MINISTRY OF EDUCATION AND TRAINING

HANOI NATIONAL UNIVERSITY OF EDUCATION

HOANG PHUC

DEVELOPING STUDENTS' SELF-STUDYINGING ABILITY IN TEACHING THE SUBJECT "PRINCIPLES OF MARXIST AND LENNIST" AT THE UNIVERSITIES, COLLEGES IN NORTHWEST REGION TODAY.

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- National Library of Viet Nam
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LIST OF AUTHOR'S PULISHED SCIENTIFIC WORKS RELATING TO THE DISSERTATION

I. Scientific works

1. Hoang Phuc (2011), *Improving students'self-studying, self-researching ability in teaching the subject "Principles of Marxism - Leninism" under the credit regime at Northwestern University*, Journal of Education, page 17, Issue of June/2011.
2. Hoang Phuc (2012), *Innovating the methods of examination, evaluation of module II of the subject "Principles of Marxism - Leninism*", Journal of Science Education, page 54,Issue of July/2012.
3. Hoang Phuc (2015), *Developing ability of self-studyinging, self-researchinging reference documentations. Orienting the teaching for improving the training qualiy of subjects on political theory*, Journal of Education, page 38, Issue of April/2015.
4. Hoang Phuc (2016), *Using number of basic techniques in teaching the subject "Principles of Marxism - Leninism" in order to promote students' positive, proactive characters*, Journal of Education, page 171 , Issue of April/2016
5. Hoang Phuc (2016), *Using the method of raising questions in teaching the subject "Principles of Marxism - Leninism" at the University*, Journal of Education, page 239, Issue of May/2016
6. Hoang Phuc (2016), *The situation and the problems posed by the development of students' self-studying ability in teaching the subject "Principles of Marxism - Leninism" at the Universities, Colleges in the Northwest region presently*, the National Workshop - Hanoi National University of Education, page 149, 11/2016

II. PUBLISHED BOOKS

1. *Questions - Answers on worldview, philosophical methodology of Marxism - Leninism (participation)*, National Political Publisher, 2016.
2. *Instruction of self-studying for the subject "Principles of Marxism - Leninism"(participation)*, Political theory Publisher, 2016.

INTRODUCTION

1. Rationales

One of the basic directions of fundamental, comprehensive renovation work of our country's education is change from content-oriented teaching to capacity-oriented teaching. Accordingly, the method of higher education is also implemented in the direction of reducing theoretical teaching time, increasing the time of discussion and practice; linking training with scientific research, turning the training process into a self-training process; focusing on training self-learning ability, self-study for the students.

The reality of teaching this subject in universities, colleges nationwide in general and the Northwestern in particular shows that self-taught teaching has not really taken seriously. Many subject the lecturers still lean toward content-oriented teaching, imparting theoretical knowledge in class, but they do not care about assigning tasks and guiding self-study for the students before and after class. The students are less interested in learning, the survey found that only over 20% of the students are interested in the subject, the rest are learning passively, they just only really study to deal with exam ended the course. The majority of the students are still very limited in self-learning ability because the teaching has not brought them excited. This is one of the main reasons leading to the effectiveness of teaching is very limited.

Starting from the above reasons, we choose the problem "*Developing self-learning ability in teaching the basic principles of Marxism-Leninism in universities and colleges in the Northwestern"* for our thesis.

2. Research purposes

On the basis of clarifying the theoretical and practical basis of developing self-learning capacity, the thesis proposes some measures to develop self-learning ability for the students in teaching the subjects of the basic principles of Marxism-Leninism at the universities and colleges in the Northwestern in order to improve the teaching quality of this subject, contribute to make practical contributions to the development of education and training of our country in general and the universities and colleges in the Northwestern in particular.

3. Research mission

- Interpret theoretical basis of the development of self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges.
- Survey on the status of developing self-learning capacity for the students in teaching the subject "The basic principles of Marxism-Leninism" at universities and colleges in the Northwestern.
- Propose some principles and measures to develop self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern today.
- Pedagogical experiments to prove the feasibility of principles and measures to develop self-learning capacity for the students in teaching the subject

"The basic principles of Marxism-Leninism" at the universities and colleges in the NorthWestern.

4. Subject, object and scope of the study

4.1. Subject of the study

The teaching process of "The basic principles of Marxism-Leninism" at the universities and colleges in the NorthWestern.

4.2. Object of the study

principles and measures to develop self-learning capacity for the students in teaching the subject "The basic principles of Marxism-Leninism" at the universities and colleges in the NorthWestern.

4.3. Scope of the study

- In theory: Theoretical bases and principles, measures to develop self-learning capacity for the students in teaching subject "The basic principles of Marxism-Leninism".

- In practice: develop the self-learning capacity for the students in teaching subject "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern.

Investigation area of real and experimental includes: Lai Chau Community College, Dien Bien Pedagogical Junior College and Tay Bac University.

5. Scientific hypothesis

If the principles and measures proposed in the teaching "The basic principles of Marxism-Leninism" are applied, they will positively affect the development of self-learning capacity for the students, thereby it contributes to improve the quality of education and training at the universities and colleges in the Northwestern.

6. Research methodology of the thesis

6.1. Research methodology

The thesis is based on the methodology of dialectical materialism, historical materialism; views and lines of the Party and State on the renovation of political theory; system – structure opinion; "Learner-centered" view of modern teaching theory; theory and specialized teaching methods.

6.2. Research Methodology

- *Theoretical research methodology* includes: Analyze and synthesize documents, theoretical comparision and systematizing methods, logical and historical methods. Hence, it clarifies the theoretical basis for self-learning and development of self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern.

- *Practical research methodology* includes: Observation method, method for summarizing experience, methods for getting expert advice, methods of product research, methods of experimentation, comparative and sociological investigation methods in the the lecturersss and the students at the university, college of three provinces in the Northwestern.

7. New contributions of the thesis

- Deepen the theory of developing self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges.

- General assessment of the development status of self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern.

- Proposing principles and measures to develop self-learning capacity for the students in teaching the subject of "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern.

- Experimentation proves the feasibility of the proposed measures in the thesis.

8. Arguments to be protected

- As a goal of the teaching process, the development of self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges have important roles, meaning, that helps learners to have capacity to access and gain knowledge in the learning process and work later.

