ABSTRACT

1. Rationale of the research

1.1. Education plays a vitally key role in the development of each country, the nation as education helps provide human resources fully qualified in respect of credentials and professional qualifications meeting the needs of the country's development. However, education is a moving factor whose goals, content and methods always change to meet the needs of development and in line with the deferent historical situations of the country.

In fact, Vietnam is accelerating the pace of industrialization and modernization in the context of the socialist-oriented market economy and international integration with both opportunities and challenges. How to accelerate industrialization and modernization in Vietnam? How to effectively promote the process of international integration, enhance cooperation and national competitiveness in the context of developing a market economy and international integration, improving the life quality of the people, building an increasingly democratic, fair and civilized society, protecting the territorial integrity, independence, sovereignty, and national security? The demands of this new situation have led to a change in the educational objective to: "To train the Vietnamese people becoming comprehensive, ethical, knowledge, health, aesthetics and occupational people, into the ideal of national independence and socialism; Forming and fostering the personality, qualities and values of citizens, meeting the requirements for national construction and defense ". To achieve the above objectives, education must be reformed in the spirit of Resolution No. 29-NQ / TW of the 11th Party Central Committee: "Basic and comprehensive renovation of education and training in demand of the development of society; To improve the quality of the requirements of standardization, modernization, socialization, democratization and international integration, to serve effectively the cause of national construction and defense ".

For general education, the Resolution No. 29 pointed out the task *"focus on intellectual and physical development, forming civic qualities and capacity, discovering and fostering gifted students, and providing vocational orientations for students; To raise the quality of all-sided education, attaching importance to education in tradition, morality, ways of living, foreign language, information technology, and capacity and skills of practice and application of knowledge to reality; To develop creative and self-learning capacity and encourage lifetime learning".* In other words, the core task of the basic and comprehensive renovation is drastically switching the education from knowledge equipment to comprehensive development of the learners' competency and credentials. The schools nationwide are changed in many aspects to comprehensively developing learners' competence and credentials, one of them which is attracting the attention of the teachers is renovating the method of using textbooks with the students' competence development outcomes. It can be said that the transfer from the use of textbooks to the transfer of knowledge to the use of textbooks in the direction of developing the student's capacity is one of the most important measures contributing to comprehensive reform of education,

industrialization of modernization and international integration of the country.

1.2. History in high school is one of the basic subjects, having key role and function in the general education system. History has the advantage in implementing the training objectives, especially the ideal education, tradition, ethics, lifestyle, contributing to the formation and development of quality and capacity of citizens. However, presently there are shortcomings in using textbooks in teaching history, which need to be solved. For teachers, the use of textbooks is not effective, teaching is mainly to summarize the textbook or to escape the textbook. For students, most of them just stopped at the track level of textbooks. Students do not understand the effect of graph channel and text channel, they also do not know how to use the pedagogic mechanism ... The above issues require urgent need to use the textbook to study this subject. It evokes the enthusiasm of excitement for them so that the quality of teaching and learning history is enhanced. In this thesis, we want to answer this question by providing a method of using History textbook with the students' competence development outcomes – a tendency of using textbook applied by many countries in the world.

From above reasons, we decided to choose the research theme **"*Using textbooks with the students' competence development in teaching history in high school*"** for our doctoral thesis.

2. Object and scope of research

2.1. Object of research

This thesis researched the process of using textbooks using textbooks with the students' competence development outcomes in teaching history in high school. Textbooks are used by teachers and students in the pedagogical interaction relations.

2.2. Scope of research

The research scope of the project is the problem of using textbooks in the development of high school students' capacity in teaching history in class and at home through teaching class 11 (standard program).

The thesis does not care about compilation and evaluation of textbooks but focusing on the theory of teaching history. On the basis of that, it is proposed that some suitable measures can be implemented in the conditions of the current high schools to develop students.

About the actual survey: Conduct the actual survey of the use of history textbooks of teachers and students in high schools in some localities, representative of sampling regions in the North, North Central, and South Central.

About experimental pedagogy: Experimental content is Class 11 history textbook (Standard program). We selected the representative sample in a number of high schools in the North, North Central, and South Central.

3. Goal and task of the research

3.1. Goal

By confirming the role and meaning of using textbooks with the students' competence

development outcomes, the research determines the system of subject competence of the students, requirements of using textbooks in teaching history in high schools, the thesis proposes the methods of using textbooks with competence development outcomes thereby to contribute its part in enhancing quality of teaching history in high schools.

3.2. Task

To reach the goal, the thesis focuses on dealing with following tasks:

Firstly, learning about the general theory on textbooks, pedagogical mechanism of textbooks (in the interaction with the curriculum), structure, role, the function of the History textbook, especially the method of using textbooks with the students' competence development outcomes, meeting the needs of teaching method renovation today.

Secondly, accurately evaluating the actual situation of using textbooks in teaching history in high school today, discovering strong points and weak points in using textbooks by teachers and students, analyzing reasons for the shortcomings.

Thirdly, recommending methods of using textbooks for both teachers and students in teaching history in high schools with the students' competence development outcomes, defining the role of orientation, organization, and counseling by the teachers, the proactive, active and creative role of the students.

Fourthly, designing some lessons as recommended by the Thesis and carrying out the pedagogical experiment in some high schools to confirm the feasibility of the recommendations.

4. Theoretical basis and methodology

4.1. Theoretical basis

The basic of this research is Marxism – Leninism, Ho Chi Minh's ideology and Communist Party of Vietnam's viewpoints, especially guidelines and policies made by the Party and State relating to the basic and comprehensive renovation of general education specified in the Revolution No. 29-NQ/TW.

4.2. Methodology

Based on the principles of scientific research in general and the characteristics of the subject as well as the content and nature of the topic, we mainly use the following educational research methods:

- Survey method (questionnaires, interviews with experts) for investigating, surveying (questionnaire, expert interview) for evaluating the actual situation of using textbooks in teaching history in high schools and using textbooks with the high school students' competence development.

- An analytical method, synthesis of materials on education, psychology, DHLS; On the topic of NL, study, study development of students; Textbooks and the use of textbooks in the direction of student development; Study the idea of program innovation, history textbooks in high school today.

