of ethnic minorities in Vietnam*". In this work, the author has stated the views, stances and policies of the State of the Socialist Republic of Vietnam on the issue of native education. The author has restated the slogan of the Communist Party of Indochina demanding in 1932: "*All children of laborers are educated until the age of 16 by tongue mother*" [2, p. 208]. Vietnam is a multi-ethnic country, so our state's stance on the languages of ethnic minorities: "*Acknowledge and legally guarantee the right to have their own language of each ethnic group living in the Vietnamese land.*" [2, p.194], and at the same time stipulates: "*The existing languages and scripts of ethnic minorities are respected, maintained, and helped by the government to develop... Ethnic minorities have no written language. Writing is helped to build a Latin script*" [2, p. 195]. In this work, although the author has not brought the issue of native education into a discussion issue. However, the presentation and interpretation of the Vietnamese State's views on native education have also shown the importance of this issue.

Approaching the issue of language education in mountainous ethnic minority areas in some provinces of Vietnam, author Tran Tri Doi analyzes and evaluates the current situation of language education in some mountainous ethnic areas of our country and especially the situation of teaching and learning letters and ethnic languages in some ethnic groups and ethnic regions. The author has commented: "*For the people of all nations, the mother tongue their language is not Vietnamese*"^[1] and bilingualism in ethnic minority areas is a problem that occurs in all ethnic minority communities. Mother tongues in ethnic communities are interested, creating conditions for development besides the traditional language. With statistics and detailed explanations, the author has shown a small picture in the overall picture of language education in Vietnam clearly and specifically.

There are also many other studies on language education in general and native language education in particular. Some works can be mentioned such as: Hoang Van Ma with "*Ethnic minority languages - some problems of origin relations and geometric*

types”^[4].

Institute of Linguistics with “Language *situation and policy in Vietnam*”^[6]; Nguyen Van Khang with “*Language Education in Vietnam in the Context of Globalization*”^[3].

And especially the systematic and fundamental work of a group of researchers including: Dinh Van Duc, Nguyen Van Chinh, Dinh Kieu Chau: “*Lecture collection: Applied Linguistics*”^[2] when presenting native language education in a systematic way from concepts, language skills of native speakers, content, methods native language teaching and learning, elements of mother tongue teaching...

However, these works have not really deepened and clarified the status of native education. Therefore, the study and assessment of the current state of native education in Vietnam is still a matter of concern and clarification.

2. Nội dung

2.1. Language Education

Education is a philosophy that has existed for a long time in the lives of our people. It appears when people have an increased need for understanding and passing on experiences to future generations. Education started very early, since people formed communities. To ensure the maintenance of community life, primitive people imitated themselves during and after hunting and gathering activities to form their skills and behaviors. When the social community develops to a certain extent, the obvious signs of “education” are gradually confirmed. Initially, education was not a teaching and learning activity but mainly a moral one. People tend towards morality as a norm in society. Through that comes the need for moral education. And when the need for moral education becomes urgent, the teaching and learning of ethics is recognized independently and concretely. Officially from here, education with the meaning of teaching and learning officially appeared. Beyond the boundary of moral education, education appears in all human activities and needs in society. And today, education is not only limited to understanding only teaching and learning activities, but is expanded to cover all activities and aspects of social life. For example: health education, environmental education, life skills education.

As a means of communication of society, a tool of thinking and serving social interests, language is also considered a tool of education. It can be affirmed: language helps people improve understanding, influences human behavior to change in a beneficial direction.

Language education is the realm in which language is seen as a tool of perception and influence. Thanks to language, people increase their understanding, expand their language and vision, both as a goal and as a motivation. Through language and understanding, people receive information and voluntarily change behavior in a beneficial direction. So to a certain extent, language is wealth, making language develop more and more widely, promoting language.

Any country respects, preserves and wants to promote its mother tongue. Because language is associated with culture, with the nation and the rise or fall of the whole nation. If the language of a nation or community is lost, that ethnic community will inevitably perish. Therefore, language promotion has become a very important issue for countries and ethnic groups. However, the level of promotion is not uniform and depends on the linguistic consciousness of the community itself. Vietnam is a country with more than 4000 years of history and many times foreigners want to assimilate

the Vietnamese language. However, beyond all foreign languages, do not “raise the village bamboo”. Experiencing many ups and downs, by the end of the 19th century, quoc quoc script gradually asserted its position and quoc quoc script contributed to preserving the Vietnamese national language, becoming an important part of the Vietnamese language. Male.