- In order to ensure the quality of training, the principles and measures to develop the self-learning capacity in teaching the subject "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern should be fulfilled synchronously from management levels, the the lecturersss and the students to maximize the students' initiative, independence, and activeness, attach theory of the subject to practice, develop self-learning skills, hence, it contributes to improve the teaching effectiveness of the subject, to meet the requirements of the fundamental, comprehensive renovation work of higher education today..

- Teaching is a process in which positive methods such as problem solving, group discussions, case studies, webquests and The technique of teaching tablecloths, brainstorming, and puzzle pieces are used properly and suitably for learners that will develop the self-learning capacity of the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern

9. Structure of the thesis

Besides the Introduction, conclusion, reference, appendix. The thesis is divided into 4 chapters, 12 periods.

Chapter 1. Research overview of development of self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism".

Chapter 2. Scientific basis of developing self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern.

Chapter 3. Principles and measures to develop self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern.

Chapter 4. Pedagogical experiments about suggested measures.

Chapter 1
RESEARCH OVERVIEW OF DEVELOPMENT OF SELF-LEARNING CAPACITY FOR THE STUDENTS IN TEACHING "THE BASIC PRINCIPLES OF MARXISM-LENINISM AT THE UNIVERSITIES AND COLLEGES

1.1. Research on developing self-learning capacity for learner

1.1.1. Nature and role of self-learning

In the history of education, the issue of self-learning, guide for self-learning, development of self-learning capacity were mentioned and studied very early. At each stage of development, with specific historical condition, this issue is approached by researchers in different angles, aspects. Learning is a way for people to acquire knowledge and show behaviors in life, help individuals to acquire knowledge and accumulate them in the process of productive work and community activities.

Each person's knowledge acquisition only gets results when they have the ability to learn by themselves. Hence, self-learning studies have a certain value in motivating people to accumulate experiences and scientific knowledge in order to increase their ability to perceive objective world. The teaching process is the process by which the instructor controls the the students' self-learning activities indirectly. This shows that one of the important methods of teaching at the university level is to form and promote self-learning capacity of the students in the learning process. Self-learning plays an important role, motivates the learning process, develops the personality and is foundation to decide the quality of the teaching process.

It is possible to summarize some contents and results of study toward affirming the position of the the the lecturerss and learners in which role of self-learning of the learners is highlighted. Typically there are scholars such as T.A.Ilina, N.A.Rubakin, I.F.Khalamoto, Petrovsky, Ho Chi Minh…

1.1.2. About the self-learning capacity and developing self-learning capacity

In its recommendation for "Education for the 21st Century", UNESCO has identified four pillars of education: learning to know, learning to do, learning to live together, learning to be human, on this basis some research works indicates that self-learning capacity is key to learning activities of learner, including:

1 / Creativity, ability to adapt to changes.

2 / Ability to cooperate, able to coordinate in self-study.

3) Self-assertiveness capacity, self-reliance in self-learning and life.

In order for the learning process to be highly effective, the learners should be equipped with certain self-learning skills, in which self-learning planning skills, reading skills are considered by many authors as the most important skills in self-

learning activities. Many authors have introduced a variety of principles, methods and organization of self-learning quite diverse. Typical: V.Ôkôn. J.Deway, Nguyen Canh Toan, Nguyen Ky, Nguyen Ngoc Hung, Bui Thi Thanh Huyen...

1.2. Research on development of self-learning capacity in teaching "The basic principles of Marxism-Leninism" and issues posed

1.2.1. Development of self-learning capacity in teaching "The basic principles of Marxism-Leninism"

Teaching is a process of dialectical interaction between the the the the lecturersss and the learner, in order to achieve high results in self-learning, self-studying, it can not lack the role of the the the the lecturersss, with the necessary pedagogical measures and skills to motivate the learners to formulate motives and develop the capacity of each individual in the process of self-conquest knowledge. In order to be compatible with learning of student, education and training tasks of university the the lecturersss must also be changed, and they will now play rolo as facilitators to develop self-learning capacity and basic skills to help the learners to approach and solve problems posed by subject knowledge.

The basic principles of Marxism-Leninism is as an independent science subject taught in universities and colleges since 2009, so there are not many studies on development of self-learning capacity for the students in teaching and studying this subject. Up to now, there are some in-depth studies on this issue. Typical authors are Phung Van Bo, Nguyen Van Cu, Tran Thi Mai Phuong, Hoang Thi Thuy...

1.2.2. Overview of the research results inherited by the thesis and the issues need to continue research

An overview of the research work shows that the authors have mentioned a number of issues such as: the nature, role of self-learning, structure of self-learning capacity, as well as some measures to develop self-learning capacity for the learner. However, these studies stopped in the form of scientific articles and initially proposed some aspects of the self-learning capacity structure, proposed a number of methods and forms of teaching organization in order to develop the self-learning capacity in teaching in general and teaching part of The basic principles of Marxism-Leninism in particular.

On the basis of respectfully, selectively inherit achievements of the older generation of scientists, the author continues to study to clarify several aspects as follows:

Firstly, continue to deepen the concept of tools such as self-learning, self-learning capacity, developing self-learning capacity for the students. Theoretical basis for the development of self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern.

Secondly, investigate and assess the status of teaching towards developing self-learning capacity for the students in teaching "The basic principles of

Marxism-Leninism" at the universities and colleges in the Northwestern.

Thirdly, propose the principles and measures to develop self-learning capacity for the students in teaching teaching "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern and conduct pedagogical experiments to evaluate the feasibility of the measures proposed in the thesis.

Chapter 2
SCIENTIFIC BASIS OF DEVELOPING SELF-LEARNING CAPACITY FOR THE STUDENTS IN TEACHING "THE BASIC PRINCIPLES OF MARXISM-LENINISM" AT THE UNIVERSITIES AND COLLEGES IN THE NORTHWESTERN

2.1. Scientific basis of developing self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges

2.1.1. Development of self-learning capacity in teaching

2.1.1.1. Concept of learning and self-learning

Learning is a specific form of human, the process of acquiring new knowledge, skills, behaviors and attitudes, which can only be carried out at a certain level, when people are able to determine the purposes, perceive and control their actions to achieve their intended purpose.

In our opinion, *learning is an activity driven by goals and self-conscious to comprehend new knowledge of the learners, with certain skills and means, under the guidance of the instructor.*

Self-learning is the voluntary activity to mobilize the psycho-physiological qualities of the learners in order to actively gain scientific knowledgein learning process.