- Pedagogic Methodology: Designing lessons and conducting experiments in selected high schools in a representative sample to verify pedagogic measures. Analyze, compare the advantages of using textbooks before and after the experiment.

- Mathematical statistical methods for processing data of practical investigation and the pedagogical results.

5. Scientific hypothesis

If teachers and students apply the method of using textbooks as recommended by the Thesis, students' competence will be developed during the process of teaching history; contributing its part in teaching method renovation of the teachers, learning method of the students, enhancing the quality of history teaching in schools.

6. Contributions by the thesis

- It outlines some of the basic issues of the theory of using history textbooks in the direction of developing students' capacity which is linked to the current teaching method of history at high schools.

- Confirming the role and meaning of using textbooks with the students' competence development outcomes to the quality of history teaching.

- Accurately evaluating the actual situation of using textbooks today in teaching history in schools.

- Determining the competency required to be developed for the students by the subject in teaching history in schools.

- Recommending the requirements and measures of using textbooks in teaching History in high school with the students' competence development outcomes.

- Making a proposal to the competent authorities about some issues relating to the renovation of history textbook to be taught in high schools after 2015.

7. Scientific and practical meaning of the research

7.1. Scientific meaning

- The research will contribute its part in diversifying the theory and teaching method of the History in term of using History textbook the students' competence development outcomes.

7.2. Practical meaning

- The research results will help the History teachers in schools, students of History faculty of the teaching colleges and universities understand more deeply and know how to apply the measures in using textbooks with the students' competence development outcomes for teaching this subject aiming to enhance its quality.

- The research results will be good references for research and study of the students, post-graduates with major in history.

8. Structure of the thesis

In addition to the Abstract, Conclusion, References, and Appendix, the thesis has four chapters:

Chapter 1: Overview of research works.

Chapter 2: Theory and actual situation of using textbooks with the students' competence development outcomes in teaching History in high schools.

Chapter 3: Pedagogical measures in using textbooks with the students' competence development outcomes in teaching History in high schools.

Chapter 4: Overall pedagogical experiment.

CHAPTER 1:
OVERVIEW OF RESEARCH WORKS

1.1. Research in textbooks and method of using textbooks carried out by foreign authors

1.1.1. Psychological and pedagogical documents

In 1976, the book *"Develop thinking in students"* by M. Alechxeep and other authors pointed out the relation between knowledge and thinking. The authors said that the basic knowledge in textbooks is the foundation for developing positive thinking in students with the guidance from the teachers to analyze and generalize the documents which have specific events and make conclusions necessary for a lesson.

T.A. Ilina, in the book "*Pedagogy"* (Education Publishing House, 1979) mentioned the methods of working with textbooks. The author generalized the process of working with the textbooks by the students, recommended the method of giving guidance to the students to read textbooks, read based on the arrangement of ideas and questions made by the teacher and then students work with the textbooks independently, read and take notes base on such arrangement of ideas, make the outline and summary. For the references, the teacher gives guidance for the students to read the whole book, study each topic or each part as required by the lesson.

In the book "*How to teach yourself?"* (Rubakin N.A, Youth Publishing House, 1982), Rubakin paid the special attention to the development of the learner's self-taught competence. Per him, self-taught is not only reading books but also know to compare what written in the book with that in real life, compare what scientific and unscientific, know how to connect the scientific subjects.

The set of 6-volume books about *"Renovation of teaching method"* by Association for Supervision and Curriculum Development (ASCD), USA, Vietnam Education Publishing House was published in 2011. By summarizing the teaching experience and studying theory, the authors have introduced the methods which help teach effectively such as recognizing the similarity and difference, summarizing the main ideas, encouraging the learning and recognizing the efforts, ... These are the basis for using textbooks in an effective way for promoting the competence of the students.

1.1.2. Documents for Teaching History

The most typical work is *"How to prepare History lesson?"* by N.G. Dairi (translated by Dang Bich Ha, Nguyen Cao Luy, Education Publishing House, 1973). Per N.G. Dairi, one of the factors which make a History lesson effective is using textbooks. Therefore, he introduced the diagram for using textbooks, exploiting them to deal with the interaction between what given by the teacher and the content in the textbook in a teaching period.

Agreed with Dairi, a teaching method researcher of USSR - A.A. Vaghin, in the book *"Method of teaching History in schools"* translated by Hoang Trung (1978), presented the measures for enhancing the quality of teaching history such as the importance of visual teaching aids, the meaning of using textbooks and historical documents.

History textbook continues to be studied in the doctoral thesis with the title *"Russian history textbooks at the end of 20th century – early 21st century in Russia"* by Aleksei Orlovsky Yakovlevich in 2002. Per him, textbooks are the means for conveying not only content but also a system of educational methods. It is one of the means for organizing the process to educate citizens and cultivate the patriotism and love to the fatherland.

M.T. Studennhikin (2007) in the book "*Modern technology in teaching History in schools"* said that the important task of the teaching process is not only expanding historical knowledge but more important is forming skills and personal credentials of the learners …the skills relating to analyzing and explaining the historical events and phenomena …

1.2. Documents about textbooks and using textbooks in the country

1.2.1. Documents about psychology and pedagogy

Thai Duy Tuyen in the book *"Modern pedagogy"* (Education Publishing House, Hanoi, 2001) said that: Textbooks is one of the most important means of teaching. It is a source of basic knowledge for the students, closely connecting with them during their learning process. Textbooks provide students with a system of knowledge and healthy sentiment, modern working method, and style. Textbooks help students be aware of the real world through language and signs; that means through the second system of signals.

Dang Thanh Hung in the book *"Modern teaching - theory, method, and technique,"* (Publishing House of National University, Hanoi, 2002) studied deeply the activation and active learning method. The author emphasized that only by promoting the activeness the learners will have an opportunity to show them off and develop themselves. The author also has introduced methods, techniques to make the

teaching periods more effective such as group combination, using questionnaire, exploitation of teaching aids and documents.

Ho Ngoc Dai in the book "*What is the lesson*," (Education Publishing House, Hanoi, 2010), the textbooks are divided into many levels, at least three levels: obligatory, encouraging and optional. In which, the obligatory level is the arrangement of ideas, including indispensable something; the encouraging level is for students who want to rise in non-very difficult manner and the optional level is for students who have overcome barriers safely, but they have not been forced to overcome this third barrier.