The spread of Vietnamese language is really marked with the recognition of the role of the national language script. Vietnamese (the language spoken by more than 70% of the population) to become the official language of Vietnam is indeed a landmark step for the Vietnamese nation. However, beside the mother tongue of the whole nation, with the particularity of being a multi-ethnic country, the Party, Government and State advocate respecting the mother tongues of other ethnic groups. Therefore, the language picture of Vietnam is not uniform in color but has diverse viewing ranges. Vietnamese has become the second language spoken by ethnic minorities in Vietnam. According to Tran Tri Doi, “*For ethnic minorities, their native language is not Vietnamese. But to become a real Vietnamese citizen, the best thing for them is to use Vietnamese well in addition to good use of their mother tongue. Because Vietnamese has the status of the official language of the State, the language of culture, the language of education of the nation*” [1, p.14]

In addition to mother tongue education, in the current global integration trend, the use of international languages has become extremely urgent. Therefore, in addition to native language education, foreign language education also becomes extremely urgent. Good implementation of foreign language education will be a condition for ethnic groups to come closer together and facilitate exchanges in all aspects.

2.2. Native Education

2.1. The concept of “native” and “native education”

In simple terms, a *native language* is a mother tongue - native speakers are native speakers. Native language is a social phenomenon, not hereditary because the native language belongs to the language. Language is a social phenomenon without heredity. Mother tongue is the language that native speakers use to think, perceive, and reflect on the world in their lives. Mother tongue differs from foreign languages mainly in this feature.

According to linguists, native language is the language people use with the most durability to communicate, think create art and literature, associated with our living environment from childhood. Bringing endless inspiration that no other language can. Each person has their own language acquisition mechanism.

For each country, native language education has a long history and has become a tradition, showing: education - training, exams, literary creation... In which, teaching native language at schools is determined. Determination is the top issue.

Vietnamese is identified as the national language of Vietnam. As a multi-ethnic country and to be able to learn Vietnamese effectively, it is necessary to have the right judgment about the target audience. Vietnamese language learners can be divided into the following groups:

Group 1: Kinh people learn Vietnamese. Those are people who already know Vietnamese (his mother tongue). Learning Vietnamese for them is first of all “learning to read” (to know how to read and write) and then to improve their level of

Vietnamese at different levels and requirements through general or supplementary education self-learning.

Group 2: People of other ethnic groups (other than Kinh) of Vietnam learn Vietnamese. For them, Vietnamese is considered both a second foreign language and a “mother tongue” in the broadest sense.

2.2. The goal of native education

The general goal of native language education is to help native speakers speak better, write better, improve their capacity and effectiveness in communication.

Specific goals of native language education:

Speak correctly, act correctly in the mother tongue in speech and create standard and quality written products that reflect the thoughts and views of native speakers.

Eliminate illiteracy and gradually popularize education among the entire population.

Improve the quality of the four skills: listening - speaking - reading - writing of native speakers to a new level (getting out of the range of native language skills and habits of native speakers)

Strengthening the mother tongue foundation to access foreign languages - in line with the current integration trend. In particular, the development of culture and the creation of valuable art products on the basis of the mother tongue not only contributes to the construction of the country but also helps the country to keep pace with brother countries in the region and the world gender.

Native education anywhere and anytime, from family, school to social environments.

2.3. The basis for vernacular education is to build a goal

That is “*available language characteristics*”- the language ability of native speakers. This is a characteristic of the native language. If excluding the influencing factors that occur in a few cases, “*language ability*” can be considered as an innate thing of native speakers... Some features of linguistics:

Pre-school age (children from 0 to 6 years old): Children have the ability to use language as an adult. In terms of language, children at this age have used quite a rich vocabulary, relatively strong grammar.

The use of language capital and the development of language capital or in other words the ability to use language in practice of each individual are not identical. Everyone has different abilities. This depends on many factors such as: communication environment, ability to use language, attitude to use.

A prominent feature when discussing the native language is the way of thinking and expressing in the language of native speakers. Or to say it from a cultural perspective, this is a typical cultural feature in the soul of native speakers. Speaking according to Linguistics - a major in pragmatics, this is implicit speech - a way of speaking that is characteristic of each community. Only native speakers are able to understand what lies behind the spoken words.

2.4. Language education in schools

Native education in schools is one of the ideal environments for native speakers to fulfill their goals and tasks. The model of native language education in schools in terms of tools has the participation of three factors: language teaching methods, programs and textbooks.

Program: Content is designed. Methods of teaching languages in a certain order and planning.

Textbooks: supporting tools, fundamental in implementation. The knowledge in textbooks is classic knowledge, always up to date.

The components in teaching native language include two parts: the first is the teacher, the second: the program and the textbook.

Teacher: is the most important element. Because this is the element that holds the role of organizing, guiding and training learners according to the orientations.

Programs and textbooks: are directional and instrumental components of native language teaching.