2.1.1.2. Self-learning capacity

Capacity is a combination of knowledge, skills, motives and attitudes that are learned or available to effectively solve the identified problems. As a convergence of factors such as knowledge, skills, experience, willingness to act and responsibility.

Self-learning capacity is mental and physical power of the student to independently explore, create, self-discovery and solve problem of the subject, on the basis to self-test, adjust own learning to occupy, expand scientific knowledge.

The structure of self-learning capacity consists of two basic parts: *mental and operation power*, in which the mental power is formed and developed mainly by itself, including knowledge of self-learning and field of knowledge wishes to learn, defines the goals and benefits that self-learning results bring, thereby establishing motivation, sentiment, attitudes and positive in planning and mobilizing power resources to service self-learning. The operation power is formed and developed under the guidance of trainers and efforts to train of each individual in the learning process towards developing self-learning capacity.

2.1.1.3. Development of self-learning capacity

In order to develop the self-learning capacity of the students, besides stimulating and fostering factors that shape the needs, motives, sentiment and self-goals in learning process, the basic factor is development of self-learning scientifically and effectively, through the development of individual learners' action capabilities. Specifically:

1 / Develop the capacity to detect, choose self-learning problem.

2 / Develop the capacity to develop and implement self-study plan.

3 / Develop the capacity to search information, learning materials for self-learning process.

4 / Develop the problem-solving capacity in self-learning process.

5 / Develop the ability to self-test, evaluate and report self-learning results.

2.1.2. Characteristics of developing self-learning ability for students in teaching subject The basic principles of Marxism-Leninism in universities and colleges

2.1.2.1. Characteristics of teaching the subjects "The basic principles of Marxism-Leninism"

2.1.2.2. Characteristics learning of students in universities and colleges

2.1.2.3. Content of developing the self-learning capacity in teaching the subject "The basic principles of Marxism-Leninism" at the universities, colleges

2.1.2.4. Factors influencing the development of the self-learning capacity for the students in teaching the subject "The basic principles of Marxism-Leninism"

2.2. Practical basis of developing the self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern.

2.2.1. Basic characteristics of research sites

2.2.2. The development of the self-learning capacity in teaching the subjects "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern

2.2.3. Assessing the current situation and problems posed with the development of self-learning capacity for the students in teaching the subjects "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern

Through surveys with questionnaires to identify how the process of teaching and learning of the lecturers and the students at the universities and colleges in the Northwestern were and are happening, we found that in group oriented skills, including the content to detect the self-learning problems; choose self-learning problems; plan self-learning is made by the students with low level. This rate reflects embarrassment, passive of the students in self-finding and developing self-learning plans. The skill group that performs self-learning activities, including the skills of selective book and reference materials; summary information on each issue ... Adding information after reading materials shows that the independent capacity in learning of the student is very low.

Hence, through surveying of teaching situation "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern of the lecturers and the students, apart from recognizing the importance of the self-learning and self-studying are most agreeable. There are many shortcomings and limitations in the learning skills of the students and the use of teaching methods by the lectures. All of this reflects the actual situation of teaching quality of the subject "The basic principles of Marxism-Leninism" at the universities and colleges in the Northwestern today.

Chapter 3
PRINCIPLES AND MEASURES TO DEVELOP SELF-LEARNING CAPACITY FOR THE STUDENTS IN TEACHING "THE BASIC PRINCIPLES OF MARXISM-LENINISM" AT THE UNIVERSITIES AND COLLEGES IN THE NORTHWESTERN

3.1. Principles and measures to develop self-learning capacity for the students in teaching "The basic principles of Marxism-Leninism"

3.1.1. Ensure subject objectives

3.1.1.1. About knowledge

In the teaching process, teaching activities of the the the lecturersss and learning activities of the the students are two dialectical unity activities together, mutual interaction, mutual regulation. Both activities are aimed the ultimate goal that is positivity, self-awareness of the learners to gain knowledge, form skills, technique, and creativity in practical activities. Activities of the the students are always dialectical and consistency relationship with the teaching activities of the the the lecturersss, not separated dominant role of the the the the lecturersss and the content of the lecture, as both activities go to the same goal that is the learner's perception of subject knowledge.

3.1.1.2. About attitude

Student attitudes can be specified through the following requirements:

First, each student must spend more time on self-learning, self-studying activities, not only in the lecture hall but also in other learning environments such as library, extracurricular activities and at home.

Second, in the process of learning, the the students must identify that the the the the lecturerssss just play as supporting, promoting, and facilitating role on learning environment to help the learners to self gain knowledge. As the subject of the cognitive process, the the students must be initiative, self-conscious, active involved in the learning process such as self-collect the materials, arrange the plans, exchange to find the research methods to complete the requirements, exercises set by the trainers.

Third, through self-learning activities, the the students can develop basic capacity that can be "lifelong learning", even after graduation, they can self-foster to improve their qualifications, meet the requirements set by the society and working environment.

3.1.1.3. About skills

In teaching theory, the cognitive process of the students at the universities, colleges is a process of awareness that tends to be academic. With the requirements of higher education, the students do not only have the capacity to perceive events and phenomena, but also through the direction of the lecturers to grasp the nature of the subject object or matter assigned. In addition, to develop self-learning skills, each student must shape self-discovery skills, problem solving skills and practical contact. We can summarize the skills requirements that the students should achieve in teaching the subject "The basic principles of Marxism-Leninism" as follows: 1 / Listening and recording skills in class. 2 / Self-learning planning skills. 3 / Reading skills. 4) Reviewing skills (including reviewing skills and practicing skills)

3.1.1.4. About capacity

Ensuring capacity goal in general and developing self-learning capacity in teaching "The basic principles of Marxism-Leninism" are very important because they it is an organic combination of the goals about knowledge, attitudes and skills in the teaching process. With the advantages of each method used by the lecturers in teaching, ensuring the development of self-learning capacity for the students is reflected in the following basic requirements: *First*, capacity to detect problems in learning subject. *Second*, the capacity for planning self-learning. *Third*, the capacity to find information, learning materials for self-learning process. *Fourth*, problem solving capacity during self-learning. *Fifth*, the capacity to self-test, evaluate and report self-learning results.