The international conference on *"Textbooks in modern society"* co-held by Hanoi National University of Education, Georg Eckert Institute for International Textbook Research and Vietnam Education Publishing House in 2004 has been assessed as especially important Conference of general textbook research in the new context. Issues of textbook renovation such as the necessity of renovation, way of renovation and posed problems and experiences of renovation have been paid attention to and researched by authors.

1.2.2. Research documents in teaching history

Book *"Method of teaching history"* of which co-chief editors are Phan Ngoc Lien and Tran Van Tri (Volume 1 in 1976 and Volume 2 in 1980), reissued and modified in 1998, 1999, 2000, 2001 has a section mentioning the development of the students' awareness competence and action competence in teaching history.

Book *"Methodological system of teaching history in high school"* of which chief editor is Trinh Dinh Tung (Publishing House of Hanoi National University of Education, 2005) presents profoundly the contents and methods of self-learning, and some basic measures of increasing the quality of students' self-learning at home and in class to develop the students' awareness and thinking competencies.

Nguyen Thi Coi, in her work *"Ways and methods of increasing the efficiency of teaching and learning history in high school*," (Publishing House of Hanoi National University of Education, 2008) gives the opinion that teaching history must improve the students' competencies. For example, teachers must provide instructions for students' self-learning. Such activity shall play a significant role to improve the competence of independent working and study skills of students themselves. Besides, teachers must also know how to apply various methods of teaching such as problem-raising teaching, modern technical means, type of extracurricular exercises to improve the students' activeness, initiative. and creative competencies.

Another work which mentions much the competence and development of history learning competence is *"Method of teaching history*"- volumes 1 and 2, of

which the chief-editor is Phan Ngoc Lien, Publishing House of Hanoi National University of Education, 2002, reissued and modified in 2009... The author has not only stated the concepts of competence, competence development but also paid attention to analyzing measures of developing two common competencies which are thinking competence and practicing competence of students.

In 2011, Hanoi National University of Education held a national conference titled "*Researching and Teaching History in the context of international integration and development of students' self-learning skill.*" In 2012, the Ministry of Education and Training in cooperation with Vietnam Association of Historical Sciences held a national conference titled "*Teaching and learning history in high school in Vietnam.*" In 2016, the Conference "*Researching and teaching history in the current context*" organized by Hanoi National University of Education, has paid attention much to problems of curricular, compilation of new textbooks.

In addition, many articles in magazines have also researched the textbooks and use of history textbook: *"Dairi's experiences in teaching history"* (Luong Ninh and Nguyen Thi Coi, Journal of Education Research, No. 8, 1988); "*Regarding history textbook in high school*" (Nguyen Thi Coi, Journal of History Research, No. 3, 1993); … The articles have been interested in and mentioned the textbook problems at different levels and aspects.

1.3. General assessment of research results of published scientific works and existing problems

Upon an overview of material source, whichever point of view it is approached by, by various experiments, the pedagogies, teaching theorists and history educators have mentioned comprehensively and particularly the existing problems of textbooks.

The issues we have succeeded to inclusive of: *Firstly*, we have acquired fundamental theories of textbooks in general and history textbook; *Secondly*, we shall acquire theoretical opinions on relationship and interaction between the teachers and students in the teaching-learning process; *Thirdly*, we shall succeed to theories on the use of textbooks in general and history textbook for the students' competence development.

From the overview of material source and gaps which have not been mentioned or preliminarily mentioned in the material source, we would like to offer the existing problems which should be continually solved in the thesis as follows: Unify some main related concepts; on the basis of determining specific competencies which should be established and developed for the students in teaching subjects, the topic affirms the meaningful role of history textbook towards the development of students' general and particular competencies; offer forms and measures of using history

textbooks with the students' competence development outcomes; determine clearly requirements of using textbooks with the students' competence development outcomes; research and offer recommendations for the compilation and using textbooks in the future.

CHAPTER 2
BASIS OF THEORY AND REALITY OF USING TEXTBOOKS WITH STUDENTS' COMPETENCE DEVELOPMENT OUTCOMES IN TEACHING HISTORY IN HIGH SCHOOL

2.1. BASIS OF THEORY

2.1.1. Common issues of textbooks, History textbook

2.1.1.1 Concept of "textbooks."

In "Vietnamese Dictionary" published by the Institute of Linguistics, the textbooks briefly defined as follows "*mean the textbook which is compiled under the teaching curriculum in the school"*. This definition does not cover the attribute of the textbooks, only reflect the textbook as a product specified by the curriculum, governed by the curriculum.

In the legal documents, the textbooks are defined to be used for schools only, as a special teaching mean compiled, verified, approved by the Ministry of Education and Training. They are used in an official, unified and stable manner in teaching, learning in the schools to implement the basic objectives of general education.

For concept of innovated textbooks, in the document "main ideas of overall general education curriculum" issued by the Ministry of Education and Training (in 2015) defining that: *The textbooks are main material to teach and learn in the school, meet criteria as stipulated by the State, meet requirements of the students, teachers, and requirements of education management*.

2.1.1.2. Functions of textbooks

For teaching, the textbooks implement the basic functions as follows:

Function of information

Function of orienting teaching organization

Function of creating motive, causing interest

Function of examination, assessment

2.1.1.3. Concept and function of "History textbook"

On the basis of analyzing the concepts and different degrees of textbooks, and use of experience of building the curriculum, compiling textbooks of some advanced countries (especially the reference in the document on reforming education of the United States, Japan, Britain, Germany, Australia), we have determined that the inner the concept of the history textbook (in the spirit of innovation, aimed at developing the students' competence) have the following elements: (1) The content of textbooks is the most important element of the textbooks. (2) The form of textbooks is the content element.

The history textbook agrees on the general functions of the textbooks, in which there are specific expresses at four following aspects:

- Function of History textbook for teachers
- Function of History textbook for students
- Function of History textbook for managers
- Function of History textbook for students' parents

From such understanding, the use of History textbook in the school with students' competence development outcomes always involves abreast and interactively activities of both teachers and students, in which activities of teachers must be performed before a step.