2.5. Content of native education

The basic content of native language education is to help native speakers not only master the native language function. Therefore, teaching native language requires:

Teaching and learning native language effectively. Students masterly use all four skills: listening - speaking - reading - writing in school. Native students are able to use their mother tongue fluently and fluently - their language skills are perfected. Teaching native languages is therefore teaching native speakers to hone their skills and practice native languages. Since then, native speakers effectively use the native language in all situations from oral communication to written communication in all communication situations (formal or informal) and foster love for the mother tongue. .

Above are all the issues directly related to the presentation of the current state of native education in Vietnam today. These issues are the backbone orientations for assessing the current situation and proposing solutions with remedial nature, limiting the native language education in Vietnam in the later stage.

2.3. The current situation of education in Vietnam

Today, the progressive human race is yearning towards a goal of socio-economic development in order to significantly improve the quality of life for people in a harmonious combination between material and spiritual conditions. a high standard of living and a beautiful lifestyle that is both safe and sustainable for everyone, for today's generation and for generations to come. To put it in Vietnam's words: Implement “rich people, strong country, fair, democratic and civilized society”.

To achieve the above good goal, it is necessary to find the basic driving force of development. In the period of previous centuries, when manual labor played a major role, the factors of labor and land played a driving role. If you know the right combination of labor and land, wealth will multiply and flourish. That's why the economist Adam Smith said: “*Earth is the mother, labor is the father*”. By the time of the industrial revolution, labor, capital, technology and management methods were considered the key factors of economic growth. In the era of modern scientific and technological revolution with the advancement to intellectual civilization, to the “*information society*”, in which “*information*” becomes an important resource of every country the “*computerization*” “creates rapid changes in quantity as well as in quality of the world economy, people armed with modern knowledge will be the fundamental driving force of development.

Today, when intelligence has become the leading factor demonstrating the power and strength of a country, countries around the world are aware that education is not only social welfare, but actually is an important lever for economic

development and social development. Developing countries that want to develop quickly must pay great attention to education, and investment in education is investment in development. Only a sound human development strategy can help third world countries escape new economic and technological slavery. Therefore, education and training play a vital role for each country.

2.3.1. Teacher

Teachers are the determining factor of the quality of education. Here, the problem of teachers is posed in terms of capacity, quality, living conditions, working conditions, society's conception of the teaching profession and attitudes towards teachers. As of August 2018, in Vietnam, the number of teachers at all levels from kindergarten to high school is 1,161,143 teachers. Teachers and educational administrators at all levels of education have met and exceeded training standards, of which: 96.6% preschool, 99.7% primary school, and high school. junior high school is 99.0%, high school is 99.6%, university is 82.7% [7]. The teachers have a passion for their profession and have pedagogical capabilities to meet the requirements of innovating educational content and methods. Teachers and education administrators have increased sharply in quantity and quality, gradually meeting the educational development requirements of the country.

The capacity building, professional qualifications for managers, teachers and employees according to the requirements of professional standards are concerned by the Party and State. The State has many supporting policies for Education such as: training projects with the state budget, Agreement scholarships and scholarship programs ... Investment in doctoral training is a source of highly qualified human resources who are lecturers of universities and colleges, making an important contribution to improving the quality of lecturers. Project on capacity building of lecturers and managers of higher education institutions and pedagogical colleges to meet the requirements of fundamental and comprehensive renovation of education and training in the period of 2018-2030; V publishes regulations on professional standards for teachers, develops professional standards for pedagogical trainers, etc. The Ministry of Education and Training has reviewed the network, scale and training methods of teacher training institutions; survey the needs of using teachers in the locality; implementing the Program to develop pedagogical schools to improve the capacity of teachers and managers of general education institutions. Teacher training schools innovate training and retraining programs to meet the requirements of renovating general education and build 50 new training programs [7]

2.3.2. Invest in education

Many countries, including developing countries, have paid special attention to investment in education. In recent years, the State of Vietnam has focused on increasing the rate of investment in education. Government policy to support teachers and administrators of educational institutions as Decree No. 204/2004/ND-CP dated December 14, 2004 of the Government. However, the salaries and allowances of teachers at all levels are still lower than in other industries. The State also invests in a properly planned network of teacher training institutions. With 133 educational institutions (14 pedagogical schools, 58 multidisciplinary schools with pedagogical training, 02 pedagogical faculties of regional universities, 02 branches of the University of

Danang and Hanoi National University of Education, 33 schools pedagogical colleges and 24 colleges with teacher training majors) [7]. In which, 14 pedagogical universities (07 key pedagogical schools). In addition, there are 58 local multidisciplinary universities that provide pedagogical training.

2.3.3. Implement the goal of raising people's knowledge, training human resources, fostering talents

Education must give everyone, especially people living in rural, highland, mountainous and island areas the ability to absorb a new education, knowledge about life, culture, and society society and nature, about science, technology, literature, art and the world in which we live. Step by step it is necessary to carry out the universalization of education, first of all at the primary level, then towards the universalization of lower secondary and upper secondary schools.