3.1.2. Ensure self-conscious, initiative and creativity of the student

The importance of the instructor is to create the path and qualities of self-learning that are placed in relation to the overall factors formed the self-learning capacity of the learners. When proposing measures used in teaching the subject "The basic principles of Marxism-Leninism" aiming for developing student's capacity to promote self-consciousness, initiative and creativity of the students to implement the following requirements:

Firstly, the teaching objective must ensure that the students are the subjects of the teaching process, from self-discovery knowledge to attitudes, positive and self-conscious of the learners.

Secondly, the content of teaching is limited in specialized knowledge, and rather to capacity to approach the problems and to solve the problem related to knowledge of "The basic principles of Marxism-Leninism".

Thirdly, ensure a strategic approach that is, self-learning planning, with general cognitive methods such as self-discovery, collection, processing, evaluation, presentation of information ..., hence shaping methodological capacity.

Fourth, the mode of social interaction, which is teamwork, facilitates social understanding, learning to behave, sense of responsibility, ability to resolve conflict ... leading to shape social capacity.

Fifthly, the method of evaluating learning results according to capacity

development teaching, not taking the test of the ability to reproduce the learned knowledge to be the center.

3.1.3. Ensure practicality

1/ Relying on the teaching subjects and practical conditions in order to determine the objectives, contents, methods and modes of teaching and testing, assessing as appropriate.

2/ Ensuring *appropriate quantity and difficulty* in teaching, which is the teaching process suitable for the level of awareness of students in the Northwest region in terms of both knowledge and knowledge acquisition.

3/ Accurately determine the objective and practical value of the content of teaching.

4/ Ensuring scientificness, and updated new information.

3.2. Methods of self-teaching ability development for students in "Basic Principles of Marxism-Leninism"

3.2.1. Generating the right learning motivation for students

3.2.1.1. Basis for proposing measure

Self-learning is an act on one's own, so to develop self-learning capacity for students, first of all to generate the motivation of, the need for proper learning for students to encourage self-learning.

3.2.1.2. Contents

- Improve students' awareness of the objectives, requirements of the subject and reinforce the learning beliefs.
- Create a favorable, positive, close, cooperative, responsible environment in learning.

3.2.2. Applying teaching methods to stimulate learning spirit for students

3.2.2.1. Basis for proposing measure

Hứng thú là thái độ đặc biệt của cá nhân đối với đối tượng nào đó, có ý nghĩa đối với cuộc sống và có khả năng mang lại khoái cảm trong quá trình hoạt động. Sự hứng thú thể hiện ở sự tập trung, chú ý cao độ, sự say mê của chủ thể hoạt động. Sự hứng thú gắn liền với tình cảm con người, là động cơ thúc đẩy con người tham gia tích cực vào hoạt động đó.

3.2.2.2. Contents

**** Use questioning method***

In the application process of this method, the the the lecturersss can use some types of questioning as follows:

First, raise the issue in part. This is a type of teaching to raise issue in which the the the lecturersss plan about steps to solve the cognitive problem, but they only focus on solving the problem to a certain extent. The rest, the the the lecturersss continue to organize the the students to self-solve.

Second, raise the whole issue. This is the most typical type of questioning method in teaching, essentially, the the the lecturersss organize the the students to research the lecture creatively. The the the lecturersss raise the issue with system of main questions, sub-questions, open questions ... to lead the the students to solve the problem independently and to come to a conclusion.

Third, raise the hypothetical issue. This is the type of questioning method in teaching that the lectures put into the lectures some hypotheses or points of view that are contradictory to the problem that is being studied in order to construct a problematic situation of a hypothetical type. This type requires the the students to choose the right opinions and have a firm argument about their choice.

Fourth, raise the comparative, synthesis issue. This type of questioning method in the teaching uses statistics to analyze and draw conclusions.

**** Use group discussion method***

Group discussion method in teaching "The basic principles of Marxism-Leninism" can be summarized by the following basic contents:

1/ Divide the lesson content into small issues. Each small issue is identified as a discussion topic.

2/ Divide the class into small groups, the way to divide the group depends on the content and nature of the discussion issues, as well as other service conditions. The motto is the flexible use of many group forms in line with the teaching tasks, to ensure that the groups know in advance the purpose, content of the discussion, and prepare the necessary conditions for the discussion process.

3/ Each group appoints a team leader to control and maintain the group's activities and a secretary to record fully speeches in the discussion.

4/ It is possible to assign tasks for each individual to work independently in the group, then the whole team evaluate and add together.

5/ At one point it is possible to assign multiple groups to discuss the same topic, finish this topic and conduct to discuss another topics (vertical lesson development). Other way, it is possible to assign each group to discuss each topic. Group connection will create a consensus on the overall result of the unit (horizontal lesson development).

6/ Individual or group products can be displayed on documents, charts, etc. These products must be presented to the group or to other groups in the class.

7/ Ensure feedback elements from groups.

8/ Any discussions should be included by the conclusion of the lecturers. They need to spent time to record, evaluate the progress of the groups, summarize the ideas of the groups, and carry out arbitration to advice groups to continue to perfect or develop their ideas.

**** Use case study method***

Case study method is used in many socio-economic education areas. Instead of presenting subject theory, people focus on the specific cases of the subject that were and are taking place in practice. Some types of case studies may be used:

First, case decided, it helps the students to learn how to draw and analyze a decision from the given information and to be fully explained.

Second, information case, where the students learn how to research and present the necessary scientific information of a task for more precise handling of a case that has not fully been yet explained.

Third, the research case aims to help the students to learn how to gather necessary information and materials of given cases to solve a task or problem that the instructor or subject requires.

Fourth, the case of finding a problem helps the students to learn how to determine what issues are hidden in the case given by the lecturers.

Fifth, problem solving case equips the students how to solve the problem with a scientific methodology and how to effectively solve the problem posed.

Sixth, assessment case aims to help the students how to arrange the problem given associated with own judgment and assessment scale (not understand, poor comprehension, understand relatively full; firmly grasp theory and practical basis of the problem).

**** Use WebQuest - Research oriented on the internet***

WebQuest is a teaching method in which learners self-perform in group a task on a complex topic, linked to a practical situation. The basic information about the topic is accessed from the internet links previously taught by the instructors. With explosion of information technology and popularity of the internet, the application of information technology and using internet in teaching are becoming more and more important. The WebQuest is considered as a form of exercise which requires the learners to use the internet to understand and synthesize the knowledge with arguing, analyzing and evaluating on a particular topic. WebQuests requires the learners to synthesize new knowledge by completing a learning task, often to solve a hypothetical problem or solve a problem that exists in the real world.