2.1.1.4. Structure of History textbook in school

In the spirit of new approach of textbooks, many educators choose division of contents in History textbook into two parts: Articles and Pedagogical mechanism

- *Articles mean basic contents of the curriculum presented in a brief manner in some pages for each period.*
- *Pedagogical mechanism indicates all components in the textbooks, excepting for articles, for some periods*

With such division, the inner concept of "pedagogical mechanism" has penetration in all picture channel and letter channel; after all, what, how information to be given, for what purpose, which is pedagogical ideas refined very subtly by the compiler.

2.1.2. Students' competence development in teaching History in high school

2.1.2.1. Concept of "competence", and "students' competent development" in teaching History in high school

Students' competent means the ability to master the knowledge, skills, and attitudes ... by the age and operate (connect) them reasonably in successfully implementing learning tasks, effectively address issues raised for the students in their life. Although the concept of "competence" is general definition with "static" nature, but exactly its inner content with "dynamic" nature, because the competence is only discovered, confirmed through practical activities, in learning, essentially through pedagogical interactive activities between students and teachers, between students and students, between students and textbooks and other information sources.

2.1.2.2. Competencies are required to be developed for students in teaching History in high school

There are many concepts of competence scale of the subject, from skill system, general competence; it may provide necessary specific competencies for History in high school as follows:

- *Competence in collecting and treating information about historical events and phenomenon*
- *Competence in retracing past picture with historical events and phenomenon*
- *Competence in determining logic connection of historical events and phenomenon*

- *Competence in evaluating, explaining events and phenomenon under historical viewpoint*
- *Competence in practicing History*
- *Competence in use of knowledge of history to understand happening issues*
- *Competence in presenting historical events, phenomenon*

2.1.3. Use of History textbook with students' learning competence development outcomes

2.1.3.1. Concept of use of History textbook with competence development outcomes

Currently, there are two trends in use of textbooks: approach under content and approach under competence development. If approach under content, the use will incline toward exploitation of existing knowledge in the letter channel and picture channel so that the teachers communicate, ask questions to retrace knowledge, and the students will base on information in the textbooks to answer under the form of rereading a sentence, a paragraph in the textbooks; on the other hand, they will learn by heart information written in textbooks. If approach under students' competence development outcomes, based on the orientation of teachers, the students will understand and exploit the textbook best effectively, that means the use of the textbooks as a fulcrum on knowledge and orientation of learning activity.

2.1.3.2. Bases of use of History textbook with students' competence development outcomes

- Target of History in high school
- Characteristic knowledge presented in the textbooks
- Feature of awareness of students

2.1.3.3. Role, meaning of textbooks, use of textbooks with students' competence development outcomes

- *Role*

The textbooks produced for the school are considered as the forehead of the community, for improving luxurious knowledge. In overall review, the textbooks are always considered as an encyclopedia book of life. The textbooks are the soul of education and play an important role in education

Today, the role of textbooks is considered as an official document for teachers' teaching and for students' learning, at the same time are the basis for determining the standards of knowledge and skills to assess students' learning result. The innovative use of textbooks with competence development outcomes is one of the roads, measures to improve the quality of teaching history, contribute to implementing the fundamental innovation target, comprehensive education.

For teachers, the History textbook is the material for specification of the curriculum, is a typically selected source of historical information in each period, each stage of development of world history and national history.

For students, use of the textbooks is meaningful in three aspects (knowledge, skill, attitude). The textbooks are new knowledge source, with the historical information

presented in accordance with optimal pedagogical ideas, providing historical events phenomenon in basic, accurate and scientific manner. Approach to available knowledge in the letter channel and picture channel in the textbooks, the students gradually develop their learning and practice skills. Stemming from characteristics of the subject, the textbooks have effect for the education of ideology, motion and conduct for students through knowledge system.

Therefore, the History textbook is considered as a bridge of knowledge and pedagogical mechanism between teachers and students. It helps the teachers to visualize and organize teaching activities with students' competence development outcomes, at the same time it is a fulcrum so that the students can learn themselves and develop their competence in thinking and actions.

2.2. BASIS OF REALITY

2.2.1. Reality of using textbooks in some countries in the world

The History textbook in the developed countries in the world is aimed at developing students' competence. Accordingly, the content of the History textbook is usually structured in two parts: presentation of knowledge content and clues of pedagogical activities. The use of textbooks is not under the knowledge volume, only focus on the ability to apply knowledge, the skill of historical awareness, attitude, feeling ... to resolve the situation in the daily life of students. The integration and mainstreaming of real life values in textbooks, enhancement of pedagogy, attractiveness, and sustainability of the History textbook are particularly focused. The History textbook is used as both documents providing teaching content and point of starting, stimulating the search for knowledge from different sources.

2.2.2. Reality of teaching history in high school

To have a thorough grasp of the reality of teachers' teaching history in high school, we have we conducted a questionnaire or direct interview.

In recent academic years, although teachers have tried a lot, the quality of teaching history has not still met requirements of the sociality. Teaching history has had more innovation and been more active such as material facilities of school and class are invested, tools, means of teaching history are more and more plentiful, application of IT into teaching history is very ebullient; many teachers have applied and applied many active teaching methods and techniques. Although there have been many efforts, the current teaching history has many limits such as the way of teaching "reading-copying," existence of teaching theory. The reason for present reality in teaching history is: this subject is considered as subsidiary subject; curriculum, textbook and supporting means are underdeveloped, are not attractive to students; effect of teaching method is low.

2.2.3. Reality of using textbooks in teaching history in high school

To assess the use of textbook of teachers and students, we have investigated, surveyed the teachers and students in some high schools in provinces Thanh Hoa, Nghe An, Thua Thien Hue, Quang Ngai, An Giang, Kien Giang. Investigation result is important

reality basis so that the author provides a proposal of measures of using the textbooks with students' learning competence development outcomes.

Questionnaire for students, we have provided questions to search activities of the students during learning and factors affecting their use of textbooks.

Questionnaire for teachers, we have provided questions to learn about the reason of the effect of using textbooks, and to learn about works are conducted by the teachers on the lesson, and how such works had affected the teachers' use of textbooks.

CHAPTER 3
METHODS OF USING TEXTBOOK WITH STUDENTS' COMPETENCE DEVELOPMENT OUTCOMES IN TEACHING HISTORY IN HIGH SCHOOL

3.1. Some requirements for determination of methods of using the textbook for teaching history at High School in form of student's competence development.