The education system of Vietnam must train and foster a contingent of scientific and technological staff, managers, technical workers and employees in sufficient numbers and with necessary and professional skills professions, workers with high knowledge, good qualities according to the traditional and advanced moral values of their nations, people with great ambitions, with lofty ideals of life for the sake of "*rich people, strong country, fair, democratic and civilized society*". Nowadays human knowledge is increasing rapidly and science is developing very fast, technology is always changing. Therefore, continuing education, lifelong learning and self-study will be a mandatory requirement of life. This situation requires fundamental reforms in school education. Education must equip learners with the learning spirit, scientific thinking methods, basic knowledge and foreign languages so that they can then self-study and self-develop throughout life. A system of high-quality and attractive reference documents, textbooks, and books should be ensured for all classes of people, from preschool children to the elderly.

The issue of moral education and living ideals for young people must be put on top. Previously, thanks to our youth and people imbued with the thought: "*Nothing is more precious than independence and freedom*", we have regained independence and freedom for the Fatherland. Today, it is necessary to make people understand the shame of a poor and backward country, with the will and determination not to fall into dependence and become a new economic slave to rich countries.

The number of our students per 100 thousand people is still low compared to many countries, only about one tenth compared to many countries in the region and in the world. Facilities and equipment in schools are still weak and outdated. Teacher qualifications are also limited. Therefore, the quality of our training is low compared to many countries. Recently, more attention has been paid to improving the quality of training. But these are just wishes, there are no guaranteed material conditions. Besides, the rapid increase in the number of students, the expansion of training types easily leads to university inflation, the quality of training continues to decrease, graduates continue to not find jobs, job Employment and education have become even more burdensome to society. The quality of training must be the top concern of our country's education sector.

In any era, the role of talented people in social development is also particularly important. Therefore, on the basis of

generous education for a large number of young people, we need to pay special attention to fostering and training talented people. It is necessary to implement a special policy towards them; create the best conditions for them to study, practice, provide good teachers, special learning programs, living conditions, adequate material and when they graduate, they will be arranged to work in different areas. where the best conditions to develop talent.

2.3.4. Education development in rural, mountainous and island areas

In Vietnam, farmers make up over 70% of the population and are a population with a low standard of living. Hunger eradication, poverty reduction, and improvement of the material and spiritual life of farmers are among the key tasks of Vietnam. Among the common difficulties of Vietnamese education, rural areas, mountainous areas and islands have to endure many difficulties and shortages: lack of teachers, lack of classrooms, lack of materials and learning facilities. The raising of people's knowledge and training of human resources in this territory cannot be improved without the efforts of the entire people and without special policies of the State.

It is necessary to apply good experiences for educational development during the first resistance war, which many schools have been celebrating 40 and 50 years of establishment. At that time, the situation was much more difficult than it is today, but the quality of education was still good. The generation of students from schools in this period made outstanding contributions to the country. It is necessary to mobilize the contribution of the whole people to develop education in rural, mountainous and island areas. At the same time, the State has special policies to invest in facilities and attract teachers to work in this area, as an obligation with benefits. Encourage and create favorable conditions for children of the above regions to attend university to return to work in their localities. The paradox is that there is a shortage of hundreds of thousands of teachers and officials of all kinds, while about the same number of university graduates are unable to find jobs and are waiting for opportunities in big cities.

2.3.5. Building an education imbued with Vietnamese nuances

It is an education that promotes the good traditions and culture of Vietnam, a modern education that meets the requirements of the renovation, industrialization and modernization of the country keep pace with the development level of advanced science and technology in the world. Learning the good experiences of foreign countries, especially developed countries, is necessary. However, it is necessary to apply common creativity to Vietnamese conditions and traditions from programs, curricula, organization of study, exams to team building.

With all our optimism and confidence, we can hope that in a very short time, education in our country will become a massive, modern brain revolution with a strong team of teachers - people with high intelligence, abundant material life, honored in society. Pedagogy will become an attractive discipline for the young generation. Education will really become a driving force for the development of the country. The territories of our country, including rural areas, mountainous areas and islands, will develop evenly on the basis of a significantly improved education of the entire

population, especially the youth.

3. Conclusion

Native education is one of two languages education and is an area of language education that plays an important role in the development of people in general and society in particular. Native education in Vietnam now has great advantages such as: being developed under a society with a fairly developed economy, it has ensured most of the practical needs of the people to spiritual activities. God. Considered as one of the content that helps people and ethnic groups to develop over the years, the system of elements in native education has made remarkable progress. The teaching staff is constantly increasing in quantity, high in quality and especially rich in love for the profession in the career of growing people. Today's students not only have many conditions in learning, but also in life, they have received appropriate attention. These are the two decisive factors for education in general and native education in particular.

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