The use of WebQuest in teaching subjects "The basic principles of Marxism-Leninism" helps the the students to quickly learn about issues related to daily life, knowledge related to practice, helps to find appropriate solutions for each specific situation posted on the internet.

Some characteristics of learning with WebQuest:

1/ Topic of teaching is always associated with practical situations and complexity.

2/ Orienting excitement for the students.

3/ Form and develop high self-reliance of the learners.

4/ The learning process is a positive and constructive process.

5/ The learning process is social and interactive.

3.2.3. Using some basic techniques in teaching to promote positive, active learning of students

3.2.3.1. Basis for proposing measure

Teaching technique is construed as actions and ways of actions of the teacher and learner in small situations and actions to control and carry out the teaching.

3.2.3.2. Contents

** "Table-cover" technique*

** Brainstorming technique*

** Association technique*

3.2.4. Developing student learning skills

3.2.4.1. Basis for proposing measure

The development of learing skills is essentially to develop the capability to act in self-learning as the most important content in the development of student self-learning capacity..

3.2.4.2. Contents

- *Provide students systematically with the necessary knowledge and how to conduct learning activities and self-learning actions.*

+ Organize a thematic class to foster learning methods for students in the syllabus of the early course.

+ Through education, guide students to self-learn in the teaching process.

+ Interchange student self-learning experience.

- *Organize to practice academic skills for students*

+ Foster skills in developing and implementing scientific self-learning plans

+ Develop reading skills for curriculum, reference materials

+ Develop skills in systematizing, generalizing documents.

+ Develop skills in analyzing logical structures of the lesson and linking theoretical issues with practice.

3.2.5. Examination and assessment measures aim to develop self-learning capacity of the the students

3.2.5.1. The principles of examination and assessment aim to develop the self-learning capacity of the the students

Firstly, the examinnation and assessment must create the development of the self-learning capacity of the the students.

Secondly, the examinnation and assessment is a process that takes place throughout the teaching and learning process, but, more importantly, through which the the students learn how to assess and evaluate of the instructors to form and develop the capacity to evaluate each other and to self-test, evaluate the results of learning their own training.

Thirdly, the examination and evaluation must evaluate accurately and objectively the results of the study, show how the student has achieved in comparison with set objectives and standards.

3.2.5.2. The process of examining and evaluating learning outcomes of the subject "The basic principles of Marxism-Leninism" in order to develop the self-learning capacity of the the students.

Step 1, determine the objective to evaluate. In order to develop a test plan, the first necessary is to know clearly what the learning objectives need to assess and what content is relevant to them in the subject "The basic principles of Marxism-Leninism".

Step 2, select the content to evaluate. Based on the specific objectives of the program and the content of the program, the types of questions and skills which need be tested and assessed will be developed into specific criteria.

Step 3: Design the questions, problems and organize the examination and evaluation.

Chapter 4
PEDAGOGICAL EXPERIMENTS

4.1. Pedagogical experiment plan

4.1.1. Experiment objectives

Pedagogical experiment is implemented to evaluate, assess effectiveness of using methods of developing self-studying ability for students in teaching the subject "Principles of Marxism and Leninism" at the universities, colleges in the Northwest region today, then determine research results of the theme. The experiment is conducted on 2 types of subject: practice and control, thereby check feasibility of solutions stated in the dissertation and test results of scientific hypothesis proposed by the dissertation.

4.1.2. Experiment organizing principles

Process of pedagogical experiment organizing shall be complied with the following principles:

Firstly, for knowledge content. Must ensure quality of scientific knowledge, objectivity, following closely training program and teaching textbook for the subject "Principles of Marxism and Leninism" issued by Ministry of Education and Training.

Secondly, for procedure. Self-studying skills for the subject "Principles of Marxism and Leninism" of students must be intructed by lecturers from easy steps to complicated ones. Completion of self-learning ability for students shall be implemented in situations in class and at home through direct and indirect impacts of lecturers.

Thirdly, for subject of experiment. Must ensure variety of experiment schools and standard professional qualification of lecturers teaching practice in the Northwest area.

Fourthly, for evaluation of experimental results. Must ensure objectivity, comprehensivenes and consistency in evaluation process between two proups, practice and control.

4.1.3. Experiment locality, subject

Experiment subjects are freshman of schools: Tay Bac University, Dien Bien College, of which Tay Bac University has 03 practice classes and 03 control classes, Dien Bien College has 01 practice class and 01 control class (due to characteristics of general subjects is studied in compound class in large hall).

4.1.4. Experiment methods

Experiment procedure is implemented under comparative method with 2 phases:

Phase 1: Exploratory experiment. This phase was conducted from September, 2015, objectives of this phase are to explore, then draw experience for application of proposed educational measures.

Phase 2: Impact experiment. We conducted impact experiment under plans from October, 2015 to the end of January, 2016. In impact experiment process, after teaching experimental lessons, we carried out testing and evaluating Practice class and Control Class to compare to scientific hypothesis proposed by the dissertation.

4.2. Experiment organization

4.2.1. Schedule, unit implementing experiment

Time for organizing experiment is from September, 2015 to the end of January, 2016 of academic year 2015 – 2016, lecturers teaching practice and practice schools are shown in the table below:

Table 4.1. Practice and control classes

Level	Class/University	Subject	Mark	Attendance
University	A1 – K56 University Tay Bac University	Practice	Practice 1	135
	A2 – K56 University Tay Bac University	Control	Control 1	133
	B5 – K56 University Tay Bac University	Practice	Practice 2	146
	B204 – K56 University Tay Bac University	Control	Control 2	149
College	A1 – K56 College Tay Bac University	Practice	Practice 3	127
	B5 – K56 College Tay Bac University	Control	Control 3	128
	K18 CĐ A1 Dien Bien Teacher Training College	Practice	Practice 4	94
	K18 CĐ A2 Dien Bien Teacher Training College	Control	Control 4	97

4.2.2. Experiment contents

Prepared lessons to teach for practice and control organization are knowledge of the subject “Principles of Marxism and Leninism” as Table 4.2 below.