3.1.1. Raising Party's viewpoint for full development of learners' ability and characteristics

Resolution of the XII National Congress defined the core task of: "Drastically switching the education from knowledge equipment to comprehensive development of the learners' competence and credentials." Comprehensive development of the learners' competence means the development of knowledge, skills, attitudes to history. Accordingly, students shall have thought and implement required actions (working with textbooks, exchanging ideas with classmates, consulting teachers' opinions, expressing their own viewpoints before groups, etc.).

3.1.2. Comprehensive and effective exploitation of elements in textbooks

The full exploitation of elements in history textbooks does not mean separate, comparative and formal, etc... one but focusing on deeply and effective use of and creating favorable conditions for students' awareness and thought of history.

History Textbooks, a basic curriculum, are inclusive of different elements to be grasped thoroughly by students. These elements consist of writings and components of the "pedagogical mechanism" such as pictures, photos, maps, questions, exercises, etc... shall help students have a profound understanding of writings. Students should be instructed by their students for finding out all components of the textbooks. Thus, students shall have a thorough, comprehensive viewpoint of lessons. However, students shall face difficulties in understanding the focus of lesson and falling into learning as reading and remembering without teachers' instructions.

3.1.3. Development of some subject characteristics-based basic skills for the promotion of students' positiveness in learning.

To promote students' self-learning by using history textbooks, teachers shall pay attention to the following elements:

Firstly, teachers should apply the issue-rasing teaching method, create a situation of issue combining with exchange and conversation to help students actively observe, understand the textbook contents to apply in their lessons.

Secondly, teachers should frequently awake, create an interested-in-learning atmosphere for students by cleverly and flexibly combining textbooks with a lively narrative, description, and reporting.

Thirdly, the teacher should instruct students to frequently practice textbook use skills.

3.1.4. Textbook using method shall be flexible, correspondent with students' awareness

Teachers shall, based on analysis of students' psychological attributes and awareness, organize students' textbook use to ensure both effectiveness and interest. Therefore, not only a single method shall repeatedly be used that resulting in a boring but also an organization to help students use textbooks diversified and flexible shall be applied.

Teaching history in high school shall suitable to students' awareness to settle the contradiction between the diversified, difficult, new knowledge and the limited to time, awareness of students.

3.2. Methods for students' competence development-based textbook use in teaching history in high school

3.2.1. Group of methods for using history textbook in preparing teachers' lesson

3.2.1.1. Using textbook to identify the lesson objectives

Setting up the lesson objectives is a difficult and complicated task resulting in the effectiveness of teachers' later tasks in lesson preparation. The lesson objectiveness shall be in the direction of new access to satisfy common objectiveness and divided, feasible objectives to be based on for evaluation.

We have studied and designed textbook use procedures to identify objectives of history lessons basing on students' competence development.

(1) Using textbook to identify objectives of knowledge

(2) Using textbook to identify objectives of skills

(3) Using textbook to identify objectives of attitudes

3.2.1.2. Using textbook to identify fundamental knowledge of lesson

Teachers shall, by comprehensive exploitation of textbook knowledge, organize for the student to grasp the fundamental knowledge of lesson (events, dates, locations, persons, concepts, terms, rules, historical lessons, etc...)

Teachers shall, in identifying fundamental knowledge, clearly classify fundamental knowledge and additional, advanced knowledge in the history textbook, identify criteria for evaluation of contents of textbook and characters of fundamental knowledge.

Based on Dairy diagram, we used creativity in the development of diagrams to show the relationship between teacher and student activities in exploiting, using textbooks and identifying basic knowledge which is presented in the textbook as follows:

Sơ đồ xác định quan hệ kiến thức dạy - học với bài viết SGK

Textbook use shall be considered under 3 aspects: teachers' textbook use for lesson preparation, students' textbook use for self-learning, teachers' and students' textbook use for on class lessons.

3.2.1.3. Using textbook for choosing teaching method

No single teaching method shall be applied for a history lesson but combination with different teaching methods. These combinations shall be performed by textbook studying-based analysis of contents of the lesson. Social and political contents: explanation, analysis, comparison combining with the use of visual tools (diagrams). Economic contents: analysis, comparison, use of visual tools, etc...

3.2.1.4. Using textbook in designing students' historical knowledge discovery-based teaching activities

Designing students' competence developoment based teaching activities should focus on enhancing the interaction between teachers – students and students – teachers, encourage students to exchange, evaluate, share viewpoints, experience, promote the coordination and group working skills. Key teaching activities included studying, discovery, experiencing, especially the application of knowledge to settle actual situations. Each activity comprises of two steps: (1) Identification of knowledge required for organizing students' learning activities; (2) Teachers' and students' organization for implementing activities. Notification of information, help students work with the textbook, historical means, learning tools.

We used the textbook to design exploration-based teaching activities including:

- *Issue settlement activity*
- *History investigation activity*
- *Decision-making activity*

3.2.2. Group of using history textbook in class

3.2.2.1. Organize for students to exploit knowledge in textbook

Students shall, by reading writings in the textbook, themselves understand knowledge and settle issue of the lesson, develop self-learning ability under teachers' instruction and organization. Teachers shall, in teaching history, organize the reading of textbook writings in accordance with the following methods:

(1) Organize students' general reading to identify learning objectives

Setting up and notifying learning objectives are the first steps of a new lesson. Teachers shall, in common teaching method, introduce lesson objectives in the introduction, students shall obtain knowledge passively without any learning motivation. Basing on students' competence development-based teaching method, teachers shall provide introduction and organization to help students actively identify their learning objectives. General reading shall help students exploit writings to identify learning objectives suitable to their demands and aspiration. To facilitate students in general reading to identify learning objectives, we have applied the KWL reading method (K means Know, W means Want Means Learn). KWL reading method shall be applied in conformity with the following steps:

Step 1: Words, word phrases/ideas relating to the subject shall be suggested and ticked in column K by students while questions shall be raised by teachers: "What do you know about this lesson" and students shall be organized to discuss about knowledge obtained before the reading. Students shall tick in column K.

