

Training teachers in History - Geography Pedagogy in the Mekong Delta

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Abstract

In 2018, Vietnam changed the general education curriculum, in which subjects are integrated together into one subject such as History and Geography at the lower secondary school level. Stemming from that fact, the need to train teachers in Pedagogy - Geography is very urgent, requiring large universities in Vietnam to develop a plan to open a training major, including Can Tho University in Mekong Delta.

Training teachers in History - Geography pedagogy in the Mekong Delta is associated with Can Tho University, a prestigious university and a university with a mission to train human resources for the whole region. Mekong Delta. This article aims to analyze some issues in the opening of History - Geography pedagogy in the Mekong Delta with the role of Can Tho University.

Keywords: teachers in History - Geography pedagogy, the Mekong Delta, Can Tho University, Vietnam

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I. INTRODUCTION

Vietnam's 2018 general education program will apply to the junior high school level from the school year 2021-2022 with History and Geography subjects. Therefore, teaching History and Geography requires each teacher to change the way of teaching from a single-subject approach to an interdisciplinary and multi-disciplinary approach by self-studying and self-researching scientific knowledge at a universal level, followed by training courses to improve the level of interdisciplinary science subjects [7].

Regarding the teaching of specialized History and Geography subjects, each teacher needs to compile lessons at a deeper level for his or her subject knowledge and at the same time integrate with knowledge of interdisciplinary subjects. In practice, the teaching process and when learning the teaching profession, teachers have formed the habit of teaching as a systematic activity ingrained in each of their activities.

When changing this teaching habit, it requires teachers to either have a long time to approach the new or the new one must make a strong impression or the management agency must have appropriate sanctions to cause a change in perception.

This requires quickly building a major in teacher training to meet the needs of teacher training for the new high school curriculum, which is History and Geography teachers, replacing the use of trained teachers, single-subject teacher engaged in self-study to teach this new subject at the junior high school level.

II. RESULT AND DISCUSSION

2.1. Scientific arguments for Pedagogy of History and Geography

Social science exploration covers many different fields. To accomplish this people initially divided into large fields but did not consider them as subjects. However, over time, the information sources from nature discovered by humans are increasing, so people are divided into many different small areas of nature and society to share to discover and then re-teach how. Discovering for the next generation is gradually forming subjects to help learners learn them more easily and specialize.

Meanwhile, in order to understand the various problems of nature and society, it is necessary to combine many interdisciplinary knowledge, so one must use the knowledge of this subject to integrate and integrate into other subjects to explain nature.

For a long time, countries with developed educational systems such as the UK, USA, Australia, France, Korea, and Japan in their high school programs have had social science subjects including knowledge in the fields of History, Geography, they are integrated together, in that there are both monodisciplinary and multidisciplinary units of knowledge [1], [3].

As a result, students of these countries were able to assess social issues related to History and Geography from an integrated perspective. On the other hand, it is thanks to the integrated knowledge in the subject of natural science that students have had creative applications in their real life quite successfully. Synchronizing with the general education system at the university level, these countries have implemented a liberal education environment, where students have access to a diverse and multidimensional knowledge system, so when they become a history teacher, History and Geography didn't have much of a problem.

Therefore, in Vietnam, in the new general education program, the Pedagogy of History and Geography is necessary and must be trained. Can Tho University is the largest university in the Mekong Delta, with the role of training human resources for the whole region, so opening this training branch is very necessary [7].

According to the research results of the two Hanoi National University of Education and the Ho Chi Minh City University of Education in 2016, the demand for teacher training in Vietnam (by grade level) by 2026 is as follows:

Table 1: Demand for teacher training at all levels in the country by 2026

N ^o	Area	Number of teachers on demand Total				Total
		Kindergarten	Elementary School	Middle School	High School	
1	Northeast	20.203	8.724	4.563	495	33.985
2	Northwest	23.885	8.201	10.823	1.041	43.950
3	Red River Delta	61.807	15.679	59.166	11.181	147.833
4	North Central Coast	21.294	7.704	2.064	-1.268	29.794
5	South Central, Southeast and Mekong River Delta	167.880	194.421	115.436	96.617	574.354
	National total	295.069	234.729	192.052	108.066	829.916

According to the data, the total demand for teachers in the next 8 years is 829,916 teachers at all levels, which means that every year it is necessary to train about 103,740 teachers, of which about 36,000 preschool teachers are trained each year. , 29,000 primary school teachers, 24,000 middle school teachers and 13.5 thousand high school teachers. As of 2017 in the country, there are 14 pedagogical universities and 1 university of education and training in pedagogy; 58 multi-disciplinary universities, including pedagogy; 33 Pedagogical Colleges; 24 multi-disciplinary colleges, including no majors in History and Geography Pedagogy. Thus, the training demand is very large, but the number of pedagogical training schools for this field is too few. So it is very necessary to open this training code.