Table 4.2. Content and knowledge of experimental teaching

No. of experimental lesson	Name of chapter	Content, knowledge of experiment	Time
1	Chapter 2	MATERIALIST DIALECTICS I. Dialectics and basic forms of dialectics II. Basic principles of Materialist Dialectics	4 periods
2	Chapter 3	HISTORICAL MATERIALISM I. Material production and rules of production relations consistent with development level of productive forces. II. Dialectics between infrastructure and superstructure.	4 periods
3	Chapter 4	VALUE THEORY I. Conditions of birth, characteristics and dominance of commodity production. II. Commodity.	4 periods

Experiment schedule is implemented according to the following steps:

Step 1, make plan of practice, including communication with School-board, Department of universities, colleges that is expected to implement experiment, on the basis of plan assigning and teaching the subject "Principles of Marxism and Leninism" of the faculty, the department will choose lecturer and class to teach Practice and Control.

Step 2, organize to teach Practice and Control. Practice lesson plan is assigned to lecturers to study and comment in addition and deploy contents under intructions. In Control classes, lecturers will teach proactively under lesson plan prepared by him/herself.

Step 3, collect, handle data of experimental results. This is an extremely important step in Experiment schedule. Groups, classes have all the same content of test, assessment and volume of knowledge, time under a uniform sample (appendix).

Step 4, evaluate Experimental results through obtained data under methods of mathematical statistics in educational science according to formulas of Excel software.

4.2.3. Processing method of experimental results

The dissertation used methods of mathematical statistics in educational science and interviews with questionnaire to process data and collect information. By calculating aggregated average value of the data obtained from the tests, through tabulation and classification of learning outcomes, level of interest in order to provide a basis for comparison between practice and control groups. The average value is calculated according to the formula:

$$\overline{X} = \frac{\sum n_i \cdot x_i}{n}$$

Arithmetic average (denoted as $\overline{X}$) is a parameter that characterizes concentration of the data, in which: n_i is frequence of values x_i; n is number of students practised.

Average value $\overline{X}$ characterizes concentration of data in order to compare average learning level of 2 groups Practice and Control.

Variance (denoted as S^2), Standard deviation (denoted as S) is parameters measuring dispersion of the data around arithmetic average value; is calculated by the formula:

$$S^2 = \frac{\sum n_i \cdot (x_i - \overline{X})^2}{n-1}$$

$$S = \sqrt{\frac{\sum n_i \cdot (x_i - \overline{X})^2}{n-1}}$$

In order to validate reliability of conclusions obtained from the calculation using the above formula, the dissertatioan reviewed calculated results in two cases:

Case 1: difference between $\overline{X_{TN}}$ and $\overline{X_{ĐC}}$ is remarkable, significant, with incorrect probability or level of meaning α. This conclusion means that: If it is applied widely, new teaching method under proposals of the author (under Practice) will be more effective than normal teaching method.

Case 2: difference between $\overline{X_{TN}}$ and $\overline{X_{ĐC}}$ is not remarkable, not enough sense, with level of meaning α. This means that from obtained data, it is insufficient to conclude that new teaching method is better than normal method. To know whether case that the obtained results belongs to, the author takes the following steps:

Step 1, use T - Student test to compare results of Practice and Control, and

used the formula:

$$T = (\overline{X_{TN}} - \overline{X_{ĐC}}) \cdot \sqrt{\frac{n}{S_{TN}^2 + S_{ĐC}^2}}$$

In which:

n is total number of student taking part in Practice and Control;

S^2_{TN} is variance of obtained results of Practice class

$S^2_{ĐC}$ is variance of obtained results of Control class

Step 2, pre-choose probability α. Search Student distribution table to find value $T_{\alpha, k}$ corresponding to column α and row k (with k = 2n - 2). *Step 3*, compare results calculated in step 2 with $T_{\alpha, k}$ found in Student distribution table in step 2: If $T > T_{\alpha, k}$, difference between $\overline{X_{TN}}$ and $\overline{X_{ĐC}}$ is meaningful; If $T \leq T_{\alpha, k}$, difference between $\overline{X_{TN}}$ and $\overline{X_{ĐC}}$ is insufficient sense. *Step 4*, to see results of impact, we consider ES value (ES value is influence level of impact), calculated under formula and impact results according to Cohen criteria table. Calculating steps and obtained results are basis to allow the dissertation to affirm quality of practical samples that is better than the control samples, due to new teaching method is better than normal teaching method performed by lecturers of universities, colleges in the Northwest region.

$$ES = \frac{\textit{Average value of Practice group - Average value of Control group}}{\textit{Standard deviation of Control group}}$$

Table 4.3 Table of Cohen criteria

ES Value	Influence level
>1,00	Extremely great
0,8 - 1,00	Great
0,50 - 0,79	Average
0,20 - 0,49	Small
< 0,20	Extremely small

4.3. Experimental results

4.3.1. Evaluating criteria for experimental results

To get objective results, bringing effective self-learning abilities for students with experimental lessions, we rely on the 02 basis to assess the feasibility of the experimental method. These are:

* In quantitative term: Tests of students are evaluated based on level of awareness as recognizing, understanding, applying corresponding to specific mark scales.

* In qualitative term: Lecturers observe, evaluate studying quality through the following criterias:

1/ Proactiveness, positiveness and content quality of students' preparation through self-studying, self-researching.

2/ Independence and teamwork skills in getting knowledge.

3/ Levels of thinking, ability to synthesize and generalize knowledge and contact to students' practice through content, matters assigned by lecturers.

4/ Ability to present, demonstrate or analyze, reject a content, certain issues in lessons.

4.3.2. Exploratory experiment

The author implemented to explore awareness of students by input test, then basing on results of this test, can see that awareness of students between Practice and Control classes is equal, in order that impact experiment of measures proposed by the dissertation is objective and brings to results as expected.

Table 4.4. Results of input test, evaluation

Class/school		**Attendance**	**Rate (%)**				
			Weak-Poor	Average	Good	Very good	%
A1.K56 ĐHTB	TN	135	23.0	35.5	37.8	3.7	100
A2.K56 ĐHTB	ĐC	133	21.8	36.1	39.1	3.0	100
B5.K56 ĐHTB	TN	146	24.0	34.9	37.0	4.1	100
B204.K56 ĐHTB	ĐC	149	22.1	36.2	36.9	4.7	100
A1.K56CĐ	TN	127	21.3	37.0	36.2	5.5	100
B5.K56CĐ	ĐC	128	21.9	38.3	33.6	6.3	100
K18. CĐĐB	TN	94	22.3	31.9	40.4	5.3	100
K18. CĐĐB	ĐC	97	22.7	35.2	38.1	4.1	100
Synthetics	TN	502	22.6	34.9	37.9	4.7	100
	ĐC	507	22.1	36.4	36.9	4.5	100

Notes: ĐHTB: Tay Bac University
CĐ: College
CĐĐB: Dien Bien College (Dien Bien Teacher Training College)
TN: Practice
ĐC: Control

Before implementing experiment as planned, we conducted exploratory experiment in 01 Practice class and 01 Control class in Tay Bac University. Obtained results from exploratory experiment are shown in Table 4.5 below.