Step 2: Students identify contents of learning, tick in column W. Students shall be asked by teachers to list a set of questions about knowledge that they wish to obtain basing on information set out in column K. Students shall skim the summarization, headings in the textbook, questions, exercises therein. Then students shall discuss knowledge they wish to obtain.

Step 3: Students shall generalize information of writing, write out knowledge obtained from the textbook in column L. Skimming means a quick reading of main contents of writing without going into details of contents. Skimming some sentences of each item, collecting information from events, persons, important historical concepts, listing newly obtained information in column L.

Step 4: Students shall analyze information, identify personal learning objectives

- The Student shall, based on the obtained information system, historical knowledge, analyze, choose knowledge important to and necessary for themselves.

- Students provide comparisons between general objectives of lesson supplied by teachers and personal theoretical viewpoint

Basing on the application of KWL method, teachers shall help students improve competence in reading history textbook by activating basic knowledge, raising learning interest if the learning knowledge is in direct relation to students' demands. This activity shall help students have a fundamental learning orientation, evaluation of personal learning results.

(2) Organize for students to read and find main ideas

During the use of the textbook, finding main ideas of writing is a key task that would help students exploit the maximum source of knowledge therein to develop scanning-based students' self-learning. The scanning means reading to find the key, core, main and the most important idea of the writing. Scanning aims at understanding knowledge to respond to questions, exercises provided by teachers. Scanning may be performed by reading part or all writings. Steps for scanning includes:

Step 1: Students identify objectives of scanning including Teachers assign learning tasks in form of questions, exercises of awareness; teachers state objectives of scanning; students identify purposes of scanning; students are required by teachers for finding knowledge to settle questions, exercises suggested by teachers.

Step 2: Students are instructed by teachers in finding main ideas of writing.

Step 3: Students read for the main idea, including scanning shall be performed in conformity with skills instructed by teachers; results from scanning shall be recorded by students.

Step 4: Checking results from scanning, including Students response to questions, exercises of awareness; Teachers provide correct responses and comments on students' results.

(3) Organize reading the textbook writings to summarize

Summarization is the most useful skill which learners should have. Summarization is rephrasing the basic contents in the most essential and succinct form by language and wording of the individual through thinking (analysis, summary, synthesis, comparison, etc.). Summarization may be used for a paragraph or a section in the lesson. Summarize the contents taken from textbooks shall help students memorize knowledge in a concise and stable way.

Teachers shall organize for students to read writings in the textbooks to summarize in the following steps:

- *Step 1*: Read all necessary contents in textbooks.
- *Step 2*: List the core ideas of writing, omitting minor ideas, unimportant words, select the covering words to replace the words in textbooks. Synthesize, systematize, generalize the main ideas in the textbook to form the most common ideas.
- *Step 3*: Express the summarized contents in form of frame:Narrative frame, topic - restriction - illustration frame; problem - solution frame.

The summarization can reflect the basic and condensed contents of reading. Using personal language and opinions but not falsifying core knowledge and dominant ideology of lesson content. The summary may be presented in writing or diagram, etc. subject to the contents of lesson and creation of learners.

3.2.2.2. Provide instructions for students to develop knowledge from picture channel in textbooks

The picture channel in textbooks is the important channel of pedagogical mechanism which the students must use during their learning. The picture channel has not only made the contents included in the textbooks be interesting and attractive but also been a source of knowledge and integral part of contents.

(1) Develop historical pictures

The teachers shall provide instructions for students to practice the skill of developing knowledge via pictures by tasks as follows: *Firstly*, the teachers state the purpose of developing information from pictures for students to acquire knowledge hidden in the pictures, know how to express the contents of pictures, practice the skills of observation and thinking. *Secondly*, the teachers shall provide instructions for students to determine the type of developed pictures. *Thirdly*, upon determination of the type of pictures, the teachers shall guide the students to observe generally to know the topic of the pictures, also raise questions about developing pictures. *Fourthly*, the teachers shall instruct the skills of developing historical pictures for the students.

(2) Develop historical maps, charts, diagrams

The use of maps, charts, and diagrams in history lessons shall help students know the locations of events, determine the relationship among the events, prove the development process of history, also develop the observation mind, imagination, capacity of language expression, students' activeness in learning.

To obtain high performance of visual tools, the teachers must apply the system of suggestive questions in combination with description and reporting. Depending on contents of each lesson, the textbooks shall have separate maps, charts or diagrams of which their ways of "reading" are different from each other; therefore, the teachers should help the students obtain some common skills, thereby apply to each specific type. The common skills include understand indexes, signs; observe; combine the letter channel with the picture channel to image the happening of history; analyze and include the general conclusion. It is required to overcome the situation of observing when it is "eye-catching"; if so, the use of textbooks shall be only spontaneous, without pedagogical ideas.

3.2.2.3. Instruct the students to answer questions and do exercises in textbooks

In the textbooks, at the end of each section of each lesson, there is a system of questions clarifying the basic content of the lesson. In the history textbook, there are such questions as:

- The questions in the middle of the lesson are suggestive so that the students base on to think and discover the issue; also, such questions are the chain connecting the preceding idea with the succeeding ideas.
- The questions and exercises at the end of the lesson facilitate the students' learning. Such type of questions and exercises helps the student's graph thoroughly basic and core knowledge which the lesson transfers to the students.

To answer the questions and do exercises in the textbooks, the students are required to follow up the septic steps:

- Step 1: Read carefully to determine requirements of questions (It is necessary. Grasping thoroughly the requirements of questions is the basis for the students to solve the issue in the correct direction).
- Step 2: Based on requirements of the questions, read contents included in the textbooks, apply knowledge and think of answers.
- Step 3: Complete the answers, check the answers whether they are correct and present the answers in class.
- Step 4: The students listen to opinions, assessments, and additions to their answers by their classmates.

The instruction for students to answer the questions and do exercises in the textbooks brings about the effect in teaching history in high school, helping the students solve their problems in learning more better and improve the students' thinking competence.

3.2.3. Group of measures guiding the students to use the history textbook out of class hours

3.2.3.1. Provide instructions for students to read textbooks before class hours to prepare the new lessons

When the students read the textbooks in advance to prepare the new lesson, they shall not acquire all contents and picture channel. However, this shall help the students have a general and systematical view of lessons, grasp the most simple and easy-to-understand knowledge, and orient the students' awareness.