2.2. The main models of teacher training in Vietnam

Training in the first stage of training science subjects; The next stage is to train professional pedagogical subjects. This model has just appeared in Vietnam in the last 10 years and has been trained in multidisciplinary universities; or receive training to grant pedagogical certificates to those who have graduated from a university in a certain discipline (for example, pedagogical training institutions in Vietnam National University, Hanoi).

Simultaneous training (as the University of Pedagogy is doing). The training is oriented to the teaching profession from the beginning and the training of scientific subjects and pedagogical subjects are carried out simultaneously throughout the training process.

However, the current concurrent training of high school teachers, in addition to the advantages of professional orientation from the beginning, still has some limitations as follows:

Training separates theory and professional practice.

Skills in organizing learning and educational activities; skills to evaluate students' learning results; skills in understanding the educational environment; learn learners; teaching differentiation; integrated teaching; classroom management, still weak.

There has not been a close association, linking responsibility between teacher training institutions with high schools in the initial training process and in the process of using and fostering professional development.

Not paying attention to training students in life skills education, but only interested in teaching subject knowledge.

There has not been integration between training in specialized science subjects with professional pedagogical subjects.

Not focusing on training students for research and career development capacity.

In Vietnam, because there is no university training unit to train History - Geography teachers. Therefore, students studying this major will have many opportunities to be recruited as teachers of integrated science to meet the current educational innovation program.

2.3. History and Geography curriculum in the new general education curriculum

First: The History and Geography curriculum integrates historical and geographical education content and some cultural and social contents in the connection of space and time; integrate content of environmental protection, education of human values; linking theory with practice, linking educational content with practice in order to form and develop in students the specific competencies of the subject and the main qualities and general competencies specified in the overall program [4]. The program connects with other subjects and educational activities such as natural science, civic education experiential activities... help students integrate knowledge and skills of many subjects to solve problems in life.

Second: On the basis of inheriting and promoting the advantages of History and Geography subjects in the current general education curriculum and absorbing experiences from advanced countries in the world, the selected curriculum of History and Geography basic and simple knowledge about nature, population, a number of economic, historical and cultural activities of regions, the country of Vietnam and the world; Historical events and figures reflect the great milestones of the process of nation building and defending the country of the Vietnamese nation. The subject content is both scientific and appropriate to the psychophysiological characteristics and cognitive level of students.

Thirdly, the program is designed according to the scope of gradually expanding geographical space and social space, from geography and history of localities, regions, and the country of Vietnam to geography and history of different countries.

Fourth: The program selects practical content for the formation and development of students' qualities and abilities through the method of organizing active learning activities such as: Understanding historical and geographical issues reason, practice and practice (apply what you have learned to detect and solve real-life problems)... [5]

Fifth: The program is designed in an open and flexible manner so that it can be adjusted to suit the socio-economic conditions of the localities; suitable with the ability of teachers, with different groups of students and teaching practices at schools, but still ensure the general level of education throughout the country, gradually approaching the regional and world level.

2.4 Training teachers in History - Geography Pedagogy in the Mekong Delta

Can Tho University is the largest university in the Mekong Delta. After conducting a survey and research on the demand for teaching human resources at educational and training institutions, agencies and departments related to the field of education, it was found that this human resource has not been trained yet. Formally created, they perform the work based on their own experience or the guidance of those who have worked.

In addition, based on the actual need to meet the basic and comprehensive educational innovation as well as the urgent need to train the source of teachers teaching History - Geography at junior high schools with qualified qualifications and expertise to be ready to adapt to the requirements of educational goals, contents, methods and assessment of educational outcomes of the new general education program scheduled to begin implementation in the 2019-2020 school year. Can Tho University has urgently opened the Bachelor of Education in History and Geography (integrated) in 2023.

Therefore, the Bachelor of Education in History and Geography (integrated) program at Can Tho University focuses on training teachers who are capable of teaching in-depth History and Geography subjects at the lower secondary level.

In addition, the program is built to include specialized knowledge and pedagogical training knowledge combined with the enhancement of practice, reality, discussion and group activities for learners to be more autonomous, to form self-study and self-study capacity, to enhance practice and group work, thereby helping students graduate have integrated teaching capacity and capacity to design creative experiential activities for students.

The opening of the Bachelor of History and Geography Education (integrated) at Can Tho University will help fulfill the strategic goal of developing faster, more sustainably, more efficiently, showing responsibility, mission and vision of Can Tho University in training human resources for the Mekong Delta.

III. CONCLUSION

The current general education program in Vietnam requires universities with pedagogical training to quickly open new training disciplines. The Mekong Delta is home to a large population and many secondary schools, so the training of teachers is very important, especially teachers of History - Geography. Can Tho

University, with its position as the center of human resource training for the region, is very interested in opening the history and geography pedagogy. The opening of this major will affirm the position of Can Tho University, make an important contribution to the training of human resources, and promote the development of Vietnam in the future.

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