Table 4.5. Results of exploratory experiment

Class	Attendance	Marks								$\overline{x}$	S	S^2
		3	4	5	6	7	8	9	10			
A1.K55 University (Practice)	125	0	11	12	23	24	32	18	5	7.02	1.60	2.57
B5.K55 University (Control)	125	9	16	25	26	21	20	8	0	6.00	1.66	2.76

From marks in 2 classes Practice and Control, we can see that rate of students reaching good, very good level in Control class is lower than rates of Practice class: In Practice class: good, very good level is 79 students (63.2%), average level is 35 (28%), weak-poor level is 11 (8.8%). In Control class: good, very good level is 49 students (39.2%), average level is 51 students (40.8%), weak-poor level is 25 students (20%). Average mark of Practice class is 7.02. Average mark of Control

class is 6.00. Standard deviation in average mark of Practice class compared to Control class is 1.02. In which, standard deviation of Practice class group is 1.60; standard deviation of Control class group is 1,66.

As a result, learning outcome of students in Exploratory experiment class is more progressive than Control class, analyzing experimental results under above criterias, confirming that feasibility of the proposed measures, results of exploratory experiment is basis for us to implement impact experiment at universities, colleges in the Northwest region as planned.

4.3.3. Impact experiment

4.3.3.1. About awareness

Through lectures, students have identified their self-studying as an important factor in determining outcome of their studying. With volume of knowledge equipped by lecturers and content, matters assigned for self-studying, self-researching, students took the initiative to find materials on the library, the internet, making self-studying plan, organizing seminars under groups, the class actively explores unknown problems, students have identified learning motivation, which develop more skills applied for learning not only Principles of Marxism and Leninism, but also many other subjects and working process, scientific research later.

4.3.3.2. Results on mark

Total number of students in Practice classes is 502 students, Control classes is 507 students. Mark scale and content of test, evaluation (appendix) is uniform, achieved results are shown in synthetic table 4.6 below.

Table 4.6. Results on mark of impact experiment

Class	Attendance	Marks								$\overline{X}$	S	S^2
		3	4	5	6	7	8	9	10			
A1.K56ĐH ĐHTB (TN)	135	0	11	12	22	27	38	17	8	7.12	1.60	2.57
B5.K56ĐH ĐHTB (TN)	146	0	12	13	21	25	47	19	9	7.19	1.61	2.61
A1.K56CĐ ĐHTB (TN)	127	0	9	10	22	17	43	18	8	7.26	1.59	2.54
K18. CĐĐB	94	0	7	5	11	18	30	16	7	7.43	1.58	2.50
A2.K56ĐH ĐHTB (ĐC)	133	12	27	25	29	15	16	8	1	5.69	1.73	2.99
B204.K56ĐH ĐHTB (ĐC)	149	13	31	26	27	24	16	11	1	5.77	1.76	3.12
B5.K56CĐ ĐHTB (ĐC)	128	10	28	27	21	19	15	7	1	5.69	1.71	2.95
K18. CĐĐB(ĐC)	97	7	21	10	18	22	12	6	1	5.94	1.75	3.09
Practice synthetics	**502**	**0**	**39**	**40**	**76**	**87**	**158**	**70**	**32**	**7.25**	**1.60**	**2.56**
Control synthetics	**507**	**42**	**107**	**88**	**95**	**80**	**59**	**32**	**4**	**5.77**	**1.74**	**3.04**

Notes: ĐHTB: Tay Bac University
CĐ: College
CĐĐB: Dien Bien College (Dien Bien Teacher Training College)
TN: Practice
ĐC: Control

Through aggregating marks of impact experiment, it shows difference on level, results of Practice class is much higher than classes of Control group. Average mark of Practice class is 7.25, Average mark of Control class is 5.77. Standard deviation in average mark of Practice class group compared to Control class group is 1.47. Standard deviation of Practice class group is 1.60. Standard deviation of Control class group is 1.74.

Table 4.7. Table for distributing results of impact experiment teaching

Class/School		**Attendance**	**Rate (%)**			
			Week-Poor	Average	Good	Very good %
A1.K56 ĐHTB	TN	135	8.14	25.18	48.14	18.51
A2.K56 ĐHTB	ĐC	133	29.32	40.60	23.30	6.76
B5.K56 ĐHTB	TN	146	8.21	23.28	49.31	19.17
B204.K56 ĐHTB	ĐC	149	29.53	35.57	26.84	8.05
A1.K56CĐ	TN	127	7.08	25.19	47.24	20.47
B5.K56CĐ	ĐC	128	29.68	37.50	26.56	6.25
K18. CĐĐB	TN	94	7.44	17.02	51.06	24.46
K18. CĐĐB	ĐC	97	28.86	28.85	35.05	7.21
Synthetics	**TN**	**502**	**7.76**	**23.10**	**48.80**	**20.31**
	ĐC	**507**	**29.38**	**36.09**	**27.41**	**7.10**

Notes: ĐHTB: Tay Bac University
CĐ: College
CĐĐB: Dien Bien College (Dien Bien Teacher Training College)
TN: Practice
ĐC: Control

After aggregating classification degree of teaching outcomes of Practice and Control, it is easy to see difference on mark levels: weak-poor, average, good, very good in Practice and Control classes. In Practice classes, rate of students achieving weak – poor marks is 7.76%, average mark is 23.1%, good mark is 48.8% and very good mark is 20.31%. Conversely, in Control classes, rate of students achieving weak – poor, average marks is higher than in Practice classes, and good, very good marks are less than Practice classes, weak-poor rate is 29.38%, and average, good, very good rates are 36%, 27.41% and 7.10%, respectively. These results can show clearly effectiveness of experimental lessons having positive teaching methods implemented by lecturers.