For the students' effective preparation of new lesson included in the textbooks, the teachers shall provide the specific instructions as follows:

- Determine targets, contents, and way of reading the textbooks in advance
- Develop the contents included in the textbooks to prepare to acquire new knowledge.
- Observe and practice to develop the picture channels in the textbooks.
- Record any issue which is difficult to understand such as terms or concepts for the explanation.
- Preview questions and exercises and think of solutions.

Reading the textbooks to record the learned contents is the necessary way so that the students could memorize the information after reading, mainly recording terms and difficult-to-understand issues for the teachers' explanation. However, for the students' implementation of such steps, the teachers could not assign general duties to the students. They must provide specific instructions and do as a model for the students to imagine the required steps. The students must be serious during the implementation.

3.2.3.2. Instruct the students to use the textbooks to collect historical information and data

The textbooks are the basic documents during the teaching and learning but they are not all; so, the historical information and data out of the textbooks are necessarily required. In the current age of information and technology, there are too many documents and information are used for the learning. This is both an advantage and challenge to those who want to collect the documents. The advantage is that if there are many documents, both teachers and students shall have many views and different selections for the teaching and learning. The selection of information and references should be directed by the teachers to avoid the students' finding of documents which are different from the historical truth.

3.2.3.3. Instruct the students to use the textbooks to do homework

When the class hour is going to end, the teachers often assign homework to students to help them reinforce and apply the knowledge to different cases, increase the sustainability of the learners' knowledge. Completion of exercises in history textbooks shall not only help the students memorize the knowledge but also understand firmly and profoundly basic events; analyze and assess events, historical characters, practice expression… It requires the students to know the way of using the learning documents, included textbooks, to solve homework. The use of textbooks to solve homework to obtain high or low effect shall be the

measurement and assessment of awareness competence and self-learning competence of students.

Homework assigned by the teachers to the students includes two types: homework in textbooks and homework designed by the teachers. When analysis of homework assigned to the students, the teachers shall provide instructions that there are two main types: the topic of training knowledge; the topic of training practice skill, knowledge systematization (making the chronological table, drawing the graph, diagram). To solve homework, the teachers instruct students to use three steps:

- Step 1: Read and analyze homework (underline important words) to determine tasks to be solved.
- Step 2: Search and apply the learned knowledge in textbooks (retrace available knowledge or use thinking operation such as analysis, comparison, summarization) to do homework.
- Step 3: Express content of answers and complete them into the workbook. For various kinds of homework, the teachers shall note how the students answer and present under different ways. The students shall have a thorough grasp, clearly understand knowledge in the textbooks to combine with lectures by teachers for resolving questions, homework.

For topic for reviewing knowledge, firstly the students shall determine position, the content of knowledge to be searched in the textbooks, and then read the textbooks to find the main idea, combine with the notebook in the class to make a draft presenting plan on the answer. For homework for training practice skill, the students shall base on the textbooks to make a knowledge data table, find the main idea to answer.

CHAPTER 4:
OVERALL PEDAGOGICAL EXPERIMENT

In Chapter 4, the thesis focuses on presenting full pedagogical experiment about methods of using textbooks towards the capacity of the 11th - grade students of high school, applying all methods analyzed in chapter 3. From the result of research, we process data, assess and draw general conclusions to test a scientific hypothesis of the thesis.

4.1. Purpose, objective, place, and teacher of experiment

The purpose of the pedagogical experiment: The overall pedagogical experiment is to confirm the correctness of the theoretical basis of the thesis and confirm the positive effect of the use of textbooks towards capacity development of students in teaching history.

The pedagogical experiment is conducted to test the feasibility and effectiveness of the methods of using textbooks towards capacity development of students through teaching history of the 11th grade - high school (standard curriculum) recommended by the thesis.

Objective and place of the pedagogical experiment: We choose objective as students of the 11th grade at high school. In each school under the experiment, we select one experimental class and one control class. The experimental and control classes are selected based on a number of principles to ensure the similarity in terms of learning, number, qualifications and cognitive capacity of students. The experimental and control classes are taught by the same teacher.

The experiment is conducted in 6 high schools in 5 provinces and cities in the North and North Central Region of Vietnam: Hanoi City, Hai Duong, Thai Nguyen, Thanh Hoa, and Binh Thuan. The overall pedagogical experiment is conducted in the school years 2014 - 2015 and 2015 - 2016.

The teachers under experiment are the teachers of high schools and high schools for gifted students. We select the teachers having rich experience in teaching with working seniority oh 5 years or more, being good and excellent teachers, enthusiastically supporting the renovation of teaching methods to improve the efficiency of teaching; interested in the thesis recommended by us.

4.2. Method of overall pedagogical experiment and preparation process

4.2.1. Method of pedagogical experiment

The experiment process is conducted in the following steps:

- Step 1: The author of thesis prepares the pedagogical experiment plan.
- Step 2: Organize experimental teaching. Teachers shall perform experimental teaching in accordance with the experimental lesson plan. The control teachers shall teach following the self-prepared lesson plan.
- Step 3: Synthesize process data and assess the result of the experiment. To assess the experimental result, we rely on two grounds: quantitative and qualitative.

4.2.2. Process of preparing pedagogical experiment

The process of preparing overall pedagogical experiment consists of three main contents: Contacting Management Board and teachers of high school; selecting appropriate lessons; preparing teaching equipment and means; preparing exam notes.

Based on the recommended pedagogical methods, within the scope of the thesis, we conduct the pedagogical experiment in the lesson studying new knowledge in the standard history curriculum for the 11th grade. We select 17, 19, 21, 23 to conduct the overall pedagogical experiment, apply all methods implemented in the partial pedagogical experiment mentioned in Article 3. Due to restricted number of pages, the Thesis only introduces the overall pedagogical experiment for lesson 17 (period 1) and lesson 23.

4.3. Experimental lesson plan

The lesson plan for the experimental class is implemented with pedagogical methods recommended by the Thesis, prepared carefully by the author. The experimental lesson plan is the combination of pedagogical methods, suitable to specific contents of the lesson, ensuring requirements of the lesson.

4.4. Experimental practice

The experimental practice consists of the following contents: testing old lesson, introducing the new lesson, studying new knowledge, testing cognitive performance and assigning homework.

4.5. Result of experiment

4.5.1. Synthesizing and assessing the experiment result

The test result during experiment process shows that:

- *About teaching performance of teachers and learning performance of students:* When conducting the overall pedagogical experiment, teachers and students of the experimental class are applied to the method of using textbook towards capacity development. When conducting the test, we find that the study performance of experimental class is higher than that of the control class. Based on the result, we come to identify the use of textbooks proposed in the thesis is valuable to the capacity development of students in teaching history.

- *About learning spirit & attitude:* Per the evaluation of the teachers participating in the experiment, most students are proactive, positive, self-reliant and creative in the learning activities that use textbooks.

The above results indicate that the use of textbooks towards capacity development for students mentioned herein is effective. It could be confirmed that the scientific hypothesis of the thesis is completely correct, feasible and effective.

CONCLUSION AND PETITION

1. Conclusion

The renovation of the high school program and textbooks in general, as well as the History program and textbooks, are establishing an urgent requirement to meet goals of developing the capacity and quality of learners. In this context, we have studied in-depth measures of using textbooks towards developing the capacity of students, to contribute to finding innovation of the way to use History textbooks for high school teachers and students. After the period of implementation of the research missions of the thesis, we make some conclusions:

1.1. The research method of using textbooks towards developing the capacity of students is a new, difficult and complicated problem; as it relates to the synchronic connection between teachers and students, between the textbooks and other materials, between the use of textbooks at class and the use of textbooks after class. The topic has studied, analyzed and clarified the ideological issues as the basis for the implementation of research content, such as the concept of textbooks, use of textbooks, the capacity and role of the use of textbooks towards developing the capacity of students.

1.2. The thesis has surveyed and investigated meticulously and seriously on the object as history teachers and students at high schools about the practicality of teaching history, the practicality of using current textbooks. The survey result of the thesis has shown that teachers have been aware of the importance of using textbooks and teaching towards

developing capacity in general. However, most teachers are embarrassed to use textbooks in the process of teaching and guiding students to use textbooks to meet the goal of developing capacity. Many teachers have not paid attention to training skills of using textbooks for students. We also point out some advantages and disadvantages of using current history textbooks to develop students' capacity.

1.3. To get the correct basis for renovating awareness of teachers and students in the use of textbooks while teaching History at high school, the thesis author has outlined some requirements when identifying measures of using textbooks towards developing the capacity of students. The thesis has specified the following requirements: Grasping the views of the Party (specified in the Resolution No. 29-NQ/TW) on teaching towards developing capacity of students; Exploiting efficiently and synthetically elements in the content of textbooks; Developing some basic skills, according to the course characteristics to promote the positive and proactive learning of students; Measures of using textbooks must be flexible and in line with students' cognitive abilities.

1.4. To equip teaching methods for teachers with the use of History textbooks towards developing the capacity of students, the thesis author has outlined some major measures on the use of textbooks towards developing the capacity of students. There are three main measures: (1) Group of measures to use textbooks to prepare lessons; (2) Group of measures to use textbooks to solve learning tasks at class; (3) Group of measures to use textbooks to study, improve and expand their knowledge after class. In particular, there are measures such as: Using the textbook to determine the basic knowledge of the article based on the map to determine the knowledge-teaching relationship with the textbook, using KWL reading method, effective SQ3R reading skill ...

As for subject using textbooks, we have selected the direction of approach: Teachers are the first ones to make osmosis of pedagogical mechanisms in textbooks, know how to use textbooks to build the optimal methods to design activities for students, evoke excitement and orientation of awareness, require students to use textbooks in a positive way; on that basis, teachers make direct impact on exploration and discovery of knowledge, formation of subject skills during the use of textbooks.

1.5. Measures to use textbooks in the direction of capacity development are designed, organized and implemented scientifically and in accordance with the spirit of renewing the subject teaching methods. The results have shown that the use of textbooks in the direction of developing the capacity of students initially obtains positive effectiveness in the learning process of students. Graduation results have confirmed the scientific hypothesis that the thesis has set out to be correct, effective and feasible. It may be concluded that the innovation of using textbooks has great significance to meet goals of developing the capacity of learners. Application of the measures to use textbooks that are proposed by the thesis is a necessary direction and can be developed creatively in a large scale at high schools. However, this is only the initial study result, which has been conducted in a

pedagogical environment with the choice of favorable conditions, and in fact, it certainly has many difficulties and challenges; so, should continue studying...

2. Petition

Based on studying the topic, we have some detailed petitions:

2.1. For Ministry of Education and Training

In directing to build a program and compile History textbooks for high schools, it needs to care for concern of expressing in a harmony of the historical knowledge with a pedagogical mechanism with an orientation of using textbooks to develop the capacity of students. The compilation of textbooks should focus on the structure of textbooks, ensure freshness, creation, and modernity (part of the content summary, awareness keywords, historical documents, discussion questions ...) so as for history textbooks to become both a document providing teaching content and idea and a beginning place of knowledge findings for students.

Because of the national standard program, Ministry of Education and Training needs to allow compiling many sets of history textbook for teachers to decide to choose which set of the textbook in line with the student object. Sets of the textbook may select different detailed contents but remain satisfying the goals of the program.

In the work of fostering and training History teachers and professional managing officials for History at high schools should have in-depth thematic documents on the use of textbooks towards developing the capacity of students.

2.2. For Departments of Education and Training

Pursuant to the specific conditions in each locality to actively organize regular professional activities of innovating History teaching methods, in which, it should strengthen and promote intelligence and innovation spirit of History teachers, aim to discuss method of using textbooks for each lesson format, matching each teacher and student object in the province and at each school. The periodically professional judgment of teachers, including teaching competition, also needs to have criteria of innovating textbooks towards developing the capacity of students.

2.3. For pedagogical schools

To prepare the program and new ordinary textbooks, pedagogical schools need to actively innovate, develop training programs, in which, should focus on new training, retraining History teachers to know how to use textbooks effectively towards developing the capacity of students. During the training process, the faculties and subjects should enhance to organize practice and training in using textbooks for students, thereby contributing developing the capacity of students to meet professional standards for teachers nowadays.