To see influence degree result of impact (ES), we aggregated specific parameters for experimental results, used test operation and calculated impact results under Cohen criteria table as follows:

Table 4.8. Specific parameters of Practice and Control classes

Specific parameter / **Class group**	$\overline{X}$	S	S^2
Practice	7.25	1.60	2.56
Control	5.77	1.74	3.04

From specific parameters stated above, we found that arithmetic average of obtained results of Practice group is much higher than arithmetic average of Control group ($\overline{X_{TN}} > \overline{X_{ĐC}}$). Dispersion degree of test results around the arithmetic average of Practice group (S^2_{TN}, S_{TN}) is lower than dispersion degree of test results around the arithmetic average of Control group ($S^2_{ĐC}$, $S_{ĐC}$).

Using T - Student test to compare Practice and Control results, it is obtained as follows:

$$T = (7.25 - 5.77) \cdot \sqrt{\frac{(502+507)}{(2.56+3.04)}} \qquad T = 19.87$$

Take α = 0.1. Search in Student distribution table, corresponding with α = 0.1 and k = 2n - 2 = 2. (502 + 507) – 2 = 2016, result is $T_{\alpha,k}$ = 1.65. If taking α = 0,005, result is $T_{\alpha,k}$ = 2.81.

Comparing T and $T_{\alpha,k}$ in both cases (α = 0.1 or α = 0.005), we can found that: T>$T_{\alpha,k}$ (19.87 > 1.65 or 19.87> 2.81).

Above results showed that random possibility is very low, average difference of marks is result of the impact, accidental causes have been excluded. Thereby, difference between $\overline{X_{TN}}$ and $\overline{X_{ĐC}}$ is considerable, allow us to conclude that experimental teaching process brought positive results.

Thus, impact of positive measures in teaching “Principles of Marxism and Leninism” brought markable efficiency for Practice classes. To find out range of these major impacts, need to base influence level (ES value), calculate under the formula:

$$ES = \frac{\textit{Average value of Practice group - Average value of Control group}}{\textit{Standard deviation of Control group}}$$

$$ES = \frac{7.25 - 5.77}{1.74} \qquad ES = 0.85$$

ES influence level is evaluated under Cohen criteria table in this research is 0.85 that shows the impact gave bright results, good grade achieved at large threshold. This is a positive and objective result of experimental process.

4.3.3.3. Results on developing self-studying abilities of students

Through organizing Practice and Control teaching, learning outcomes,

questionnaire and opinions of lecturers and students, we found development of self-studying ability via active teaching methods performed during experimental teaching process, together with using methods of giving matters, discussing in groups, researching cases and webquest, students were proactive, active to research matters required by lecturers in connection with knowledge content of the lessons. Ability to find out matters in learning the subject, to make studying plans implemented at quite proficient level by students, however, abilities to search information, learning materials for self-studying process, problem solving, self-test capability, assessment of students are crestfallen, need to regularly consult with the instructor.

In Control class group, learning skills of students is also limited such as: skills for searching, reading, using webquest and knowledge generalizing in documents, discussing skills, collaboration skills, skills for presenting personal opinion, initiative in learning, students are passive in receiving knowledge, mainly listen, record content of lessons.

CONCLUSION AND RECOMMENDATION

1. Conclusion

From theoretical study, empirical situation and practice of using active teaching methods in order to develop self-learning abilities of students, the dissertation would like to draw the following conclusions:

1.1. Developing self-learning capabilities for students is one of important educational innovative orientation, leads to positiveness in awareness of learners. Through investigation, survey, evaluation, analysis of the practical situation and requirement proposing and educational method group is in line with teaching theory. Practice and Control resutls on quantitative and qualitative terms have proved effeciency of measures proposed by the dissertation.

1.2. On the basis of theoretical study on self-studying in general and develoing self-studying ability for students, the dissertation has systematized and used active teaching methods. Pedagogical experiment of the dissertation affirmed feasibility of scientific hypotheses.

1.3. Through researching, surveying teaching situation of the subject "Principles of Marxism and Leninism" at universities and colleges in the Norwest region also reflect that most of lecturers are meeting difficulties when using method and technique "*Learner-centered*" in teaching, some lecturers have not understood ways to organize the class scientifically, have not procedures and measures in specific pedagogical situations.

1.4. Organization of testing, assessing learning outcomes of students must ensure scientific way, objectiveness and focusing on the openness and creativity of students in the process of knowledge self-getting.

2. Recommendation

Through process of theoretical research, surveying and experimental deployment, we also found some problems existing in teaching "Principles of Marxism and Leninism". The author would like to give some recommendations below:

2.1. Lecturers and levels of managers of universities and colleges on basis of programme frame of Ministry of Education and Training need to build detailed training program that follows closely social practice of the Nortwest mountainous region.

2.2. Organizing and facilitating for lecturers to regularly take part in professional training period in order to exchange, enhance and update new information, modern teaching methods and technique.

2.3. To apply active teaching methods, schools need to invest modern teaching equipment such as: multi-functional classroom, computers, projectors, internet net work, updating new documents, books, newspapers, so that students is easy to search, explore materials serving for researching and learning.

2.4. For learners, via study of the theme, we saw that self-studying is process that each person is proactive, active and independent to self-dominate

knowledge, overcome passive situation, and waiting situation for one-way communication of lecturers, learning to deal with marks and only understanding simply knowledge taught by lecturers and in textbooks. These are limitations existing commonly in many students at universities and colleges of the Northwest region today.

2.5. For conditions to implement measures to develop self-studying abilities in teaching "Principles of Marxism and Leninism" at universities, colleges in the Northwest region, there are:

For team of lecturers

To implement effectively measures, procedures given, it is necessary to collect fully conditions: lecturers shall be trained in full-time program with right qualification, ensure both quality and quantity, dedication to the profession, mastering suitable and modern teaching theory, methods and skills to organize and convey knowledge to learners.

For students studying the subject "Principles of Marxism and Leninism" at universities and colleges in Nortwest region

In learning process, each student must self-aware that self-studying is unique path to access and dominate knowledge, then has awareness of practicing, improving quality and skills to adapt to teaching methods, technique, develop self-studying ability.

For all levels of managers

Levels of managers need to manage not only inside lesson activities but also outside activities, extracurricular of students in training program. Content of management of students' activities includes: Managing implementation of plans, discipline, academic routine, managing implementation of training programs to promote widely development of self-learning movement of students in the whole school.

Innovating teaching methods to enhance quality of teaching in universities and colleges is an important task of the education sector at present, measures and processes given by the author have open and specific for the Northwest area, so it is necessary to continue more research and supplement together with development of Vietnam educational practice and modern teaching theory.